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**UNIVERSITY** EST. 1826

## **DEPARTMENT OF ART HISTORY**

### **UNDERGRADUTE STUDENT HANDBOOK 2020-2021**

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## ABOUT THE PROGRAM

The Department of Art History and Art offers opportunities to study art history, to engage in pre-professional museum training, to participate in a broad range of studio offerings, and to pursue state teacher licensure in art education. The Bachelor of Arts degree is granted in art history and in pre-architecture (second major only), and the Bachelor of Science degree is conferred in art education. The department offers graduate programs leading to the degrees of Doctor of Philosophy in art history, Master of Arts in art history, Master of Arts in art history and museum studies, and Master of Arts in art education. In conjunction with the School of Law, the department also offers a combined JD/Master of Arts in art history and museum studies. Qualified undergraduates majoring in art history or art education may participate in the Integrated Graduate Studies Program.

All art programs are considerably enhanced by close cooperation with cultural institutions located in University Circle, in particular the Cleveland Museum of Art, the Cleveland Institute of Art, and the Museum of Contemporary Art (MOCA). The planned Nancy and Joseph Keithley Institute for Art History, to be created jointly with the Cleveland Museum of Art, will promote art historical studies through graduate fellowship support, collections-based graduate seminars, travel and research funding, undergraduate internship funding, and joint programming with the Cleveland Museum of Art.

In collaboration with the Department of Physics and other university associates, the department is launching a new series of programs under the umbrella art.lab.cle. art.lab.cle supports the transformation of the fields of art history and art education. We approach these ambitious objectives from two principal points of view: transdisciplinary collaboration with the sciences and technology, and social justice. At times, these two objectives mesh in a single project. The democratization of art is at the heart of our vision. Please see our website for more information.

# ART HISTORY PROGRAM

The study of art history expands visual literacy, deepens critical reading and writing skills, and increases students' abilities to think across fields. The discipline is exciting and profoundly multidisciplinary; additionally, it enhances awareness of cultural diversity around the globe and throughout time. Students majoring in art history have a wide variety of career opportunities. Graduates with a strong background in art history are employed as college and university professors; as museum professionals (in curatorial, educational, and administrative positions); as art librarians and archivists; as development officers; as journalists; as art gallery or auction house staff members; as art conservators and restorers; as art specialists in the diplomatic service and at all levels of government; and in other careers in industry, film, and television. Some of these specialties require additional study and professional preparation beyond the bachelor's degree. Other art history majors who have fulfilled the required prerequisites go on to attend law, medical, or business school. Increasingly, familiarity with global visual culture is desirable for those pursuing careers well outside the field (for example, engineering students).

The undergraduate major in Art History trains students around five central program learning outcomes. These are:

**Visual Literacy: demonstrate visual literacy through written and oral communication.**

Mastering: Formal description of the work(s) of art/architecture is detailed, clearly stated, and well organized. Extends beyond observation into complex visual analysis of the work(s), including consideration of iconography, historical context, and specific formal details.

Developing: Formal description of the work(s) of art/architecture provides basic, detailed visual information. Descriptive terminology is occasionally perceptive. Includes some analysis or understanding of the artwork(s) but does not successfully address consideration of iconography, historical context, or specific formal details.

Emerging: Formal description of the work(s) of art/architecture provides basic visual information. Descriptive terminology is vague. Includes little to no analysis or understanding of the iconography, historical context, or formal details of the artwork(s). Responses to artwork(s) reliant upon personal reactions and value judgments.

**Critical Thinking: employ critical and creative thinking to solve interpretative problems and make connections between art and larger social, political, and cultural issues.**

Mastering: Questions about the interpretation and significance of the works of art/architecture or theme are clearly articulated. Clear statement of compelling thesis. Appropriate and original critical perspective or theories employed to analyze and understand specific works of art/architecture/theme. Specific position (argument, perspective) is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.

Developing: Some attempt is made to question and interpret works of art/architecture/theme. Thesis is basic; does not pose significant questions. Conclusion summarizes and restates the

formal observations with rudimentary acknowledgment of critical perspective. Specific position (argument, perspective) acknowledges some complexity, but struggles to engage with different sides of an issue.

Emerging: No particular questioning or critical perspective employed to understand topic. No thesis. Statement of simple visual observation rather than analysis. Conclusion is self-evident, and merely summarizes and restates the formal observation. Specific position (argument, perspective) is stated, but is simplistic and obvious. Avoids opposing positions in any meaningful way.

**Research Skills: identify, locate, interpret, and analyze a variety of primary and secondary source material including archival materials and digital resources.**

Mastering: Research is highly focused. Uses specific works of art and other appropriate historical sources to help elucidate and explain the social and historical context of the specific artworks. Uses artworks and other primary sources to support a complex thesis. Understands how to integrate a variety of sources into the overall thesis and to support argument.

Developing: road explanation of socio-historical context. Establishment of context is basic or underdeveloped; mostly reliant upon secondary sources. Artworks used mostly as illustrations and not as primary documents. Expresses superficial understanding and use of sources.

Emerging: Artworks plugged into broad, general sociohistorical context. Artworks used as illustrations and not as primary documents. Expresses rudimentary engagement with secondary sources. Sources are minimal and hastily assembled.

**Communicative Skills: synthesize primary and secondary textual and visual sources in order to formulate a clear, persuasive argument (oral or written) about a work of art or art historical theme.**

Mastering: Quotations and references to supporting textual and visual sources are used to make specific, meaningful points. Student demonstrates excellent ability to synthesize and read sources, to apply sources to his/her own argument, and to cite those sources accordingly. Supporting documentation (bibliography, footnotes, and figures, when required) is accurate and complete. Student is able to use technological tools to create a visually coherent and well-labeled presentation (using Zoom, Powerpoint) when required. The student is able to verbally communicate a complex thesis, supported by research, in front of a work of art (whether in person or digitally reproduced) or in person at the Cleveland Museum of Art (or other cultural institution/monument). Student can readily field additional questions and demonstrates knowledge of the given topic beyond what has been articulated in the required timeframe.

Developing: Quotations, citations, and sources used incorrectly and/or inconsistently. Student does not demonstrate ability to read and synthesize sources and apply them to the topic at hand. Student does use technological tools to create a coherent presentation (using Zoom, Powerpoint) when required. The student communicates a basic concept or idea, but it is not sufficiently supported by research. Student struggles to answer questions and does not reveal further knowledge of the given topic beyond what has been articulated in the required timeframe.

Emerging: Citations and sources missing or used incorrectly and inconsistently. Missing appropriate supporting documentation (bibliography, notes, figures, when required). Student does not demonstrate command of technological tools to create a coherent presentation (using Zoom, powerpoint, etc.) when required. The student does not articulate a thesis or framing idea but instead exclusively summarizes or describes the work(s) of art or topic. The student is unable to answer additional questions.

**Global Inclusion: Students will be able to discuss and analyze how works of art express or engender social and cultural values and problems, and will be able to use multiple interpretative approaches in order to address these issues.**

Mastering: Student can discuss and analyze how works of art express or engender social and cultural values and problems, and is able to use multiple interpretative approaches in order to address these issues, particularly as they pertain to race, ethnicity, gender, socioeconomic status, and/or global cultural concerns.

Developing: Student can discuss and analyze how works of art express or engender social and cultural values and problems, but has trouble using multiple interpretative approaches and is still learning to appreciate the nuances of these issues as they pertain to race, ethnicity, gender, socio-economic status, and/or global cultural concerns.

Emerging: The student demonstrates a rudimentary ability to discuss and analyze how works of art express or engender social and cultural values and problems but does so without the use of supporting evidence and without attention to the issues of race, ethnicity, gender, socio-economic status, and/or global cultural concerns that inflect these discussions.

# UNDERGRADUATE PROGRAMS

The art history curriculum is designed to give students a broad grounding in a variety of artistic media with a strong emphasis on understanding the cultural contexts in which they were produced. Students develop technical and critical vocabularies as well as sound writing skills to analyze works of art. Study of and research on works of art in the Cleveland Museum of Art are essential components of the undergraduate curriculum. Internships for credit or with volunteer status are available at the Cleveland Museum of Art, the Museum of Contemporary Art, and other arts institutions in University Circle.

## **Integrated Graduate Studies Program:**

Qualified undergraduates majoring in art history or art education may also participate in the Integrated Graduate Studies Program. Interested students should note the general requirements and the admission procedures in this bulletin and may consult the department for further information. The GRE is required for all students applying to the IGS program in art history. More information is available here: <https://case.edu/gradstudies/prospective-students/integrated-programs-bsms-and-igs>

## **Bachelor of Arts in Art History - Degree Requirements:**

1. ARTH 101: Art History I (3 credits)
2. ARTH 102: Art History II (3 credits)
3. One to two Art History electives at the 200 level (3-6 credits) and five to six Art History electives at the 300 level (15-18 credits). These courses must include one course from four of the following five areas: Ancient Art, Arts of Asia/Africa/the Americas, Medieval Art, Renaissance and Baroque Art, and Modern/American/Contemporary Art.
4. ARTH 396: Majors Seminar (3 credits) Note: This course is offered in alternating spring semesters. Students may need to take it during junior year.
5. One to two Art Studio courses (3-6 credits)

Total credits: 36

Foreign language study in French, German, or Italian is highly recommended, especially for those considering graduate study in art history.

Majors who wish to earn the Bachelor of Arts degree with honors in art history must make written application to the director of undergraduate studies and department chair no later than the fall semester of their senior year. Departmental honors are awarded upon fulfillment of the following requirements: a grade point average of at least 3.5 in the major and an A in ARTH 399 Honors Thesis.

## **Bachelor of Arts in Pre-Architecture - Degree Requirements:**

\*Please note: this degree is advised by the Director of Art Education and *not* the Director of Undergraduate Studies in Art History

The Pre-Architecture Program introduces the student to the forms, history, and functions of architecture as well as to the studio skills relevant to its practice. The program is designed to provide a background for undergraduate students who plan to continue architectural studies at the graduate level, as well as for those interested in the study of architecture as part of a liberal or technical education.

Pre-architecture may be chosen only as a second major. The double major is required so that the perspectives provided by this interdisciplinary program may be complemented by a concentrated disciplinary experience. For a student who completes a Bachelor of Science degree (BS, BSE, or BSN), pre-architecture may serve as the sole major for a BA degree.

To declare a pre-architecture major, students should have declared a first major and have sophomore or junior standing. Up to 6 credits in general education requirements and elective courses taken by students for their first major may be applied to their pre-architecture major. The major consists of a minimum of 30 credit hours, 15 of which are in required courses and the remainder of which are approved elective courses. Detailed information about approved electives is available in the departmental office.

The required courses are:

1. ARTH 101: Art History I (3 credits)
2. ARTH 102: Art History II (3 credits)
3. ARTS 106: Creative Drawing I (3 credits)
4. ARTS 302: Architecture and City Design I (3 credits)
5. ARTS 303: Architecture and City Design II (3 credits)
6. Two Art History electives (6 credits)
7. Two electives from the following: (6 credits)
  - a. ARTS 101: Design and Color I
  - b. ARTS 201: Design and Color II
  - c. ARTS 206: Creative Drawing II
  - d. ARTS 220: Photography Studio I
  - e. ARTS 304: Architecture and City Design III
  - f. THTR 223: Scenic Design
  - g. THTR 224: Lighting Design
8. One elective from the following: (3 credits)
  - a. MATH 125: Math and Calculus Applications for Life, Managerial, and Social Sci I
  - b. MATH 126: Math and Calculus Applications for Life, Managerial, and Social Sci II
  - c. PHYS 115: Introductory Physics I
  - d. PHYS 116: Introductory Physics II
  - e. PHYS 121: General Physics I - Mechanics
  - f. PHYS 122: General Physics II – Electricity and Magnetism
  - g. For students whose interests lie in aesthetics and the history of architecture, the required 3 hours may be in sociology, anthropology, history (specifically courses



on the history of science and technology), civil engineering, or earth, environmental, and planetary sciences.

Total Credits: 30

**Minor in Art History – Requirements:**

1. ARTH 101: Art History I (3 credits)
2. ARTH 102: Art History II (3 credits)
3. Four Art History electives, one of which must be at the 200 level (12 credits)

Total Credits: 18

## ADDITIONAL INFORMATION

### **Maintaining Good Academic Standing:**

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

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

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

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

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

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

For more information on academic probation, see [\(https://bulletin.case.edu/undergraduatestudies/academicstgregs/\)](https://bulletin.case.edu/undergraduatestudies/academicstgregs/).

### **Academic Integrity Policy (Partial Summary)**

Complete information: <https://students.case.edu/community/conduct/aiboard/policy.html>

#### TYPES OF VIOLATIONS

- Cheating: Copying work; falsifying data; using unauthorized sources such as notes, books, or cell phones
- Plagiarism: Using another's words or ideas without attribution; submitting an assignment to multiple classes without permission
- Misrepresentation: Lying or falsifying documents to postpone assignments or exams; taking an exam for another student

- Obstruction: Interfering with another student's ability to learn, such as by theft or destruction of notes, books, or papers

#### RESPONSIBILITIES OF STUDENTS AND FACULTY

- Understand and adhere to the University Statement of Ethics and Academic Integrity Policy.
- When faced with a violation of integrity, do something. The best way to foster an ethical environment is for every member of the community to make it clear that integrity is important, and that violations are not acceptable.
- Take reasonable precaution to prevent instances of academic dishonesty.
- If a violation is suspected: [Guide for Students](#) / [Guide for Faculty](#)

#### **Grievance Procedures**

Per Undergraduate Studies, “A student who wants to register a complaint about course instruction or evaluation should first bring the matter to the direct attention of the professor or instructor involved. If the matter is not satisfactorily resolved, the student should go to the chair of the academic department in question and seek departmental review. If neither step resolves the complaint, the student may take the matter to the faculty member's college or school dean for final review and decision.”

[\(https://bulletin.case.edu/undergraduatestudies/policies/\)](https://bulletin.case.edu/undergraduatestudies/policies/)

# FUNDING OPPORTUNITIES

## University-wide:

### **Humanities@Work Academic Year Stipends:**

Maximum Stipend: \$1,000

“Stipends are available to undergraduate students in any of the departments affiliated with the Baker-Nord Center (Art History and Art, Classics, English, History, Modern Languages, Music, Philosophy, Religious Studies, and Theater) who are participating in an unpaid internship during the academic year.”

(<https://case.edu/artsci/bakernord/funding/undergraduate-funding-opportunities>)

### **Humanities@Work Summer Stipends:**

Maximum Stipend: \$3,000

“Funded through a partnership with the Office of Post-Graduate Planning & Experiential Education and the Baker-Nord Center for the Humanities, scholarships are available to undergraduate students in any of the departments affiliated with the Baker-Nord Center (Art History and Art, Classics, English, History, Modern Languages, Music, Philosophy, Religious Studies, and Theater) who are participating in an unpaid internship.”

(<https://case.edu/artsci/bakernord/funding/undergraduate-funding-opportunities>)

### **Undergraduate Research Award:**

Maximum Award: \$500 (Special requests can be made exceeding that amount)

“Grants are available to undergraduate students in any of the departments affiliated with the Baker-Nord Center (Art History and Art, Classics, English, History, Modern Languages, Music, Philosophy, Religious Studies, and Theater) to help defray expenses associated with a senior thesis or other research project not covered by departmental funding. Examples of eligible funding include, but are not limited to: travel to a collection; purchase of research materials; training in digital scholarship; server space; software; books or other materials.”

(<https://case.edu/artsci/bakernord/funding/undergraduate-funding-opportunities>)

### **Undergraduate Humanities Award:**

Prize: \$500

“This prize recognizes exceptional achievement in a capstone project or senior paper in conjunction with a humanities course. Prize is available to students in the following departments: Art History, Classics, English, History, Modern Languages, Music, Philosophy, Religious Studies, or Theater.”

(<https://case.edu/artsci/bakernord/funding/undergraduate-funding-opportunities>)

### **Undergraduate Research Grants:**

Prize: \$250

“Grants are available to undergraduate students in any of the departments affiliated with the Baker-Nord Center (Art History and Art, Classics, English, History, Modern Languages, Music, Philosophy, Religious Studies, and Theater) to help defray expenses associated with a senior thesis or other research project not covered by departmental funding. Examples of eligible funding include, but are not limited to: travel to a collection; purchase of research materials; training in digital scholarship; server space; software; books or other materials.”

(<https://case.edu/artsci/bakernord/funding/undergraduate-funding-opportunities>)

**Phi Beta Kappa Research Grants (deadline: April 15):**

The Case Western Reserve University Alpha of Ohio chapter of the Phi Beta Kappa national honor society sponsors research grants reaching up to a few hundred dollars to support student research projects.

**Eligibility:**

- Actively enrolled undergraduate or graduate student in the College of Arts and Sciences
- Research proposal related to a student's academic work
- Funds must be used for a well-defined aspect of a student's project including specialized equipment, supplies, travel, etc.

**Application:**

- Statement of the proposed use of funding
- Brief description of the research project
- Itemized budget for the amount requested
- Letter of support from a faculty sponsor (<https://case.edu/gradstudies/current-students/fellowships-and-awards>)

Please note: some fellowships require departmental nomination. Students may speak to their advisor and ask to be nominated.

**Asking for reference letters:**

- Inquire about your professors' willingness to write you a reference letter about six weeks in advance of the deadline.
- Request the letters proper about a month in advance of the first deadline, and send one email with all of the letters requested that year, organized according to due date. Professors often need at least four weeks to craft something meaningful.
- Remind your professors about deadlines, respectfully. Ask at the start how frequently they would like to be reminded.
- Send your reference writers an additional email for each letter requested, including clean drafts of your application essay(s), along with all relevant information for the position/fellowship, put together in a single message. Do not include links and make them search for information on different websites—copy and paste the information into the email.

# DEPARTMENTAL ACTIVITIES

## Undergraduate Art History Club

Art History Club aims to foster community among undergraduate students in the department as well as to inspire a love of the subject in those outside of the major or who are less familiar with the field. The organization hosts a range of events including guest lectures, art history-themed trivia nights, museum trips, and graduate student panels. Art History Club is currently led by Co-Presidents Emily Belina and David Patrick Ryan, Marketing Chair Grace Bentley, Treasurer Vivian Lewis, and Risk Manager Winston Kam.

## Undergraduate Internships

Students in Art History are encouraged to intern with local arts institutions. Students must be in good academic standing to do so and must complete an Internship Agreement Form. The internship should be no less than ten hours a week, nor more than twelve hours. The period of the internship is 15 weeks. Total internship hours to be 150-180. Summer internships (and under certain circumstances, academic year internships) may be configured differently. They must, however, attain the same total hours. Students who complete an internship for credit must enroll in **ARTH 395**. Please discuss this option with the Director of Undergraduate Studies no later than the week *before* the start of the semester.

## Undergraduate-Graduate Mentoring Program

This program pairs Art History majors and minors with a current graduate student in the department. The graduate student serves as a friend, mentor, and fellow humanist with whom undergraduates can chat, consult, and vent. Students who would like to participate should submit the form below and email the Director of Undergraduate Studies to let them know that [a form](#) has been submitted.

## Undergraduate Research Showcase

The undergraduate research showcase takes place each spring and is a forum to share research with colleagues, graduate students, and faculty in Art History. More information is provided by the Director of Undergraduate Studies.

## Undergraduate Awards

All undergraduate award recipients are nominated and voted on by members of the Art History faculty.

- *The Muriel S. Butkin Art History Prize* for overall best performance and highest grade point average by an undergraduate art history major.
- *The Noah L. Butkin Award* for the best term paper on an art history topic written by an undergraduate student.
- *Friends of Art Prize* awarded to an undergraduate senior art history major for distinction in the field of art history.
- *Friends of Art Prize* for outstanding contribution to the arts community by an undergraduate art history major or minor.

## **Departmental Lecture Series and Events**

### **Julius Fund Lectures**

Each year the department's Julius Fund sponsors visits by prominent scholars to give lectures in ancient, medieval, and early modern art. These lectures typically take place on Wednesday or Fridays evenings in the CMA.

### **Buchanan Lectures**

The annual Buchanan lecture series brings to campus leading scholars and curators who have bridged the academic and museum worlds in their careers.

### **Distinguished Alumni Lectures**

### **Olszewski Lectures**

Each year, a prominent Renaissance specialist gives the annual Olszewski lecture.

### **Art Talks**

Art Talks provide students with the opportunity to practice upcoming conference papers before their peers and members of the faculty, and to receive constructive feedback before presenting their research at a conference. Art Talks are scheduled and organized by GAHA (Graduate Art History Association), and typically take place in Mather 100 on Friday afternoons. At times, faculty members present at Art Talks, offering an unparalleled opportunity for students to hear about the work done by the department's faculty. Please note: practice talks for conferences do not have to be formal Art Talks, and may be scheduled by the student in consultation with the student's advisor.

### **Cleveland Symposium**

The Cleveland Symposium is a day-long graduate student conference that is organized and run by 2 graduate students each year, usually in late October. New co-chairs are selected by graduate student vote each spring semester. Other students chair panels and serve as jurors on the day of the symposium. The Cleveland Symposium Committee Constitution is available on the departmental website under "Forms and Documents."

**Please note:** undergraduate students are encouraged to attend the above lectures and departmental activities as they are able.

# FACILITIES

## **Mather House**

Mather House is the headquarters for the department on-campus. The department administrator's office, the department chair's office, and Mather 100 are all located on the 1st floor. Most faculty offices are located upstairs.

## **Kelvin Smith Library**

KSL is the main library on CWRU's campus. You have 24/7 facilities access during the academic year with your Case ID. Hours are different during holidays and summer break; please consult the library's website for holiday hours.

Library services are available:

Sunday: 12pm - 11:30pm

Monday - Thursday: 8am - 11:30pm

Friday: 8am - 7:30pm

Saturday: 9am - 4:30pm

(<http://library.case.edu/ksl/>)

## **Cleveland Museum of Art**

10am-5pm Tuesday, Thursday, Saturday, and Sunday

10am-9pm Wednesday and Friday

(<http://www.clevelandart.org>)

## **Ingalls Library** (<http://library.clevelandart.org>)

Ingalls Library is the research library located on the second floor of the CMA.

9am - 5pm, Monday through Friday.

Policies for Ingalls library: drinks are permitted but must have a lid; food is absolutely prohibited; talking is not allowed in the reading room, but students may talk or work in groups in the reference area; umbrellas should be placed in the umbrella stand by the bathrooms.



# RELEVANT UNIVERSITY WEBSITES / RESOURCES

## **Study Abroad**

<https://case.edu/admission/academics/study-abroad>

## **University Writing Center**

<http://writingcenter.case.edu>

## **University Health and Counseling Services**

<https://students.case.edu/departments/wellness/>

## **Disability Services**

<https://case.edu/studentlife/disability/getting-started>

## **International Student Services**

<https://case.edu/international/international-student-services>

## **Software Center**

<https://softwarecenter.case.edu>

## **VPN Setup**

<https://vpnsetup.case.edu>

## **C.A.R.E Center**

<https://case.edu/utech/help/care-center/>

Located in the basement of KSL, offers free walk-up technical support to members of the university community. Visitors may ask questions, receive consultation or check-in machines for repair by their on-site team.

## **Division of Student Affairs**

[deanofstudents@case.edu](mailto:deanofstudents@case.edu)

216.368.1527

## **Undergraduate Student Council**

<https://community.case.edu/usg/home/>

## **Reporting**

<https://case.edu/studentlife/about/community-concerns-reporting>

<https://case.edu/diversity/university-policies/sexual-harassment-sex-discrimination-and-sexual-misconduct>

<https://case.edu/equity/sexual-harassment-title-ix/file-report>

<https://case.edu/gradstudies/about-school/policies-procedures>