



 **John Carroll**  
UNIVERSITY

GRADUATE STUDIES BULLETIN



2010 - 2012

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## Notice of Change

John Carroll University reserves the right to modify degree programs and their requirements and to revise its schedule of changes for tuition, fees, and other expenses. Notice of such changes will be posted conspicuously and communicated to students through public announcements and other appropriate channels, including the Graduate Studies Bulletin website at [www.jcu.edu/graduate/bulletin10-12](http://www.jcu.edu/graduate/bulletin10-12).

## Equal Opportunity Policy

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

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

## Student Responsibility

It is the responsibility of the student to keep informed about and to observe all university regulations and procedures. **In no case will a requirement be waived or an exception granted because students plead ignorance of regulations or assert that they were not informed of them by the advisor or other authority.** The student should consult the chair of the department or program director involved concerning course requirements, deficiencies, the planning of a program, and special regulations. Programs may have degree requirements that are not listed in the *Bulletin*.

## STATEMENT ON STUDENT OBLIGATIONS REGARDING JCU E-MAIL ACCOUNT

When students are admitted to John Carroll, a university e-mail account is created for them. University departments, faculty, and offices routinely use JCU e-mail to communicate important information regarding academic issues, campus activities, and student accounts (tuition, room and board, fees, etc.). While students are expected to access their university e-mail account on a weekly basis, daily access is recommended in order to stay abreast of important, time-sensitive information.

Information on accessing the network and e-mail is regularly distributed to new students by Information Technology Services. For more information on how to access your JCU e-mail, visit <http://www.jcu.edu/its/student/email.htm>.

This *Bulletin* is available on the World Wide Web at [www.jcu.edu/graduate/bulletin10-12](http://www.jcu.edu/graduate/bulletin10-12).

This *Bulletin* has been edited by Dr. Mark Storz, Associate Dean of Graduate Studies, the College of Arts and Sciences, Dr. James Martin, Associate Dean, the Boler School of Business, and Dr. James H. Krukones, Associate Academic Vice President. They were assisted by Ms. Eileen Egan of the Academic Vice President's Office, and Ms. Bridget Lind of the Graduate Studies Office. All information is accurate as of June 30, 2010.

## Graduate Studies Office Phone Directory

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**John Carroll University**  
**Graduate Studies**  
**20700 North Park Boulevard**  
**University Heights, Ohio 44118-4581**  
**(216) 397-4284 College of Arts & Sciences (AD 125)**  
**(216) 397-1970 Boler School of Business (SB 117)**  
[www.jcu.edu/graduate/home.htm](http://www.jcu.edu/graduate/home.htm)

<b>OFFICE</b>	<b>LOCATION</b>	<b>TELEPHONE</b>
Accountancy	Boler School of Business	397-4393
Biology	Dolan Center	397-4251
Bookstore	D.J. Lombardo Student Center	397-4411
Business Office		
Accounts Payable	Rodman Hall	397-4440
Carroll Card Office	Administration Building	397-4961
Payroll	Rodman Hall	397-4456
Student Service Center	Administration Building	397-4494
Campus Ministry	Fritzsche Religious Center	397-4717
Campus Safety Services	Recplex, Ground Level	397-4600
Center for Career Services	2563 Belvoir Boulevard	397-4237
Center for Service and Social Action	Administration Building	397-4698
Center for Global Education	Administration Building	397-4320
CMSETT	Dolan Center	397-4575
Communications Management	O'Malley Center	397-4378
Continuing Education	Boler School of Business	397-3008
Counselor Education	Administration Building	397-1987
Education and Allied Studies	Administration Building	397-4331
English	O'Malley Center	397-4221
Financial Aid	Rodman Hall	397-4248
History	Administration Building	397-4366
Humanities	Administration Building	397-4780
IER	Green Road Annex	397-4787
Information Technology Services		
Help Desk	Rodman Hall	397-3005
Integrated Science	Dolan Center	397-1507
Library - Main Desk	Grasselli Library	397-4233
Mathematics	Dolan Center	397-4351
Multicultural Affairs	Administration Building	397-4185
Nonprofit Administration	Administration Building	397-4637
On-campus Employment	Rodman Hall	397-1740
Pre-Medical Health	Dolan Center	397-4491
Registrar	Administration Building	397-4291
Registration	Administration Building	397-4495
Residence Life	Lombardo Student Center	397-4408
Services for Students with Disabilities	Administration Building (Voice/TTY)	397-4967
Student Health Center	Murphy Hall	397-4349
Theology and Religious Studies	Administration Building	397-4708
University Counseling Center	2567 S. Belvoir Boulevard	397-4283
University Switchboard	Administration Building	397-1886

# GRADUATE STUDIES

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## University Mission

John Carroll University, founded in 1886, is a private, coeducational, Catholic, and Jesuit university. It provides programs in the liberal arts, sciences, education, and business at the undergraduate level, and in selected areas at the master's level. The university also offers its facilities and personnel to the Greater Cleveland community.

As a university, John Carroll is committed to the transmission and enrichment of the treasury of human knowledge with the autonomy and freedom appropriate to a university. As a Catholic university, it is further committed to seek and synthesize all knowledge, including the wisdom of Christian revelation. In the pursuit of this integration of knowledge, the university community is enriched by scholarship representing the pluralistic society in which we live. All can participate freely in the intellectual, moral and spiritual dialog necessary to this pursuit. Within this dialog, in which theological and philosophical questions play a crucial role, students have the opportunity to develop, synthesize, and live a value system based on respect for and critical evaluation of facts; on intellectual, moral, and spiritual principles which enable them to cope with new problems; and on the sensitivity and judgment that prepare them to engage in responsible social action.

In a Jesuit university, the presence of Jesuits and colleagues who are inspired by the vision of Saint Ignatius Loyola, founder of the Society of Jesus in 1540, is of paramount importance. This vision, which reflects the value system of the Gospels, is expressed in the *Spiritual Exercises*, the source of Jesuit life and mission. To education the Jesuit spirit brings a rationality appropriately balanced by human affection, an esteem for the individual as a unique person, training in discerning choice, openness to change, and a quest for God's greater glory in the use of this world's goods. Commitment to the values that inspired the *Spiritual Exercises* promotes justice by affirming the equal dignity of all persons and seeks balance between reliance on divine assistance and natural capacities. The effort to combine faith and culture takes on different forms at different times in Jesuit colleges and universities. Innovation, experiment, and training for social leadership are essential to the Jesuit tradition.

At the same time, John Carroll University welcomes students and faculty from different religious backgrounds and philosophies. Dedicated to the total development of the human, the university offers an environment in which every student, faculty, and staff person may feel welcomed. Within this environment there is concern for the human and spiritual developmental needs of the students and a deep respect for the freedom and dignity of the human person. A faculty not only professionally qualified, but also student oriented, considers excellence in interpersonal relations as well as academic achievement among its primary goals.

The university places primary emphasis on instructional excellence. It recognizes the importance of research in teaching as well as in the development of the teacher. In keeping with its mission, the university especially encourages research that assists the various disciplines in offering solutions to the problems of faith in the modern world, social inequities, and human needs.

The commitment to excellence at John Carroll University does not imply limiting admissions to extremely talented students only. Admission is open to all students who desire and have the potential to profit from an education suited to the student's needs as a person and talents as a member of society.

The educational experience at John Carroll University provides opportunities for the students to develop as total human persons. They should be well grounded in liberalizing, humanizing arts and sciences; proficient in the skills that lead to clear, persuasive expression; trained in the intellectual discipline necessary to pursue a subject in depth; aware of the interrelationship of all knowledge and the need for integration and synthesis; able to make a commitment to a tested scale of values and to demonstrate the self-discipline necessary to live by those values; alert to learning as a lifelong process; open to change as they mature; respectful of their own culture and that of others; aware of the interdependence of all humanity; and sensitive to the need for social justice in response to current social pressures and problems.

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## Vision, Mission, Core Values and Strategic Initiatives Statement (VMCVSI)

### **Vision:**

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

### **Mission:**

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

### **Core Values:**

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

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

### **Strategic Initiatives:**

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

- Create a diverse community of faculty, staff, alumni, and friends dedicated to advancing the university's vision, mission, and core values.
- Create a learning community of outstanding teacher-scholars characterized by the commitment to student achievement.
- Create a talented cohort of service-oriented staff committed to achieving and being recognized as a center of learning and service.
- Recruit, enroll, retain, and graduate a talented, diverse student body prepared for today's global reality and committed to learning, leadership, and service that will engage the world.
- Secure resources necessary to foster an extraordinary learning experience and promote John Carroll's mission as a Jesuit Catholic university.
- Assist in responding to demographic, economic, and social challenges in our region in order to support investment and employment opportunities and build confidence in our shared future.



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### **Aims of Graduate Education at John Carroll University**

The university views advanced study as preparation for the intellectual and professional life. It structures its degree programs so that they will provide breadth as well as depth in graduate studies, the mastery of essential research techniques, and the ability to communicate effectively the results of creative scholarship. In addition, certain programs provide for professional development of special skills and practices.

### **Accreditation**

John Carroll University is accredited by the Higher Learning Commission of the North Central Association (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-7440; [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)). The graduate and undergraduate business programs offered by the Boler School of Business are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. In addition, the Department of Accountancy's programs are accredited separately by AACSB. The university is approved by the Ohio Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE) for the preparation of Early Childhood (EC), Middle Child (MC), Multi-Age (MA), and Adolescent and Young Adult (AYA) school teachers, counselors, school psychologists, and principals. The Clinical Mental Health Counseling Program and the School Counseling Program are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

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

### **Degrees**

The degrees conferred upon completion of the approved programs of study through the College of Arts and Sciences are: the Master of Arts in biology, communications management, counseling, education, English, history, humanities, integrated science, mathematics, nonprofit administration, and theology and religious studies; the Master of Education; and the Master of Science in biology, and mathematics. The degrees conferred upon completion of the approved programs of study through the John M. and Mary Jo Boler School of Business are: the Master of Business Administration and the Master of Science in Accountancy.

### **Committee on Graduate Studies**

The Committee on Graduate Studies has several purposes: (1) to recommend policy on graduate studies; (2) to study and review both new and existing graduate programs; and (3) to act as a board of appeals on matters of academic petitions as they pertain to graduate studies. It is composed of deans of the College of Arts and Sciences and the Boler School of Business as co-chairs, the chairs from the appropriate academic departments, program directors, and a faculty member elected at large.



## **POLICIES AND PROCEDURES**



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## Admission

Men and women whose undergraduate record is predictive of success in advanced studies may qualify for admission as either matriculated or non-matriculated students. Inquiries regarding admission to graduate study as well as requests for bulletins and application forms should be made to the respective Graduate Studies Office in the College of Arts and Sciences or the Boler School of Business.

To qualify unconditionally for admission to Graduate Studies as a **matriculated student**, the applicant must hold, minimally, a baccalaureate degree from an accredited college and a 2.5 cumulative grade point average (based on a four-point system). Some programs may require a higher average. **The applicant must also have adequate undergraduate preparation and such other prerequisites as may be required or specified for the intended course or program. Please refer to the appropriate section of this *Bulletin*.**

Graduates of non-accredited colleges, or students who do not have a baccalaureate degree but who do have equivalent training, may be admitted conditionally on the basis of academic records, standardized test scores, and letters of recommendation.

Conditional admission may also be granted to applicants whose undergraduate records are below the 2.5 minimum. (Some programs may require a higher minimum.) In such instances The Graduate Studies Office considers the applicant's academic accomplishment in the junior and senior years of undergraduate study, particularly in the major; performance on standardized tests; recommendations and professional or occupational experience and achievement.

Every applicant for matriculated status must file official transcripts from **each** college attended, even though credit has been transferred from one to the other. **An official transcript carries the institutional seal and is sent directly from the issuing institution to the John Carroll University Graduate Studies Office.** No application can be considered for unconditional acceptance until all necessary documents are on file. At least 30 days should be allowed for processing the application. Certain programs, workshops, and courses for non-matriculated students may not require the full procedure.

To qualify for admission to graduate studies as a **non-matriculated or post baccalaureate (general)** student, the applicant must hold, minimally, a baccalaureate degree from an accredited college and a 2.5 cumulative grade point average (based on a four point scale). The applicant must also have adequate undergraduate preparation and such other prerequisites as may be required or specified for the intended course. Please refer to the appropriate sections of this *Bulletin* or the *Undergraduate Bulletin*. Students wishing to apply as a non-matriculated or post-baccalaureate (general) student must submit an application and transcripts for highest degree earned. Students who choose to change status to matriculated must follow the application procedures relative to their program of interest.

The appropriate dean will communicate with the applicant concerning all admissions decisions. Seniors of exceptional ability in the undergraduate programs of the university may apply to receive credit for graduate courses completed in excess of the undergraduate degree requirements. Application for Graduate Studies and written approval of the appropriate undergraduate dean must be submitted at least two weeks prior to the date of registration.

## Readmission

Students who have not enrolled for two calendar years must petition the appropriate dean for readmission. Transcripts of all work taken since the date of last attendance must be on file before a decision will be made.

The readmission application should meet the current norms of the department and include a plan of study (including a timetable) to meet the current program requirements. If any courses, examinations, or requirements from the original matriculation are used to meet these requirements, then the time limit from the original matriculation will apply. If a student is unable to fulfill all the requirements for graduation within that original time limit, a request for an extension must be included with the application for readmission. Additional conditions for readmission may be imposed by the appropriate dean in consultation with the department chairperson/program director. Evaluation of course work that is three years old or more will be made by the department chairperson/program director to determine whether or not they may be used to fulfill degree requirements. Typically, courses seven years old or more will not be accepted toward fulfillment of degree requirements.

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### Academic Counseling

Pre-admission counseling appointments may be arranged with an advisor in the department or program to which the student plans to apply or with the appropriate Admissions Counselor or dean. All graduate work is done under supervision, and counseling subsequent to admission is the responsibility of the student's advisor, appointed by the chair of the major department or program director.

### Prerequisites

All students must have adequate preparation in the proposed field of study. Students who have course deficiencies, or those for whom other prerequisites are specified, are notified in writing at the time of their acceptance into the appropriate graduate program.

Each department and program may require such qualifying examinations as it deems proper to determine an applicant's fitness to pursue graduate studies with success.

### General Requirements

In addition to the admission standards and course programs, the following requirements affect graduate students:

1. *Continuity of Study.* Graduate students should complete their course programs without notable interruption. Not more than five years may elapse between a student's initial enrollment in a degree program and the completion of graduate work. Time devoted to the fulfillment of prerequisites is not included. (See policy on time limit for completion of study, page 18).
2. *Advanced Standing.* Credit for previous study at accredited graduate schools (ordinarily within the past three years) may be transferred subject to the following conditions:
  - A. The courses in question must be acceptable for a graduate degree from the university at which they were completed.
  - B. The request for advanced standing should be made at the time of first admission to matriculated status, and it must be approved by both the chair of the academic department concerned and the appropriate dean.
  - C. The maximum allowance will be the equivalence in semester hours of two comparable courses at John Carroll University.
  - D. Courses used to complete requirements for other degrees will not be accepted toward advanced standing.
3. *Transfer of Credit.* A graduate student at John Carroll University may transfer graduate credit earned concurrently as a transient or visiting student at another graduate school under the following conditions:
  - A. Approval of the advisor, the chair of the department, and the appropriate dean is required **prior to** enrollment in the course or courses concerned.
  - B. The maximum allowance will be the equivalence in semester hours of two comparable courses at John Carroll University.
  - C. A combination of Advanced Standing and Transfer of Credit may not exceed the equivalence in semester hours of two comparable courses at John Carroll University.
  - D. Courses used to complete requirements for other degrees will not be accepted for transfer.
  - E. A letter grade of "B" or better (does not include B-) must be obtained in any course considered for transfer credit.
  - F. Official transcripts must be submitted for all credits considered for transfer.

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4. *Language Requirements.* Certain degree programs require that students pass an international language examination. Students should consult the particular departmental requirements in this matter. Any exception to departmental requirements must be made by academic petition through the departmental chair.
5. *Thesis, Essay, or Project Requirement.* Degree programs requiring a thesis, essay, or creative project may have specific guidelines and requirements. The following guidelines apply to all thesis, essays, and creative projects:
  - a. One computer-processed original and one copy, revised as required by the advisor and other assigned readers, are to be filed in the Graduate Studies Office by the date specified in the University calendar.
  - b. The thesis, essay, or project must follow the format regulations of the Graduate Studies Office, copies of which are available in the Graduate Studies Office and online, and any additional requirements specified by the departments.
  - c. Thesis and essays are placed in the John Carroll University library and are available for patrons' use.
  - d. A student's thesis may also be recommended for OhioLink's Electronic Thesis and Dissertation Center. Guidelines are available in the College of Arts and Sciences' Office of Graduate Studies.
  - e. Students whose research involves human subjects or animals must also apply to the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC) prior to the collection of data.
  - f. Students who choose to use an advisor who is not a faculty member of John Carroll University must obtain approval from the department chair and the appropriate dean of the College of Arts and Sciences.

The Plan A *thesis* must show capacity for original research. The thesis may bring new facts to light, organize facts available in standard sources, or evaluate critically a technique, method, or trend. In general, the thesis is a demonstration of research ability whose content shows originality, clarity of thought, and power of mature expression. A thesis must be approved by three faculty readers, one of whom is the advisor.

The Plan B *research essay or creative project* is designed to show the student's power of analysis, organization, and expression. The scope of the research involved is less extensive than that expected for the thesis. The essay or project must be approved by one faculty reader.

6. *Final Comprehensive Examination.* Unless otherwise specified by program requirements, all candidates for the M.A., M.Ed., and M.S., degrees must pass a comprehensive examination which may be oral, written, or both depending on program policy. This examination is held on appointed dates during the academic year or summer sessions in which the degree is to be conferred and will be applicable to the student's work. It may cover all work taken towards the degree. The examination committee consists of not fewer than three members of the faculty. It is suggested that students consult their advisors at least a month before the beginning of the term in which they plan to take comprehensive examinations.

Students must be in good academic standing and must be in the process of completing or have completed the required course work for the degree before the comprehensive examination may be taken. In addition, in programs that require a language, the student must have fulfilled this requirement prior to taking the comprehensive examination. Comprehensive examination results are submitted by the chair of the department or examination committee to the appropriate dean by the date specified in the university calendar.

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## Classification of Students

Students who register with the expressed intention of following a program leading to a graduate degree, a certificate, or licensure are classified as *matriculated* and may be eligible for federal loans. Students who desire to enroll in a graduate course or courses without regard to degree, certificate, or licensure requirements are classified as *non-matriculated* and are not eligible for federal loans. *Post-baccalaureate* students are those who have completed a baccalaureate degree and who are taking courses to be accepted into a degree or certificate seeking program may also be eligible for federal loans.

Matriculating students in non-degree programs (i.e. certification or licensure) usually are subject to the same procedures required of degree-seeking students. Not all courses are open to them. Students should contact the department in which they plan to take courses and, in the case of new or readmitted students, obtain permission from the appropriate dean as well. Students may retain this classification so long as their work meets the required academic standards, **but a subsequent transfer of credit to a degree program is limited to that earned in two courses.**

Non-matriculated students are permitted to take up to six credits with the approval of the department chairperson. Approval for non-matriculated status for more than six credit hours is not normally given. If a non-matriculated student wishes to take more than six credit hours, the student must obtain the explicit written recommendation of the department chairperson and the written approval of the appropriate dean. Non-matriculated students must get the approval of their department chairperson or graduate director and the appropriate dean before registering for any courses. Non-matriculated students must pay all tuition and applicable fee.

Students who have been denied admission to a graduate program may not enroll for courses on a non-matriculated basis without the applicant seeking and receiving the department chairperson's and the appropriate dean's approval in writing.

The university has no responsibility to accept a non-matriculated student as a degree seeking (matriculated) student, regardless of how many credits the student has completed. Ordinarily, non-matriculated students accepted as degree-seeking students may petition to transfer up to six credits from courses taken as a non-matriculated student. If a student wishes to apply more than six credits toward the degree program, he/she must make a formal written request to the department chairperson and receive written approval from the department chairperson and the appropriate dean.

*Post-baccalaureate* students must obtain the permission of the appropriate dean prior to registering for courses. *Post-baccalaureate* students must pay all tuition and applicable fee.

*Transient students* may be admitted under the same restrictions as non-degree seeking students upon submission of satisfactory evidence of good-standing status in an accredited graduate school. Transient students are not eligible for aid.

## International Students

Applicants from abroad should submit their credentials at least ninety days in advance of matriculation. The applicant must also submit a notarized statement of financial resources available for meeting the financial obligations incurred while attending the university (e.g., evidence of funding source to fully finance the cost of education, housing, and transportation). Applicants must submit evidence of funding sources to fully finance the cost of education, housing, and transportation. Applicants from abroad are not considered for part-time study.

Official, original language transcripts must be accompanied by a certified English translation that evaluates the degree for equivalency to degrees awarded in the United States, and provides information to enable the interpretation of grades. The university recommends the use of AACROA International Education Service.

In addition to the normal admission requirements, all international applicants whose native language is not English must demonstrate the necessary level of proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). A student from abroad whose native language is English, who has completed his or her work in a foreign university where English is the language of instruction, or who has studied at or graduated from an American institution, is exempt from this testing requirement. Information on

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how to register to take the TOEFL can be found at [www.toefl.org](http://www.toefl.org). No notification of admission will be sent to an applicant, nor will an I-20 form be issued, until all these requirements have been met.

Upon acceptance to the university, the international student should contact the Center for Global Education at John Carroll University at 216-397-4320, or [global@jcu.edu](mailto:global@jcu.edu), or [www.jcu.edu/global](http://www.jcu.edu/global). The Center for Global Education will issue the I-20 and act as a general resource for international students.

International students who apply for appointments as graduate assistants must have a lecturing competence in English. Such appointments may require students to have successfully completed at least two semesters of study in the United States.

### **Degree Programs**

All degree programs require a minimum of 30 hours of credit. The requirements of some programs exceed this minimum.

For the degrees of Master of Arts and Master of Science, the course program consists of a minimum of 24 hours in integrated study, including at least eight courses within the student's chosen field. With the advisor's approval courses from another field may be included.

For the Master of Education, the course program varies depending on the particular program being pursued. Details on the various programs are provided in the Education and Allied Studies section of this *Bulletin*.

For the Master of Business Administration, the course program consists of a minimum of 33 hours in specified graduate courses. Under specific conditions, up to three hours may be waived. For the Master of Science in Accountancy, the course program consists of a minimum of 33 hours in specified graduate courses. Under specific conditions, up to three hours may be waived.

For the degrees of Master of Arts and Master of Science, some programs offer two plans of graduate work, each requiring the advisor's approval.

*Plan A* requires that in addition to the course program the student must complete a satisfactory research thesis. Six credit hours are awarded for the thesis upon its approval and acceptance by the appropriate dean. (See page 11 for more information.)

*Plan B* requires a minimum of 30 hours of coursework (see specific program requirements) and a research essay or creative project demonstrating scholarly achievement, which must be approved by the department and accepted by the appropriate dean. (See page 11 for more information.)

Courses numbered 500 and above are open only to graduate students.

Courses numbered 400-499 are open to advanced undergraduates and graduate students. Not all 400-level courses carry graduate credit. Graduate credit will be given for successful completion of 400-level courses listed in the Graduate Studies Bulletin or by way of petition for a course that is part of an approved graduate program. Successful completion of a 400-level course requires an "A" or "B" grade. A grade of "B-" or lower does not earn graduate credit.

In every graduate program at least half of the courses must be selected from among the 500-level courses. Some program requirements exceed this minimum.

For the degrees Master of Business Administration, Master of Science in Accountancy, and Master of Education, special requirements are specified in the descriptions of these programs.

### **Registration**

At the time of registration, usually late in the preceding semester, students should consult with the department/program in planning their course of study. Students must attain the approval of their advisor or department chairperson/program director prior to registering and the appropriate dean if

- they are a new student and need permission to register;
- they have not taken a class in the past 12 months;

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- they need permission to register for an overload; or
- they have an academic hold on their account.

After securing approval, the student may register for his/her courses. Individual departments may require that all of their graduate students attain the approval of their adviser or department chairperson/program director prior to registering. All non-matriculated and post-baccalaureate students must obtain approval for registration. Students are encouraged to register early (before finals in the preceding semester) since courses may become full or may be cancelled due to low enrollment. Any student who fails to register by the published deadline in the academic calendar will incur a late registration fee. Adding courses, changing from audit to credit or credit to audit is permitted only up to the published deadline in the academic calendar and only with the written approval of the appropriate dean.

### **Add-Drop**

Changes in a student's course of study after the published deadline must be approved by the appropriate dean. *Add-Drop* forms must be signed by the appropriate dean and then submitted to the Student Service Center for processing with copies to Financial Aid and the Bursar's Office. Check the university calendar for deadlines for adding and dropping courses.

### **Independent Studies**

A matriculated student in good academic standing may register for an independent study to supplement the regularly scheduled courses. An independent study will not normally be approved for a student on academic probation. Only in exceptional cases will students be allowed to register for more than one independent study per semester. Students must complete the appropriate Independent Study Contract Form and submit it along with a proposal that lists the scope of the course, the required readings, the written assignments, how the student will be evaluated, and any other expectations on the part of the faculty member. The form must be signed by the student, the instructor, the department chairperson, and the appropriate dean. Proposals for independent studies must be approved by the appropriate dean prior to the registration deadline published in the academic calendar. Departments must submit an Addition to Course Schedule form to the appropriate Graduate Studies Office before the student may register for the course. Independent study may be approved after the start of the semester upon consultation with the appropriate dean. Unless otherwise stipulated by individual departments or programs, no more than six hours of any degree should be comprised of independent study credits.

### **Auditing Courses**

Students who audit a course are not required to take examinations, prepare class assignments or write term papers. No letter grade is given, but the transcript shows "AD" for the course unless the instructor concludes that the "AD" is not warranted on the basis of attendance. In this case, the transcript will show an "AW" indicating failure to fulfill the attendance requirements. Students must receive the instructor's permission to audit a course. Students who do not change their status to that of an auditor by the specified date in the university calendar and who fail to submit papers, assignments, or take examinations will receive an "F" for the course.

Matriculated students auditing courses must pay full tuition. Financial aid in the form of Federal loans and scholarship awarded by the university may not be applied towards an audited course.

### **Normal Study Load**

The normal course load for full-time students is nine semester hours, or at least fifteen semester hours during the regular academic year. During summer terms students may not register for more than seven credits or more than one laboratory science in any session without the express permission of the appropriate dean. In the case of part-time students, six credit hours is usually the maximum permitted for students who are otherwise fully employed. Any graduate student who wishes to register for more than a normal course load must first receive approval from his or her advisor and the appropriate dean.

### **Grades**

To provide for a more exact evaluation of a student's progress, graduate programs retain an "A," "B," "C" grading system in 500-level courses. Grades of "D" do not earn graduate credit. In 400-level courses students must achieve "A" or "B" grades to earn graduate credit; grades of "B-" or less do not earn graduate credit. To be considered a "student in good standing" a graduate student must maintain a grade point average of 3.0.



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The following symbols are used to evaluate course work:

A	Superior graduate-level work. 4 quality points per credit hour.
A -	Excellent graduate-level work. 3.7 quality points per credit hour.
AD	Audit. (Awarded only if student attends class regularly throughout the semester.)
AW	Auditor who fails to fulfill attendance requirements.
B +	Good graduate-level work. 3.3 quality points per credit hour.
B	Above average graduate-level work. 3 quality points per credit hour.
B -	Average graduate-level work. 2.7 quality points per credit hour. (Acceptable in 500-level courses only).
C +	Fair graduate-level work. 2.3 quality points per credit hour. (Acceptable in 500-level courses only.)
C	Poor graduate-level work. 2 quality points per credit hour. (Acceptable in 500-level courses only.)
CR	Credit. (For use with departmental approval only. This is the normal grade for satisfactory completion of the master's thesis, certain workshops, and student teaching.)
D	Not acceptable for graduate credit.
F	Failure.
I	Incomplete. Work incomplete. Work is to be completed within one month following the last normal examination date of the semester in which the grade is incurred, or by the postponed examination date for that semester, whichever is later. An extension may be granted by the dean for serious reasons.
PR	Course in progress. (For use with departmental approval only.)
X	Absent from final examination.
W	Withdrawal through proper procedure while passing, or without prejudice to standing.
WF	Withdrawal without following proper procedure.

### **Policy on Incomplete Grades**

It is expected that except for extraordinary circumstances the requirements for a graduate-level course will be completed by the date of the final examination in that course. If a student is unable to complete all course requirements by the last day of the final examination period, he/she must request an Incomplete from the instructor. The request must be made no later than the last day of final examinations. If the instructor approves the request, all pending work must be completed within one month following the last examination date of the semester in which the grade is incurred. For serious reason, an extension may be requested by academic petition and submitted to the appropriate dean. Unresolved "I" grades will turn to the grade of "F" after 30 days from the end of the semester.

### **Policy on Academic Warning and Probation**

All graduate students are expected to achieve "A" or "B" grades consistently and maintain a 3.0 grade point average. A student who receives grades of B- or lower at any course level receives a warning from the appropriate dean. Students so warned may continue their program only according to the specific conditions set by the department and may be placed on academic probation by the dean in consultation with the department. Some degree programs have additional grade average requirements.

Students on probation are usually limited to one graduate course in the semester immediately following placement on probationary status. A student who has been placed on probation may be suspended from the program if he or she performs below a 3.0 grade point average during the probationary semester and will not be permitted to reapply for reinstatement until at least one full semester has elapsed.

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### **Policy on Academic Dismissal:**

A student who is placed on probation for two semesters may be dismissed from the graduate program. A student who fails his or her comprehensive examination twice may be dismissed from the program. Receiving more than two C grades may be cause for dismissal. Departments may have additional guidelines governing dismissal.

### **Academic Honesty, Plagiarism and Ethical Behavior**

Academic honesty and ethical behavior, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. All work submitted for evaluation in a course or for fulfilling requirements for program completion must represent only the work of the student unless indicated otherwise. This includes homework, tests, term papers, computer program, essays, thesis and creative projects.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of all of the instructors involved. Research material and data must be handled in accordance with standards set by the departments. Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course, or in the case of thesis, essays, and projects to the advisor, before the work commences and as necessary as the work proceeds.

Instructors should indicate specific penalties for academic dishonesty in their course syllabi. Penalties appropriate to the severity of the infraction may include zero for the assignment or failure in the course. In cases of academic dishonesty where the student chooses to withdraw from a course rather than receive a course grade of "F", the grade of "WF" instead of "W" may be assigned at the faculty member's discretion. In egregious cases and/or cases of repeat dishonesty, additional penalties may be determined by the dean, such as suspension or dismissal from the university. The penalty for academic dishonesty, plagiarism, and unethical behavior as it relates to the writing of the final thesis, essay, or creative project may be dismissal from the program.

Any appeal by a student is to be made first to the instructor. If disputes of interpretation arise, the faculty member and chairperson or program coordinator will attempt to resolve the difficulty with the student. If this does not lead to a resolution, the appropriate academic dean normally will rule in the matter.

A written report of the incident by the instructor or department chair will be sent to the appropriate dean, who will keep a written record of the complaint when it is filed. The dean will place a copy of this record in the student's file and provide the student with a copy. A written record of the complaint is kept for cases of repeat violations. The dean will review the case and determine if, in light of other information and records, further disciplinary action is warranted.

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

### **Policy and Procedure for Appeal Process**

The faculty has both the professional competence and the jurisdiction to determine instances of academic dishonesty; the student has the right to appeal the charge when the student believes it to be in error. The basis for an appeal is, a) to appeal the charge itself, or b) whether the consequence has been determined fairly.

Every student has the right to know at the beginning of any semester how academic dishonesty will be handled. For this reason the instructor has the obligation to present this information to the student at the beginning of the semester as part of the syllabus. Once the semester begins, an instructor should not make substantial changes to the system and should inform the students of even minor changes. If an instructor does not provide such information, the student has the right to seek redress. The following procedure is also followed in the case of a grade appeal.

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### **Procedure:**

**Step 1.** The student who wishes to contest a charge of academic dishonesty should first make an effort to discuss the matter with the instructor and attempt to resolve the problem concerning the disputed charge. (If the instructor is away from the university during the period of the appeal, the student may proceed directly to the department chairperson.)

**Step 2.** If there is no satisfactory resolution at this level and the student wishes to pursue the matter further, the student must initiate a formal appeal by the end of the sixth week after the student is notified of the charge. The appeal must be made in writing to the instructor and a copy sent to the department chairperson, who will then schedule a meeting with the student and the instructor. In the case of a grade appeal, for appeals unresolved at the end of the semester the student will select between receiving the course grade calculated with the penalty or an *I* for the course.

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

### **Step 4.**

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

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

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

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

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

### **Policy on Sexual Harassment**

In keeping with its historic commitment to social justice and the basic dignity of all human persons, John Carroll University condemns and will not tolerate sexual harassment on campus or at off-campus programs, activities, and events. Sexual harassment violates basic human dignity and impedes the fundamental mission of the university. The university's policy and procedures on sexual harassment may be obtained from the Office of Human Resources or at the following JCU website: [www.jcu.edu/fas/docs/hrpolicies/2009\\_SH\\_Policy.pdf](http://www.jcu.edu/fas/docs/hrpolicies/2009_SH_Policy.pdf).

### **Policy on Missed Exams**

Failure to take a final examination at the regularly scheduled time is a serious matter. Only extraordinary circumstances warrant a student's being allowed to make up a missed final examination. In determining whether a request for taking a make-up examination should be granted, the burden of proof rests on the student. The instructor has the right to request verification of the excuse offered by the student.

The following procedure must be followed regarding missed final examinations:

- If a student knows beforehand that he/she will not be present on the day of the final examination, it is the student's responsibility to inform the instructor and to request permission to reschedule the final examination before the scheduled time of the examination.
- If a student has missed the scheduled final examination because of extraordinary circumstances, the student is responsible for contacting the instructor no later than the end of the first working day after the day of the missed examination to request permission to take a make-up examination. If the instructor is unavailable when the student seeks him/her, the student must contact the department office, which will contact the instructor. The student's leaving a note expressing a desire to reschedule the final examination should not be taken by the student as having received permission to do so.

## GRADUATE STUDIES

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- The instructor, upon speaking to the student, may either deny or approve the request. If the request is approved, the instructor will make arrangements with the student for taking a make-up examination, normally before final grades are due, at an agreed upon time and place. If a make-up examination cannot be scheduled before the date on which final grades are due, the student will receive a grade of “X” for the course, which will be changed upon completion of the final examination on the date that has been agreed upon with the instructor. If the make-up examination is not completed by the agreed upon date, the grade for the examination will be an “F”.
- If the student is denied permission to take a make-up examination, the grade for the examination will be an “F”. In such a case, the student may appeal to the appropriate dean. The appeal must be made in writing no later than the end of the first working day after the denial of the request.

### **Degree Application and Commencement**

It is the student’s responsibility to file an application for the degree at the appropriate time. For spring graduation, the deadline is the fourth Monday of November. For summer graduation, the deadline is February 15. For degrees awarded in winter, the deadline is the second Monday of July. An additional fee of \$25.00 is assessed for late applications. Late applications may be accepted until the deadline of the next graduation; however, only those applications filed by the dates given can be guaranteed processing in time for the next conferral of degrees.

John Carroll University conducts a formal commencement ceremony each year in May. Graduate students who will complete degree requirements in the summer and who wish to participate in the May commencement exercise should apply for graduation by February 15. In order to qualify for participation: (a) students not writing an essay, project, or thesis must have no more than nine remaining hours in order to complete their degree program; (b) students who have not completed the essay or thesis (but who have completed **all** course requirements) must submit a petition signed by their academic advisor stating that the thesis or essay will be completed by the deadline for summer graduation.

### **Time Limit for Completion of Degree**

The policy regarding time limit for completion of degrees has a serious and important academic purpose. The timing of the degree indicates the currency of the student’s knowledge and training. Full-time and part-time students are expected to complete the requirements for their degree (including thesis, essay, or creative project) within the five-year period specified in their acceptance letters.

At the conclusion of the fifth academic year, students who will not complete their degree requirements must apply for an extension of the five-year time limit. Such a request must be directed through the department chairperson/program director for the approval of the appropriate dean and must include a timetable approved by the chairperson/director. This procedure does not guarantee that an extension will be granted.

When program extensions are granted, departments/programs reserve the right to review any courses that are three years old or more and may require that the student demonstrate currency of knowledge in that area. The department also reserves the right to impose current program requirements. Students may be asked to meet other requirements imposed by the appropriate dean after consultation with the department chairperson or program director and must maintain continuous enrollment until all requirements are completed. Failure to adhere to the timetable or to meet other conditions could result in dismissal from the graduate program.

Matriculated students who are not registered for two calendar years are automatically considered inactive. If they desire to continue their degree program, they must apply for reinstatement by academic petition through the department chairperson/program director and receive the approval of the appropriate dean. Readmission is not automatically granted. (See section on readmission.)

### **Tuition, Fees, and Financial Aid**

#### **Terms of Payment**

All tuition and fees must be paid before classes begin. Bills are **emailed** to registered students four to six weeks before the semester begins and indicate a tuition due date. Students who register after the tuition due date are expected to pay tuition in full at the time of registration. Payment may be made by cash or check. Students wishing to pay by credit card should refer to the Bursar’s website ([www.jcu.edu/bursar](http://www.jcu.edu/bursar)) for more information. If these charges are not paid as specified, registration may be cancelled in accordance with the university

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cancellation policy. Students who are not officially enrolled are not permitted to attend classes. If indebtedness remains at the close of classes for the semester, students will not receive their grades, and they will not be permitted to re-register or to participate in the graduation ceremony. Transcripts will be withheld until the amount due has been paid. Additional restrictions may be placed on a student's account if financial obligations are not met in a timely manner. Students who are permitted to register as auditors are charged the same amounts as other students. Information on the Tuition Payment Plan and use of the Employer Reimbursement Program is available from the Bursar's Office, the Cashier's Office (located in the Student Service Center) and in the College of Arts and Sciences and Bolser School of Business Graduate Studies Office.

### Tuition

#### (Academic Year 2010-11)

For 500-level courses (except M.B.A. program)	\$675 per credit hour
For 500-level courses (M.B.A. program)	\$830 per credit hour

Graduate students taking 400-level courses are charged at the 500-level rate.

Certain courses which involve more contact hours than the credit hours earned may call for an adjusted tuition charge. The charge is indicated in the course description.

### Fees

Application Fees (non-refundable: paper application)	\$25.00
Graduation Fee and Degree Evaluation (non-refundable, and payable once, at time of application for degree)	\$150.00
Graduation, Late Application (in addition to Graduation Fee)	\$25.00
Laboratory fees are listed in the course schedules.	
Late Payment of Tuition	\$150.00
Monthly Prepayment Plan Application Fee	\$25.00
Employer Reimbursement Program	\$10.00
Returned Check Fee	\$25.00
Transcript of Record	\$5.00
Transcript delivered by FAX	\$5.00

**Owing to the present uncertainty of prices, the university reserves the right to increase charges without notice. All charges listed here pertain to the 2010-11 academic year.**

### Withdrawal and Refunds

Withdrawal from a course or from the university on a temporary or permanent basis involves a procedure as formal as that of registration. Students are responsible for following the appropriate procedures, available through the student's respective college, and on the website.

Notice to the instructor or continued absence from class does not constitute a withdrawal, and the only result from such action will be the assignment of the grade "WF." To safeguard the academic record, therefore, as well as to secure any refund, the student must carry out proper withdrawal procedures personally in the Student Service Center.

The following percentages of the charge for tuition will be refunded if obligations have been paid in full, or credited if there is a balance due. The schedule below is for the fall and spring semesters only; the refund schedule for the summer sessions is published annually in the *Schedule of Summer Classes*.

Within the first week of class	100%
Within the second week of class	67%
Within the third week of class	33%
After the third week of class	0%

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### Financial Aid

The following institutional scholarship programs are available to graduate students. Unless otherwise indicated, please visit the website: [www.jcu.edu/graduate](http://www.jcu.edu/graduate).

**Teacher Development Scholarship:** The purpose of this scholarship is to provide assistance to teachers to enhance their professional practice in schools. It is not intended to prepare teachers to leave the education profession or to make a career change. Tuition scholarships are available to licensed or certified teachers in public, private, and parochial school systems, and to those seeking initial licensure in a master's program.

**School Psychology/School Counseling Scholarship:** Tuition scholarships are available to qualified students who have been admitted to the John Carroll University School Psychology or School Counseling programs. Students may apply and be eligible for the scholarship only upon admission to their program.

**Religious Studies Scholarship:** Tuition scholarships are available for students enrolled in the John Carroll University Religious Studies master's or certificate of advanced studies programs.

**History Tuition Scholarship:** A limited number of partial tuition scholarships are available for successful graduate students enrolled in a history course.

**Nonprofit Administration Scholarship:** Tuition scholarships are available to students accepted to the Nonprofit Administration Graduate Degree and Certificate Programs.

**Sally H. Wertheim Educational Leadership Award:** This award recognizes an outstanding graduate student who demonstrates scholarship, character, and commitment to others and who seeks to enhance the educational experiences of children. Candidates for the award must be certified teachers who have been accepted in a graduate degree program in education. Students may apply directly to the Department of Education and Allied Studies.

**The William P. Hoffman Scholarship:** The purpose of this scholarship is to recognize and support an outstanding graduate student in the Education Department's Educational Administration program each year in anticipation of the contributions that the recipient will make as a future school administrator. Students may apply directly to the Department of Education and Allied Studies.

**Beta Chi Chapter Counseling Award:** This award recognizes an outstanding student member of the Chi Sigma Iota International Counseling Society who is enrolled in the Community Counseling program. Students may apply directly to the Department of Education and Allied Studies.

**William and Mary McNulty Endowment for Irish Studies:** The source offers tuition assistance and travel research funds for students in the M.A. in Humanities and other programs whose study plans include prominent emphasis on Irish, Irish-English, Irish-American, and Irish-Catholic areas. Students may apply to the College of Arts and Sciences Office of Graduate Studies.

**Mathematics Course Tuition Scholarship for Cleveland Metropolitan School District Mathematics Teachers:** This scholarship, which is offered in combination with the Teacher Development Scholarship, provides a full-tuition waiver for a selected mathematics course. Candidates must be either a graduate student or a post-baccalaureate student at John Carroll University and also a teacher in the Cleveland Metropolitan School District. Applications should be submitted to the chair of the Department of Mathematics and Computer Science.

**Fifth-Year Accountancy Scholarship:** Tuition scholarships are available for all students who enter the fifth-year Accountancy/M.B.A. program. For more information and applications, contact the Boler School of Business.

**Jesuit Scholarship:** Tuition scholarships are available to Jesuit priests and brothers and to full-time Jesuit high school teachers enrolled in graduate courses at John Carroll University.



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**Diocese of Cleveland Scholarship:** Tuition scholarships are available to Catholic priests, Catholic religious orders, permanent deacons, full-time lay pastoral ministers, candidates for lay pastoral minister certification, and Catholic school teachers enrolled in graduate courses at John Carroll University.

Information concerning these scholarships is available in the individual departments or the Office of Graduate Studies in the Boler School of Business or the College of Arts and Sciences, or on the Graduate Studies website. Please note: students must apply and be approved for these scholarships by the Offices of Graduate Studies or appropriate departments.

In addition to institutional funding, graduate students who are enrolled at least half time are eligible to receive federal student loans. To learn more about the process and the types of loans available visit the website: [www.jcu.edu/aidjcu/loans](http://www.jcu.edu/aidjcu/loans).

### Other Scholarships

**The Cleveland Scholarship Program offers the Tomorrow's Teacher Scholarship.** Application forms are available by calling (216) 241-5587, or by visiting the website at [www.cspohio.org](http://www.cspohio.org).

**The James Madison Memorial Fellowship Foundation** offers Senior Fellowships to teachers who want to pursue graduate studies on a part-time basis. Contact the History Department or visit the foundation at [www.jamesmadison.com](http://www.jamesmadison.com).

The Office of Multicultural Affairs offers information on loans for minority graduate students. These loans are available on a limited basis.

For more detailed information, please visit [www.jcu.edu/graduate](http://www.jcu.edu/graduate) or call 216-397-4284.

### Housing

Undergraduates receive priority for on campus housing; however, graduate students can be assigned as openings become available. Inquires about housing should be directed to the Office of Residence Life. Most rooms offered on campus are doubles, singles and super singles with community bathrooms on the floor. Bernet Hall does offer suite-style rooms with double bedrooms, living rooms, and bathrooms. Housing contracts are for the academic year beginning the first day of class and ending the last day of finals. All students who live on campus must select a meal plan. Four halls remain open over the break periods. All other halls close during holiday breaks. Summer housing is provided for a separate fee in one residence hall on campus. Off campus housing is also available.

### Graduate Assistant Appointments

The university offers graduate appointments annually as graduate assistants. Each appointment includes a scholarship that remits tuition and fees (except the graduation fee) and a stipend. Full-time graduate students are eligible to apply for graduate assistantships in those departments that offer a graduate program. Once an assistantship has been awarded and accepted by the student, he/she must be pursuing a graduate degree, maintain a minimum GPA of 3.0, be making satisfactory academic progress, and hold no outside employment during the academic year unless they have received written permission from the appropriate dean. Graduate assistants are required to devote 20 hours per week (or teach 12 semester hours) each academic year, from the Thursday before the start of classes for the fall semester and on the Friday before the start of classes for the spring semester, carrying out the duties to which they have been assigned until the last day of the semester. Graduate assistants are not required to work during the Christmas break and spring break, unless specifically stated in the position description that accompanies their contract. In addition, graduate assistants must be registered for a minimum of six graduate credit hours each semester. At the start of an assistantship, a student should ascertain from the supervisor the expectations for hours, days to be worked, and the nature of the duties. Students who miss assistantship time without making advance arrangements to cover the responsibilities risk the loss of their assistantship.

Tuition waivers cannot be used for any term before the first contract begins. This means, for example, that an assistant whose first contract begins in September of a given year cannot expect to use a tuition waiver for a course given the preceding summer. Tuition will not be provided when a student withdraws from and/or must repeat coursework when tuition has already been provided. Examples of this include, but are not limited to,

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course withdrawals, failure of a course, or unacceptable performance in a course or other factors. Any credit hours that need to be completed resulting from the withdrawal from or failure of a course will not be covered by the assistantship.

**Summer Course Work:** The graduate assistant is not under contract during the summer months and is not entitled to the tuition waiver. Should an exception be necessary, the following conditions apply:

- Summer courses for which tuition is waived must be required for the Master's program and taken in the summer between the first year and the second year of an assistantship.
- The assistant's contract for the second year must be signed.
- Courses may be taken to lighten an assistant's course schedule but not to shorten the term of service as an assistant. The term of service as an assistant is normally two years.
- The department chair must recommend to the appropriate dean, in writing, specific courses for which tuition is to be waived, providing the reasons why the tuition waiver should be granted.

All appointments are renewable upon satisfactory performance. Address inquiries to the appropriate associate dean, John Carroll University, University Heights, Ohio 44118 or visit the website for more up-to-date information at [www.jcu.edu/graduate](http://www.jcu.edu/graduate).

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### **The Family Educational Rights and Privacy Act (FERPA)**

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

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

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

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA.

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

Student requests for formal hearings must be made in writing to the academic vice president who, within a reasonable time of receiving such request, will inform students of the date, place and time of the hearing. The academic vice president, the vice president of student affairs, the associate dean for Graduate Programs, and the academic dean of the student's college or school will constitute the hearing panels for challenges to the content of education records. Upon denial and subsequent appeal, if the University still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

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

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support-staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The University may also disclose student information without consent during audits/evaluations, in connection with financial aid, during certain studies, to accrediting organizations, to comply with a judicial order and during health and safety emergencies.

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

Students may file complaints with The Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-4605.

The right to withhold directory information. The University has designated the following as directory information: student name, address (including e-mail address), telephone number, date and place of birth, photograph, major field of study, class year and enrollment status, dates of attendance, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and weights and heights of members of athletic teams.

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Students may refuse to allow the University to designate the above information about them as directory information by notifying the registrar in writing within two weeks after the first day of class for the fall semester. Students must submit an annual written notification of refusal to allow the designation of directory information.

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

### Student Services

#### Campus Ministry

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

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

Faith and justice are at the heart of the programs, liturgies, retreats, and service opportunities that Campus Ministry promotes. Students are encouraged to explore, deepen, and celebrate their faith. They are also called to action for the purpose of learning about and working for justice.

In collaboration with other university departments, Campus Ministry organizes service/immersion trips. Students join members of the faculty and administration in rural, urban, and international areas. Together, members of the JCU community serve others, experience their cultures, and build lasting friendships. Recent trips include Nicaragua, Jamaica, Ecuador, Appalachia West Virginia, Immokalee Florida, New Orleans, Chicago, and downtown Cleveland.

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

While retreats offer a focused time for prayer and reflection off-campus, our Christian Life Communities (small faith-sharing groups) offer students an ongoing way to integrate faith and their college experience. Groups consist of six to ten people who meet weekly in the residence halls.

Campus Ministry also serves the community in celebrating faith through liturgies and prayer services, including the Mass of the Holy Spirit, Parents Weekend Mass, Christmas Carroll Eve, and the Baccalaureate Mass. In addition to interfaith and other seasonal prayer services, eight Eucharistic liturgies are offered each week. Hundreds of students provide liturgical leadership by serving as lectors, Eucharistic ministers, Mass coordinators, sacristans, cantors, choir members, musicians, and acolytes. They also serve the community as liturgy planners and members of the Chapel Ensemble and the Schola Cantorum.

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

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## GRADUATE STUDIES

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### **Campus Safety Services (CSS)**

Campus Safety Services was established as a police department under the Ohio Revised Code (ORC 1713.50) by the Board of Directors of John Carroll University. This designation gives officers the same legal authority as any municipal police officer or deputy sheriff. Campus Safety Services provides a safe and secure environment for all members of the university community. Officers work 24 hours a day, 365 days a year, monitoring the campus, promoting safety, and encouraging personal responsibility for safety.

The CSS office is located on the lower level of the Lombardo Student Center, in Room 14. The Belvoir Gate House is staffed 24 hours a day. CSS can be reached by calling extension 4600 from any campus phone or (216) 397-4600 from off-campus. Courtesy phones are located inside buildings throughout campus.

In addition to safety patrols and building checks, CSS officers also answer calls for service, provide escorts upon request, check alarms, and investigate suspicious situations. CSS follows up on reports and takes action as appropriate, including making referrals to the appropriate dean or pursuing criminal charges through the courts. CSS officers work in conjunction with residence life staff, the university administration, and local police to seek compliance with and enforce John Carroll policies, local ordinances, and state law.

CSS is responsible for parking management, too. Parking on the campus is by permit only. Freshman and most sophomore resident students are not permitted to have cars on campus. Student permits are sold at the beginning of each semester. Daily permits are sold in the CSS office. Vehicles without a permit or improperly parked are subject to ticketing and may be towed by CSS at the owner's expense.

### **Center for Career Services**

Clear career decision-making is essential to creating and implementing a successful career plan. Students may schedule individual appointments to assess their values, interests, personality, and abilities as related to majors and careers; learn the career decision-making process; and create tentative career plans. Resources are available to students at all levels of the career development process.

### **Career Connection**

Career Connection is John Carroll University's complete online career resource. Students can access postings for permanent full-time jobs, internships, summer, and part-time opportunities through Career Connection, available 24 hours a day to those registered with the center. Students may also post their resumes on-line for review by employers. Carroll Contacts (alumni, parents, and friends of the university) who have signed up to be career networking contacts for students are also searchable in Career Connection. Events sponsored by the Career Center, including career fairs and on-campus recruiting, can be accessed in Career Connection as well. Students of all majors may participate in the on-campus recruiting program (see our website for specific requirements). Interviews take place in the Career Center during both fall and spring semesters and are available for both full-time entry-level positions and internships.

### **Career Center Website**

For more detailed information on services provided and links to other web resources, please visit the Career Center's website at [www.jcu.edu/careercenter](http://www.jcu.edu/careercenter).

### **Grasselli Library and Breen Learning Center**

Originally dedicated in 1961, Grasselli Library doubled its capacity (to 100,000 square feet) in 1995 with the opening of the Breen Learning Center. The library houses more than 750,000 cataloged books, bound periodicals, and audiovisual items and offers private and group study spaces, an electronic classroom, a coffee bar, a snack room with vending machines, and an open-air reading garden. A 38-seat computer commons and the Student Multimedia Center are adjacent to the reference area. Reference assistance is available in person, through online chat, and by instant messaging. The library has a laptop-lending program for student use on the premises.

Through the library's participation in OhioLINK, members of the John Carroll community can borrow from the 45,000,000-plus items in the more than eighty member libraries throughout the state. These loans are self-initiated for a three-week loan period with one renewal. They arrive in two to three days. Resources not available at Grasselli or through OhioLINK can be borrowed through interlibrary loan.

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## GRADUATE STUDIES

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

### **Information Technology Services**

The Information Technology Services Department provides a wide variety of information technologies throughout the campus, including multimedia classrooms in support of teaching and learning; administrative electronic information systems; high-performance networks for computer, voice, and video communication; a widely distributed array of application/file servers; and support for desktop/laptop computers. The department maintains computer classrooms and computer laboratories equipped with desktop computers and a variety of multimedia presentation facilities; it also provides computer help-line and personal assistance to students, faculty, and staff. In addition, the Faculty Technology Innovation Center has advanced computer systems and staff support to assist faculty in employing the most up-to-date learning technologies in their curricula. Throughout the campus, there are over seventy classrooms and labs equipped for advanced electronic multimedia presentations. Over fifty of these include an instructor podium with an integrated touch-screen control station, multimedia computer, DVD, VCR, document camera, and electronic whiteboard with projection and file-capture capabilities. A number of the classrooms have computers for every student. These classrooms and labs have full Internet access, including the World Wide Web, e-mail, and other software packages selected by professors as supplements to classroom instruction. All sites are connected via local networks to the campus-wide fiber optic Gigabit Ethernet network. Furthermore, the campus network and the Internet are accessible from anywhere on the campus—including all outside spaces—through a comprehensive wireless network. The Banner administrative information system provides students and faculty with many web-accessible records and services.

There is a data port to the campus network for each student in every room of the student residence halls, in addition to the wireless network. Students having their own PC with a Network Interface Card (NIC) have access to a complete array of campus computing and information facilities from their rooms, including the JCU Grasselli Library and other libraries throughout Ohio and around the world, and to the global Internet in general.

### **Office of Multicultural Affairs**

The Office of Multicultural Affairs (OMA) supports the academic success and overall adjustment to campus life of students of color. Additionally, it promotes a holistic educational experience for the university community by fostering an appreciation of and respect for all cultures through a variety of programs, campus activities, and curricular development. The OMA seeks to increase the understanding and highlight cultural differences and similarities of racial and underrepresented groups (African American, Latina/o, Asian, Native American, Middle Eastern, and Lesbian, Gay, Bisexual and Transgender).

Through direct service to students and by promoting a welcoming campus environment, the OMA seeks to enhance the recruitment, retention, success, and graduation rates of students of color. The OMA provides scholarships, grants, mentors, social activities, and support services to students.

In addition, the OMA works with other university offices, departments, and organizations to improve awareness of and appreciation for racial and cultural diversity. Its staff designs and presents cultural and educational programs to meet the needs of an increasingly diverse campus community. The office also assists in recruiting candidates of color and in providing personal and professional growth opportunities.

### **Office of the Registrar**

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

**Registration:** Students register for courses by using an on-line electronic system. Changes in registration (e.g., adding/dropping a course, withdrawing from a course) are also processed by the office.

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



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## GRADUATE STUDIES

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

### **Services for Students with Disabilities**

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

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

### **Student Health Center**

The Student Health Center is an outpatient facility for students. Located on the lower level of Murphy Hall, it provides health care during posted hours seven days a week while the university is in session. The Health Center is staffed by local physicians, registered nurses, and health-care professionals. John Carroll also has a student-led EMS (emergency medical service) squad that is on duty whenever the center is closed.

Students are charged for laboratory tests and for the service of the attending physician. They receive over-the-counter medications free of charge. University Hospitals and Hillcrest Hospital provide overnight hospitalization and after-hours emergency care. Numerous physicians from the Cleveland Clinic and University Hospitals are available for referrals.

### **University Counseling Center**

The University Counseling Center provides free, personal, and confidential counseling to students of the university community. An initial session with an intake counselor allows a student to share concerns about relationships, family difficulties, stress, loneliness, eating problems, sadness, test or performance anxiety, academic problems and other matters. During the intake session, the counselor will help students assess their needs, gather information, stress the confidential nature of the counseling relationship, and assign them to a counselor. Counselors are available to meet on an individual basis or in groups with students seeking help. Students may contact the University Counseling Center directly for an appointment at 216-397-4283.

### **Graduate Student Research**

The university recognizes the importance of student research to the educational experience and offers research opportunities for and recognition of student research. Students may apply for research funds up to \$250, pending availability. Academic departments may provide research awards and opportunities for research during the academic year and for summer research. Students can present their research at the *Celebration of Scholarship!* Published papers and conference presentations are listed on the student research website.

For more information, visit [www.jcu.edu/research/student](http://www.jcu.edu/research/student).

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## GRADUATE STUDIES

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### The Wertheim Graduate Student Lounge

Error! Bookmark not defined. The Dr. Sally H. Wertheim Graduate Student Lounge is conveniently located on the first floor (lower level) of Grasselli Library near Java City and vending machines. The lounge offers a quiet place to study or relax, network-connected computers, and a laser printer. Announcements of interest to graduate students are posted in the lounge.

### The Graduate Studies Website

Error! Bookmark not defined. The Graduate website at [www.jcu.edu/graduate/home.htm](http://www.jcu.edu/graduate/home.htm) offers current information, such as announcements and updates to the academic calendar; forms, such as the admission application, some scholarships, and the graduation application; documents, such as thesis and essay regulations and an electronic version of the *Bulletin*; a periodic newsletter; and links of interest to graduate students, including JCU academic departments, and external scholarships.

### Honor Societies

The university offers recognition of leadership, professionalism, and academic excellence to graduate students through memberships in academic honorary societies. The following honor societies are open to graduate students. Contact faculty advisors for more information.

**Alpha Sigma Nu:** the honor society for Jesuit institutions of higher education. Purpose: to honor students of Jesuit institutions of higher education who distinguish themselves in scholarship, loyalty, and service; to encourage those so honored to understand, to appreciate, and to promote the ideals of Jesuit education. Advisor: Rev. William M. Bichl, S.J.

**Beta Gamma Sigma:** the honor society serving business programs accredited by the AACSB. Purpose: to encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business. Advisor: Dr. James Martin.

**Chi Sigma Iota:** the international counseling honor society, national award-winning Beta Chi Chapter. Purpose: to promote scholarship, research, professionalism, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling and counselor education. Advisor: Dr. Paula J. Britton.

**Pi Mu Epsilon:** the national mathematics honor society, Ohio Lambda Chapter. Purpose: to promote scholarly activity in mathematics among students in academic institutions. Advisor: Dr. Paul L. Shick.

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## GRADUATE STUDIES

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### Academic Calendar –2010-2012

#### 2010 - Fall Semester

Aug. 27 (Fri.)	Final in-person registration
Aug. 30 (Mon.)	Classes begin
Aug. 30-Sept. 3 (Mon.-Fri.)	Course changes and late registration
Sept. 6 (Mon.)	Labor Day-No classes. University offices closed.
Sept. 14 (Tues.)	Last day to change to audit
Oct. 14 (Thurs.)	Fall break begins after last scheduled class
Oct. 18 (Mon.)	Classes resume
Nov. 15 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degree to be conferred in Winter 2010
Nov. 22 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED MAY 2011
Nov. 22 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred in Winter 2010
Nov. 23 (Tues.)	Friday classes meet Thanksgiving break begins after last scheduled class Deadline for course withdrawal
Nov. 29 (Mon.)	Classes resume
Dec. 11 (Sat.)	Last day of classes
Dec. 13-17 (Mon. - Fri.)	Final examinations Christmas holidays begin after last examination

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## GRADUATE STUDIES

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### 2011 - Spring Semester

Jan. 14 (Fri.)	Final in-person registration
Jan. 17 (Mon.)	Martin Luther King, Jr., Day. No classes. University offices closed
Jan. 18 (Tues.)	Classes begin
Jan. 18 -24 (Tues.-Mon.)	Course changes and late registration
Feb.1 (Tues.)	Last day to change to audit
Feb. 15 (Fri.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SUMMER 2011
Mar. 5 (Sat.)	Spring break begins after last scheduled class
Mar. 14 (Mon.)	Classes resume
Apr. 11 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in May 2011
Apr. 18 ( Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at May 2011 graduation
Apr. 18 ( Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at May 2011 graduation
Apr. 19 (Tues.)	Deadline for course withdrawal
Apr. 19 (Tues.)	Deadline for course withdrawal
Apr. 20 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Apr. 26 (Tues.)	Classes resume Monday classes meet
May 5 (Thurs.)	Last day of classes
May 9 -13 (Mon. - Fri.)	Final examinations
May 22 (Sun.)	Commencement

### 2011 - Summer Sessions

The extended calendar for the Summer Sessions will be published about December 1, 2010, in the *Schedule of Summer Classes*.

July 11, 2011	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED WINTER 2011
July 25, 2011	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in Summer 2011
Aug. 1, 2011	Last day for submission of comprehensive examination results for master's degrees to be conferred at Summer 2011 graduation

## GRADUATE STUDIES

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### 2011 - Fall Semester

August 26 (Fri.)	Final in-person registration
Aug. 29 (Mon.)	Classes begin
Aug. 29 – Sept. 2 (Mon.–Fri.)	Course changes and late registration
Sept. 5 (Mon.)	Labor Day. No classes. University offices closed
Sept. 13 (Tue.)	Last day to change to audit
Oct. 13 (Thur.)	Fall break begins after last scheduled class
Nov. 21 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in Winter 2012
Nov. 22 (Tue.)	Friday classes meet Thanksgiving break begins after last scheduled class Deadline for course withdrawal
Nov. 28 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED MAY 2012
Nov. 28 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred in Winter 2011
Nov. 28 (Mon.)	Classes resume
Dec. 10 (Sat.)	Last day of classes
Dec. 12-16 (Mon.-Fri.)	Final examinations Christmas holidays begin after last examination

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## GRADUATE STUDIES

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### 2012 - Spring Semester

Jan. 13 (Fri.)	Final in-person registration
Jan. 16 (Mon.)	Martin Luther King, Jr., Day. No classes. University offices closed
Jan. 17 (Tue.)	Classes begin
Jan. 17-23 (Tue.-Fri.)	Course changes and late registration
Jan. 31 (Tue.)	Last day to change to audit
Feb.15 (Wed.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SUMMER 2012
Mar. 3 (Sat.)	Spring break begins after last scheduled class
Mar. 12 (Mon.)	Classes resume
Mar. 12 (Mon.)	Classes resume Monday classes meet Deadline for course withdrawal
Apr. 4 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Apr. 10 (Tue.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in May 2012
Apr. 16 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at May 2012 commencement
May 3 (Thur.)	Last day of classes
May 7-11 (Mon.-Fri.)	Final examinations
May 20 (Sun.)	Commencement

### 2012- Summer Sessions

The extended calendar for the Summer Sessions will be published about December 1, 2011, in the *Schedule of Summer Classes*.

July 9, 2012	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED WINTER 2012
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## **ACADEMIC PROGRAMS Boler School of Business**

Dr. Karen Schuele, Dean

Dr. Lindsay Calkins, Associate Dean

Dr. James Martin, Associate Dean

**Accountancy**

**Business Administration**

## ACCOUNTANCY (AC)

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Karen Schuele	Dean; Financial Accounting; Accounting Information Systems
James H. Martin	Associate Dean; Director of Graduate Business Programs
Gerald P. Weinstein	Chair; Financial Accounting; Income Taxation
Robert Bloom	Financial Accounting; International Accounting
Albert L. Nagy	Financial Accounting; Auditing
Mariah Webinger	Financial Accounting; Cost Accounting

### Executives in Residence

Donald Dailey	Auditing, Financial Accounting
George G. Goodrich	Income Taxation



The mission of the Department of Accountancy is to prepare students for careers in professional accounting and for licensure as Certified Public Accountants. This preparation is to be realized through a broad-based, liberal arts education consistent with the values characteristic of Jesuit higher education and congruent with the missions of the university and the Boler School of Business to develop the student as a total person. To meet its mission, the department offers two professional options: the M.B.A., and the M.S. in Accountancy. Scholarships, made possible by alumni endowment donations, are available to all qualified students.

The Master of Science in Accountancy is offered by The John M. and Mary Jo Boler School of Business, whose mission is to develop and inspire tomorrow's leaders through educational excellence in the Jesuit tradition.

The Boler School of Business carries out this mission by:

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

For more information regarding the Boler School's Core Values, contact the Dean's Office in the Boler School or the Boler School's web site at <http://www.jcu.edu/boler>.

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### Admission Requirements

The graduate accountancy programs are open to individuals who have earned a bachelor's degree from an accredited university and who show high promise of success in graduate business study. To be considered for a scholarship, students must apply for admission early in the spring semester. However, students may enter the degree programs at the beginning of the fall, spring, or summer semesters. Completed applications and all supporting documentation must be received no later than thirty (30) days before the beginning of the intended semester.

Admission decisions are based on an evaluation of

- Official transcripts from all colleges previously attended
  - Official scores on the Graduate Management Admission Test (GMAT)
  - At least one letter of recommendation
  - An essay entitled "Graduate Business Education: Enabling Me to Achieve My Personal Goals and Become a Leader."
  - Detailed resume indicating employment experience and educational background.
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## ACCOUNTANCY (AC)

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### Master of Science in Accountancy (M.S.)

The M.S. in Accountancy is offered to students with a variety of backgrounds who desire a concentrated plan of study to prepare for a career in accountancy. The most significant difference between the M.S. in Accountancy and the M.B.A. is that the M.B.A. requires 3 courses (9 credit hours) in accountancy, normally taken at the graduate level, while the M.S. requires 5 courses (15 credit hours) in graduate-level accountancy.

<p><b>M.S. in Accountancy Sequence of Courses</b></p> <p><b>Foundation Requirements*</b></p> <p>AC 201 Principles of Accounting I  AC 202 Principles of Accounting II  AC 303 Intermediate Accounting I  AC 304 Intermediate Accounting II  AC 312 Cost Analysis &amp; Budgetary Control  AC 321 Federal Taxes I  AC 341 Accounting Information Systems  AC 431 Auditing  MN 463 Business Law I**  MN 464 Business Law II**  EC 521 Fundamentals of Economics  EC 522 Business Statistics  FN 521 Fundamentals of Finance  MK 521 Principles of Marketing  MN 522 Management Information Systems  MN 531 Organizational Behavior</p> <p>* subject to waiver for undergraduate equivalent</p>	<p><b>Three electives selected from:</b></p> <p>EC 551 Managerial Economics  EC 552 Macroeconomics for Managers  FN 551 Financial Management  MK 551 Marketing Management  MN 556 Operations Analysis</p>
<p><b>Required Graduate Study</b></p> <p>MN 550 Leadership &amp; Management Skills  MN 591 Ethics &amp; Business Environmental Issues  MN 592 Corporate Strategic Management</p> <p>AC 561 Comparative Accounting Systems <i>or</i>  AC 563 Seminar In International Taxation  AC 584 Accounting Theory and Policy  AC 585 Government/Not-for-Profit Accounting</p>	<p><b>Two electives selected from:</b></p> <p>AC 575 Fraud Examination  AC 583 Controllership  AC 592 Advanced Auditing  AC 598 Contemporary Topics in Accounting</p>

Students interested in pursuing the M.S. in Accountancy will follow one of three course-sequence paths depending on their undergraduate degree: (1) non-business, (2) non-accounting business, or (3) accounting. The candidate with a non-business undergraduate degree will normally need to complete 26 courses or 78 hours of business and accounting study: 48 hours taken at the undergraduate level and 30 hours taken at the graduate level. Several of the business preparatory courses may be waived for the student with a business minor or concentration.

The candidate with a business undergraduate degree not in accounting will normally need to complete 16 courses or 48 hours of business study: 18 hours taken at the undergraduate level and 30 hours taken at the graduate level. Several of the business preparatory courses may be waived for the student who has taken courses such as intermediate accounting, income taxation and/or business law. Additional preparatory course work may be required if there is insufficient business or accounting course work in the student's background.

Students who have an undergraduate degree in accounting may complete the program in as few as 10 courses or 30 hours. Like the M.B.A., the M.S. in Accountancy degree can be completed in three semesters covering just over one calendar year. For more information, visit <http://www.jcu.edu/boler/experience/graduate/programs.aspx>.

## ACCOUNTANCY (AC)

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### COURSE DESCRIPTIONS

A complete listing of descriptions for all graduate business courses can be found in the Business section of this *Bulletin*.

**AC 561. COMPARATIVE ACCOUNTING SYSTEMS 3 cr.** Prerequisite: AC 304 or AC 551. Focus on cultural differences that determine particular patterns of accounting standards development in various countries. Additional emphasis on the use of accounting information to achieve effective global management of multinational enterprises.

**AC 563. SEMINAR IN INTERNATIONAL TAXATION 3 cr.** Prerequisite: AC 422 or equivalent or permission of instructor. Explores various aspects of taxation of taxpayers engaged in international transactions. This includes but is not limited to U.S. taxation of multinational companies as well as foreign companies operating within the U.S. Topics include Subpart F income, the Foreign Tax Credit, foreign currency transactions, transfer pricing, the merits of U.S. foreign tax policy, and the tax policies of other selected countries.

**AC 572. ACCOUNTING AND TAX ISSUES OF NONPROFIT ORGANIZATIONS 3 cr.** Provides an overview of relevant topics for managers of these types of organizations. Topics include budgeting, performance evaluation, time value of money, financial statements and their analysis, and income taxation of Internal Revenue Code Section 501 (c) (3) organizations. Open only to students in the Masters in Nonprofit Administration program.

**AC 575. FRAUD EXAMINATION 3 cr.** Prerequisite: AC 304 or AC 551. Emphasis on corporate fraud and methodology used to discover and prevent its occurrence. Corporate fraud includes both fraudulent financial reporting and asset theft. The methodology used to investigate fraud includes analytical procedures and interviewing techniques. Case studies and projects provide practical applications.

**AC 583. CONTROLLERSHIP 3 cr.** Prerequisite: AC 312 or AC 551 or equivalent. Emphasis on the financial control of an enterprise. Topics include the role of the controller in performance evaluation, strategic planning and capital budgeting. Other topics include issues related to capacity concepts, transfer pricing for multinational enterprises, and ethics for financial management.

**AC 584. ACCOUNTING THEORY AND POLICY 3 cr.** Prerequisite: AC 304 or equivalent. Accounting theory and policy decisions with respect to contemporary business problems and issues.

**AC 585. GOVERNMENT/NOT FOR PROFIT ACCOUNTING 3 cr.** Prerequisite: AC 304 or equivalent. Techniques of financial reporting by governmental entities and not-for-profit organizations. Recommended for students wishing to pursue CPA licensure.

**AC 592. ADVANCED AUDITING 3 cr.** Prerequisite: AC 431 or equivalent. Provides in-depth understanding of selected auditing topics, including risk assessment, the impact of information technology on audits, evidence evaluation and auditor independence. Designed to improve critical-thinking abilities necessary during audit engagements. Case studies and projects provide practical applications of the auditing standards and require students to use professional judgment.

**AC 598. CONTEMPORARY TOPICS IN ACCOUNTING 1-3 cr.** A special course which offers selected topics on an occasional basis. Topics and prerequisites will be announced when offered. Permission of the Director of Graduate Business Programs is required for this course to count towards the degree.

## BUSINESS

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Karen Schuele	Dean; Financial Accounting; Accounting Information Systems
James H. Martin	Associate Dean for Programs and Curriculum; Director of Graduate Business Programs; Marketing
Lindsay Calkins	Associate Dean for Faculty and Students; Economics
Robert Bloom	Accountancy
William N. Bockanic	Business Law
LeRoy D. Brooks	Finance
Tina Facca	Marketing
Yan Gao	Strategic Management; International Business
Richard T. Greci	Business Information Systems
Nathan S. Hartman	Organizational Behavior; Human Resource Management
Susan H. Higgins-DeFago	Marketing
Bradley Z. Hull	Business Information Systems
Simran K. Kahai	Economics
Marc P. Lynn	Business Information Systems
Scott B. Moore	Finance
Paul R. Murphy	Marketing; Logistics
Albert L. Nagy	Accountancy
Frank J. Navratil	Economics; Quantitative Methods
Gary E. Porter	Finance
David C. Schirm	Finance
Walter O. Simmons	Economics
John C. Soper	Economics
Edward C. Tomlinson	Organizational Behavior; Human Resource Management
Mark D. Treleven	Production/Operations Management
Charles A. Watts	Management; Quantitative Methods
Gerald P. Weinstein	Accountancy
Andrew M. Welki	Economics; Statistics
Thomas J. Zlatoper	Economics
Executives in Residence	
Donald Dailey	Accountancy
George G. Goodrich	Accountancy

The Master of Business Administration is offered by the John M. and Mary Jo Boler School of Business, whose mission is to develop and inspire tomorrow's leaders through educational excellence in the Jesuit tradition. The Boler School of Business carries out this mission by:

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

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## Admission Requirements

The program is open to individuals who have earned a bachelor's degree from an accredited university and who show high promise of success in graduate business study. New students may enter the program at the beginning of the fall, spring, or summer semesters. Completed applications and all supporting documentation must be received no later than thirty (30) days before the beginning of the intended semester.

Admission decisions are based on an evaluation of

- Official transcripts from all colleges previously attended
- Official scores on the Graduate Management Admission Test (GMAT)
- At least one letter of recommendation
- An essay entitled "Graduate Business Education: Enabling Me to Achieve My Personal Goals and Become a Leader."
- Detailed resume indicating employment and educational background.

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## Master of Business Administration (M.B.A.)

The Boler School of Business offers graduate course work leading to the Master of Business Administration (M.B.A.) degree. The mission of this program is to prepare students to become managers and leaders fully utilizing their skills and abilities in making ethical contributions to their organizations and to the well-being of society. This mission is implemented in the Jesuit tradition of educational excellence for the purpose of becoming agents of positive social change. To achieve this mission, students must develop an understanding of the various functional fields along with the creative and problem solving skills required to manage and lead successful enterprises.

The program emphasizes the quantitative and behavioral tools of business analysis and strategic decision making required of today's dynamic manager.

The M.B.A. degree program is designed primarily for those who wish to obtain an advanced degree, part-time, during the evening, without interruption of work. However, the M.B.A. program is also available to those students seeking to complete the degree on a full-time basis. It is a rigorous program available to academically strong college graduates.

John Carroll University is a member of JEBNET, the Network of M.B.A. Programs at Jesuit Colleges and Universities. This Network has established an articulation agreement with 25 AACSB-accredited Jesuit and Catholic colleges and universities. This agreement provides students with unparalleled flexibility to transfer graduate credits and complete their M.B.A. degree at another Jesuit or Catholic University in the event they relocate to another region of the country. More information can be found at the JEBNET web site at: [www.jesuitmba.org](http://www.jesuitmba.org).

## Program of Study

The M.B.A. program has two alternatives: 1) the General M.B.A., which is designed primarily for students with little or no business experience and 2) the Integrated Business Decision M.B.A., which is designed for students with 2 or more years of managerial experience.

Both options in the M.B.A. program consist of four blocks of courses. Block I courses are the foundation preparation courses. Block I courses may be waived for those students with comparable undergraduate course work. Standards for waiving Block I courses depend on which M.B.A. option the student has chosen. In all cases the student is responsible for proficiency in all work described in these courses. Block II courses (18 credit hours) are the core of the program. Block III consists of three elective courses (9 credit hours). At least

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three credit hours of electives must be from an approved international business course. (The approved international business courses are described below in the Sequence of Courses). Block IV consists of the capstone courses in the degree program (6 credit hours).

The two options within the M.B.A. Program differ in Block II and Block IV courses. Blocks I and III are identical for the two options, as is the total number of credit hours required.

The minimum number of credit hours for the degree is normally 33. Students with an undergraduate degree in business may qualify for a reduction of as many as three hours of this requirement. Consult with the Director of Graduate Business Programs for more information.

### **Integrated Business Decision M.B.A.**

This alternative is designed in a cross-functional manner to provide in depth knowledge of business and decision making skills to facilitate participants' movement into positions of organizational leadership. Our focus in the Integrated Business Decision program is on the cross-functional nature of business decisions using the requisite quantitative and behavioral tools that are required in today's dynamic business environment. This program strongly emphasizes socially responsible leadership throughout the program. Our program develops leaders who will make a difference in their organization and in their community.

The core (Block II) of our cross functionally designed program is a series of courses (18 credit hours) built around critical business decisions. The quantitative and behavioral tools from each business function are interwoven into the core classes in a cross-functional manner enabling students to apply the tools to specific decision problems with which all managers are concerned. Classes will be presented with situations in companies from northeast Ohio and will have an opportunity to help solve those problems.

For additional information about graduate business programs at John Carroll University, please visit [www.jcu.edu/mba](http://www.jcu.edu/mba).

### **Sequence of Courses for the Integrated Business Decision M.B.A.**

*Course work is to be completed in the following four blocks. To be prepared for advanced courses, students must complete all requirements in Block I before the core or electives. Block II courses must be completed before taking Block IV courses.*

<b>BLOCK I</b>	<b>BLOCK II</b>
<b>Foundation Preparation</b> (subject to waiver)  AC 521 Fundamentals of Accounting EC 521 Fundamentals of Economics EC 522 Business Statistics FN 521 Fundamentals of Finance MK 521 Principles of Marketing MN 522 Management Information Systems MN 531 Organizational Behavior	<b>Cross-functional Core (18 credits)</b>  MB 550 Analytical Modeling (1 credit) MB 551 Ethical Decision Making (1 credit) MB 552 Leadership Experience (2 credits) MB 553 Information, Analytical Tools and Innovation (3 credit) MB 554 Innovation Planning and Forecasting (3 credits) MB 555 Resource Allocation Decisions (3 credits) MB 556 Implementation & Key Performance Assessment (3 credit) MB 557 Trust Management (1 credit) MN 558 Organization and Team Leadership (1 credit)

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<p><b>BLOCK III</b> <b>Electives</b> (9 credit hours)</p> <p>Elective courses may be selected from a Concentration (see p. 45). At least three credit hours of electives must be selected from one of the following international business courses: AC 561, AC 563, EC 561, FN 561, MK 561, MN 561, MN 562.</p>	<p><b>BLOCK IV</b> <b>Capstone</b> (6 credit)</p> <p>MB 590 Executive Leadership (1 credit) MB 591 Corporate Social responsibility (2 credits) MN 592 Corporate Strategic Management (3 credits)</p>
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### The General M.B.A.

This alternative is designed for students with less than two (2) years of managerial experience wishing to learn managerial decision making within each functional area of business as separate courses. The core of the General M.B.A. program (Block II courses) is a series of courses (18 credit hours) that represent the major functional areas of business. Courses are taught from a managerial perspective and frequently use the case method of teaching.

### Sequence of Courses in the General M.B.A. Track

*Course work is to be completed in the following four blocks. To be prepared for advanced courses, students should complete all courses in each block before beginning the next block.*

<p><b>BLOCK I</b> <b>Foundation Preparation</b> (subject to waiver)</p> <p>AC 521 Fundamentals of Accounting EC 521 Fundamentals of Economics EC 522 Business Statistics FN 521 Fundamentals of Finance MK 521 Principles of Marketing MN 522 Management Information Systems MN 531 Organizational Behavior</p>	<p><b>BLOCK II</b> <b>Business Functions</b></p> <p>AC 551 Managerial Accounting EC 551 Managerial Economics FN 551 Financial Management MK 551 Marketing Management MN 550 Leadership and Managerial Skills MN 556 Operations Analysis</p>
<p><b>BLOCK III</b> <b>Electives</b> (9 credit hours)</p> <p>Elective courses may be selected from a Concentration (see p. 45). At least three credit hours of electives must be selected from one of the following international business courses: AC 561, AC 563, EC 561, FN 561, MK 561, MN 561, MN 562</p>	<p><b>BLOCK IV</b> <b>Integration</b></p> <p>MN 591 Ethics and Business Environmental Issues MN 592 Corporate Strategic Management</p>

### Concentrations

A concentration may be selected in one of the following areas: Accounting, Finance, Marketing, International Business, or Performance Management. These concentrations are completed by a student's choice of Block III elective course work. Students may also select not to concentrate in one particular area but rather choose to complete any three offered elective courses. (At least three credit hours of electives must be selected from an approved international business course.)

For students desiring a concentration in Accounting, the following courses are required: AC 551, and AC 561 or AC 563; plus six additional credit hours from AC 575, 583, 584, 585, 592, 595, 598.

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For students desiring a concentration in Finance, the following courses are required: FN 551, 561; plus six additional credit hours from FN 583, 584, 585, 595, 598, or AC 583.

For students desiring a concentration in Performance Management, the following courses are required: MN 550, 561 or 562; plus six credit hours from MN 555, 579, 580, 581, 582, 587, 588, 589, 598.

For students desiring a concentration in Marketing, the following courses are required: MK 551 and MK 561 or MN 562; plus six additional credit hours from MK 555, 558, 580, 581, 582, 595, 598.

For students desiring a concentration in International Business, three elective courses must be selected from the following: AC 561, AC 562, EC 561, FN 561, MK 561, MN 561.

### **Fifth-Year Accountancy Program**

Students who desire to fulfill the 150-hour requirement to sit for the uniform CPA examination by obtaining a master's degree in Accountancy rather than an M.B.A. should refer to the Accountancy section in this *Bulletin*.

### **Certificate in Graduate Business Studies**

The Boler School of Business offers a Certificate in Graduate Business Studies for students with no or minimal formal business education who wish to experience business education at the graduate level without making the commitment to a degree program. The program consists of the seven graduate-level courses (21 credit hours) that make up the first block of courses in the M.B.A. program. Students pursuing the Certificate in Graduate Business Studies are limited to a maximum of 21 credit hours of Block I courses. Successful certificate program students who desire to continue their graduate studies toward the M.B.A. or M.S. in Accountancy degrees must apply to these programs and meet all additional admission standards.

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### **Admission Requirements for the Certificate in Graduate Business Studies Program**

This program is open to individuals who have earned a bachelor's degree from an accredited university and who want to gain fundamental business knowledge. New students may enter the program at the beginning of the fall, spring, or summer semesters. Completed applications and all supporting documentation must be received no later than thirty (30) days before the beginning of the intended semester.

Admission decisions are based on an evaluation of:

- Official transcripts from all colleges previously attended
- Detailed resume indicating employment experiences and educational background
- Completed application form.

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### **Grade Requirements in the M.B.A. Program**

Students are allowed no more than two grades of C+ or lower and must achieve a minimum overall cumulative grade point average of 3.0 (B) to graduate.

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## COURSE DESCRIPTIONS

### Block I Courses

**AC 521. FUNDAMENTALS OF ACCOUNTING 3 cr.** Designed to provide an understanding of the purpose and use of accounting information through the study of generally accepted accounting principles and concepts as applied to financial statements. Includes measurement of assets, debt, and equities; determination of income; preparation of statement of cash flows. Offered occasionally as an on-line course.

**EC 501. ECONOMICS FOR NONPROFITS 3 cr.** Prerequisite: For students in the Master of Nonprofit Administration Program. Although often viewed as working outside the laws of economics, this course uses the field of economics to study the activities of nonprofit organizations. It will examine the ways in which economics affects every organization, even those that do not set out to earn a profit. It will provide the student with an understanding of basic principles of microeconomic analysis, such as opportunity costs, marginal analysis, elasticity, externalities and public goods, with which to analyze policies, programs, and operations. Theories of why nonprofit organizations exist and how they behave will be studied.

**EC 521. FUNDAMENTALS OF ECONOMICS 3 cr.** Study of basic economic principles, with an emphasis on aggregate economic phenomena (macroeconomics). Microeconomic topics include supply and demand analysis, elasticity and their applications. Macroeconomic topics include measurement of macroeconomic activity, national income accounting, aggregate demand and aggregate supply, money, fiscal and monetary policy.

**EC 522. BUSINESS STATISTICS 3 cr.** One semester course designed to introduce the concepts of statistics, including descriptive statistics, probability, statistical inference, hypothesis testing, correlation, and regression.

**FN 521. FUNDAMENTALS OF FINANCE 3 cr.** Prerequisites: AC 521, and EC 521, EC 522. The concepts of financial planning, analysis, forecasting, and control. Emphasis is on financial decision making from the perspective of the business firm. Topics include time value of money, ratio analysis, mergers, capital budgeting, risk, cost of capital, valuation, dividend policy, financial structure, and related financial topics.

**MK 521. PRINCIPLES OF MARKETING 3 cr.** Study of the various phases of marketing on which sound marketing programs are based. Product planning, distribution policies, promotional policies, and pricing. Marketing planning and control. Related marketing problems of concern to business management.

**MN 522. MANAGEMENT INFORMATION SYSTEMS 3 cr.** Introduction to the concepts of management information systems, decision support systems, and systems development with special emphasis on the role of information systems in organizations. Offered as an on-line course.

**MN 531. ORGANIZATIONAL BEHAVIOR 3 cr.** Intensive survey of selected theoretical and empirical studies from the behavioral sciences relevant to the structure and processes of organization. Consideration of formal and informal organizations, the individual, group dynamics, communication, leadership, motivation, and organizational design, development, and change.

### Block II Courses

**AC 551. MANAGERIAL ACCOUNTING 3 cr.** Prerequisite: AC 521 or equivalent. Emphasizes the role of accounting information for decision making with an emphasis on planning and control. Topics include modern management techniques, activity-based costing, just-in-time production systems, product costing, cost behavior, operations budgeting, capital budgeting, and responsibility accounting.

**EC 551. MANAGERIAL ECONOMICS 3 cr.** Prerequisite: EC 521 or equivalent, and EC 522 or equivalent. Application of the analytical constructs of economic theory to practical problems faced by a firm and its representatives. Topics include demand analysis, production and cost analysis, market and pricing analysis, capital budgeting, and government policy.



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**FN 551. FINANCIAL MANAGEMENT 3 cr.** Prerequisites: FN 521 or equivalent and AC 551; Students are strongly encouraged to take EC 551 prior FN 551. Study of the techniques of financial decision making within corporations. Lectures, case studies, problem solving, and readings focus on risk analysis, cost-of-capital concepts, money markets, capital markets, and selected topics which promote the understanding of modern financial management.

**MB 550. ANALYTICAL MODELING 1 cr.** Prerequisites: All Block I courses or equivalents and acceptance into the Integrated Business Decision Track. This course will introduce students to the process of creating quantitative models to represent business problems and then applying these models to real life settings. Some knowledge of Excel spreadsheets is necessary.

**MB 551. ETHICAL DECISION MAKING 1 cr.** Prerequisites: All Block I courses or equivalents and acceptance into the Integrated Business Decision Track. This course will introduce students to alternative frameworks for ethical decision making. Application of the alternative frameworks to specific business situations is included.

**MB 552. LEADERSHIP EXPERIENCE 2 cr.** Prerequisites: All Block I courses or equivalents; MB 551 is a co-requisite and acceptance into the Integrated Business Decision Track. This course will focus on assessment, discussion of leadership as it applies to work settings, and career planning. Students are encouraged to apply concepts of leadership through experiential exercises. The goal of this course is to prepare students for leadership positions by helping students identify strengths and weaknesses and creating a plan for developing more leadership strengths.

**MB 553. INFORMATION, ANALYTICAL TOOLS AND INNOVATION 3 cr.** Prerequisite: MB 552. Students will learn to identify opportunities that create value for the organization and will learn to apply alternative business models for executing those opportunities. Students will also learn a variety of techniques for generating ideas and communicating them.

**MB 554. INNOVATION PLANNING AND FORECASTING 3 cr.** Prerequisite: MB 553. Students will learn to refine their innovative ideas to fit customer needs using customer, operations, and economic tools. Students will learn how to plan the implementation of their innovation and forecast its impact. The ability to communicate qualitative and quantitative information through the process is also stressed.

**MB 555. RESOURCE ALLOCATION DECISIONS 3 cr.** Prerequisite: MB 554. Students will learn to identify and develop those resources critical to the firm's competitiveness. They will also learn to effectively and efficiently allocate financial, human, distribution, technology, brand, and leadership resources to maximize the firm's value, the value to customers and the value to society.

**MB 556. IMPLEMENTATION & KEY PERFORMANCE ASSESSMENT 3 cr.** Prerequisite: MB 555. Students will learn the skills necessary to implement plans and manage projects, and to assess the performance of those plans and projects. The course stresses leadership and communication skills, which are vital to successful implementation processes.

**MB 557. TRUST MANAGEMENT 1 cr.** Prerequisite: MB 552. Students will learn about managing trust in relationships with various constituencies which are internal and external to the organization. The consequences of violating trust in a variety of situations and methods of trust recovery will be discussed.

**MB 558. ORGANIZATIONAL AND TEAM LEADERSHIP 1 cr.** Prerequisite: MB 552. Students will learn about the nature of leading an organization compared to leading teams. Various leadership concepts will be covered within an applied, experiential approach. Students will focus on strengthening their leadership capabilities.

**MK 551. MARKETING MANAGEMENT 3 cr.** Prerequisite: MK 521 or equivalent. Marketing problems of business. Emphasis on planning and control affecting both marketing and company-wide operations, including such areas as sales forecasting, quota determination, and distribution cost analysis. Marketing problems encountered in such phases as product and brand determination, distribution policies, promotion, and pricing. Special attention to legal and social questions that arise in connection with marketing operations.

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**MN 550. LEADERSHIP AND MANAGERIAL SKILLS 3 cr.** Prerequisites: MN 531 or equivalent. Comprehensive assessment of the student's leadership and managerial skills, followed by classroom discussion of leadership and managerial skills, exercises, and an individual skills analysis review session. Develops skills awareness and career management strategy.

**MN 556. OPERATIONS ANALYSIS 3 cr.** Prerequisite: EC 522. This course analyzes the key issues in operations management in both the manufacturing and service sectors. It will apply qualitative and quantitative analysis to such areas as quality, facility location, product mix, supply chain design, scheduling, inventory and quality control. Techniques may include linear programming, network analysis, simulation, and decision trees.

### Block III Courses

**AC 561. COMPARATIVE ACCOUNTING SYSTEMS 3 cr.** Prerequisite: AC 304 or AC 551. Focus on cultural differences that determine particular patterns of accounting standards development in various countries. Additional emphasis on the use of accounting information to achieve effective global management of multinational enterprises.

**AC 572. ACCOUNTING AND TAXES ISSUES FOR NOT-FOR-PROFITS 3 cr.** Study of selected accounting and tax issues for not-for-profit organizations. Topics will include fundamentals of fund accounting, financial statements, organization and donor tax issues, and cash management. **May not be taken for credit by students with accounting undergraduate degree.**

**AC 575. FRAUD EXAMINATION 3 cr.** Prerequisite: AC 304 or AC 551. Emphasis on corporate fraud and methodology used to discover and prevent its occurrence. Corporate fraud includes both fraudulent financial reporting and asset theft. The methodology used to investigate fraud includes analytical procedures and interviewing techniques. Case studies and projects provide practical application.

**AC 583. CONTROLLERSHIP 3 cr.** Prerequisite: AC 312 or AC 551. Emphasis on the financial control of an enterprise. Topics include the role of the controller in performance evaluation, strategic planning and capital budgeting. Other topics include issues related to capacity concepts, transfer pricing for multinational enterprises, and ethics for financial management.

**AC 584. ACCOUNTING THEORY AND POLICY 3 cr.** Prerequisite: AC 304. Accounting theory and policy decisions with respect to contemporary business programs and issues.

**AC 585. GOVERNMENT/NOT FOR PROFIT ACCOUNTING 3 cr.** Prerequisite: AC 304. Techniques of financial reporting by governmental entities and not-for-profit organizations. Recommended for students wishing to pursue CPA licensure.

**AC 592. ADVANCED AUDITING 3 cr.** Prerequisite: AC 431. Provides in-depth understanding of selected auditing topics, including risk assessment, the impact of information technology on audits, evidence evaluation and auditor independence. Designed to improve critical-thinking abilities necessary during audit engagements. Case studies and projects provide practical applications of the auditing standards and require students to use professional judgment.

**AC 595. INDEPENDENT STUDY 1-3 cr.** In-depth reading or research project conducted under the supervision of a member of the graduate faculty. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**AC 598. CONTEMPORARY TOPICS IN ACCOUNTING 1-3 cr.** A special course which offers selected topics on an occasional basis. Topics and prerequisites will be announced when offered. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

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**EC 561. GLOBALIZATION ISSUES IN ECONOMICS AND BUSINESS 3 cr.** Prerequisite: EC 521.

Issues and opportunities created by the emergence of a global economy and managing the risks that globalization entails. Topics include financial and currency crises, stock market booms and busts, and social and labor unrest. Emphasis is on the application of microeconomics and international economics to illustrate how globalization influences performance, strategy and policy within firms.

**EC 595. INDEPENDENT STUDY 1-3 cr.** In-depth reading or research project conducted under the supervision of a member of the graduate faculty. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**EC 598. CONTEMPORARY TOPICS IN ECONOMICS 1-3 cr.** A special course which offers selected topics on an occasional basis. Topics and prerequisites will be announced when offered. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**FN 561. INTERNATIONAL BUSINESS FINANCE 3 cr.** Prerequisite: FN 521. Financial problems in the management of multinational businesses.

**FN 583. CAPITAL MARKETS AND INSTITUTIONS 3 cr.** Prerequisite: FN 521. Purposes and functions of capital markets. Unique features of price determination in financial markets, analysis of financial intermediation, management of assets and liabilities, industry structure and regulation. Practical issues addressed by case studies and/or simulation exercises.

**FN 584. INVESTMENTS AND PORTFOLIO MANAGEMENT 3 cr.** Prerequisite: FN 521. Broad overview of the investment process, including nature of the securities markets, security selection, and portfolio management. Theory and practice. Analysis and practical applications in case studies and projects.

**FN 585. MANAGING RISK WITH DERIVATIVES 3 cr.** Prerequisite: FN 521. Approaches to identifying and measuring risk. Developing strategies to alter risk profiles, including pricing, speculation and hedging techniques. Analysis of derivatives, particularly futures and options.

**FN 595. INDEPENDENT STUDY 1-3 cr.** In-depth reading or research project conducted under the supervision of a member of the graduate faculty. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**FN 598. CONTEMPORARY TOPICS IN FINANCE 1-3 cr.** A special course which offers selected topics on an occasional basis. Topics and prerequisites will be announced when offered. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**MK 555. CONSUMER BEHAVIOR 3 cr.** Prerequisite: MK 551. Study of the consumer behavior process, including information search, perception, memory, attitudes, consumer decision strategies, environmental influences, purchase patterns, and post-purchase product evaluation. Emphasis is on integrating these processes into the marketing decision making of the firm and evaluating theories and models of behavior for their relevance to managers.

**MK 558. NEW PRODUCT MANAGEMENT 3 cr.** Prerequisite: MK 551. Management of the new product development process from idea generation to the introduction and management of the product line. Topics covered include creative thinking, concept development and testing, business analysis, new product and program strategy, product design and development, product testing, demand estimation, new product response models, and budgeting. Emphasis is on the role of the product manager, possibly including perspectives from a manufacturing firm, a marketing organization with no in-house manufacturing, and a service provider.

**MK 561. GLOBAL MARKETING 3 cr.** Prerequisite: MK 551. Marketing problems in the international context; the effects of different social, cultural, governmental, and legal systems on the distribution of goods and services.

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**MK 580. ENVIRONMENTAL SUSTAINABILITY AND RESPONSIBILITY IN BUSINESS 3 cr.**

Prerequisites: AC 521, MK 521 and MN 531. Explores the range of current sustainability practices, the effectiveness of those practices, the future of sustainability initiatives in business, and how those practices can lead to increased profitability. Cross-listed with MN 580.

**MK 581. SOCIAL AND ENVIRONMENTAL MARKETING 3 cr.** Prerequisites: AC 521, MK 521 and MN 531. Emphasizes problem solving in business by focusing on environmental and social problems. Students will develop solutions to those problems and learn how to implement their solutions in a way that improves business performance. Cross-listed with MN 581.

**MK 582. GLOBAL SOCIAL ENTREPRENEURSHIP 3 cr.** Prerequisites: AC 521, MK 521 and MN 531. Focuses on entrepreneurial solutions to societal problems in global contexts. Students will learn social entrepreneurship as a strategy for engaging in profitable enterprise activity that results in providing solutions to both macro and micro problems in different cultures. Cross-listed with MN 582.

**MK 595. INDEPENDENT STUDY 1-3 cr.** In-depth reading or research project conducted under the supervision of a member of the graduate faculty. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**MK 598. CONTEMPORARY TOPICS IN MARKETING 1-3 cr.** A special course which offers selected topics on an occasional basis. Topics and prerequisites will be announced when offered. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**MN 555. ORGANIZATIONAL CHANGE 3 cr.** Prerequisite: MN 550. Focus on issues that surround organizational change. Topics may include organizational design and structure, organizational culture, the change process, resistance to change, and organizational development strategies. Significant use of the case method and experiential learning.

**MN 561. GLOBAL MANAGEMENT 3 cr.** Prerequisite: MN 550. Analysis of the management process in different countries to examine the potential of management action in different political, economic, and cultural environments and a study of the managerial complexities and risks of multinational corporations.

**MN 562. AREA STUDIES IN GLOBAL BUSINESS ENTERPRISE 3 cr.** Prerequisite: completion of all Block I courses. Study of global business firms and management practices within a region of the world. Includes a review of appropriate literature, overseas travel and study, on-site enterprise visitation, and general business and cultural lectures within countries visited.

**MN 570. INFORMATION SYSTEMS DEVELOPMENT 3 cr.** Prerequisite: MN 522. Focus on the basic concepts and skills necessary for effectively developing information systems. Students will get hands-on experience with real-world projects using a variety of business software and systems, including database software, web-based e-commerce development resources, and ERP systems.

**MN 579. CONTEMPORARY ISSUES IN INFORMATION TECHNOLOGY 3 cr.** Prerequisite: MN 522. Basic review of business technology with emphasis on intra/internets, electronic commerce, electronic communications and enterprise resource planning systems (ERP). Students will be able to focus on specific functional topics, which might include accounting/ financial information, manufacturing, sales, marketing, and customer support.

**MN 580. ENVIRONMENTAL SUSTAINABILITY AND RESPONSIBILITY IN BUSINESS 3 cr.**

Prerequisites: AC 521, MK 521 and MN 531. Explores the range of current sustainability practices, the effectiveness of those practices, the future of sustainability initiatives in business, and how those practices can lead to increased profitability. Cross-listed with MK 580.

**MN 581. SOCIAL AND ENVIRONMENTAL MARKETING 3 cr.** Prerequisites: AC 521, MK 521 and MN 531. Emphasizes problem solving in business by focusing on environmental and social problems. Students will develop solutions to those problems and learn how to implement their solutions in a way that improves business performance. Cross-listed with MK 581.

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**MN 582 GLOBAL SOCIAL ENTREPRENEURSHIP 3 cr.** Prerequisites: AC 521, MK 521 and MN 531. Focuses on entrepreneurial solutions to societal problems in global contexts. Students will learn social entrepreneurship as a strategy for engaging in profitable enterprise activity that results in providing solutions to both macro and micro problems in different cultures. Cross-listed with MK 582.

**MN 584. ENTREPRENEURSHIP 3 cr.** Prerequisite: FN 521, MK 551, MN 550. Provides an understanding of entrepreneurship, including the functional areas as applied to new venture creation and growth.

**MN 587. NEGOTIATIONS AND ADR 3 cr.** Prerequisite: MN 550. Focus on theoretical, strategic, and practical approaches to negotiations and alternate dispute resolutions (ADR). Both interpersonal and interorganizational negotiations will be examined. Significant use of case analyses and experiential learning.

**MN 588. STRATEGIC HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite: MN 550. Strategic Human Resource leadership: how organizations achieve success through human resource management. Topics may include manpower planning, training, performance appraisals, and compensation systems. Case methodology will be involved.

**MN 589. CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT 1-3 cr.** Focus on a select number of human resource management issues confronting managers in today's workplace. Issues may include topics related to selection, performance appraisal, labor- management relations, compensation, safety, or training.

**MN 595. INDEPENDENT STUDY 1-3 cr.** In-depth reading or research project conducted under the supervision of a member of the graduate faculty. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

**MN 597. CONTEMPORARY TOPICS IN ENTREPRENEURSHIP 1-3 cr.** Focus on contemporary issues in entrepreneurship, such as business analysis and consulting. Special topics and prerequisites will be announced for each offering of this course.

**MN 598. CONTEMPORARY TOPICS IN MANAGEMENT 1-3 cr.** A special course which offers selected topics on an occasional basis. Topics and prerequisites will be announced when offered. Permission from the Director of Graduate Business Programs is required for this course to count towards the degree.

### Block IV Courses

**MB 590. EXECUTIVE LEADERSHIP 1 cr.** Prerequisites: MB 556, MB 557, MB 558 and at least 2 electives from Block III. Students assess the leadership skills they have developed through the program and tie these skills to topics of executive leadership communication within an organization.

**MB 591. ETHICS AND SOCIAL RESPONSIBILITY 2 cr.** Prerequisites: MB 556, MB 557, MB 558, and at least 2 electives from Block III. Students evaluate business decision problems from the perspective of corporate social responsibility; apply different approaches to understanding corporate social responsibility to the evaluation of business decision problems; and learn to communicate the values associated with social responsibility from a leadership position.

**MN 591. ETHICS AND BUSINESS ENVIRONMENTAL ISSUES 3 cr.** Prerequisite: Completion of at least eight courses from Blocks II and III. Consideration of the social, political, legal, and ethical constraints on business policies and managerial decision making.

**MN 592. CORPORATE STRATEGIC MANAGEMENT 3 cr.** Prerequisite: Completion of at least eight courses from Blocks II and III. Study of philosophy, techniques and competitive strategies comprising the strategic planning activity within the business firms. Management's vision, competitive mentality, strategy formulation and implementation.



## **ACADEMIC PROGRAMS**

### **College of Arts & Sciences**

Dr. Jeanne Colleran, Dean

Dr. Mark Storz, Associate Dean

**Biology**  
**Counselor Education**  
**Education & Allied Studies**  
**English**  
**History**  
**Humanities**  
**Integrated Science**  
**Mathematics**  
**Premedical Post-Baccalaureate Program**  
**Theology and Religious Studies**

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## BIOLOGY (BL)

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James L. Lissemore	Chair, Molecular Biology; Genetics
Carl D. Anthony	Ecology; Behavior; Evolution
Rebecca E. Drenovsky	Botany; Plant Physiology; Plant Ecology
Jeffrey R. Johansen	Phycology; Ecology; Systematics
Erin E. Johnson	Microbiology; Innate Immunity; Molecular Biology; Cell Biology
Gwendolyn M. Kinebrew	Cell Biology; Developmental Biology
Michael P. Martin	Molecular Biology; Cell Biology; Molecular Genetics and Systematics
Ralph A. Saporito	Chemical Ecology; Herpetology; Tropical Ecology
Christopher A. Sheil	Developmental and Evolutionary Morphology; Systematics
Cyrilla H. Wideman	Physiology; Endocrinology; Cell Biology; Neuroscience

The graduate program in Biology prepares students for professional careers or doctoral studies in a variety of biological fields.

The Department of Biology offers courses of study leading to either a Master of Science or Master of Arts degree. Both degree programs provide students the opportunity to increase their knowledge through formal course work. Additionally, the Master of Science degree requires candidates to complete a major research project resulting in a master's thesis.

### **Master of Science (M.S.)**

The M.S. degree is designed for students seeking research experience. Successful candidates must demonstrate the mastery of essential research techniques and the ability to communicate effectively the results of research and scholarship. Minimum requirements for the degree are 30 credit hours, consisting of 24 hours of formal course credit, at least half of which must be from courses numbered above 499, a thesis proposal (BL 598, 1 credit hour), and a research thesis (BL 599, 5 credit hours).

### **Master of Arts (M.A.)**

The M.A. degree consists of 30 hours of formal class credit, at least half of which must be from courses numbered above 499. The M.A. degree does not require thesis research.

M.S. and M.A. students may petition to take up to 8 credit hours of biology-related courses from other JCU departments.

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### **Admission Requirements**

- The equivalent of a Bachelor of Science with a major in biology as offered at John Carroll University. Completion of other related majors (environmental science, cell and molecular biology, etc.) will be considered on a case by case basis.
  - A completed application form, official undergraduate transcripts, and at least two letters of academic evaluation from former professors.
  - Students seeking to enter the M.S. program in Biology are strongly encouraged to contact professors in the department to determine if those professors are accepting graduate students. Contact information and the research interests of Biology faculty can be found on the department website: [www.jcu.edu/biology](http://www.jcu.edu/biology).
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## BIOLOGY (BL)

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### Other Requirements

All graduate students in the M.S. and M.A. degree programs are required to participate in the Biology Seminar Program on a regular basis during their tenure. The course may be taken once for credit (BL 478, 1 credit).

For any Biology course that is cross-listed at both the 400 level and 500 level, graduate students must take the 500 level course. The 500 level courses require an additional oral presentation or paper beyond the requirements for the corresponding 400 level course.

In addition, all graduate students in both degree programs are required to pass a comprehensive examination, upon completion of the requirements, as follows:

#### Master of Science

Oral or written examination consisting of questions that reflect the student's educational experience and thesis and that seek to integrate knowledge across those areas. The examination will be administered by the thesis committee after successful completion of the thesis.

#### Master of Arts

Oral and/or written examination is required. Type of examination is decided by the student's examination committee.

In some cases, a student and the committee may feel that an alternative examination would be appropriate. In this case, the Associate Dean for Graduate Studies may be petitioned via the Biology Department chair.

### COURSE DESCRIPTIONS

Many courses offered by the Department of Biology include laboratory and/or field work as an integral part of the course. These are listed separately below, immediately following the corresponding lecture course descriptions; both must be taken concurrently, in a corresponding section and from the same instructor.

**Note:** Students in either the Master of Science or the Master of Arts degree program may apply either one BL 578 or one BL 579 to the degree requirements.

**405. SCIENTIFIC ILLUSTRATION 3 cr.** Instructor permission required; experience in art not required. Three hours of lecture per week. Developing skills of observation and learning how to produce publication-quality illustrations of research results. By the end of the course, students will have developed a concise, but comprehensive, portfolio showcasing various techniques and graphic styles. An additional fee is required for personal illustration materials.

**415. INTRODUCTION TO SYSTEMATIC BIOLOGY 3 cr.** Three hours of lecture per week. The scientific discipline that deals with the identification, naming, description, classification, and organization of extant and extinct biological diversity; this course includes a discussion of philosophy and practice of methods of reconstructing evolutionary history.

**425. ICHTHYOLOGY 4 cr.** Corequisite: BL 425L. Two hours of lecture per week. Evolution, zoogeography, taxonomy, behavior, and ecology of North American fishes.

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

**430. MEDICAL PARASITOLOGY 4 cr.** Corequisite BL 430L. Two hours of lecture per week. All parasitic forms of medical importance will be covered. Emphasis is on parasite biology, clinical presentation, ecology of the disease, and epidemiology. Includes morphology, physiology, and diagnosis.

**430L. MEDICAL PARASITOLOGY LABORATORY 0 cr.** Corequisite BL 430. Four hours of laboratory per week. Laboratory sessions emphasize the diagnostic aspects of parasitic infections and the pathological changes in tissues.



## BIOLOGY (BL)

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**442. ORNITHOLOGY 4 cr.** Corequisite: BL 442L. Three hours of lecture per week. Biology, taxonomy, ecology, and behavior of birds.

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

**444. ADVANCED ECOLOGY 4 cr.** Prerequisites: Ecology, Statistics; Corequisite: BL 444L. Three hours of lecture/discussion per week. Topics include predator-prey interactions, global change, niche theory, competition, null models, and community assembly rules.

**444L. ADVANCED ECOLOGY LABORATORY 0 cr.** Corequisite: BL 444. Three hours of laboratory per week. Students work in teams on a project of their own choosing. Includes experimental design, data analysis, write-up, and presentation.

**447. ALGAE AS BIOINDICATORS 4 cr.** Corequisite: BL 447L. Two hours of lecture per week. Taxonomy and ecology of freshwater algae with application to monitoring lakes and rivers for water quality. Strong research-learning component.

**447L. ALGAE AS BIOINDICATORS 0 cr.** Corequisite: BL 447. Four hours of laboratory per week. Some weekend field trips will be scheduled. Laboratories based on field collections. Projects included.

**470. MOLECULAR METHODS LABORATORY 3 cr.** Prerequisite/corequisite: Molecular Genetics. Eight hours of laboratory per week. Methods used in analysis of proteins and nucleic acids.

**478. BIOLOGY SEMINAR 1 cr.** One hour per week. Current topics presented by invited guests, faculty, and students.

**479. SPECIAL TOPICS IN BIOLOGY 1-4 cr.** Prerequisites: Consent of instructor. Offered on an irregular basis; topics chosen by instructor. A lecture/discussion course which may include a laboratory or field component. For directed readings see BL 578; for student research see BL 579.

**479L. SPECIAL TOPICS IN BIOLOGY LABORATORY 0 cr.** Corequisite BL 479. Two to four hours of laboratory each week.

**510. INFECTION AND IMMUNITY 3 cr.** Prerequisite: Genetics. Three hours of lecture per week. Bacterial and viral pathogens of humans and those aspects of the immune response important in resistance and immunity to infectious diseases.

**520. PLANT PHYSIOLOGY 3 cr.** Three hours of lecture per week. Detailed study of photosynthesis, water relations, mineral nutrition, and hormones in plants with emphasis on current research techniques.

**521. HERPETOLOGY 4 cr.** Corequisite: BL 521L. Two hours of lecture per week. Intensive study of amphibians and reptiles, with special emphasis on classification, ecology, and evolution of North American species.

**521L. HERPETOLOGY LABORATORY 0 cr.** Corequisite: BL 521. Four hours of laboratory per week. Some weekend field trips will be scheduled.

**524. AQUATIC RESOURCES 4 cr.** Corequisite: BL 524L. Two hours of lecture per week. Study of aquatic organisms and their environment. Study of algae, insects, and fish as biological indicators of water and habitat quality in stream, lake, and wetland ecosystems. Impacts of water pollution, acidification, and other anthropogenic disturbances on aquatic systems will be studied.

**524L. AQUATIC RESOURCES 0 cr.** Corequisite: BL 524. Saturday laboratory consisting of field trips and laboratory analysis of aquatic life.

## BIOLOGY (BL)

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**535. PLANT ECOLOGY 4 cr.** Prerequisite: Ecology recommended. Corequisite: BL 535L. Three hours of lecture per week. Study of the distribution and abundance of plants from organismal, population, and community perspectives. Both seminal and novel research in the discipline emphasized. Students will conduct an in-depth study of plant ecological patterns and process.

**535L. PLANT ECOLOGY LABORATORY 0 cr.** Corequisite: BL 535. Three hours of laboratory per week.

**540. BEHAVIOR 3 cr.** Three hours of lecture-discussion per week. An evolutionary approach to animal behavior with emphasis on recent research.

**559. MOLECULAR CELL BIOLOGY 3 cr.** Prerequisite: Genetics. Three hours of lecture per week. Advanced course in molecular cell biology. Topics include cell signaling, cell cycle control, and intracellular trafficking. Emphasis on current primary literature.

**560. BIOMETRY 4 cr.** Four hours of lecture per week. Standard statistical tests, T tests, Chi squares, ANOVA, regression, correlation, similarity, diversity, clustering, principal components analysis, and various ordination techniques. Most analytical methods required for analysis of data collected as part of research. Last third of course has strong ecological emphasis.

**565. MOLECULAR GENETICS 3 cr.** Prerequisites: Genetics, Biochemistry. Three hours of lecture per week. Gene and genome analysis; genome organization; structure, replication, and expression of genetic information in prokaryotes and eukaryotes. Emphasis on current primary literature.

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

**575. ENDOCRINOLOGY 3 cr.** Three hours of lecture per week. The endocrine glands, hormones, and their mechanisms of action in mammals.

**578. DIRECTED READINGS IN BIOLOGY 1-3 cr.** Directed readings in a specific area of biology. Permission of instructor required.

**579. GUIDED LABORATORY/FIELD RESEARCH 3 cr.** Guided research and study of various areas of biology. Permission of instructor required.

**580. SPECIAL TOPICS IN BIOLOGY 1-4 cr.** Offered on an irregular basis; topics chosen by instructor. A lecture/lab course. For directed readings see BL 578; for student research see BL 579.

**598. MASTER'S THESIS PROPOSAL 1 cr.** To be taken the first or second semester of all M.S. track students. Writing and presenting the thesis to the advisory committee.

**599. MASTER'S THESIS 1-5 cr.** Repeatable up to 5 credits, with recommendation that final 3 credits be completed during the final semester of enrollment. Permission of department chair required.

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## COUNSELOR EDUCATION (CG)

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Brendan Foreman	Chair, Department of Education & Allied Studies
Ryan Allen	Human Development, Psychometrics, Neuropsychology
Cecile Brennan*	Counseling Program Coordinator, School Counseling, Ethics
Paula J. Britton*	Clinical Mental Health Counseling Internship & Practicum Coordinator Supervision, Ethics
Theron Ford	Teacher Education; Multicultural Education; Special Education
Jonathan Lent*	Counselor Education
Kathleen M. Manning	Educational Psychology; Physical Education and Exercise Science
John L. Rausch	Human Development, Research Methods
Yi Shang	Research, Assessment, Statistics
Nancy P. Taylor*	School Counseling Internship & Practicum Coordinator, Career Counseling, Chemical Dependency, Spirituality & Wellness

\*Counseling Program Core Faculty



The Counselor Education Program is housed in the Department of Education and Allied Studies and consists of two separate degree programs: School Counseling and Clinical Mental Health Counseling (accredited by CACREP as Community Counseling). Both programs are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the School Counseling Program meets Ohio Department of Education and the National Council for Accreditation of Teacher Education (NCATE) standards for school counselor education programs. The Clinical Mental Health Counseling Program meets the current academic requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for the licenses Professional Counselor (PC) and Professional Clinical Counselor (PCC). Further, the degree meets the academic requirements of the National Board for Certified Counselors for National Counselor Certification (NCC).

Both the School and Clinical Mental Health Counseling Programs are advised by a committee made up of the Coordinator, representatives from the Department of Education and Allied Studies, practicing professionals, professional staff, a program graduate, and a current student. This committee advises the chair of the department, the associate dean of Graduate Studies, and the dean of the College of Arts and Sciences on program policy.

The mission of the Counselor Education Program is to create professional school and community counselors who embody the Ignatian essence of “persons for others.” As a program we seek to embody this spirit of service to others by providing a learning community that respects the personhood of each student. Our faculty have open doors and are willing to meet with prospective students as well as with students already enrolled in the program. Leaders among our graduate students maintain a vibrant and award-winning Beta Chi Chapter of Chi Sigma Iota International Counseling Honorary Society.

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### Admission Criteria

- An undergraduate major in a recognized area, together with advanced undergraduate coursework (12-18 semester hours) in the social and behavioral sciences, or teaching licensure is required. Applicants who do not have prerequisites for specific graduate courses will be required to make up deficiencies.
- An undergraduate cumulative GPA of at least 2.75 (on a 4.0 scale).
- A satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).
- Three letters of recommendation from persons familiar with the applicant’s academic work, professional work, vocational commitment, and suitability for the role of counselor are required. Ideally, these letters will come from former professors and/or employers who can comment on the suitability of the applicant for graduate study.

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## COUNSELOR EDUCATION (CG)

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- A letter of intent from the applicant outlining career objectives and goals. The letter should be 400-600 words in length. It will be evaluated for content and grammatical and mechanical correctness.
- Evidence of work or volunteer experience.
- Applicants must participate in an on-campus interview process that will include:
  - A writing sample composed in response to a provided written prompt.
  - An individual interview.
  - A group interview.

The on-campus group interviews are scheduled during each semester. Applicants will be notified of the date when they apply. The GRE or MAT score, letters of recommendation, letter of intention, and summary of experience should be submitted to the Office of Graduate Studies, College of Arts and Sciences.

**No application will be evaluated until all of the materials listed above, along with a Graduate Application form and appropriate official transcripts, are submitted.**

Application to the program closes on August 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer session.

The application material will be evaluated by the admissions committee. Possessing the minimum admission requirements, e.g., a 2.75 GPA, does not guarantee admission to the Program.

It should be noted that the program is not intended to supplant personal psychotherapy. A copy of retention policies is available in the Counselor Education Program office. These policies pertain specifically to this program and exceed the College of Arts and Sciences requirements.

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### Retention Criteria

The unique interpersonal nature of the counseling profession requires that students in the Counselor Education Program should be routinely evaluated for their fitness as counselors. This comprehensive evaluation focuses on assessing the student's academic achievement and the student's demonstration of the personal dispositions needed in order to be an effective counselor, and the student's adherence to the ethical standards of the profession defined by either the ACA (American Counseling Association) or the ASCA (American School Counselor Association) code of ethics. If a student is found to be deficient, a concern conference will be held with the student in order to implement a remediation plan. If, after attempts at remediation, the student is still demonstrating inappropriate behaviors, or not achieving at an appropriate academic level, the student will be asked to leave the program. More detailed information about the program's retention criteria can be found in the School and Clinical Mental Health Counseling handbooks.

Assessing students in this way is a requirement of both the major counseling accreditation body, CACREP, and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board.

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### Clinical Mental Health Counseling Program Description

The Masters of Arts in Clinical Mental Health Counseling consists of 60 semester hours of graduate studies and is designed to meet the academic requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for the licenses Professional Counselor (PC) and Professional Clinical Counselor (PCC). The program is designed to meet the needs of the part-time student while also accommodating full-time study. Counselors licensed as PCCs function at an independent practice level, which allows them to diagnose and treat mental and emotional disorders without supervision. Additionally, with the supervision designation, they may supervise other counselors. Counselors licensed as PCCs may maintain a private practice.

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## COUNSELOR EDUCATION (CG)

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*If an applicant already has a master's degree in counseling or school counseling and is seeking licensure as a clinical mental health counselor, it is possible to be admitted to a post-master's licensure program. Contact the program coordinator for more information.*

Students must bear in mind that academic requirements are only part of the overall licensure requirements, which also include an application procedure, state examinations, and verified clinical work experience. These licensure requirements are met after the conferral of the M.A. degree in Clinical Mental Health Counseling.

### **Required Courses**

#### **Core Sequence**

Orientation to Clinical Mental Health Counseling (3 hrs.)	CG 500
Human Growth and Development (3 hrs.)	CG 505
Research Methods (3 hrs.)	CG 509 or ED 502*
Tests & Measurements (3 hrs.)	ED 530
Life-Style and Career Development (3 hrs.)	CG 531
Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535
Counseling Theory (3 hrs.)	CG 561
Counseling Techniques	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

#### **Clinical Sequence**

Psychopathology (3 hrs.)	CG 570
Evaluation of Mental and Emotional Status (3 hrs.)	CG 571
Diagnosis of Mental and Emotional Disorders (3 hrs.)	CG 572
Methods of Intervention, Prevention, and Ethics (3 hrs.)	CG 573
Treatment of Mental and Emotional Disorders (3 hrs.)	CG 574

#### **Field Experience Sequence**

Practicum in Clinical Mental Health Counseling (3 hrs.)	CG 592
Internship in Clinical Mental Health Counseling I (3 hrs.)	CG 596A
Internship in Clinical Mental Health Counseling II (3 hrs.)	CG 596B

#### **Electives**

Electives (9 hrs.)\*\*

\*Special sections offered for Clinical Mental Health Counseling students only.

\*\*Nine hours of electives must be approved by the advisor and include courses related to the student's professional work. Courses are to be selected from among graduate offerings in appropriate departments. Specialty areas are available in chemical dependency and psychoeducational testing, among others.

The student must apply for Practicum (CG 592) and Internship (CG 596) in Clinical Mental Health Counseling by October 1 for the spring semester and by March 1 for the fall semester. Practicum (CG 592) and Internship (CG 596) are not available in the summer session. Ordinarily, CG 592 followed by CG 596 are the final courses in the student's program. Site placements are subject to University approval. The University will not approve site placements in situations that violate human rights, demean human dignity, or operate according to principles directly opposed to those for which the University as a Catholic institution must stand.

The comprehensive examination requirement is satisfied through successful completion of the Master's Comprehensive Examination. The Master's Comprehensive Examination is taken prior to the internship placement. A guide to the Master's Comprehensive Examination is available in the Counseling Program office.

### **School Counseling Program Description**

The School Counseling Program is a 48 semester-hour M.Ed. graduate program designed to prepare candidates for licensure as counselors in an elementary, middle, or high school setting. The program meets Ohio Department of Education, NCATE and the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for school counselor education programs.

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## COUNSELOR EDUCATION (CG)

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Candidates without a valid teaching license will be required to complete an additional six semester hours of course work (ED 503, ED 534). A one-year entry program, beyond the internship requirement, under the supervision of a licensed counselor is also required.

If an applicant already has a master's degree and is seeking only licensure as a school counselor, it is possible to be admitted to a post-master's licensure program. See page 72 for more information.

### **Required Courses**

#### **Core Sequence**

Orientation to School Counseling (3 hrs.)	CG 501
Human Growth and Development (3 hrs.)	CG 505
Research Methods (3 hrs.)	CG 509 or ED 502*
Introduction, Survey & Awareness of Chemical Dependency (3 hrs.)	CG 514
Test & Measurements (3 hrs.)	ED 530
Life-Style and Career Development (3 hrs.)	CG 531
Statistics (3 hrs.)	ED 533
Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535
School Counseling Program Design & Consultation (3 hrs.)	CG 538
Counseling Theory (3 hrs.)	CG 561
Counseling Techniques (3 hrs.)	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

#### **Candidates who do not hold a valid teaching license must also take:**

Orientation to the Educational Environment (3 hrs.)	ED 503
Learning-Teaching (3 hrs.)	ED 534

#### **Field Experience Sequence**

Practicum in School Counseling (3 hrs.)	CG 591
Internship in School Counseling, I (3 hrs.)	CG 598A
Internship in School Counseling, II (3 hrs.)	CG 598B

**Electives:** Suggested electives could be CG 515 or CG 516. Electives should be selected in consultation with advisor.

Candidates who wish to become licensed as school counselors in Ohio must complete an internship (ED 598A/B) at a school site acceptable to John Carroll University with the approval of the school system involved. The internship consists of 600 contact hours over a minimum of one calendar school year. At least 240 of the intern's 600-hour requirement shall be in direct counseling service to children under the supervision of a certified school counselor at the internship site as well as the supervision of the University's internship coordinator.

Applications for the internship must be submitted no later than November 1 for the spring semester or April 1 for the fall semester. The intern must register for ED 598A and ED 598B, complete a detailed case study and presentation, and demonstrate progressive attainment of skills and experience commensurate with what would be expected of a counselor in practice.

Candidates are carefully reviewed in their work and evaluated during their entire internship experience. A successful final evaluation is a prerequisite for endorsement of the intern for licensure. The candidate must also successfully pass all applicable sections of the PRAXIS Assessments for licensure as a school counselor. Submission of logged contact hours during Practicum and Internship is required for graduation.

The Master's of Education degree is conferred upon the satisfactory completion of the above courses and a comprehensive examination. The comprehensive examination requirement is satisfied through successful completion of the Master's Comprehensive Examination. The Master's Comprehensive Examination is taken prior to the internship placement. A guide to the Master's Comprehensive Examination is available in the Counseling Program office.

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## COUNSELOR EDUCATION (CG)

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A student may opt for a Master's of Arts degree, which requires an additional six credit hours (ED 599) and the submission of a thesis. For more information see the program coordinator.

### COURSE DESCRIPTIONS

#### Counselor Education (CG)

**500. (HU 500) ORIENTATION TO CLINICAL MENTAL HEALTH COUNSELING 3 cr.** Introduction to the professional, legal, and ethical responsibilities of community counselors, including professional roles and functions. Includes a course work overview, professional goals and objectives, professional organizations, history and trends, preparation standards, and credentialing. Methods of instruction include lectures, discussion, small group work, experiential exercises, videos, guest speakers, introduction to library and technology. Normally the first course in the program sequence.

**501. (ED 503C) ORIENTATION TO SCHOOL COUNSELING 3 cr.** Introduction to the profession of school counseling, including the historical, philosophical, ethical, and legal aspects of counseling within a school setting. Includes an overview of current issues and counseling interventions that address the prevention of specific threats to normal development such as violence, abuse, eating disorders, suicide, and attention hyperactivity disorder. Candidates begin development of a professional portfolio that continues for the duration of their program track.

**505. (HU 505) HUMAN GROWTH AND DEVELOPMENT 3 cr.** Study of human growth and development throughout lifespan. Includes theories of learning, personality development, human behavior, as well as multicultural, ethical, and legal considerations.

**509. RESEARCH METHODS FOR MENTAL HEALTH PROFESSIONALS 3 cr.** Overview of the principles and methods of quantitative and qualitative research and program evaluation for mental health professionals. Emphasizes evidence/research-based decision making that would be used in community agencies and schools, including an introduction to statistics used in research and practice. Also helps students learn to evaluate research reports, translate research into practice, and plan/conduct research studies and program evaluations to improve services. CG 509 in only for students in the Clinical Mental Health Counseling, School Counseling, and School Psychology programs.

**514. (ED 514) INTRODUCTION, SURVEY AND AWARENESS OF CHEMICAL DEPENDENCY 3 cr.** Designed to provide a working knowledge of the disease concept of chemical dependency and its impact on its victims. Candidates will learn how chemical dependency can be identified and treated. Prevention procedures and other issues related to chemical dependency.

**515. (ED 515) CHEMICAL DEPENDENCY: FAMILY DYNAMIC THEORY AND SYSTEMS 3 cr.** Extension of knowledge about family systems and skills in family therapy to the problem of chemical dependency. Candidates will learn to recognize maladaptive patterns in families of drug abusers, describe the role of defense and the functions of the addictive process in the family system, and use practical strategies for altering these patterns.

**516. (ED 516) CHEMICAL DEPENDENCY: ASSESSMENT, TREATMENT, INTERVENTION AND RECOVERY 3 cr.** Designed to enable counselors in training to identify and practice the basic skills involved in (1) assessing the state of a client's chemical dependency; (2) planning and facilitating an intervention; (3) developing and implementing a treatment plan; (4) assisting the client in developing a recovery program; and (5) leading after-care groups. Candidates will apply basic counseling skills in role-play situations in each area.

**531. (ED 531) CAREER DEVELOPMENT AND VOCATIONAL APPRAISAL 3 cr.** Career development throughout the life span and individual career decision-making theories. Career assessment, appraisal, personality, and aptitude instruments and techniques for evaluating individuals relevant to choosing a career. Sources of career, educational, and labor market information, including retrieval from computerized data sources and methods of setting up a career-resources center. Career-counseling diagnosis and techniques, ethical practices, and an appreciation for the career concerns of special populations.

## COUNSELOR EDUCATION (CG)

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**535. (ED 535) GROUP DYNAMICS, PROCESSING, AND COUNSELING 3 cr.** Prerequisite: CG 561, CG 562. Types of groups, styles of group leadership, and techniques used by group counselors. Group theories, the dynamics of group processes, and the developmental stages of group counseling. Counselor skills in the management of group process from initial interview to termination as well as consultation and ethical concerns in group procedures and the use of technology are included. Supervised group sessions and debriefings comprise a major portion of the course.

**538. (ED 538) SCHOOL COUNSELING PROGRAM DESIGN AND CONSULTATION 3 cr.** Prerequisites: CG 501 and CG 563. Counseling and guidance strategies for the school counselor that promote school and personal success and development in children and teenagers. Emphasis is placed on the skills necessary to assess students' needs, design a program of comprehensive services, and coordinate, implement, and evaluate the program's activities. Also includes a thorough study of consulting models and strategies for the school counselor's articulation with school personnel, administrators, parents, and community agencies.

**561. (ED 511) (HU 561) COUNSELING THEORIES 3 cr.** Systematic study of selected historical and contemporary theories of counseling and psychotherapy, including the nature of psychological disturbance, theoretical assumptions and concepts, and techniques for effecting therapeutic change. Emphasizes counselor behavior and its effect on counseling outcomes.

**562. (ED 512) (HU 562) COUNSELING TECHNIQUES AND PRACTICE 3 cr.** Prerequisite: CG 561 or permission. Emphasis on the application of the theoretical principles involved in individual, group, and family counseling, consulting and psychotherapy, skill-building, and interviewing. Seminar format with role-playing, practical experience, basic interviewing, assessment, and counseling skills. Also covers *Diagnostic and Statistical Manual of Mental Disorders* introduction, examination of counselor and client characteristics and behaviors, and ethical considerations. Methods of instruction include lectures, experiential exercises, discussion, small group work, demonstrations, role-plays, and videotaping with critiquing and audiovisual aids.

**563. DIVERSITY ISSUES IN COUNSELING 3 cr.** Builds the personal and professional development of counseling practitioners through studying sociological, historical, philosophical, and psychological scholarship about the many cultures, races, ethnic groups, and other minority groups that constitute American society. Considerations of racism, sexism, exceptionality, and other diversity issues are applied to a variety of counseling, educational, and agency settings.

**570. PSYCHOPATHOLOGY 3 cr.** Designed to assist the counseling student in understanding psychological disorders. Includes a thorough review of the major categories of psychopathology, which will be contextualized by a discussion of the role of historical context and cultural differences in assessing individual behavior. The role of counseling in the treatment of mental and emotional disorders also is explored.

**571. (HU 571) CLINICAL EVALUATION 3 cr.** Prerequisites: CG 562 and ED 530 or equivalent. Assessment procedures in diagnosis and treatment planning. Focuses on administering and interpreting individual, and group standardized (and un-standardized) tests of mental ability and personality measurement; also, factors that relate to specific populations, ethical and legal considerations, and historical perspectives.

**572. (HU 572) CLINICAL DIAGNOSIS 3 cr.** Prerequisite: CG 562. Includes appropriate use of the current edition of the *Diagnostic and Statistical Manual for Mental Disorders* and other nosologies. Focuses on conducting mental-status examinations and on the framework for identifying symptomatology, etiology, and dynamics of mental and emotional disorders, issues of diversity, case conceptualization, assessment, diagnosis, ethical and legal considerations.

**573. (HU 573) CLINICAL INTERVENTION, PREVENTION, AND ETHICS 3 cr.** Prerequisite: CG 562. Focuses on methods of intervention, including techniques used with diverse populations and situations. Emphasis on counselor ethics and legalities. Includes clinical supervision, program development, and consultation.

**574. (HU 574) CLINICAL TREATMENT METHODS 3 cr.** Prerequisite: CG 562. Focuses on diagnostic issues, case conceptualization, issues of diversity, developing and implementing a treatment plan, reporting and assessing progress of treatment, referral procedures, formulating timelines for treatment, and psychotropic medications and mood-altering chemical agents in the treatment of mental and emotional disorders.



## COUNSELOR EDUCATION (CG)

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**580. (HU 580) SPECIAL TOPICS IN CLINICAL MENTAL HEALTH COUNSELING 1-3 cr.** In-depth study of a topic in workshop form.

**581. (ED 580) (HU 581) INDEPENDENT STUDY 1-3 cr.** Individual project under supervision. Approval of program coordinator and appropriate dean required.

**591. (ED 591) SCHOOL COUNSELING PRACTICUM 3 cr.** Prerequisites: CG 501, CG 535, CG 561, and CG 562. Supervised, applied counseling laboratory experience prior to internship and within an appropriate setting. Requires 100 hours of placement experience, including a minimum of 40 hours of direct, individual counseling and 10 hours of group contact. Individual and group supervision, critique, ethical practices and consultation as well as audio and video taping. Candidates are required to maintain a logbook of contact hours.

**592. (HU 592) CLINICAL MENTAL HEALTH COUNSELING PRACTICUM 3 cr.** Prerequisites: CG 500, CG 535, CG 561, and CG 562. 100 placement hours (40 in direct client contact). Application of appropriate treatment modalities and understanding of service provision paradigms. Includes video and audio taping, individual and group supervision, case consultation, and legal and ethical issues. Employs the latest in instructional technology.

**596A,B. (HU 596) CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP 6 cr. (A) 3 in fall; (B) 3 in spring.** Prerequisite: CG 592. Placement under supervision in an appropriate setting. 600 placement hours (240 in direct client contact, minimum 10 hours in group counseling). Regular on-campus seminar meetings. Includes client advocacy and outreach, referral processes, case conceptualization, and legal and ethical issues. Provides opportunities for using assessment instruments, technology, and research in a field setting. Video and audio taping. Prior application and successful completion of Master's Comprehensive Examination are required.

**598A, B. (ED 598A, B.) SCHOOL COUNSELING INTERNSHIP 6 cr. (A) 3 in fall; (B) 3 in spring.** Prerequisite: CG 591. Field placement under supervision. 600 service hours include a minimum of 240 hours in direct, counseling contact with individuals and groups. Coursework on campus explores contemporary ethical, consultative, and counseling issues, techniques, and strategies; audio and videotaped session critiques; and the presentation of case studies. Application and successful completion of the Master's Comprehensive Examination are required. Candidates are required to maintain a logbook of contact hours.

### Education Courses (ED)

**502. RESEARCH METHODS 3 cr.** Overview of the principles, strategies, and instruments of quantitative and qualitative educational and counseling research and evaluation. Emphasizes informed, research-based decision making at the classroom, school, and school system levels, and in community agency settings. ED 502 will have one section for clinical mental health counseling and school counseling.

**503. ORIENTATION TO EDUCATIONAL ENVIRONMENT 3 cr.** Primarily a field experience for Post-Bac. M.Ed. with licensure candidates, school-psychology and school-counseling candidates who are not certified teachers. Placement will be in school settings across grade levels.

**530. TESTS AND MEASUREMENTS 3 cr.** Prerequisite: CG 509 or ED 502 or consent of instructor. Basic knowledge and skills related to the selection and use of tests and measurements for individuals planning careers in counseling or psychology in school and non-school settings. Technical skills necessary for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests employed by counselors and school psychologists, such as ability, intelligence, achievement, personality, family, and behavioral.

**533. INTRODUCTORY STATISTICS 3 cr.** Prerequisite: CG 509 or ED 502 or equivalent. Review of descriptive statistics. Introduction to statistical inference; interpretation and applied problems in hypotheses testing, including analysis of variance and chi-square analysis.

**534. LEARNING-TEACHING 3 cr.** Contemporary theories of teaching and learning; application of the theories in classrooms sensitive to the developmental needs of children and youth, including those with atypical characteristics. Stresses reflective application of this knowledge by any professional working with students and teachers.

## EDUCATION AND ALLIED STUDIES (ED)

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Brendan Foreman	Chair, Mathematics
Ryan Allen	School Psychology
Cecile Brennan	Counselor Education
Paula J. Britton	Counselor Education
James Cerullo	Physical Education and Exercise Science
Gregory A. DiLisi	Science Education; Instructional Technology
Ron Dolciato	Physical Education and Exercise Science
Theron Ford	Teacher Education; Multicultural Education; Special Education
Barbara Garson-Braverman	Teacher Education; Special Education
Amy R. Hoffman	Literacy; Teacher Education
Jeanne E. Jenkins	Educational Psychology; School Psychology
Thomas E. Kelly	Teacher Education, Secondary Education
Michael Kimmel	Teacher Education
Jonathan Lent	Counseling Education
Kathleen M. Manning	Educational Psychology; Physical Education and Exercise Science
Ann Moses	Teacher Education, Early Childhood
Carol Paull	Teacher Education
John L. Rausch	Educational Psychology; Research Methods
Catherine A. Rosemary	Literacy; Teacher Education
Kathleen A. Roskos	Literacy; Teacher Education
Yi Shang	Research, Assessment, Statistics
Lisa M. Shoaf	Educational Administration
David Shutkin	Educational Technology
Mark G. Storz	Associate Dean; Middle Childhood Education; Urban Education
Nancy P. Taylor	Counselor Education
Mary Weems	Multicultural Education; Foundations of Education

The mission of the Department of Education and Allied Studies is to provide educational leadership for a more just society.

To achieve that end, the unit embodies four goals: to provide professional education in a liberal arts context; to uphold traditional values, yet be responsive and sensitive to society's changing needs; to focus on personal as well as professional development of the individual; and to emphasize teaching that is anchored in a strong research base and the Jesuit ideal of an educator. The five characteristics of the Jesuit ideal of an educator are:

- Formation of the total person
- Integration of the disciplines
- Personal influence of the educator
- Education as a vocation
- Educational settings as communities of personal influence

These characteristics are operationalized within academic course sequences constructed around four curricular strands for advanced professional preparation: ***personal and professional development; scholarship; specialization; and leadership.*** These advanced programs are designed to prepare individuals as leaders in human service and educational contexts. The advanced graduate programs are aligned with the unit's mission, outcomes, conceptual framework, academic strands and Specialized Professional Associations (SPA's).

The Department of Education and Allied Studies academic unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education. The School Counseling and Community Counseling Programs are CACREP accredited programs. The department's initial and advanced licensure programs have achieved a rating of National Recognition through the respective SPA's.



## EDUCATION AND ALLIED STUDIES (ED)

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The Department of Education and Allied Studies offers a variety of graduate programs:

- I. Master of Education degree programs designed to prepare candidates for:
  - A. Special concentrations in such areas as reading teacher, classroom teacher, computer/technology, chemical dependency, early childhood education, curriculum specialist (teacher leader), middle and secondary teaching and specialized sequences which may be taken as part of the master's program or independent of a formal degree program. Some of these may lead to the endorsement or validation of an existing teacher's certificate/licensure
  - B. Initial Teaching Licensure
  - C. School Administration
  - D. School Counseling
  - E. Educational Psychology
  - F. School Psychology
- II. Master of Arts programs designed to meet the needs of students primarily interested in research-oriented programs. M.A. programs are offered in many of the areas listed above.
- III. Post-Baccalaureate Initial Licensure Programs in early childhood, middle childhood, adolescent and young adult, and multi-age licensure for applicants with a baccalaureate or higher degree.
- IV. Post-Master's licensure programs for:
  - A. School Counseling
  - B. School Psychology
  - C. Educational Administration
- V. Endorsement programs in Reading, Educational Technology, Literacy Specialist, Early Childhood Generalist, and Middle Child Generalist open to candidates who hold a bachelor's degree and a valid Ohio teaching license.
- VI. Certificate of Advanced Studies: Assessment, Research and Measurement designed to help professionals at the master's and post master's level to develop skills in quantitative and qualitative research methods, assessment, measurement, program evaluation and data-driven decision making.

**NOTE:** Candidates planning to apply for one of the state licenses or endorsements should be aware of possible changes in state licensure requirements. Candidates will be required to meet the state requirements in effect at the time application is made for licensure. Although the program descriptions included in the *Graduate Studies Bulletin* conform to the current standards, additional information may be obtained by consulting department officials. An individual orientation is held with the academic adviser for candidates for the M.Ed. degree following admission to graduate studies. Candidacy evaluation will be arranged for candidates for the M.A. degree. Details of these procedures are available in the Department of Education and Allied Studies offices.

At the conclusion of the master's degree coursework, a written comprehensive examination is required for both the M.Ed. and M.A. degrees. The examination consists of a general section and a program section. Examination schedules are available in the department office. Successful completion of the comprehensive examination is a requirement for graduation.

Candidates for Initial and Advanced Licensure and some endorsements will be required to pass the PRAXIS exam(s) in the specific licensure/endorsement, area in order to be recommended for licensure/endorsement.

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## EDUCATION AND ALLIED STUDIES (ED)

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### Admission Criteria

The following admission criteria for full acceptance into the M.Ed. or M.A. programs apply to all graduate programs:\*

- An undergraduate degree from an accredited institution with a major in education (equivalent to the training necessary for a teacher credential) or the equivalent in training or experience. Candidates ordinarily are or have been licensed teachers. To encourage the participation of individuals from underrepresented groups and other students, alternatives to the established admission procedure may be determined by the chair and faculty.
- An undergraduate cumulative GPA of at least 2.75.
- A written statement indicating personal interests, goals, and expectations from the degree program.
- Two letters of reference from persons who are familiar with and able to assess the applicant's ability to succeed in graduate studies.
- Miller Analogies Test (MAT) **or** Graduate Record Examination (GRE) score(s).
- A personal interview with the Program Coordinator for the specific program.
- Verification of valid teaching certificate/license for specific programs.

**\*NOTE:** Applicants for the School-Based M.Ed., Post-Bac M.Ed with Initial Licensure, Educational Psychology, School Counseling, or School Psychology programs do not require a major in education, teaching experiences, and/or a teaching credential.

\* Please check specific program admission requirements that may be different from and/or are in addition to these requirements.

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### I. Master of Education Programs

#### A. Professional Teacher Degree Program

For certified and licensed teachers the programs are designed to encourage individual interest and to develop further the competencies of a master teacher. A sequence of courses may be taken in a teaching field, e.g., English, or in education, wherein a number of specializations are possible. Each program is a minimum of 30 hours.

#### General Course Requirements

1. ED 500 Foundations of Education **or** ED 453 Multicultural Education
2. ED 502 Research Methods
3. ED 534 Learning-Teaching
4. 12 or more credit hours in one sequence (see specific sequences below)
5. Six credit hours of electives (except where stated in a specific sequences)
6. ED 595 Seminar in Teaching (except where stated in specific sequences)

#### Specialization Sequences – Candidates must consult with their advisor regarding required courses and alternative course options

- a. Chemical Education: CG 514, 515, 516, and 535 or 511
  - b. Classroom Teacher: ED 419, 524, 556, 586 or ED 587
  - c. Computer/Technology: ED 547, 549, 585, ED 586 (ED586 may be waived based on admission evaluation), 587, 589 (this course sequence qualifies for Ohio Department of Education endorsement in Computer Technology)
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## EDUCATION AND ALLIED STUDIES (ED)

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- d. Reading Teacher: ED 565, 570, 571, 573, 578 and two (2) electives: (ED 565, 571, 573 and 578 course sequence qualifies for Ohio Department of Education endorsement in Reading upon passage of PRAXIS II)
- e. Curriculum Specialist (Teacher Leader): ED 517, 556, 557, 585 (course work can be used for post-master's principal's license)
- f. Middle Child Education, Adolescent/Young Adult Education:  
Middle Child, Adolescent/Young Adult teachers may take 12 credits of graduate-level work in the teaching field. The following departments cooperate in this program: Biology, Communications, English, History, Mathematics, and Religious Studies. Teaching field electives are chosen on an individual basis by the student, the advisor, and a cooperating advisor from the academic department involved.
- g. Specialized Sequence: four courses from a specific area of interest, e.g., Reading, Computer/Technology, Early Childhood, Middle Childhood, Adolescent & Young Adult, Multi-Age, which is planned in consultation with the chair and/or an academic advisor.

Candidates may also choose to take an individually designed track. This must be developed with the advisor and approved through petition by the department chair and the Office of Graduate Studies.

### Electives

Some sequences provide opportunity for elective course work. Candidates may choose any 500-level education course as an elective with approval from the department. Candidates seeking assistance with the National Board Certification should take ED 546. Some 400-level courses may be used as electives. If a 400 level course is used in a degree program a grade of "B" or higher is required. Consult with the chair and/or an academic advisor.

Certain workshops may apply toward elective credit in the M.Ed. or M.A. Professional Teacher programs that allow elective courses. The criteria on which approval rests are as follows:

- The workshop must occur within the time period allowed by the Office of Graduate Studies.
- The content of the workshop must demonstrate the rigor associated with graduate coursework for master's degree programs.
- The workshop must assign a letter grade rather than credit/no credit. The letter grade must meet standards for master's degree programs.
- If taken somewhere other than John Carroll University, the workshop must fall within the total number of transfer hours allowed by the John Carroll University Office of Graduate Studies.
- Courses or workshops which are "make it/take it," have no academic assignments, or showcase the work or instructional materials of a specific publisher or author are not permitted in graduate programs.

**Note:** Candidates are required to obtain approval for the workshop to count as graduate credit prior to beginning the coursework. Supporting documentation should accompany the request, e.g., a syllabus that details course content and assessments.

### B. Master of Education Programs with Initial Teaching Licensure

The Department of Education and Allied Studies offers two options for a Master of Education with an initial teaching licensure.

**Note:** The Department also has a non-degree, licensure-only program. See page 71 for details regarding the Post-Baccalaureate Initial Licensure program.

#### School-Based M.Ed. Program

The School-Based M.Ed. Program is a full-time, accelerated 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree.

## EDUCATION AND ALLIED STUDIES (ED)

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The program is a cooperative venture between the Department of Education and Allied Studies of John Carroll University, the South Euclid–Lyndhurst City Schools; Collinwood High School; Hawken Lower School; and St. Ignatius High School. Course work is divided between classes at the university and site-based classes at the participating schools. The program requires a summer and one full academic year that encompass course work and daylong experiences at the participating school\*. Candidates must receive grades of B or higher in all 400-level course work, and grades of “C” or higher in 500-level course work. Graduate Studies policy permits a maximum of two grades of “C” within a master’s degree program. Candidate must maintain a minimum GPA of 2.7 in all education coursework and course work required for specific teaching fields.

The master’s degree course of study is a 40 or 46 credit-hour program at the graduate level, which includes a six-semester-hour teaching internship to meet licensure requirements. Other general education requirements may be necessary for the licensure, depending on the candidate’s previously completed course work. These requirements will be determined during individual transcript evaluations. Successful completion of the appropriate PRAXIS Assessments is required for licensure. All teacher licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

\*Candidates who require additional content area courses for licensure normally must complete this coursework prior to actually entering the official School-Based 11 month sequence.

**NOTE: School-Based candidates for the Middle Child, Adolescent and Young Adult, and Multi-Age licenses must pass the PRAXIS II assessments in the teaching content area(s) prior to entering the internship semester.**

### **School-Based Core Courses (required for each of the four areas of teaching licensure)**

ED 418	Exceptionalities
ED 445	Teaching Internship
ED 452	Reading and Writing Across the Curriculum
ED 500	Foundations of Education
ED 502	Educational Research
ED 503A	Introduction to Education
ED 505	Child and Adolescent Study
ED 534	Learning-Teaching
ED 594	Professional Development Seminar

### **Course Work For Licensure (by licensure area)**

#### **Early Childhood (Pre-K - 3rd grade)**

ED 425	Integrated Learning in Early Childhood Education
ED 426A	Learning Across the Early Childhood Years
ED 426B	Learning Across the Early Childhood Years
ED 454	The Study of Language Development and Phonics
ED 456	Reading Assessment and Intervention
ED 457	Methods of Reading Education

#### **Middle Childhood (4th - 9th grade) (two areas of concentration are required:**

##### **Select from Language Arts, Social Studies, Science, and Math)**

ED 432	Middle Childhood Education Philosophy and Instruction
ED 433-6	Middle Childhood Curriculum and Special Methods: Language Arts, Social Studies, Science, Math (select two)
ED 454	The Study of Language Development and Phonics
ED 456	Reading Assessment and Intervention
ED 457	Methods of Reading Education

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## EDUCATION AND ALLIED STUDIES (ED)

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**Adolescent/Young Adult (7th - 12th grade) (8 licensure options: Integrated Language Arts, Integrated Social Studies, Integrated Mathematics, Life Science, Chemistry/Life Science, Physical Science: Physics, Chemistry, Chemistry/Physics)**

ED 464A Secondary Methods

ED 464B Secondary Methods

Two Graduate Elective Course in Teaching Content Area at the 400 or 500 level  
(400 level = grade of "B" or higher required)

**Multi-Age (Pre-K - 12th grade) Foreign Languages (French, Spanish, German, Latin) or Physical Education**

ED 464A Secondary Methods

ED 464B Secondary Methods

Two Graduate Elective Course in Teaching Content Area at the 400 or 500 level  
(400 level = grade of "B" or higher required)

### **Professional Teacher M.Ed. with Initial Licensure**

The Initial Licensure with a Master of Education is offered for students who hold a bachelor's degree and are seeking an initial teaching license within an M.Ed program. This program can be either full-time or part-time.

Students who enter this program can select the Early Child, Middle Child, Adolescent/Young Adult, or Multi-Age licensure track. Each licensure program includes (1) a series of graduate courses that lead to a master's degree and apply toward partial fulfillment of the specific teaching license; and (2) license-specific undergraduate courses. The number of credits required for both the M.Ed and license varies due to the course requirements for different licenses.

Other general education requirements may be necessary for licensure depending on the candidates previous coursework.

In addition to the Education coursework for the M.Ed. and Licensure, candidates for the Middle Child, Adolescent/Young Adult or the Multi-Age license may need additional teaching content area coursework to satisfy content area requirements for the specific license.

These requirements will be determined during individual transcript evaluation.

**Candidates for the Middle Child, Adolescent/Young Adult, and Multi-Age licenses must pass the PRAXIS II teaching content area exams prior to entering the Student Teaching semester.** Successful completion of the appropriate PRAXIS II assessment(s) is required for licensure. All licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

### **Core Courses (required for each of the four types of teaching licenses)**

ED 452 Reading and Writing Across the Curriculum

ED 453 Multicultural Education

ED 500 Foundations of Education

ED 502 Research Methods

ED 503 Orientation to the Educational Environment

ED 505 Child and Adolescent Development

ED 534 Learning and Teaching

ED 586 Introduction to the Professional Uses of Instructional Technology and Design

### **Early Childhood (Pre-K - 3rd grade)**

Additional Courses Required for the Master of Education

ED 419 The Exceptional Learner

ED 454 Study in Language and Phonics

ED 456 Reading Assessment and Intervention

ED 457 Methods in Reading Education

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## EDUCATION AND ALLIED STUDIES (ED)

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### Early Child Licensure Requirements

ED 224	Introduction to Early Childhood Education
ED 225	Observational Assessment of the Young Child
ED 225E	Seminar I: Focus on Family Ecology
ED 325	Learning Across the Early Childhood Years
ED 331	Integrated Learning in Pre-School
ED 332	Integrated Learning in the Early Elementary Years
PE 411	Physical Education in Early Childhood
ED 405A	Seminar III: Integrating Family, School and Community Ecologies
ED 445A	Teaching Internship

Total Hours: 60-66 hours

### Middle Childhood (4<sup>th</sup> – 9<sup>th</sup> grade) (in addition, two areas of concentration are required: in consultation with an Academic Adviser select from Language Arts, Social Studies, Science, and Math)

Additional coursework for Master of Education

ED 454	Study in Language and Phonics
ED 456	Reading Assessment and Intervention
ED 457	Methods in Reading Education

Middle Childhood Licensure Coursework

ED 330	Introduction to Middle Childhood Philosophy and Instruction
ED 405B	Middle Childhood Education Seminar
ED 424	Special Topics: Middle Childhood Curriculum and Content Methods
ED 445B	Teaching Internship

Total hours: 48-51 (+ content areas coursework, if needed)

### Adolescent/Young Adult (7<sup>th</sup> – 12<sup>th</sup> grade) (8 licensure options: Integrated Language Arts, Integrated Social Studies, Integrated Mathematics, Life Science, Chemistry/Life Science, Physical Science: Physics, Chemistry, Chemistry/Physics)

Additional coursework for Master of Education

- Elective – Teaching content area or Education
- Elective – Teaching content area or Education

Adolescent/Young Adult Licensure Coursework

ED 337	Adolescent Education Special Methods
ED 427	Adolescent Education Special Topics
ED 405C	Adolescent Education Seminar
ED 445C	Teaching Internship

Total Hours: 45 (+ content area coursework if needed)

### Multi-Age (Pre-K – 12<sup>th</sup> Grade) (Foreign Languages: French, Spanish, German, Latin; or Physical Education)

Additional coursework for Master of Education

- Elective – Teaching content area or Elective
- Elective – Teaching content area or Elective

Multi-Age Licensure Coursework

ED 337	Adolescent Education Special Methods
ED 405D	Adolescent Education Seminar
ED 427	Adolescent Education Special Topics
ED 445D	Teaching Internship

Total Hours: 45 (+ content area coursework if needed)



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## EDUCATION AND ALLIED STUDIES (ED)

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### C. Educational Administration Program

The M.Ed. in Educational Administration can lead to one or more of the following licenses: Ages 3-12 (Pre-K to 6th grade); Ages 8-14 (Grades 4<sup>th</sup> to 9<sup>th</sup>); Ages 10-21 (Grades 5<sup>th</sup> to 12<sup>th</sup>). To be eligible for this educational administration license, the applicant must have two (2) years of teaching experience, and hold a valid Ohio Department of Education (ODE) teaching license. A candidate is eligible for the M.Ed. upon completion of the 30 hour Master's curriculum. The licensure program requires an additional 15 semester hours for a total of 45 hours.

#### Course Requirements

1. ED 500 Foundations of Education **or** ED 453 Multicultural Education (3)
2. ED 502 Research Methods (3)
3. ED 534 Learning-Teaching (3)
4. ED 517 School Leader as a Facilitator of Organizational Change (3)
5. ED 551 School Leadership I: An Introduction to School Leadership (3)
6. ED 551L School Leadership I: Lab (1)
7. ED 553 School Leadership II: Instructional Leadership (3)
8. ED 553L School Leadership II: Lab (1)
9. ED 556 Curriculum (3)
10. ED 558 School Law (3)
11. ED 560 School Leadership III: Issues in School Reform (3)
12. ED 560L School Leadership III: Lab (1)

After completion of the courses listed above and other degree requirements, the M.Ed. degree may be awarded. In addition, beyond the M.Ed., the following courses are required for licensure:

13. ED 557 Applied Curriculum Principles
14. ED 561 Personnel Administration
15. ED 562 School Finance and Economics
16. ED 585 Technology and the School Administrator
17. ED 596 Internship for School Leaders

Internship (ED 596) placement is based on substantial completion of the licensure coursework and submission of the completed application form, including a letter of consent from the cooperating school administrator, as specified in the course handbook. See the Coordinator of the Educational Administration Program for specific details and permission to enter the Internship. **(Note: Completion of all internship requirements will require at least one academic year.)**

Ohio administrative licensure requirements are distinct from M.Ed. degree requirements. Candidates seeking both the master's degree and state licensure must complete all courses listed above or have equivalent course work on their transcript. Candidates should schedule an assessment conference with the Coordinator of the Educational Administration Program or the Graduate Education Coordinator to determine requirements for licensure.

### D. School Counseling Program

The School Counseling Program is a 48 semester-hour M.Ed. graduate program designed to prepare candidates for licensure as counselors in an elementary, middle, or high school setting. The program meets Ohio Department of Education, NCATE and the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for school counselor education programs.

Please see the Counselor Education section of this bulletin for a detailed description of this program.

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## EDUCATION AND ALLIED STUDIES (ED)

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### E. Educational Psychology Program

The Educational Psychology Program is open to those who have a sufficient number of credits in undergraduate professional education to be admitted to a M.Ed. program in the department or who have an undergraduate major in psychology. Applicants who do not meet these requirements should consult with the Program Coordinator regarding prerequisites for admission to this program. The Educational Psychology Program is a 30 semester-hour program.

#### Course Requirements

1. ED 500 Foundations of Education **or** ED 453 Multicultural Education
2. ED 502 Research Methods
3. ED 529 Qualitative Research Methods
4. ED 530 Tests and Measurements
5. ED 532 Developmental Psychology
6. ED 533 Introductory Statistics
7. ED 534 Learning-Teaching
8. Three electives from ED 419 Exceptional Learner; ED 451 Theories of Personality; ED 524 Classroom Organization and Behavior Management; CG 561 Counseling Theories; and CG 562 Counseling Techniques

The Master's of Education degree is conferred at the satisfactory completion of the above courses and comprehensive examination. The Educational Psychology M.Ed. candidate is also eligible for the Certificate of Advanced Studies: Assessment, Research and Measurement (see page 73 for details).

### F. School Psychology Program

The School Psychology Program is a specialist-level program approved by the National Association of School Psychologist and meets Ohio Department of Education and NCATE training standards. It is a full-time program that requires 78 semester hours of continuous full-time study. The School Psychology Program is open to those who have an undergraduate major in psychology or hold a valid Ohio teaching license or professional education degree. The program follows a scientist-practitioner training model and is advised by a committee comprised of the core faculty, part-time faculty, pupil service directors, and practicing school psychologists. Candidates are required to follow a prescribed sequence of coursework beginning with the summer session immediately following formal admission to the program. Individuals admitted to the program during the Fall semester may begin coursework in the Spring semester. Field experiences are an integral part of this program beginning with the first year. Accordingly, students are required to make available at least one day per week for these experiences during the first two years. The third year internship requires a full-time, five day per week commitment. In the event that the candidate is unable to complete the Internship during the third year of the program, an internship placement **may not** be available during the fourth year or subsequent years. Individuals unable to complete the internship during the third year in the program must notify the School Psychology Coordinator at least one semester prior to the scheduled internship placement.

School Psychology applicants should apply for admission to the program through the Office of Graduate Studies. It is the applicant's responsibility to ensure that all required application materials including the School Psychology Questionnaire are received by the deadline date. Application deadlines for School Psychology applicants are October 15, and February 1. The Office of Graduate Studies will not forward an incomplete file to the department for review. Application files completed and received by the department by October 15, and February 1, will be evaluated and considered for admission interviews. Applicant files that are not completed and received by the deadline date(s) may not be included in the initial applicant pool for the next cohort.

#### Course Requirements

ED 419	The Exceptional Learner
ED 503*	Orientation to the Educational Environment
ED 530	Tests and Measurements
ED 532	Developmental Psychology
ED 534	Learning-Teaching
ED 536A	Psychoeducational Evaluation I

## EDUCATION AND ALLIED STUDIES (ED)

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ED 536B	Psychoeducational Evaluation II
ED 540	The Role and Function of the School Psychologist
CG 561	Counseling Theories
CG 562	Counseling Techniques and Practice

\*For incoming students without a valid Ohio teaching license. PS 457 (Psychopathology) or ED 451 (Theories of Personality) must be taken in place of ED 503 (Orientation to the Educational Environment) for those with a valid teaching license.

The master's degree in School Psychology is conferred upon the satisfactory completion of the above courses and a comprehensive examination.

NOTE: A master's degree or doctoral degree in another area cannot be accepted in lieu of the M.Ed. in School Psychology. Graduate coursework to be considered for transfer credit should be petitioned by the student following admission to the program. Consult Graduate Studies for information regarding procedures and policies for transferring coursework.

In addition to the above courses leading to the M.Ed. degree, candidates seeking School Psychology licensure must also complete the following courses:

ED 453	Multicultural Education
ED 502	Research Methods
ED 533	Introductory Statistics
ED 541	Child Psychopathology
ED 543	Practicum Experience I: School Psychology
ED 578	Literacy Diagnosis and Intervention Models
ED 590	Practicum Experience II: School Psychology
ED 592	Consultation Skills
ED 593	Seminar in School Psychology (A & B)
ED 597	Supervised Experience in School Psychology (A, B, & C)
CG 535	Group Dynamics, Processing, and Counseling

The number and availability of internship placements (ED 597) are restricted from year to year. Criteria and procedures for determining placements are located in the Program Handbook. Failure to accept an internship placement as planned may result in losing the opportunity for this experience due to the limited number of placements available. Candidates accepting a state paid internship must agree in writing to provide one year of service as a School Psychologist in the State of Ohio.

Successful completion of the appropriate PRAXIS II Assessments is required for program completion and licensure.

### **Certificate of Advanced Graduate Standing in School Psychology**

A Certificate of Advanced Graduate Standing in School Psychology will be awarded to each School Psychology licensure candidate upon successful completion of all coursework, a passing PRAXIS score, and residency requirements for the specialist level of training in School Psychology in accordance with NASP Standard 1.6:

“Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.”

## **II. Master of Arts Programs**

### **Course Programs**

Programs leading to the Master of Arts degree include a research component not required in the M.Ed. programs. The research component is completed under Plan A by registration in ED 599 and the submission of

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## EDUCATION AND ALLIED STUDIES (ED)

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a satisfactory thesis, and under Plan B by the submission of a satisfactory research essay. The thesis or essay must be closely related to the candidate's chosen program.

Candidates approved for Plan A must register for ED 599 in the semester in which the thesis is to be completed.

Ordinarily, the thesis, which carries six hours of credit, is substituted for two elective courses.

Candidates approved for Plan B **may not** substitute the essay for course work.

Course requirements for the M.A. degree parallel those for the M.Ed. degree.

**Candidacy evaluation and review** takes place after the student has completed the required core courses.

Procedures for the evaluation and review are available in the department office.

### A. Professional Teacher Program

This program is designed to encourage individual interest and to develop competencies contributing to becoming a master teacher. Specializations may be taken in a teaching field, e.g., English, or in education, wherein a number of options are possible. In a sequence with no electives, the M.A. with thesis option may require additional credit hours.

This program requires a total of 30 hours, except where indicated in specific sequences.

#### Degree Requirements

1. Plan A: Course requirements for the M.A., including six credits for thesis.
2. Plan B: Course requirements for the M.A., with a research essay.
3. Completion of ED 502 by candidates in the first 15 hours of their program.
4. Required courses (see page 62).

### B. Educational Administration Program

The M.A. degree program in administration **does not** lead to licensure as a school principal. The licensure program requires a total of 45 hours of specific content course work.

#### Degree Requirements

1. Plan A: Course requirements for the M.A., including six credits for thesis.  
(Credit hours = a minimum of 51 semester hours for licensure and thesis)
2. Plan B: Course requirements for the M.A., with a research essay.
3. Completion of ED 502 by candidates in the first 15 hours of their program.
4. Required courses (see page 67).

### C. School Counseling Program

The M.A. program in school counseling requires 48 semester hours of specific content area course work in order to qualify for licensure as a school counselor. Substitution of six credit hours for thesis **will not** lead to licensure. Additional information may be obtained from department faculty who advise in school counseling.

#### Degree Requirements

1. Plan A: Course requirements for the M.A., including six credits for thesis.  
(Credit hours = minimum of 54-60 semester hours for licensure and thesis)
2. Plan B: Course requirements for the M.A., with a research essay.
3. Completion of ED 502 or CG 509 by candidates in the first 15 hours of their program.
4. Required courses (see page 68).

### D. Educational Psychology Program

The M.A. program in educational psychology is open to those who have a sufficient number of credits in undergraduate teacher education to be admitted to an M.A. program in the department or who have an

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undergraduate major in psychology. Applicants who do not meet these requirements should consult with the Program Coordinator regarding prerequisites for admission to this program. The Educational Psychology Program is a 30 semester-hour sequence of graduate studies.

### Degree Requirements

1. Plan A: Course requirements for the M.A., including six credits for thesis.
2. Plan B: Course requirements for the M.A., with a research essay.
3. Completion of ED 502 by candidates in the first 15 hours of their program.
4. Required courses (see page 68).

### III. Teaching Licensure Post-Baccalaureate Programs

The Post-Baccalaureate is a non-degree graduate licensure program for adults with a bachelor's degree seeking a teaching license. These programs are designed for individuals with a baccalaureate or higher degree who seek: 1) Early Childhood (EC), 2) Middle Childhood (MC), 3) Adolescent and Young Adult (AYA), or 4) Multi-Age (MA) licensure. The program is designed to meet individual needs. Candidates may attend part-time or full-time. Comparable courses generally are offered during the day and in the evenings.

Candidates may choose to enter the licensure-only program initially and elect to change to the Master of Education and Licensure track within the first 12 semester hours of coursework. Candidates who choose to switch to the Master of Education track must complete all admission requirements for the Master of Education.

A license for teaching MC (grades 4-9) requires coursework in two of the following teaching content areas:

- Language Arts
- Social Studies
- Mathematics
- Science

A license for teaching AYA (grades 7-12) is available for the following teaching content areas:

- Integrated Language Arts
- Integrated Social Studies
- Mathematics
- Life Science
- Life Science/Chemistry
- Physical Science
  - Physics
  - Chemistry
  - Chemistry/Physics

A license for teaching Multi-Age (K-12) is available in the following teaching content areas:

- French
- German
- Spanish
- Latin
- Physical Education

### Admission Criteria:

Criteria for acceptance into the Post-Baccalaureate licensure program are as follows:

- An undergraduate degree from an accredited institution
- Overall GPA of 2.7; Content Area GPA of 2.7
- Two letters of recommendation

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- Note: The Miller's Analogy Test (MAT) or the GRE will be required if the candidate decides to pursue graduate coursework for the license
- Interview with Coordinator of Post-Baccalaureate Programs  
Candidates with GPAs below a 2.7 may receive Conditional Acceptance with specific conditions identified on the evaluation form.  
Candidates deferred from admission may be provided opportunity to re-apply when specific conditions have been achieved, as identified on the evaluation form.

### Additional Criteria:

- Course work required for licensure will vary according to the undergraduate record.
  - All candidates must meet the General Education requirements for licensure (30 hours met through the baccalaureate degree, including coursework in Humanities, Social Sciences, Mathematics, and Science.
  - Candidates for the Middle Child, Adolescent/Young Adult or Multi-Age license must satisfy all teaching content area coursework required for licensure in addition to the education coursework.
- Candidates must maintain grades of "C" or higher in all teaching content area courses and all Education courses.
- Candidates must maintain a 2.7 GPA in teaching content area courses, and a 2.7 GPA in all Education course work.
- Candidates must complete all course work prior to entering the Student Teaching semester.
- Candidates for Middle Child, Adolescent and Young Adult, and Multi-Age licenses must pass PRAXIS II assessments in the teaching content area prior to entering the student teaching semester.
- All applicants for initial licensure are required to student-teach and to participate in pre-professional field experiences.
- Successful completion of the appropriate PRAXIS II Assessments is required for licensure.

### IV. Post-Master's Licensure Programs

An individual who holds a master's degree and wishes to be recommended for a designated license must complete the courses outlined below or their equivalents. Successful completion of the appropriate PRAXIS II Assessments is also required. The Principal's Licensure Program requires that the applicant hold a valid teaching license and have two years of teaching experience.

At least 24 semester hours must be taken in the department to qualify for a departmental recommendation for a Principal's License, and at least 12 hours in the other programs. In addition to the 12 hours in the School Psychology Program, ED 540 and 597 must also be taken in the department. In addition to the 12 hours in the School Counseling program, ED 503C, ED 591, and ED 598 A/B must also be taken in the department.

Electives may be petitioned for acceptance where required courses have already been completed for the master's degree.

Post-Master's School Psychology candidates must fulfill all admission requirements as listed for the M.Ed., including the School Psychology Questionnaire and the MAT or GRE. Previous scores on the MAT or GRE will not be accepted.

- A. School Counselor: Please see the Counselor Education section of this bulletin for more information.
- B. School Psychologist: ED 419, 451, 453, 502, 503, 512, 530, 532, 533, 534, 535, 536A, 536B, 540, 543, 578, 590, 592, 593, 597A, 597B, 597C, and one elective selected from ED 511 or HU 562 or PS 457.
- C. Principal's License: ED 500/453, 502, 517, 534, 551, 551L, 553, 553L, 556, 557, 558, 560, 560L, 561, 562, 585, 596.

### V. Endorsements

The Ohio Department of Education (ODE) provides Endorsements in certain professional areas. The candidate pursuing an endorsement must initially possess a valid ODE teaching license in order to be eligible for an

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endorsement. The Department of Education & Allied Studies has approved curriculum in the following endorsement content area:

- a. Reading: ED 565, 571, 573, 578. In addition, students must successfully complete the PRAXIS Assessment.
- b. Computer/Technology: ED 547, 549, 585, 586 (if needed), 587, 589.
- c. Literacy Specialist (LS): ED 575A, 575B, 576A, 576B, 577, 579A/B.
- d. Middle Child Generalist (see Middle Child Program Coordinator for specific coursework).
- e. Early Childhood Generalist: ED 424A, ED 424B, ED 432.

### **Reading Endorsement (Pre-K-12<sup>th</sup> Grade)**

This course sequence provides the classroom teacher an in-depth preparation in literacy, reading assessment, and diagnosis of reading problems. Successful completion of this curriculum and the PRAXIS II exam is required to be recommended for the Reading Endorsement.

### **Computer Technology (Pre-K – 12<sup>th</sup> Grade)**

The Educational Technology Integration Program (ETIP) prepares candidates to serve as building/campus-level technology facilitators. Candidates completing this program will exhibit knowledge, skills, and dispositions enabling them to teach technology applications: demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers who require support in their efforts to apply technology to support student learning (ISTE, <http://cnets.iste.org/ncate>.)

### **Literacy Specialist (LS)**

The Literacy Specialist Endorsement Program is an online Consortium-Based program and is an advanced program in reading education. The program is designed as a one-year program, consisting of 18 semester-hours that include both coursework and an internship. Successful completion of the program will fulfill the requirements for a Literacy Specialist endorsement, and can be added to a current teaching license or certificate. Candidates accepted into this program must have a valid ODE teaching license or certificate, a Reading Endorsement (Pre-K – 12<sup>th</sup> Grade), and three or more years of teaching experience.

### **Middle-Child Generalist**

The Middle-Child Generalist Endorsement is available to teachers who hold a valid ODE Middle-Child license in two teaching content areas. Eligibility for this endorsement requires that the licensed teacher complete content area course work (6 semester hours) in one or both of the other two teaching content areas, and pass the required PRAXIS II exam. A Middle-Child teacher with this Generalist Endorsement is eligible to teach all subjects in a self-contained classroom 4<sup>th</sup> – 6<sup>th</sup> Grade. Approved coursework may be taken at the undergraduate or graduate level. Please contact the Middle Child Coordinator for the specific approved course work within each teaching content area.

### **Early Childhood Generalist**

The Early Childhood Generalist Endorsement is available to teachers who hold a valid ODE Early Childhood license. Eligibility for this endorsement requires that the licensed teacher complete 9 hours of coursework and pass the required PRAXIS II exam. A PK-3 teacher with this endorsement is eligible to teach all subjects in grades 4-5.

### **Admission Criteria**

To seek admission to an endorsement program, students may apply as a post-baccalaureate, degree-seeking, or post-master's student. Criteria vary according to program.

### **VI. Certificate of Advanced Studies: Assessment, Research and Measurement (18 semester hour)**

The purpose of this certificate program is to facilitate the development of competencies related to understanding and using data from assessment, research, and measurement, on a daily basis to improve data-based decision-making and assessment practices in the professional's content areas. The program is designed to supplement existing master's and post-master's programs in the Department of Education and Allied Studies.

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Professionals at the master's or post-master's level will develop skills in quantitative and qualitative research methods, assessment, measurement, program evaluation, and data-based decision-making. Beyond the two required courses, professionals are provided the flexibility to select coursework that supports their development within their specific fields. The certificate would benefit both the professional and their potential employer as the professional would develop further knowledge and skills in assessment, research and measurement that are needed in schools and community agencies.

### **Required Coursework: (9 semester hours)**

- ED 502 Research Methods 3 cr.
- ED 529 Qualitative Research Methods 3 cr.
- ED 530 Tests and Measurements 3 cr.

### **Electives: (9 semester hours approved by the CAS coordinator)**

- ED 533 Introductory Statistics 3 cr.
- ED 536 Psycho-education Evaluation (A) 3 cr.; (B) 3 cr.; (C) 3 cr.
- ED 578 Literacy Assessment and Intervention Models 3 cr.
- ED 580C. SP TP: Promoting Rigorous Assessment and Accountability 3 cr.
- CG 531 Career Development
- CG 571 Clinical Evaluation
- CG 572 Clinical Diagnosis
- Other courses from student's professional content area with approval of the CAS coordinator.

### **Admission Criteria**

To seek admission to the CAS Program a candidate must:

- Submit an application to a certificate program.
- Criteria are the same for those required of degree-seeking students.
- Application materials are forwarded to the Department of Education & Allied Studies.
- The Department reviews the application and makes a recommendation regarding admission to Graduate Studies.
- Students may apply at either the Post-Baccalaureate or Post-Master's level.
- Admission to a certificate program does not imply admission to a graduate degree program.
- Accepted students must complete the CAS program within three years.

## **COURSE DESCRIPTIONS**

**418. EXCEPTIONALITIES 2 cr.** Overview of the identification process and delivery of educational services for students with special needs in light of current legislation. Includes the on-site application of instructional strategies during internship. **For School-Based M.Ed. Program candidates only.**

**419. THE EXCEPTIONAL LEARNER 3 cr.** Learning problems of the exceptional child, including intellectual, physical, emotional, and social exceptionalities. Emphasis on the professional educator's responsibilities in light of inclusion legislation.

**424. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS 4 cr.** Specific content area methods for planning, implementing and integrating curriculum, assessing student achievement, and teaching to individual differences. Taken concurrently with pre-student teaching.

**424A. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS IN MATHEMATICS AND SCIENCE 3 cr.** Mathematics and science content in early middle-childhood grades. Methods for planning and implementing curriculum with an emphasis on integration and assessment. Substantial online component.



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**424B. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS IN SOCIAL STUDIES AND LANGUAGE ARTS 3 cr.** Social studies and language arts content in early middle-childhood grades. Methods for planning and implementing curriculum with an emphasis on integration and assessment. Substantial online component.

**425. INTEGRATED LEARNING IN EARLY CHILDHOOD EDUCATION 3 cr.** In-depth examination of early childhood practices and curricula. Presents content, instructional methods and materials for integrated approaches to learning in grades Pre-K through 3rd. Emphasizes active engagement, positive interactions in concepts development, problem-solving, and skill development. Fieldwork site-based placement included. **For School-Based M.Ed. Program candidate only.**

**426A. LEARNING ACROSS THE EARLY CHILDHOOD YEARS IN THE CONTENT AREAS 3 cr.** Exploration of methods, curriculum and material that promote meaningful learning experiences for children at different developmental levels across early childhood. Consideration of children's cognitive, social, emotional, language, and physical development, individual needs and interests, cultural backgrounds, and exceptionalities. Subject areas addressed: Reading, Writing, Social Studies, Art. Fieldwork site-based placement included. **For School Based M.Ed. Program candidates only.**

**426B. LEARNING ACROSS THE EARLY CHILDHOOD YEARS IN THE CONTENT AREAS 3 cr.** Exploration of methods, curriculum and material that promote meaningful learning experiences for children at different developmental levels across early childhood. Consideration of children's cognitive, social, emotional, language, and physical development, individual needs and interests, cultural backgrounds, and exceptionalities. Subject areas addressed: Mathematics, Science, Music, Physical Education. Fieldwork site-based placement included. **For School-Based M.Ed. Program candidates only.**

**432. MIDDLE CHILDHOOD EDUCATION PHILOSOPHY AND INSTRUCTION 3 cr.** The historical development, goals, philosophy, and mission of middle-grades education. The planning and managing, developmentally and culturally responsive instruction and the use of organizational elements such as interdisciplinary team, flexible scheduling and grouping. Includes middle-grades field experience. **For Post-Bac M.Ed. and School-Based M.Ed. Program candidates only.**

**433. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: LANGUAGE ARTS 3 cr.** Curriculum issues, methods, instructional resources and assessment strategies for middle-grades language arts. Students take two special-methods courses concurrently during pre-service teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

**434. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: SOCIAL STUDIES 3 cr.** Methods, instructional resources and assessment strategies for middle-grades social studies. Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

**435. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: SCIENCE 3 cr.** Methods, instructional resources and assessment strategies for middle-grades science. Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

**436. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: MATH 3 cr.** Methods, instructional resources and assessment, strategies for middle-grades math. Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

**445. TEACHING INTERNSHIP 6 cr.** A full-day semester-long supervised teaching experience involving classroom responsibilities in using a full range of planning, teaching, management, and evaluation techniques. **For Post-Bac M.Ed and School-Based M.Ed. Program candidates only.**

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**451. THEORIES OF PERSONALITY 3 cr.** Major personality theories with critical consideration of research support, clinical and counseling applications, and guides to self-management.

**452. READING AND WRITING ACROSS THE CURRICULUM 3 cr.** Literacy development examined through psychological, socio-cultural and historical perspectives. Examines reading as an interactive, problem-solving process. Strategies that foster critical thinking, active engagement and social interaction in the teaching of reading and writing across the curriculum.

**453. MULTICULTURAL EDUCATION 3 cr.** Builds the personal and professional development of education and counseling practitioners through studying the sociological, historical, and philosophical scholarship on the many cultures, races, and ethnic groups that constitute the diverse student body of American schools. Considerations of racism, sexism, exceptionalism and other diversity issues are applied to a variety of educational, counseling and agency settings. ED 453 will have one section for community counseling and school counseling.

**454. STUDY IN LANGUAGE AND PHONICS 3 cr.** Examines the links between oral and written language with focus on the grapho-phonemic, syntactic, morphemic, and semantic systems as they relate to literacy instruction. Explores literacy development, phonological awareness, and orthography.

**456. READING ASSESSMENT AND INTERVENTION 3 cr.** Gaining familiarity with formal and informal tools for assessing literacy development with emphasis on planning, implementing and evaluating intervention strategies. Includes field experience.

**457. METHODS IN READING EDUCATION 3 cr.** Advanced examination of various reading methods and techniques for instructional planning and classroom organization. Includes practicum experience.

**458. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 cr.** Critical analysis of various genres of literature for children and adolescents with attention to multicultural literature and the relevance of literature across all disciplines. Required for students in the Middle Childhood language arts content area.

**459. ADOLESCENT LITERATURE 3 cr.** Critical analysis of the genres of adolescent literature with emphasis on major authors. Themes related to intellectual, social, cultural, and political issues, and the role of adolescent literature in the traditional language arts curriculum. Required for students in the AYA Integrated Language Arts License.

**464A. SECONDARY METHODS 3 cr.** Methods of teaching in secondary schools. Classroom management strategies, curriculum construction, instructional strategies. Provides the intern with a repertoire of methods from which to choose, depending on classroom situation and student needs. **For School-Based M.Ed. Program candidates only.**

**464B. SECONDARY METHODS 3 cr.** Methods for planning and implementing curricula in the content areas and assessing student achievement consistent with the standards set forth by the learned societies and the State of Ohio Content Standards. Teacher and peer-centered methods to promote problem solving and concept development using a range of pedagogic tools, including technologies, manipulatives, visuals, oral and writing strategies, cooperative learning, and various forms of authentic assessment. Attention given to nurturing a risk-taking classroom community responsive to students with diverse backgrounds, abilities and learning styles. Practical application of methods and issues to candidates' intern placement in a secondary classroom. **For School-Based M.Ed. Program candidates only.**

**480. SPECIAL TOPICS 1-3 cr.** Department approval required. In-depth study of a topic in workshop form or as an individual project under supervision.

**482. SPECIAL TOPICS 1-3 cr.** Center for Mathematics and Science Education, Teaching and Technology (CMSETT) courses. Workshop credit at the 400-level is not applicable toward a graduate degree.

**483. SPECIAL TOPICS 1-3 cr.** Institute for Educational Renewal (IER) courses. Admission is limited to teachers in IER schools. Workshop credit at the 400-level is not applicable toward a graduate degree.

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**500. FOUNDATIONS OF EDUCATION 3 cr.** Personal and professional development of education practitioners through a critical, reflective inquiry into the philosophical, historical, and sociological scholarship that focuses on educational institutions in their socio-cultural settings.

**501. ECOLOGY OF URBAN SCHOOLS 3 cr.** Examines perceptions, problems, and possibilities in urban schools with a focus on urban communities and the urban environment. Explores effective practices for improving urban schools, including issues in school and district organizations, curriculum and instruction, partnerships, and parent, family, and community involvement.

**502. RESEARCH METHODS 3 cr.** Overview of the principles, strategies, and instruments of quantitative and qualitative educational and counseling research and evaluation. The course emphasizes informed, research-based decision making at the classroom, school, and school system levels, and in community agency settings. ED 502 will have one section for community counseling and school counseling.

**503. ORIENTATION TO THE EDUCATIONAL ENVIRONMENT 3 cr.** Primarily a field experience for Post-Bac M.Ed. with licensure candidates, school-psychology and school-counseling candidates who are not licensed teachers. Placement will be in school settings across grade levels.

**503A. INTRODUCTION TO EDUCATION 2 cr.** Introductory course for the adult learner pursuing teacher licensure. The course will focus on the teacher as a person, the learner, performance-based assessment of the teacher, the learning environment, and issues related to the teaching-learning process. **For School-Based M.Ed. Program candidates only.**

**504. URBAN CLASSROOMS AS LEARNING ENVIRONMENTS 3 cr.** Examines the teacher as change agent and reflective practitioner. Explores the meaning of learning community in a democratic classroom and school. Addresses critical theories underlying the human-environment relationship.

**505. CHILD AND ADOLESCENT STUDY 3 cr.** In-depth study of theories pertaining to cognitive, social, emotional, and physical development of the person from infancy to adulthood with special emphasis on the educational implications of development.

**506. PROGRAM EVALUATION 3 cr.** Provides students with an understanding of the principles of program evaluation and acquisition of techniques necessary to evaluate human service and educational programs. Introduces students to the application of research methodology to assess human service and/or educational needs and the effectiveness of service programs designed to examine roles of program evaluators as advocates for empowerment of oppressed groups.

**517. SCHOOL LEADER AS A FACILITATOR OF ORGANIZATIONAL CHANGE 3 cr.** Provides an understanding of the facilitator's role, and provides a basic set of skills that will enable leaders to facilitate both large and small groups. Fundamental skills such as Story Boarding, vision and mission statement development, long-range planning (strategic) and site-based decision making are covered.

**519. INTEGRATING CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD SETTINGS 3 cr.** Prepares candidates to translate theory and developmental knowledge into appropriate and successful practices for integrated learning. Examines adaptations, strategies, and methods of preparing three to eight year-old children and designing environments for classroom integration. Evaluates and assesses handicapping conditions and disabilities in the context of home and school.

**524. CLASSROOM ORGANIZATION AND BEHAVIOR MANAGEMENT 3 cr.** Introduces principles of classroom organization in order to maximize effective student learning time, including a range of approaches to dealing with students who have behavior difficulties. Special emphasis on students with learning or behavior disorders.

**529. QUALITATIVE RESEARCH METHODS 3 cr.** Prerequisite: ED 502 or consent of instructor. An overview of the principles, strategies, and analysis of qualitative research. The course emphasizes informed research-based decision-making in schools and social service agencies. The purposes of the course include the creation of research questions, and the development of qualitative designs, data collection, and analysis procedures.

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**530. TESTS AND MEASUREMENTS 3 cr.** Prerequisite: ED 502 or consent of instructor. Basic knowledge and skills related to the selection and use of tests and measurements for individuals planning careers in counseling or psychology in school and non-school settings. Technical skills necessary for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests employed by counselors and school psychologists, such as ability, intelligence, achievement, personality, family, and behavioral.

**532. DEVELOPMENTAL PSYCHOLOGY 3 cr.** Specialized scholarship on the developmental aspects in the life span from infancy to old age. Emphasis on the reflective application of this knowledge in a variety of professional settings.

**533. INTRODUCTORY STATISTICS 3 cr.** Prerequisite: ED 502 or equivalent. Review of descriptive statistics. Introduction to statistical inference; interpretation and applied problems in hypothesis testing, including analysis of variance and chi-square analysis.

**534. LEARNING-TEACHING 3 cr.** Contemporary theories of teaching and learning; application of the theories in classrooms sensitive to the developmental needs of children and youth, including those with atypical characteristics. Stresses reflective application of this knowledge by any professional working with students and teachers.

**536. PSYCHO-EDUCATIONAL EVALUATION (A) 3 cr.; (B) 3 cr.** Theoretical and practical treatment of the measurement of intelligence and personality. Intensive study of individual psychological tests and other assessment methods and their use with diverse populations, including all exceptionalities. (A) Pre-school and elementary-age children; (B) adolescents.

**540. THE ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST 3 cr.** Prerequisite: Acceptance into the School Psychology Program. Analysis of the role and function of the school psychologist, including legal, ethical and professional issues. Provides an introduction to an intervention focused, problem-solving model.

**541. CHILD PSYCHOPATHOLOGY 3 cr.** Prerequisites: ED 536A and ED 536B. Reviews the major psychological disorders of childhood and adolescence. Focus on assessment and intervention within the educational environment.

**543. PRACTICUM EXPERIENCE I: SCHOOL PSYCHOLOGY 3 cr.** Prerequisites: All required coursework for the M.Ed. in School Psychology. Instruction and practice in the design of behavioral interventions and observational methods of assessing children's behaviors that interfere with learning and the development of socialization skills. Includes a weekly field experience in the schools under the supervision of a licensed school psychologist. School psychology students only.

**544I. PRACTICUM: EARLY CHILDHOOD EXPERIENCE IN AN INTEGRATED SETTING 6 cr.** Prerequisite: ED 519. Advanced practical experience in planning, implementing, and evaluating developmentally appropriate content and methodology in all curriculum areas for handicapped and non-handicapped pre-kindergarten children in an integrated setting. Field experience at approved sites with university supervision.

**544N. PRACTICUM: PRE-KINDERGARTEN EXPERIENCE IN A NON-INTEGRATED SETTING 6 cr.** Advanced practical experience in planning, implementing, and evaluating developmentally appropriate content and methodology in all curriculum areas for pre-kindergarten children in non-integrated settings. Field experience at approved sites with university supervision.

**546. ORIENTATION TO NBPTS 1-6 cr.** Introduces teachers to the requirements and standards of the NBPTS process. Provides an opportunity for teachers to dialogue with national board-certified teachers, develop portions of their individual portfolios, and obtain feedback from one another. Assists in helping teachers realize the value of reflective practice.

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**547. LITERACY AND TECHNOLOGY 3 cr** The digital context of literacy in the lives of children and adolescents taught from educational perspectives in cultural studies, neuroscience, and psychology. Current methods in the design of literacy experiences and technology integration in K-12 education is emphasized. The Internet, hypermedia, and computer-assisted literacy instruction in a hands-on computer lab environment.

**549. SCIENCE, MATHEMATICS AND TECHNOLOGY 3 cr** Explores current research and practice in the use of technology to enhance the teaching and learning of science, and integrated modern technology into classrooms specifically to enhance the instruction and learning of science and mathematics. The course seeks to increase the candidate's technological literacy, use of technology to problem-solve, use of technology to plan, assess and conduct classroom activities, and to make connections between technology and the disciplines of science and mathematics.

**551. SCHOOL LEADERSHIP I: AN INTRODUCTION TO SCHOOL LEADERSHIP 3 cr.** Corequisite: ED 551L. Introductory course in school leadership. Assessment of candidate knowledge base, individual style, and possible preparatory needs for school leadership. The candidate designs a *Personal/ Professional Improvement Plan*. Analysis of current theories of management and leadership as applied to schools as organizations. Includes an introduction to both an organizational behavior and organizational development (OD) approach to understanding issues in school leadership.

**551L. SCHOOL LEADERSHIP I: LABORATORY 1 cr.** Corequisite: ED 551. Clinical component to observe and record the cultural, ethnic, and racial make-up of a community surrounding a school, as well as any special-interest groups that may impact the school program.

**553. SCHOOL LEADERSHIP II: INSTRUCTIONAL LEADERSHIP 3 cr.** Corequisite: ED 553L. Principles and practices of clinical supervision (a coaching model) for improving both instruction and academic learning. Includes opportunities to do fieldwork in the schools, as well as using course participants' microteaching episodes for application of the skills associated with effective clinical supervision.

**553L. SCHOOL LEADERSHIP II: LABORATORY 1 cr.** Corequisite: ED 553. Clinical component to observe the instruction in a school using the script-taking technique, and using four types of conferences.

**556. CURRICULUM 3 cr.** Theoretical and practical design and development of the school program with emphasis on current practices.

**557. APPLIED CURRICULUM PRINCIPLES 3 cr.** Prerequisite: ED 556. Application of curriculum theory and principles, highlighting the principal as facilitator of curriculum development in the school. Trends in curriculum delivery using contemporary technology. Taken at post-master's level.

**558. SCHOOL LAW 3 cr.** Survey, from the viewpoint of the school administrator, of the legal structure of education, the legal rights and responsibilities of students, and the responsibilities of teachers. Emphasis on Ohio law.

**560. SCHOOL LEADERSHIP III: ISSUES IN SCHOOL REFORM 3 cr.** Corequisite: ED 560L. Advanced seminar on selected topics in school reform, including creative problem solving, proactive management, systems theory, planning systems (e.g., strategic planning), public relations, staff development, and student/client/program assessment. Introduces ideas and skills related to the learning organization and quality assurance.

**560L. SCHOOL LEADERSHIP III: LABORATORY 1 cr.** Corequisite: ED 560. Clinical component to conduct research to identify and clarify current best practices to reach a district's future goal, and model the process for effective communication.

**561. PERSONNEL ADMINISTRATION 3 cr.** Prerequisite: ED 551/551L. Analysis of the role and function of staff and faculty personnel administrators with emphasis on modern personnel practices. Taken at post-master's level.

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**562. SCHOOL FINANCE AND ECONOMICS 3 cr.** Fundamentals of finance and economics for school administrators. Consideration of school finance from the sources of school funds through the expenditure process. Taken at post-master's level.

**565. LITERACY PERSPECTIVES 3 cr.** Literacy development from historical, educational, and individual learning perspectives. Changes in the definition of literacy in response to social and economic needs. Theoretical frameworks of literacy acquisition and development, and literacy as a social invention.

**570. WRITING THEORY AND PROCESS 3 cr.** Current ideas and methods in the teaching of writing P-12. Attention to the teacher's own writing and to understanding writing as a developmental and recursive process. Study of effective writing workshops and conference techniques, strategies for improving writing in all genres, reading-writing connections, and writing across the curriculum.

**571. INTEGRATED LANGUAGE ARTS 3 cr.** Trends and innovations in language-arts theory and instruction. Special consideration of the role of children's and adolescents' literature in the curriculum.

**573. LITERACY INTERNSHIP 3 cr.** Prerequisite: ED 578. Enables candidates to apply diagnostic techniques and intervention strategies in the clinic setting under the supervision of faculty. Provides a richer understanding of the teaching-learning process. Candidates engage in tutorials designed to enhance teaching skills and the ability to articulate professional judgments to various audiences.

**574. APPLIED RESEARCH IN LITERACY EDUCATION 3 cr.** Prerequisite: ED 502. Advanced course in research methods applied to literacy. Includes critical review of current qualitative and quantitative studies with emphasis on problem formulation, methodology, findings, and interpretation of results. Culminates in a research plan outlining a literacy study of importance to the student and the field of literacy. For candidates who have completed the Reading Teacher Sequence and are seeking Reading Coordinator/ Consultant specialization.

**575A. COACHING IN DIVERSE CLASSROOMS 2 cr.** Online course that focuses on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice. **For Literacy Specialist Endorsement Program students only.**

**575B. COACHING FOR EFFECTIVE ASSESSMENT PRACTICE 2 cr.** Online course designed for the preparation for literacy specialists, this course teaches knowledge, skills and dispositions in school-based professional development and coaching in classroom-based reading assessment concepts and skills. **For Literacy Specialist Endorsement Program students only.**

**576A. PEDAGOGY OF EFFECTIVE LITERACY INSTRUCTION 2 cr.** Online course enables candidates to demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment and evaluation to create literate environments that foster both reading and writing in all students. **For Literacy Specialist Endorsement Program students only.**

**576B. PROFESSIONAL DEVELOPMENT IN LITERACY 2 cr.** Online course that introduces research and knowledge bases related to teacher professional development from a variety of perspectives. Examines multiple approaches to supporting teacher professional development, including coaching. **For Literacy Specialist Endorsement Program students only.**

**577. ADVANCED LITERACY RESEARCH 2 cr.** Online course that examines literacy research as an integral part of professional development. Builds on candidate understanding of a variety of research paradigms in reading and writing research, supports engagement in inquiry that significantly advances candidates' current understanding of the teaching of reading and writing, and provides opportunities for candidates to collaborate with other literacy professionals in order to advance understanding of evidence-based practice. **For Literacy Specialist Endorsement Program students only.**

## EDUCATION AND ALLIED STUDIES (ED)

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**578. LITERACY ASSESSMENT AND INTERVENTION MODELS 3 cr.** Advanced course in processes and procedures of reading diagnosis and the application of findings to instruction. Candidates develop skills in observing, analyzing, and interpreting reading behaviors and design instructional intervention plans. Examination of current intervention models: classroom, school-wide, and community-based.

**579A, B: INTERNSHIP 8 cr. (A) 4 in fall; (B) 4 in spring.** Prerequisites: ED 575A, B; and 576A. The culminating activity supporting and integrating the accomplishment of the Literacy Specialist Endorsement Standards I – VI. This school-based internship over an academic year includes providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data based decision making to inform coaching. **For Literacy Specialist Endorsement Program students only.**

**580. SPECIAL TOPICS 1-3 cr.** Department approval required. In-depth study of a topic in workshop form or as an individual project under supervision.

**581. LEADERSHIP, ORGANIZATION AND ADMINISTRATION OF THE LITERACY CURRICULUM 3 cr.** Examines instructional leadership in P-12 schools, with special attention to the development, implementation, and evaluation of the literacy curriculum and the design of literacy-improvement programs. Organizational and administrative strategies which literacy leaders can employ to develop an effective literacy program.

**582. SPECIAL TOPICS 1-3 cr.** Center for Mathematics and Science Education, Teaching and Technology (CMSETT) courses.

**583. SPECIAL TOPICS 1-3 cr.** Institute for Educational Renewal (IER) courses. Admission is limited to teachers in IER schools.

**585. THE SCHOOL ADMINISTRATOR CHANGE PROCESSES AND TECHNOLOGY 3 cr.** The integration of curriculum and the uses of educational technology as both a reflection and projection of changes within the educational processes of the information/communications age, including legal concerns and future trends in such processes. Role of professional organizations, purchasing and maintenance planning also addressed. *Candidates pursuing the Principal's License complete this course within the Post-Master's sequence.*

**586. INTRODUCTION TO THE PROFESSIONAL USES OF INSTRUCTIONAL TECHNOLOGY AND DESIGN 3 cr.** Basic uses of educational technology at the personal and professional level using productivity tools, telecommunications, problem solving and software selection and evaluation. Ongoing program development emphasized, along with developing awareness of computing/technology standards. *Required for some M.Ed. programs and initial licensure. May be required for candidates of the ETIP program. Portfolio evaluation will be part of the ETIP admission process.*

**587. TECHNOLOGY FOUNDATIONS AND STANDARDS 3 cr.** The application of educational technology applied to instructional outcomes, teaching methodology, classroom practices, applied learning theory and the specific uses of technology tools for learning outcomes.

**589. EDUCATIONAL TECHNOLOGY PRACTICUM 3 cr.** Provides the candidate opportunities to explore complex and essential areas of technology integration. Emphasis on networking, assistive and adaptive technologies and professional development. Design, maintenance and assessment of school-based digital information networks. Integration of assistive and adaptive technology and the design, delivery and assessment of student learning activities that integrate technology for diverse student populations within an educational setting. Design, implementation and assessment of professional development in technology integration.

## EDUCATION AND ALLIED STUDIES (ED)

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**590. PRACTICUM EXPERIENCE II: SCHOOL PSYCHOLOGY 3 cr.** Prerequisites: All coursework for the M.Ed. in School Psychology and ED 543. Advanced supervised experience in the diagnosis of children with disabilities including recommendations for classroom management and instructional interventions. Includes a weekly field experience in the schools under the supervision of a licensed school psychologist. School psychology students only.

**592. CONSULTATION SKILLS 3 cr.** Theory and practice in school-based consultation for School Psychology students. Addresses the skills of effective communication and problem solving, in the context of major models for school-based consultation. Requires a weekly field experience in the schools under the supervision of a licensed school psychologist and a culminating research project. School Psychology students only.

**593A & B. SEMINAR IN SCHOOL PSYCHOLOGY 6 cr.** (A) 3 cr. fall; (B) 3 cr. spring. Corequisite: ED 597A/B. Topics germane to the internship experience. Critical examination of issues related to the practice of school psychology, including case study, contemporary service delivery, implementation of current state standards, and the role and function of the school psychologist.

**594. PROFESSIONAL DEVELOPMENT SEMINAR 3 cr.** Corequisite: ED 445. Emphasis on individual advisement; practice in observation, analysis, interpretation, prescriptions of classroom teaching; reflection and dialogue; in-depth examination of teacher effectiveness literature; discussion of practice; and problem solving. Requires the development of a professional portfolio. **For School-Based M.Ed. Program students only.**

**595. SEMINAR IN TEACHING 3 cr.** Prerequisite: substantial completion of the specialization sequence. Process and content of change in the direction of improved teacher competencies.

**596. INTERNSHIP FOR SCHOOL LEADERS 3 cr.** Prerequisite: substantial completion of sequence in administration or supervision. Cooperatively guided administrative experience in selected communities and school systems for the advanced student.

**597A, B, C. SUPERVISED EXPERIENCE IN SCHOOL PSYCHOLOGY 15 cr. (A) 6 in fall; (B) 6 in spring, (C) 3 in summer 1.** Prerequisite: acceptance into the school psychology program and successful completion of all course work in the school psychology licensure program. Corequisite: ED 593A/B (fall and spring). Candidate must successfully complete three consecutive semesters of a 1400 hour internship in a public school district approved by the Office of Exceptional Children Ohio Department of Education and the university. The candidate is under the direct supervision of a licensed school psychologist with a minimum of three years experience. The candidate is provided with experiences to develop competencies in the areas aligned with program and professional association (NASP) goals.

**599. MASTER'S THESIS 6 cr. upon approval.**



## ENGLISH (EN)

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John S. McBratney	Chair, 19th & 20th-Century English Literature
George B. Bilgere	Creative Writing; Modern Poetry
Jeanne M. Colleran	Drama; 20th-Century Literature
Mike Croley	Creative Writing
Thomas L. Hayes	18th-Century English Literature
Peter Kvidera	Associate Dean; 19th & 20th-Century American Literature
David M. La Guardia	American Literature
Brian K. Macaskill	Literary Theory; 20th-Century Literature
Philip J. Metres III	20th-Century American Literature; Creative Writing
Maryclaire Moroney	Renaissance Literature
Thomas Pace	Rhetorical Theory; Composition Studies; Renaissance Literature
Chris Roark	Shakespeare; 16th & 17th-Century English Literature
Debra J. Rosenthal	19th-Century American Literature; Director, Graduate Studies
Francis X. Ryan, S.J.	Tudor Literature; Medieval Drama

Our graduate students arrive with passion and ambition, and leave with the ability to put their knowledge to use in rewarding careers.

The Master of Arts program in English invites applicants from any accredited college or university who wish to pursue graduate studies in English, American, and Anglophone literatures. The M.A. in English is designed to provide a broad background in English literatures and to introduce students to methods of critical analysis and scholarly technique. John Carroll's Master of Arts students benefit from a comprehensive selection of course offerings, providing in-depth study of literature. The program allows ample opportunity to improve students' research and writing skills so that our graduates can make exemplary contributions to their chosen fields, whether that means doctoral programs, university or secondary-school teaching, or a host of other careers in which critical thinking and skillful communication are prized.

Our program also offers paid Graduate Assistant positions. Supported by close faculty mentoring, Graduate Assistants develop their professional capacities by teaching in the classroom and tutoring in the John Carroll Writing Center.

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### Admission Requirements

Admission to the master's program in English depends on a favorable evaluation of the applicant's undergraduate record, GRE scores (general only) for those applying for a Graduate Assistantship (applicants not applying for a Graduate Assistantship do not need to send GRE scores), two recommendations from undergraduate professors, the applicant's statement of purpose, and a sample of scholarly writing. Applicants should normally have a GPA in their major of at least 3.0. Undergraduate studies usually must have included six upper-division courses (18 hours) in English and American literature. Although applications for admission are accepted until one month before the start of the semester in which an applicant wishes to enroll, early application is recommended. Inquiries regarding graduate assistantships should be made directly to the department. Applications for assistantships, along with all supporting documents and test scores, must be submitted to the Office of Graduate Studies by March 1.

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The department offers two plans of study leading to the M.A. degree:

1. Plan A, which requires at least eight courses together with a comprehensive exam and a thesis; or
2. Plan B, which requires at least ten courses together with a comprehensive exam and an essay.

Students taking Plan B have the option of including one of two writing tracks in their degree program: Creative Writing or Composition and Rhetorical Studies.

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## ENGLISH (EN)

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### 1. Course Requirements

Students are required to take at least three courses that examine pre-Romantic materials, and to take at least three courses that examine materials from the Romantics onwards. Students who have selected one of the writing tracks will substitute writing workshops or related classes for four courses in literary periods.

### 2. Comprehensive Exam

Students choose four areas for the comprehensive exam from seven historical time periods. Those completing the creative writing track or Composition and Rhetoric Track substitute an exam in one of these areas for one of the four historical time periods. See the [MA Reading List](#) for the exam list in each area.

### 3. Essay or Thesis

Those completing eight courses (plan A) write a thesis of sixty to one hundred pages; those completing ten courses (plan B) write an essay of twenty-five to thirty-five pages.

More details can be obtained in the Master of Arts in English Handbook available in the Department of English.

## Graduate Assistant Scholarships

### *Overview:*

Financial aid is available in the form of Graduate Assistantships, including Teaching Assistantships and Research Assistantships.

Graduate Assistants provide crucial professional services in the Department of English, and their position carries a high level of responsibility and independence. Graduate Assistants are full time students, but their workload typically includes assisting a faculty member in a composition course during the first semester of study and then teaching one composition course during the second semester of the first year.

Second year GAs typically teach one or two composition courses during fall term and one course during the final, or spring, term. GAs also tutor in our writing center.

### *Application*

A Department of English faculty committee selects Graduate Assistants from among a pool of applicants. The process is competitive.

Students interested in applying for the position should request application materials from the Office of Graduate Studies.

The selection committee pays special attention to these materials submitted by applicants:

1. academic writing sample
2. personal statement of the candidate's aims for graduate study
3. evidence that shows preparation for or promise of effective classroom teaching
4. at least two letters of recommendation by former professors

## COURSE DESCRIPTIONS

**400. ADVANCED NON-FICTION WRITING WORKSHOP 3 cr.** Advanced work in non-fiction prose.

**401. ADVANCED POETRY WRITING WORKSHOP 3 cr.** Intense, advanced work in crafting poems.

## ENGLISH (EN)

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- 402. ADVANCED FICTION WRITING WORKSHOP 3 cr.** Intense, advanced work in crafting short stories.
- 403. SPECIAL TOPICS WRITING WORKSHOP 3 cr.** Topic of special writing projects announced in advance.
- 410. OLD ENGLISH LANGUAGE 3 cr.** Study of Old English language.
- 411. STUDIES IN MEDIEVAL LITERATURE 3 cr.** Selected issues, authors, and genres of literature of the Middle Ages; specific topic announced in advance.
- 412. MEDIEVAL DRAMA 3 cr.** Drama of the Middle Ages.
- 413. STUDIES IN OLD ENGLISH LITERATURE 3 cr.** Selected issues, authors, and genres of Anglo-Saxon literature; specific topic announced in advance.
- 416. CHAUCER 3 cr.** Major writings, with a study of their backgrounds, art, and language. Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*.
- 421. STUDIES IN RENAISSANCE LITERATURE 3 cr.** Selected issues, authors, and genres of the Renaissance period; specific topic announced in advance.
- 422. STUDIES IN SHAKESPEARE 3 cr.** Selected studies of Shakespearean drama and/or poetry; specific topic announced in advance.
- 423. ENGLISH RENAISSANCE DRAMA 3 cr.** Theatrical conditions and chief playwrights of the English Renaissance, exclusive of Shakespeare.
- 425. MILTON 3 cr.** Detailed examination of the major and minor works as representative of literary and cultural developments of the Baroque period.
- 426. SPENSER 3 cr.** Major writings of Edmund Spenser; special emphasis on *The Faerie Queene*.
- 430. STUDIES IN EIGHTEENTH-CENTURY LITERATURE 3 cr.** Specialized study of issues, authors, and genres of literature of eighteenth-century England; specific topic announced in advance.
- 431. DRAMA OF THE RESTORATION AND EIGHTEENTH CENTURY 3 cr.** English drama from Davenant to Sheridan, with emphasis on the stage as a reflector of the period.
- 432. THE ENGLISH NOVEL: DEFOE THROUGH AUSTEN 3 cr.** History, changing patterns, and techniques of English novel writing in the eighteenth and early nineteenth centuries.
- 441. STUDIES IN ROMANTIC LITERATURE 3 cr.** Specialized study of Romantic literature; specific topic announced in advance.
- 445. BRITISH WOMEN WRITERS 3 cr.** Nineteenth-century British women writers; course may occasionally include selected eighteenth- and twentieth-century women writers.
- 453. KEATS 3 cr.** Examination of the poetry of John Keats.
- 454. STUDIES IN VICTORIAN LITERATURE 3 cr.** Specialized study of Victorian literature; specific topic announced in advance.
- 458. DICKENS 3 cr.** The major novels, with a study of their backgrounds, art, and language.
- 459. THE ENGLISH NOVEL: DICKENS THROUGH MEREDITH 3 cr.** Examination of nineteenth-century British fiction.

## ENGLISH (EN)

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- 460. STUDIES IN MODERN BRITISH LITERATURE 3 cr.** Specialized study of twentieth-century literature; specific topic announced in advance.
- 461. STUDIES IN CONTEMPORARY BRITISH LITERATURE 3 cr.** Specialized study of contemporary British literature; specific topic announced in advance.
- 470. STUDIES IN NINETEENTH-CENTURY AMERICAN LITERATURE 3 cr.** Specialized study of nineteenth-century American literature; specific topic announced in advance.
- 471. STUDIES IN TWENTIETH-CENTURY AMERICAN LITERATURE 3 cr.** Specialized study of twentieth-century American literature; specific topic announced in advance.
- 472. STUDIES IN AFRICAN AMERICAN LITERATURE 3 cr.** Specific topic announced in advance.
- 473. FAULKNER 3 cr.** Major works of William Faulkner.
- 474. AMERICAN POETRY 3 cr.** Major American poets from Whitman to the present.
- 480. STUDIES IN POSTCOLONIAL LITERATURES 3 cr.** Study of literary texts from formerly colonized nations in Africa, Asia, or elsewhere; specific topic announced in advance.
- 481. STUDIES IN IRISH LITERATURE 3 cr.** Specific topic announced in advance.
- 482. STUDIES IN CONTEMPORARY POETRY 3 cr.** Specific topic announced in advance.
- 483. STUDIES IN CONTEMPORARY THEATRE 3 cr.** Specific topic announced in advance.
- 484. STUDIES IN CONTEMPORARY FICTION 3 cr.** Specific topic announced in advance.
- 485. CONTEMPORARY ENGLISH GRAMMAR 3 cr.** Transformational-generative grammar theory and its application to an analysis and description of English sentences.
- 486. STUDIES IN MODERN DRAMA 3 cr.** Prerequisite: A 200-level literature course. Specific topic announced in advanced.
- 488. HISTORY OF THE ENGLISH LANGUAGE 3 cr.** Study of the sounds, forms, and syntax of Early, Middle, Early Modern, and Modern English.
- 490. HISTORY OF LITERARY THEORY AND CRITICISM 3 cr.** Elements of literary theory, and a survey of the major theorists from Plato to the present.
- 495. CRITICAL PRACTICE 3 cr.** Survey of options available to literary critics of the twentieth century, and practice in the application of criticism to literary texts.
- 496. FRAMED NARRATIVES: NOVEL AND CINEMA 3 cr.** Structural and thematic functions of pictorial and narrative frameworks in film and novel.
- 497. HOPKINS SEMINAR 3 cr.** Prerequisite: permission of the chair. Advanced, special seminar in literature taught by the Visiting Hopkins Professor; specific topic announced in advance.
- 498. INDEPENDENT STUDY 1-3 cr.** Consent of project advisor and department chair. Special projects in literature. Projects must be approved before registration. See chair for forms and guidelines.
- 499. SPECIAL STUDIES 1-3 cr.** Selected topics announced in advance.
- 500. ADVANCED NON-FICTION WRITING WORKSHOP 3 cr.** Advanced work in non-fiction prose.

## ENGLISH (EN)

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- 501. ADVANCED POETRY WRITING WORKSHOP 3 cr.** Intense, advanced work in crafting poems.
- 502. ADVANCED FICTION WRITING WORKSHOP 3 cr.** Intense, advanced work in crafting short stories.
- 503. SPECIAL TOPICS WRITING WORKSHOP 3 cr.** Topic of special writing projects announced in advance.
- 510. READINGS IN OLD ENGLISH 3 cr.** Selected prose and poetry, with requisite linguistic study.
- 511. STUDIES IN MEDIEVAL LITERATURE 3 cr.** Prose and poetry of the later Middle Ages. Study of selected works, emphasizing literary and linguistic development.
- 520. STUDIES IN SIXTEENTH-CENTURY LITERATURE 3 cr.** Critical examination of selected authors against the literary and philosophical background of the Renaissance.
- 522. STUDIES IN SHAKESPEARE 3 cr.** Selected philosophical, critical, and textual problems. Survey of bibliography.
- 524. EARLIER SEVENTEENTH CENTURY 3 cr.** Critical examination of selected poets and prose writers of the period 1603-1660.
- 533. ENGLISH LITERATURE, 1660-1798 3 cr.** Representative selections from neo-classicism and other eighteenth-century movements, including drama and fiction.
- 540. STUDIES IN THE ROMANTIC PERIOD 3 cr.** Literature of the Romantic period.
- 550. STUDIES IN THE VICTORIAN PERIOD 3 cr.** Selected readings in poetry and prose.
- 560. STUDIES IN MODERN BRITISH LITERATURE 3 cr.** Major British writers, from 1890 to 1950.
- 561. STUDIES IN CONTEMPORARY BRITISH LITERATURE 3 cr.** Literature since 1950.
- 565. STUDIES IN MODERN POETRY 3 cr.** Critical reading of selected British and American poetry since 1900.
- 570. STUDIES IN THE AMERICAN RENAISSANCE 3 cr.** Selected studies in the works of major authors of the middle and late nineteenth century.
- 572. STUDIES IN AMERICAN REALISM 3 cr.** Selected studies in the period 1860-1900.
- 573. STUDIES IN MODERN AMERICAN LITERATURE 3 cr.** Selected readings in poetry, drama, and fiction since 1900.
- 580. SPECIAL TOPICS 3 cr.** In-depth study of a special topic. An occasional course announced in advance.
- 589. STUDIES IN RHETORIC AND COMPOSITION 3 cr.** Study of rhetoric, composition theory, and composition pedagogy, including a practicum.
- 590. STUDIES IN LITERARY THEORY AND CRITICISM 3 cr.** Special topics in theory and criticism.
- 599. MASTER'S THESIS 6 cr. upon approval.**

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## HISTORY (HS)

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Daniel P. Kilbride	Chair; U.S.; Civil War & Reconstruction; African-American; Antebellum
Matthew P. Berg	Modern Europe; Germany; Human Rights
Robert J. Kolesar	U.S.; Immigration; Labor
James H. Krukones	Russia; Soviet Union; East Europe
Anne Kugler	Britain & France; European Social; Women
Maria N. Marsilli	Latin America; Women
J. Malia McAndrew	U.S.; Social; Women; African-American
Paul V. Murphy	Renaissance; Reformation Europe
Roger W. Purdy	Japan; East Asia; U.S. Diplomatic
David W. Robson	Early America to 1815; U.S. Constitutional

The Department of History offers a program leading to the Master of Arts degree. The graduate program seeks to provide in-depth training in a major field of concentration and more general knowledge in two minor fields. Such fields must be defined in consultation with the student's advisor and be chosen from among the specialties of the graduate faculty. In addition, the program seeks to enhance the student's skills in methodology and criticism while inculcating a sense of historical professionalism.

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### Admission Requirements

All applicants must apply to the department through the Graduate Studies Office of the College of Arts and Sciences, submitting GRE general test scores, a writing sample (preferably a research paper), and two letters of recommendation. Inquiries regarding graduate assistantships should be made directly to the department; however, applications must be submitted to the Graduate Studies Office by the appropriate March deadline. The ideal preparation for a master's degree in history is an undergraduate major in the discipline, but talented students from other disciplines are encouraged to apply. Such students may be required to make up deficiencies in historical background before being admitted to degree candidacy, and all applicants for candidacy must demonstrate basic acquaintance with historical methodology and research techniques. This may be done in one of three ways: successful completion of a course in historical methodology as part of the undergraduate background; successful completion (grade of "B" or better) of HS 261 at John Carroll; testing out through department approval of a research paper based on primary sources. Students may not register for 500-level courses without satisfying this requirement. Students majoring in other departments on the graduate level may take those courses in history recommended by their advisors for which they have the requisite background.

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## HISTORY (HS)

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### Course Programs

At the beginning of studies, students are required to select one of the following programs and indicate the choice to the program director in writing. An advisor is then assigned to direct the student's work. The choice of courses, selection of a subject for the research paper or thesis, and the reading preparation for the final examination are made under the advisor's direction.

- A. Plan A: Thesis plus 24 semester hours (required for Ph.D. preparation)
1. Major field — Thesis (6 hrs.) plus nine hours course work, six of which must be at the 500 level
  2. Two minor fields — 15 hours course work, nine of which must be at the 500 level
  3. Final examination
  4. Demonstrated reading knowledge of one modern foreign language (requirement may be satisfied through History Department or Language Department examination; requirement should be satisfied at the earliest possible date, but no later than registration for HS 599).
- B. Plan B: 30 semester hours plus research essay
1. Major field — research essay plus 15 hours course work, nine of which must be at the 500 level
  2. Two minor fields — 15 hours course work, nine of which must be at the 500 level
  3. Final examination.

Interested students following either plan may construct a minor field in public history by taking HS 495/541 (Public History) and one or two offerings of HS 498 (Historical Internship).

The thesis shall demonstrate the student's ability to select, organize, and interpret primary and secondary source materials in order to cover a topic in some depth. The research paper may demonstrate these skills on a smaller scale, or it may, where appropriate, involve application of the student's fields of study to the secondary school classroom.

The final examination, which may be written or oral or both, will cover the major field, the minor fields, and the particular subject area of the thesis or essay. The final examination must be scheduled no later than six weeks before the date on which the candidate proposes to take it. Students will aid the examination process by developing, in consultation with the examination committee, a bibliography of readings in the fields, beyond course assignments, which the examination may cover. A final bibliographical list must be submitted to the advisor two weeks before the examination.

**History-Education Scholarship:** A limited number of partial scholarships are available for teachers enrolled in a History course. Please contact the Graduate Studies Office in the College of Arts and Sciences for more information.

**History-Tuition Scholarship:** A limited number of partial tuition scholarships are available for successful graduate students enrolled in a History course. A description and application are available online at [www.jcu.edu/graduate/Forms/scholarships/history.htm](http://www.jcu.edu/graduate/Forms/scholarships/history.htm).

### Courses

The student will ordinarily choose courses from the following 400 and 500-level offerings. Where appropriate, a student may, with the advisor's approval, select up to six hours of course work from the 400 and 500-level offerings of other departments.

## HISTORY (HS)

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### COURSE DESCRIPTIONS

**405. ROME: CITY OF EMPERORS, POPES, AND SAINTS 3 cr.** History and culture of the city of Rome from the classical and imperial age to the sixteenth century. Focus on the institutions and historical figures that have been prominent in the shaping of the city and its history. Highlighted by a one-week, on-site learning tour of Rome during spring break.

**406. MEDIEVAL SOCIETY AND INSTITUTIONS 3 cr.** Various forces at work in the development of the political, religious, and cultural institutions of the Middle Ages from 500 to 1500.

**411. RENAISSANCE EUROPE 3 cr.** Political, intellectual, and cultural developments in Renaissance Italy. The movement of Renaissance culture into Northern Europe, emphasizing the continuity and differences with the Italian Renaissance.

**412. REFORMATION EUROPE 3 cr.** Breakup of the unity of Christendom. Emphasis on the major Protestant Reform movements (Lutheranism, Calvinism, Anglicanism) and the Catholic Reformation.

**415. EARLY MODERN FRANCE 3 cr.** Development of the French monarchy from Francis I to Louis XV; the effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment on French society.

**416. EARLY MODERN ENGLAND 3 cr.** Political, social, economic, religious, and cultural development of England from the War of the Roses through the Glorious Revolution.

**417. FRENCH REVOLUTION AND NAPOLEON 3 cr.** Enlightenment and the Old Regime; Jacobinism; social revolution; impact of the revolution on Europe and the world.

**431. TOPICS IN COLONIAL AMERICAN HISTORY 3 cr.** Social, political, religious, economic, and cultural development of England's North American colonies from first settlement to mid-eighteenth century.

**432. AMERICAN REVOLUTIONARY ERA 3 cr.** The Revolution as a colonial war for independence and as a struggle for reform within America. Examines achievement of these goals as a new nation created.

**433. TOPICS IN THE EARLY AMERICAN REPUBLIC, 1789-1828 3 cr.** Social, cultural, political, and economic development of the United States from the beginning of Constitutional government to the election of Jackson.

**436. ANTEBELLUM U.S. 3 cr.** United States history from 1815 until 1861. Focus on social and cultural issues, including women's lives, Indian cultures, economic developments, social reform movements, political culture, slavery and the South, and the origins of the Civil War.

**437. EARLY AMERICAN CULTURE 3 cr.** Intellectual and cultural history of the British mainland colonies and the United States, 1600-1865. Topics include religious developments, regionalism, popular culture, and American-European cultural relations.

**438. THE UNITED STATES, 1850-1877 3 cr.** Social and political origins of the Civil War in the Old North and Old South, the secession crisis, military strategy, soldiers' lives, leadership, the home front, women's experiences, emancipation, and political and social reconstruction.

**440. POLITICS AND REFORM IN INDUSTRIAL AMERICA, 1877-1945 3 cr.** Social and political changes subsequent to and in response to the development of the U.S. as an industrial and urban nation and as a world military power.

**442. UNITED STATES SINCE 1945 3 cr.** Significant events and trends of the post-World War II period. Origins of the Cold War, McCarthyism, the civil rights and women's movements, the Vietnam War, and recent developments in foreign and domestic policies.



## HISTORY (HS)

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**447. UNITED STATES CONSTITUTIONAL HISTORY 3 cr.** Development of the American constitutional system and interaction with other strands of the nation's history, including political, social, economic, and religious. Focus on decisions of the Supreme Court.

**452. MODERN JAPANESE HISTORY 3 cr.** Japan's rise as a world power, from the late Tokugawa Era (nineteenth century) to its postwar comeback. (HS 381 suggested as preparation, but not required.)

**453. MODERN CHINESE HISTORY 3 cr.** Political, cultural, social, and economic changes in China from the arrival of Westerners through the post-Mao era. (HS 382 suggested as preparation, but not required.)

**456. RELATIONS OF THE PACIFIC RIM 3 cr.** International, military, economic, and social relations among the cultures and nations of the Pacific Rim. Focus on the relations, cultures, and nations of the Northern and Western Pacific.

**464. GENOCIDE AND HUMAN RIGHTS 3 cr.** Examines the period from the First World War to the end of the twentieth century. Close study of the evolution of the concept of human rights through classic international writings and case studies in human-rights violations. Focus on social, political, economic, and cultural factors in the perpetration of mass killing and genocide, and on the development of human rights protection.

**473. THE THIRD REICH: ORIGINS, STRUCTURES, CONSEQUENCES 3 cr.** Turbulent German circumstances resulting from the Revolutions of 1918-19, the rise of the Nazi Party, establishment of the Nazi state, and the politics of race and genocide. Examines ways that postwar historians have approached the rise of National Socialism and the controversy over the singularity of Nazi crimes against humanity.

**474. GERMANY SINCE 1945: RECONSTRUCTION TO REUNIFICATION 3 cr.** History of East and West Germany from the collapse of Nazism. Occupation, denazification, and reconstruction; integration into rival Cold War alliances. Social and economic security, political stability, and cultural criticism in the West; East Germany as the showcase of the Eastern bloc under state socialism from the 1960s through the 1980s. The "Revolution of 1989," reunification, its social and economic costs, and the European response; reflections on the Nazi and Stalinist pasts.

**476. IN THE NAME OF THE INCAS: FROM IMPERIAL SPLENDOR TO COLONIAL COLLAPSE AND MESSIANIC RETURNS 3 cr.** Incas' imperial splendor and subsequent collapse as a result of the Spanish conquest. The role of the Incas as a utopian model of social organization among the native peoples of the Andean region.

**488. RUSSIA IN REVOLUTION, 1900 TO THE PRESENT 3 cr.** Russia's turbulent history since 1900. Fall of tsarism, Bolshevik seizure of power and creation of the Soviet Union, Leninism and Stalinism, Second World War and Cold War, Gorbachev's reforms, collapse of the USSR, and post-Soviet developments.

**495-497. SPECIAL TOPICS 1-3 cr.** Topics: **495:** American; **496:** European; **497:** Asian, African or Latin American. Specific title and number of credits announced in the semester course schedule.

**498. INTERNSHIP 1-6 cr.** Permission of chair required; open to majors only; 2.7 average in major courses required. No more than 3 credits may be applied to the major. Supervised work, typically in museums, archives, public history sites or agencies, relevant to major sequence of study. Journal and reflective paper required in addition to work responsibilities. Internships must be planned in advance with supervising faculty member.

**500. SPECIAL TOPICS 3 cr.** Readings or research in topics not covered by the regularly offered graduate courses. See course schedule for topics.

**501. SEMINAR: READINGS IN LATIN AMERICAN HISTORY 3 cr.** See course schedule for topics.

**511. SEMINAR: READINGS IN MEDIEVAL AND EARLY MODERN EUROPE 3 cr.** See course schedule for topics.

## HISTORY (HS)

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**521. SEMINAR: READINGS IN MODERN EUROPEAN HISTORY 3 cr.** See course schedule for topics.

**531. SEMINAR: READINGS IN EARLY AMERICAN HISTORY 3 cr.** See course schedule for topics.

**541. SEMINAR: READINGS IN MODERN AMERICAN HISTORY 3 cr.** See course schedule for topics.

**551. SEMINAR: READINGS IN PREMODERN ASIAN HISTORY 3 cr.** See course schedule for topics.

**561. SEMINAR: READINGS IN MODERN ASIAN HISTORY 3 cr.** See course schedule for topics.

**571. SEMINAR: READINGS IN EASTERN EUROPEAN HISTORY 3 cr.** See course schedule for topics.

**581. SEMINAR: READINGS IN RUSSIAN/SOVIET HISTORY 3 cr.** See course schedule for topics.

**595-597. RESEARCH SEMINAR 3 cr.** Topics: **595:** American; **596:** European; **597:** Asian, African or Latin American. Specific title announced in the semester course schedule.

**599. MASTER'S THESIS 6 cr. upon approval.**

# HUMANITIES (HM)

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Brenda A. Wirkus, Ph.D.

Director, Master of Arts in Humanities

The Master of Arts in Humanities is an interdisciplinary program designed for qualified holders of the bachelor's degree who seek to deepen their understanding of cultural and ethics topics and who regard the liberal arts as subjects of lifelong study. The program is open to both traditional and nontraditional students. For persons who have postponed graduate study for family or professional reasons, the program offers opportunities to pursue cultural studies that may have been bypassed in the processes of career building. Courses are offered at flexible times with many courses scheduled in the evenings.

The humanities are defined as those fields that have from earliest times recorded—in script or sound, on canvas or stone—the achievements, ideals, and even failures of humanity. The humanities examine the intellectual foundations and values of political cultures through literature, the languages, the history of ideas, and the theoretical and historical aspects of the fine and visual arts. These studies emphasize the relationships of past and present, a sensitivity to aesthetic expression, an appreciation for the complexities of problems, and the abilities to make critical discernments and to express them with logic and clarity. Students may take courses from the fields of Art History, Classics, English, History, Modern Languages and Cultures, Philosophy, and Religious Studies. Courses from other departments that clearly address the above goals may be taken with approval.

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## Admission Requirements

Applicants must hold a bachelor of arts or science degree from an accredited institution and present an undergraduate record that shows evidence of ability to do graduate work in the humanities. A minimum undergraduate overall grade-point average of 2.75 will normally be required. Applicants must write a 500-word typed essay on personal goals and interests and indicate how these might be met through the graduate program. The essay may refer to one of the suggested study plans (European Studies, English and/or American Culture, or Religion and Ethics) or focus on a proposed idea for a self-designed study plan. An interview with the program director is required. The university recognizes that each applicant, including those who have been away from formal schooling for many years or who may have less than the required grade-point average, possesses unique qualifications which will be given full consideration. In some cases, prospective students may be required to complete prescribed undergraduate courses or take the Graduate Record Examination. Students are not formally admitted until all undergraduate transcripts and other required materials have been submitted to the office of Graduate Studies in the College of Arts and Sciences.

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## Program Requirements

All students are admitted under Plan B. Those students who are interested in pursuing Plan A, the thesis option, should seek approval from the director and the associate dean for graduate studies by way of a petition. Both plans include 33 semester hours of study, at least 18 of which must be at the 500-level, and a comprehensive review of the student's course work. The specific courses to be taken are determined by the student's study plan (see below) and by any prerequisites required for individual courses. Students may take six hours outside of, but related to, the specific study plan. Courses taken from other departments—Communications, Political Science, and Sociology—must be clearly humanistic in content and approach and can be taken only with the permission of the program director.

Plan A: 33 semester hours, including:

- HM 501 The Classical Ethos: Medieval Era to 1500
- HM 502 The Humanities and Modernity
- HM 599 Master's Thesis

21 hours of approved electives from at least three of the following disciplines: Art History, Classics, English, History, Modern Languages and Cultures, and Philosophy.

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## HUMANITIES (HM)

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Plan B: 33 semester hours, including:

HM 501 The Classical Ethos: Medieval Era to 1500

HM 502 The Humanities and Modernity

HM 598 The Integration of the Humanities (with final research essay)

24 hours of approved electives from at least three of the following disciplines: Art History, Classics, English, History, Modern Languages and Cultures, and Philosophy.

### Study Plans and Individualized Study

Each student will select, or design with director and faculty guidance, a plan of studies. These may be on European (Medieval/Renaissance or Modern) Studies; English and/or American Culture; Religion, Culture and Ethics; Irish-American (or Irish-English) or Holocaust Studies; or an individualized study plan for which university courses are available. Samples of study plans are listed below. Although most of the courses listed are offered on a regular basis, students may request to take courses other than those listed. Within their overall study plans, students are encouraged to identify and pursue individualized themes and interests. These themes will enable students to build relationships between courses and can be pursued through the wide latitude allowed in the selection of course papers and readings. For example, a student electing European Studies may pursue a theme of women's roles, which could be the topic of many course papers as well as the final research essay. A student interested in English and American Culture could emphasize the Victorian period; another taking Religion, Culture and Ethics could focus on ethics in modern society. The following plan outlines are provided as samples.

### Holocaust Studies

Through an agreement between John Carroll University and the Siegal College of Judaic Studies, M.A. in Humanities students may pursue a study plan in Holocaust Studies in which four (of eleven required) courses will be taken at the Siegal College of Judaic Studies on nearby Shaker Boulevard. Specific courses on the Holocaust era, 1933-1945, Holocaust topics and literature will be complemented by John Carroll courses on modern Europe, literature, ethics, or art history.

### Irish Studies

Students interested in Irish, Irish-English, Irish-American, or Irish-Catholic themes may wish to design a study plan or an emphasis based on appropriate courses in English, History, and Religious Studies. Students may apply for tuition and research assistance funds available through the William and Mary McNulty Endowment for Irish Studies. Applications should be made to the director.

### Sample Study Plans

#### Study Plan: Medieval & Renaissance Studies\*

HM 501	The Classical Ethos: Medieval Era to 1500
HM 502	The Humanities and Modernity
RL 520	Early Christianity to the Sixth Century
RL 529	Early Christian Ireland
EN 511	Medieval Drama
EN 520	English Renaissance Literature
HS 501	Readings in Medieval History
AH 499	Early Medieval Art
AH 499	Gothic Art
AH 499	Italian Renaissance Art
HM 598	The Integration of the Humanities (Final Seminar)

\* Other options: Medieval Philosophy, Medieval Music, Dante, or courses on the Spirituality of Medieval Women may be substituted for some of the above.

## HUMANITIES (HM)

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### Study Plan: America's Cultural Foundations

HM 501	The Classical Ethos: Medieval Era to 1500
HM 502	The Humanities and Modernity
HS 531	Early America: Colonial to Mid-Eighteenth Century
HS 541	Gilded-Age America: Immigrants and Urban Problems
HS 542	Twentieth-Century Urban America and Culture
EN 570	The American Renaissance: Nineteenth Century
EN 572	Studies in American Realism, 1860-1900
EN 573	Studies in Modern American Literature Since 1900
AH 499	Modern Art
AH (or HM)	Topics in American Art or Architecture
HM 598	The Integration of the Humanities (Final Seminar)

### Study Plan: Anglo-Irish Culture & Conflict

HM 501	The Classical Ethos: Medieval Era to 1500
HM 502	The Humanities and Modernity
RL 529	Early Christian Ireland
AH 499	Early Medieval (and Celtic) Art
EN 520	Sixteenth-Century Literature: Spenser
EN 533	Eighteenth-Century English Literature
EN 550	The Gaelic Renaissance
HS 512	Tudor-Stuart England (Policies on Ireland)
HS 541	Gilded-Age America: Immigrants and Urban Problems
HM 597	Readings in Irish America
HM 598	The Integration of the Humanities (Final Seminar)

### Study Plan: Religion, Culture, and Ethics

HM 501	The Classical Ethos: Medieval Era to 1500
HM 502	The Humanities and Modernity
RL 529	History of Christian Thought
RL 530	Contemporary Approaches to Theology
RL 569	Religious Ethics
PL 430	Topics in the History of Philosophy: Feminist Issues
PL 430	Topics in the History of Philosophy: Contemporary European Philosophers
HS 511	Readings in Early Modern Europe
HS 541	Seminar: Modern American History
HS 571	Seminar: Modern Eastern Europe
HM 598	The Integration of the Humanities (Final Seminar)

### Study Plan: Holocaust Studies

HM 501	The Classical Ethos: Medieval Era to 1500
HM 502	The Humanities and Modernity
LIT 366Y	(CJS: College of Jewish Studies) Literature of the Holocaust
THO 353X	(CJS) The Roots of Anti-Semitism
HS 351X	(CJS) The Jews of Europe Between the World Wars
HS 362Y	(CJS) Confronting the Holocaust
HS 573	The Third Reich: The Nazi State and Policies
HS 571	Modern France: Dreyfus and Vichy
EN 580	Imaginative Literature and Ethics
RL 499	Special Topics: Religious Ethics
HM 598	The Integration of the Humanities (Final Seminar)

As the sample study plans show, students take eight of the eleven courses required for the degree from the departments of English, History, and Religious Studies, which are listed in the sections for these departments in

## HUMANITIES (HM)

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this *Bulletin*. Courses at the 400 level are taken from the Art History, Classical and Modern Languages and Cultures, Philosophy, and other departments. Descriptions of these courses can be found in the John Carroll Undergraduate Bulletin.

In certain cases, courses on special topics will be offered under an HM (Humanities) number. These include independent studies, courses taught by visiting scholars, and certain courses whose content relate to more than a single discipline (but may be cross-listed with another department). In each case, the HM courses will have specific titles, such as “Music of the Middle Ages” or “The Royal Courts of Europe and the Arts,” which may indicate the interdisciplinary designation field. The specific topical title will replace the “Special Topics” title listed for HM 597 below.

### COURSE DESCRIPTIONS

**497. INSTITUTE OF HUMANITIES WORKSHOP 1-3 cr.** Study and examination of selected topics in the Humanities. Workshop credit at the 400-level is not applicable toward a graduate degree.

**501. THE CLASSICAL ETHOS: MEDIEVAL ERA TO 1500 3 cr.** Principles of humanities research and criticism. The city, realm or state as Ethos (ethical entity) from ancient Greeks and Romans and later thinkers as Augustine, Aquinas, Dante with focus on selective clashes by competing forces to build the ideal state of cultural and ethical values and virtues.

**502. THE HUMANITIES AND MODERNITY 3 cr.** Study of selected thinkers from the late Renaissance through the twentieth century; the rise of new cultural ideals as both refining and challenging traditional humanities learning; the threats of growing State powers and often uncompromising ideologies with new definitions of human cultural identity and dignity.

**597. SPECIAL TOPICS 1-3 cr.** Examination of specific problems in the humanities for study by individuals or selected small groups. Permission required.

**598. THE INTEGRATION OF THE HUMANITIES 3 cr.** Demonstration of interrelationships of course work and individualized themes. A major research essay will be written.

**599. MASTER’S THESIS 6 cr. upon approval.**

# INTEGRATED SCIENCE

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Michael Kimmel

Director

## **Integrated Science for Middle School**

The Master of Arts in Integrated Science program is designed for those teachers who seek to deepen their content understanding in the natural sciences in order to confidently address the Ohio Science Content Standards. Current state requirements and federal legislation make it imperative that teachers of science in the middle grades be adequately trained in a broad range of the natural sciences. This cooperative effort of the departments of Biology, Chemistry, and Physics along with the assistance of the Department of Education and Allied Studies will provide the student with a depth of content knowledge and the pedagogical skills necessary to meet the educational needs of the middle-grade student.

This program is open to all certificated/licensed teachers who currently teach in the middle grades or are interested in teaching science at the middle grade level. New cohorts will begin each fall. The program consists of ten courses offered in a two-year cycle.

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### **Admission Requirements**

Criteria for full acceptance into the Master of Arts in Integrated Science include:

- Completed Application for Graduate Studies
- A baccalaureate degree from an accredited institution
- Submission of official transcripts
- An undergraduate GPA of at least 2.5
- Verification of a valid teaching certificate/license

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### **General Degree Requirements**

Students participate in the Master of Arts in Integrated Science as part of a cohort of approximately twenty (20) students. The program consists of 34 credit hours, including a three-credit integrated research course (see SI 590 below). The program takes two years to complete and begins in the fall semester. Students take one course during the fall and spring semesters and three courses during each of two summers. The student is expected to maintain a 3.0 or better grade point average. Students will develop, write and present a completed action research project that is accepted by the program director and approved by the Office of Graduate Studies in order to graduate and be awarded a degree. The action research project presentation will contain an oral questioning component.

For teachers holding a State of Ohio Pre-K through grade 3 license or a grades 1-8 certificate, and who are interested in pursuing a Middle Childhood (grades 4-9) License in Science, additional coursework in Education may be required. An evaluation of transcripts by the Department of Education and Allied Studies can be conducted at the time of application.

#### **Course requirements: 34 Hours**

- SI 500 How Do We Know What We Know?
- SI 510 Astronomy
- SI 520 Physical Science and Lab
- SI 530 Culturally and Developmentally Responsive Science
- SI 540 Earth Science and Lab
- SI 550 Life Science and Lab
- SI 560 Science and Technology
- SI 570 Ecology and Lab
- SI 580 Assessment in Interdisciplinary Science
- SI 590 Action Research and Lab

# INTEGRATED SCIENCE

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## COURSE DESCRIPTIONS

**500. HOW DO WE KNOW WHAT WE KNOW? 3 cr.** Focuses on three main topics, the history of science, the philosophy of science, and exploratory data analysis techniques appropriate for use in the middle grades. The unifying theme is: “How can knowledge of science history, philosophy and data analysis techniques be used to produce high-quality instruction in the classroom?”

**510. ASTRONOMY 3 cr.** Covers proofs and observational results of Earth and Moon motions, historical changes in thinking about the organization of bodies in the universe, the origin and organization of the solar system, stellar evolution of low and high mass stars, and cosmology. Students are required to attend a class planetarium lesson, complete several computer activities, and carry out two small projects. Responses to online (Blackboard) questions also are required.

**520. PHYSICAL SCIENCE 3 cr.** Presents an introductory but substantial introduction to the fundamental behavior of matter and energy. It develops an understanding of and an appreciation for the fundamental concepts of physics and chemistry. Successful students will be able to extend this knowledge to help their students meet Middle School Science Standards.

**520L. PHYSICAL SCIENCE LAB 1 cr.** A hands-on laboratory course that presents opportunities for students observe, record, and analyze data that demonstrate concepts developed in the accompanying course. Many of the experiments performed in this course may be used with Middle School students to help them develop an understanding and appreciation of the fundamental concepts of physics and chemistry via experiential learning.

**530. CULTURALLY AND DEVELOPMENTALLY RESPONSIVE SCIENCE 3 cr.** Compares physical, emotional, social and intellectual characteristics of academic grade levels, specifically middle school. Attention is given to relationships among aspects of development and between development and school learning. Common misconceptions concerning teaching of different academic levels, social and cultural differences will be identified and discussed. Science lessons will be designed that integrate strategies for all learning styles and exceptionalities. Four knowledge bases comprise this model: inquiry, partnership, contextualism, pedagogy and professionalism.

**540. EARTH SCIENCE 3 cr.** Earth processes. The State Science Standards as they apply to physical and historical geology, rocks and minerals, weathering, cycling of materials, and the forces that shape and change the Earth.

**540L. EARTH SCIENCE LAB 1 cr.**

**550. LIFE SCIENCE 3 cr.** Uses the Ohio Content Standards in Life Science as a guide to provide a broad base of background information in the biological sciences. Lecture and laboratory activities will be utilized to deepen the students' awareness and understanding of the central themes of biology.

**550L. LIFE SCIENCE LAB 1 cr.**

**560. SCIENCE AND TECHNOLOGY 3 cr.** Application of technology to the scientific enterprise, as well as instructional and learning outcomes. The course emphasizes the use of current technology as a practical tool in the middle school science classroom. Applications of technology to classroom instruction, communication, collection and analysis of data are specifically addressed.

**570. ECOLOGY 3 cr.** Integrates the various disciplines within science by investigating the relationships between living organisms and the environment. Laboratory work and field experience will be a central theme.

**570L. ECOLOGY LAB 1 cr.**



## INTEGRATED SCIENCE

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**580. ASSESSMENT AND INTERDISCIPLINARY SCIENCE 3 cr.** Focuses on formal and informal assessment strategies to ensure the growth of learners. Students will learn to design effective objective tests, gather assessment resources, evaluate their teaching practices, create rubrics and scoring guides, as well as assessing student attitudes about science and their learning environment. Multiple methods to gather information will be applied. Science lessons will be designed that integrate strategies for all learning styles and exceptionalities. Five knowledge bases comprise this model: inquiry, partnership, contextualism, pedagogy and professionalism.

**590. ACTION RESEARCH 2 cr.** Unifying element of the program. This portion of the course is devoted to the basic principles of Action Research. After exposure to these basic principles each student will be required to identify a specific question related to their practice as a teacher of science in the middle grades. This question will then serve as a mechanism to put the scientific method into practice. The teacher will research the literature on the selected topic, design and carry out a plan to answer the selected question. The process will result in a written Action Research Project. The completed project will be presented to a group of faculty and peers. The presentation will consist of an oral questioning component.

**590L. ACTION RESEARCH PROJECT 1 cr.** A credit that is awarded to the student upon successful completion and presentation of the Action Research Project.

**595. INDEPENDENT STUDY 1-3 cr.** A carefully designed reading and/or research project carried out under the supervision of a faculty member. Permission of the director is required for this course to count towards the degree.

## MATHEMATICS (MT)

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Douglas A. Norris	Chair; Differential Geometry
Patrick B. Chen	Topological Groups; Lie Groups
Barbara K. D'Ambrosia	Ring Theory
Brendan Foreman	Differential Geometry; Math Education
Frederick J. Fuglister	Algebraic Combinatorics
Marc Kirschenbaum	Topology; Swarm Intelligence
Robert J. Kolesar	Algebraic Topology
Daniel W. Palmer	Computer Science; Swarm Intelligence
Linda M. Seiter	Software Engineering
Paul L. Shick	Algebraic Topology
Thomas H. Short	Statistics
Carl R. Spitznagel	Algebra
David L. Stenson	Topological Algebra

The Department of Mathematics offers three distinct graduate programs in mathematics. The Master of Science program blends theoretical material necessary for further graduate work in mathematics with basic applications for the student who wishes to enter industry or government work in mathematics. There are two graduate programs in mathematics designed for teachers that lead to a Master of Arts Degree, one for high school teachers and the other for middle school teachers. These programs reflect the standards of the National Council of Teachers of Mathematics (NCTM) and the recommendations of the Mathematical Association of America (MAA). The courses combine mathematical topics related to the curriculum with enrichment material which is directly applicable to the classroom.

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### Admission Requirements

Applicants to the Master of Science in Mathematics program should have completed at least seven undergraduate courses in pure or applied mathematics beyond nine hours of calculus. Some courses in applied mathematics may be from physics or engineering.

Applicants to the Master of Arts in Mathematics for High School Teachers or for Middle School Teachers must have fulfilled the requirements of their state for certification or licensure to teach mathematics in high school or elementary/middle school respectively, with an undergraduate mathematics grade point average of at least 2.5. Other teachers of high school or middle school mathematics may be admitted to the programs on a provisional status until they can demonstrate the ability to succeed in the program.

All prospective students should arrange for a conference with a member of the Mathematics Department before registration.

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### Master of Science

In this program the student acquires the mathematical background for further study toward the doctorate in mathematics or for applying mathematics in business and research.

All Master of Science students must complete ten courses, including at least six of the eight courses numbered 531-579. These courses form the core of the program. Other courses must have departmental approval. The concepts from abstract algebra, linear algebra and advanced calculus are presupposed in all Master of Science courses.

The courses required for the degree are offered in a two-year cycle, so that a full-time student may fulfill the requirements for a degree in two years. A part-time student may complete the requirements in three years. Part-time students may take at most two courses a semester. A schedule of applicable courses for this degree is available in the Mathematics Department.

## MATHEMATICS (MT)

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Under the department's Five-Year B.S./M.S. in Mathematics program, students may earn both degrees in five years if they have sufficient AP credit (eight AP Math credits plus six other AP credits) and meet all other requirements of both undergraduate and graduate degrees.

A limited number of Graduate Assistantships are available for full-time students in the M.S. program.

### Requirements for the Degree

1. Ten courses (30 semester hours) in mathematics, including at least six courses numbered 531-579
2. A research paper
3. A comprehensive examination

### Master of Arts

This is a terminal degree for high school and middle school teachers of mathematics.

#### Program for High School Teachers

Students in the Master of Arts Program in Mathematics for High School Teachers must complete ten courses, including at least six courses numbered 500-519. These 500-level courses are specially designed to utilize the background and meet the needs of high school teachers. None of the graduate courses from the program for middle school teachers are allowed. Courses are offered in a three-year summer cycle, and also in evenings during the fall and spring semesters. A student may complete the required courses by taking courses during two consecutive summers and the intervening school year, or in three consecutive summers.

#### Requirements for the Degree

1. Ten courses (30 semester hours) in mathematics, including at least six courses numbered 500-519
2. An expository essay
3. A comprehensive examination

#### Program for Middle School Teachers

The courses for this program are only offered if a cohort of a sufficient number of students is formed.

Students in the Master of Arts Program for Middle School Teachers must complete the ten courses numbered 520-530. These 500-level courses are specially designed to utilize the background and meet the needs of middle school teachers. Courses are offered in a two-year cycle.

#### Requirements for the Degree

1. Ten courses (30 semester hours) in mathematics, numbered 520-530
2. An expository essay
3. A comprehensive examination

For teachers holding a State of Ohio Pre-K through grade 3 license or a grades 1-8 certificate, and who are interested in pursuing a Middle Childhood (grades 4-9) license in Mathematics, additional coursework in Education may be required. An evaluation of transcripts by the Department of Education and Allied Studies can be conducted at the time of application.

# MATHEMATICS (MT)

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## COURSE DESCRIPTIONS

**421. PROBABILITY AND STATISTICS II 3 cr.** Prerequisite: MT 420. Mathematical treatment of estimation and hypothesis testing, including one and two-factor analysis of variance, simple regression and correlation, and nonparametric analyses.

**422. APPLIED STATISTICS 3 cr.** Prerequisites: MT 342, 420. Categorical data analysis, multiple regression, analysis of variance of various designs, introduction to design of experiments. Use of statistical software.

**425. OPERATIONS RESEARCH 3 cr.** Prerequisite: MT 342. Linear programming, sensitivity analysis and duality, queuing theory, and topics from networks, decision making, game theory, Markov chains, dynamic programming, and simulation.

**432. ADVANCED CALCULUS OF SEVERAL VARIABLES 3 cr.** Prerequisites: MT 233, 342. Development of and motivation for vector-valued functions, calculus of functions of several variables, implicit functions and Jacobians, multiple integrals, line integrals.

**436. INTRODUCTION TO COMPLEX ANALYSIS 3 cr.** Prerequisite: MT 341 or 342 or permission of department chair. Complex number plane, analytic functions, integration of complex functions, sequences and series. Residue theorem, evaluation of real integrals.

**438. ORDINARY LINEAR DIFFERENTIAL EQUATIONS 3 cr.** Prerequisites: MT 233, 342. Linear equations and systems, existence and uniqueness theorems, oscillation theory. Autonomous equations and systems, their solutions and qualitative properties.

**441. ABSTRACT ALGEBRA 3 cr.** Prerequisite: MT 341. Groups, rings, domains, fields, extension fields, introduction to Galois Theory.

**442. LINEAR ALGEBRA 3 cr.** Prerequisite: MT 342. Vector spaces, linear transformations, characteristic values and applications.

**450. EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 3 cr.** Prerequisite: MT 341 or 342 or permission of department chair. Alternative ways of investigating the Euclidean plane, including transformational geometry; examination of the parallel postulate and how it can be changed to create new geometries; hyperbolic geometry.

**452. ELEMENTARY TOPOLOGY 3 cr.** Prerequisite: MT 341. Topological spaces, homeomorphisms, connected spaces, compact spaces, regular and normal spaces, metric spaces.

**456. FRACTAL GEOMETRY 3 cr.** Prerequisites: MT 233, 341. Topics from metric spaces, transformations, iterated function systems, dynamical systems, fractal dimension, Julia sets, and Mandelbrot sets.

**468. THEORY OF NUMBERS 3 cr.** Prerequisite: MT 341. Divisibility theorems, number-theoretic functions, primitive roots, quadratic congruences and reciprocity, partitions.

**469. HISTORY OF MATHEMATICS 3 cr.** Prerequisite: MT 341. Study of mathematics from its origins to its present state. Topics include the development and impact of geometry, algebra, number theory, irrational numbers, analytic geometry, calculus, non-Euclidean geometry, and infinite sets.

**479. COMBINATORICS AND GRAPH THEORY 3 cr.** Prerequisite: MT 341 or 342 or 379. Pigeonhole principle, inclusion and exclusion, recurrence relations and generating functions, combinatorial designs, the theory of graphs, graphical optimization problems.

**480. SPECIAL TOPICS 1-3 cr. TBA.** Reading, reports on, and investigation of selected material and topics.

## MATHEMATICS (MT)

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- 501. MATHEMATICAL STRUCTURES 3 cr.** Topics selected from set theory, cardinality, axiomatic and constructive approaches to the number systems, algebraic structures.
- 502. DISCRETE MATHEMATICS 3 cr.** Matrices, graph theory, iterative processes, game theory, and applications.
- 503. MODERN GEOMETRY 3 cr.** Euclidean and non-Euclidean geometries. Axiomatic, transformational, and metric approaches to geometry.
- 504. CURVES, SURFACES AND SPACE 3 cr.** Examination of the topology and geometry of two, three, and four-dimensional spaces. Visualization and classification of mathematical spaces. Shape and curvature of the universe.
- 505. TOPICS IN CALCULUS 3 cr.** Alternative approaches to selected topics in the traditional calculus course. Designed for the teacher of calculus who wishes to deepen and broaden his/her understanding of this area.
- 507. STATISTICAL LITERACY 3 cr.** Graphical approach to data analysis, probability, art and techniques of simulation, surveys and information from samples, confidence intervals and tests of hypotheses. Emphasis is on material applicable to the high school curriculum.
- 509. GREAT MOMENTS IN MATHEMATICS 3 cr.** Survey of some of the more important historical developments in the history of mathematics, with emphasis on those with connections to the secondary curriculum.
- 510. MATHEMATICAL POTPOURRI 3 cr.** Topics in and about mathematics, including famous problems, enrichment and appreciation material, and the use of these topics in the high-school curriculum.
- 512. TECHNOLOGY IN THE TEACHING OF MATHEMATICS 3 cr.** Seminar/lab course in the use of graphing calculators and computer software in teaching high school mathematics. Students will collaborate in developing classroom and laboratory activities for use in the secondary curriculum.
- 513. COMPUTER SCIENCE FOR HIGH-SCHOOL TEACHERS 3 cr.** Introduction to programming, algorithms and data structures. Covers material included in the high school Advanced Placement Computer Science course (AB level) and other topics as time permits.
- 514. PROBLEMS IN MATHEMATICS 3 cr.** Old and new problems from various areas of mathematics, chosen to be applicable to co-curricular high school activities such as mathematics clubs and contests.
- 515. CHAOS AND FRACTALS IN THE CLASSROOM 3 cr.** Overview of chaotic dynamical systems and associated fractals; computerized explorations of chaos and fractals, and their use in the high school curriculum.
- 519. SPECIAL TOPICS IN MATHEMATICS cr. TBA** Supervised study of special topics.
- 520. MATHEMATICS–PROCESS AND CONTENT 3 cr.** Introduction to the NCTM content and process standards. The study of middle grades mathematics from an advanced perspective emphasizing the nature of mathematics. Exploration of the connections between middle grades mathematical content and higher-level mathematics. Relationship between content knowledge and best practice teaching.
- 521. NUMBER ANALYSIS 3 cr.** Properties and structure of number systems. Connections between analytical and geometrical understanding of number concepts. Equivalent representations of numbers and an examination of the difficulties students experience in the recognition of those equivalences. Estimation and mental calculation and their relation to understanding properties of numbers. Number theory. Limit and completeness of the real numbers.

## MATHEMATICS (MT)

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**522. CONCEPTS IN ALGEBRA 3 cr.** Examination of algebraic structures and how they are related to middle school mathematics. Patterns, relations, functions. Linear approximation and rates of change. Interconnectedness of algebra to other mathematical concepts in the middle school curriculum. Algebra used to describe symmetry.

**523. DISCRETE MATHEMATICS 3 cr.** Combinatorics as systematic counting. Iteration and recursion. Vertex-edge graphs. Pattern and symmetry. Matrix representation of data.

**524. GEOMETRY AND SPATIAL SENSE 3 cr.** Constructivist approach to geometry using exploratory, discovery and hands-on methods for generating conjectures and verifying results. Axiomatic deductive reasoning. Euclidean, transformational, and non-Euclidean geometry. Constructions used as a way to promote logical reasoning.

**525. MATHEMATICS TEACHING TECHNOLOGY 3 cr.** Examination of how mathematics teaching technology is used to promote the discovery and understanding of various mathematical concepts. Graphing calculators, spreadsheets, dynamic geometry software, computer algebra systems, mathematics on the web.

**526. RESPONSIVE MATHEMATICS INSTRUCTION 3 cr.** Developmental psychology of middle grades students and the related impact on the teaching of mathematics. Examination of mathematics education research related to the middle grades. Appropriate mathematics instruction for diverse groups of students.

**527. PROBABILITY AND STATISTICS 3 cr.** Study design and data collection. Analysis and representation, notion of distributions, variation and center. Probability and proportional reasoning. Development of hypotheses and statistical methods for comparing and interpreting data. Modeling linear relationships through simulation.

**529. REASONING AND COMMUNICATION IN MATHEMATICS 3 cr.** Distinguishing characteristics of mathematical reasoning. Inductive and deductive mathematical reasoning. Elementary logic.

**530. CAPSTONE COURSE 3 cr.** Analysis and completion of essay projects. Discussion of comprehensive examination topics as an overview of program concepts.

**531. REAL ANALYSIS I 3 cr.** Topics on Lebesgue integration theory, including measure, integration, integrable functions. Relation between Lebesgue integral and Riemann integral. Functions of bounded variation, absolute continuity, generalized Fundamental Theorem of Calculus.

**532. REAL ANALYSIS II 3 cr.** Prerequisite: MT 531. Topics to be selected from: Borel sets, Baire functions, ordinal numbers, Lebesgue measure, absolute continuity, Lebesgue-Stieljes integral, signed measures, Radon-Nikodym theorem, product measures and Fubini's theorem.

**536. COMPLEX ANALYSIS 3 cr.** Prerequisite: MT 431. Topology of the complex plane, analytic functions, integration theory, Riemann Mapping Theorem, analytic continuation, Riemann surfaces, harmonic functions.

**538. FUNCTIONAL ANALYSIS 3 cr.** Prerequisite: MT 452. Topics to be selected from: normed spaces, linear functionals, Hahn-Banach theorem, dual space, inner-product space, Riesz-Fischer theorem, linear operators.

**541. ALGEBRA I 3 cr.** Groups, homomorphism, group actions, Sylow theorems, rings and ideals, polynomials, and p.i.d.s.

**542. ALGEBRA II 3 cr.** Prerequisite: MT 541. Topics to be selected from: projective and injective modules, structure of semigroups, rings, radicals and Galois Theory.

**552. GENERAL TOPOLOGY 3 cr.** Prerequisite: MT 452. Topics to be selected from: topological spaces and mappings, topological and homotopic invariants, product and quotient spaces, topological constructions, separation axioms, metrization, generalized convergence, fundamental group.

## MATHEMATICS (MT)

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**557. DIFFERENTIAL GEOMETRY 3 cr.** Prerequisite: MT 431. Local and global properties of curves and surfaces; Gauss map, curvature, Theorema Egregium, covariant derivative, geodesics, Gauss-Bonnet Theorem, generalizations to manifolds.

**580. SPECIAL TOPICS 1-3 cr. TBA.** Readings, reports on, and investigations of selected material and topics.

**599. INDEPENDENT STUDY 1-3 cr.** Independent study under the supervision of a faculty member. Requires approval of the faculty member and permission of the department chair.

# PREMEDICAL POST-BACCALAUREATE PROGRAM

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Gwen M. Kinebrew

Chair, Pre-Health Professions Program

John Carroll University Pre-Medical Post-Baccalaureate Program is designed for students who want to fulfill the requirements for admission to medical school, dental school, and other healthcare professional schools. Typically, such students possess a bachelor's degree in some discipline other than biology or chemistry and have now decided to pursue a professional career in healthcare (i.e., medicine, dentistry, etc.).

The program is also appropriate for students who did major in chemistry or biology but struggled with the course work as a traditional undergraduate or have not been enrolled in courses in these disciplines in over five years.

## Application and Admission

Students seeking to complete the program in one year are accepted for the fall semester. Students not seeking to complete the program in one year are processed on the basis of rolling admission.

Application Criteria:

- An undergraduate degree from an accredited institution.
- A minimum 3.0 overall undergraduate grade point average.
- Two letters of recommendation.
- A completed on-line application for Graduate Studies which can be found at [www.jcu.edu/graduate](http://www.jcu.edu/graduate).

Please submit all transcripts from undergraduate institutions, and any graduate institutions.

## Course of Study

The Pre-Medical Post-Baccalaureate Program requires a minimum of 34 semester credit hours. It is possible to complete the program in one year. A sample plan for completing the program in 12 months follows: (CH-Chemistry; BL-Biology, PH-Physics).

<p style="text-align: center;"><b>Fall</b></p> <p>CH 141    4 cr. CH 143    1 cr. BL 155    3 cr. BL 157    1 cr. PH 125    3 cr. PH 125L   1 cr.</p> <p style="text-align: center;"><b>13 credits total</b></p>	<p style="text-align: center;"><b>Spring</b></p> <p>CH 142    4 cr. CH 144    1 cr. BL 156    3 cr. BL 158    1 cr. PH 126    3 cr. PH 126L   1 cr.</p> <p style="text-align: center;"><b>13 credits total</b></p>
<p style="text-align: center;"><b>Summer Session I</b></p> <p>CH 221    3 cr. CH 223    1 cr.</p> <p style="text-align: center;"><b>4 credits total</b></p>	<p style="text-align: center;"><b>Summer Session II</b></p> <p>CH 222    3 cr. CH 224    1 cr.</p> <p style="text-align: center;"><b>4 credits total</b></p>



## PREMEDICAL POST-BACCALAUREATE PROGRAM

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Alternative plans to meet the individual needs of students can be developed in consultation with an academic advisor.

### Program Notes

- A college level calculus course is required if not already completed as an undergraduate.
- Depending on a student's prior coursework, alternative plans for a course of study may be developed in consultation with a program advisor.
- Electives may be taken in Biology, Chemistry, Psychology, Sociology, Philosophy, Religion, and Political Science as a way to enhance your educational background, preparation for admission examinations, and desirability as a candidate for admission to medical or other healthcare professional school.
- If pursuing dentistry, pharmacy, or nursing, check the prerequisites of the schools to which you plan to apply, as some schools have very specific requirements.

### Certificate Option

Students may earn a *Certificate in Pre-Medical Studies* if they meet the following criteria:

- Complete a minimum of 26 credit hours at John Carroll University;
- Maintain a minimum grade point average of 3.5 with no grade less than a B in courses taken at JCU.

Earning the *Certificate in Pre-Medical Studies* will confirm that the student completed a significant number of credits at John Carroll University and performed at an exemplary level. Students who complete this program with or without the certificate will be eligible to apply to medical school.

## COURSE DESCRIPTIONS FOR CORE SCIENCE COURSES

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

**BL 157, 158. PRINCIPLES OF BIOLOGY LABORATORY I-II 1 cr. each.** Corequisites: BL 155 and 156. Three hours of laboratory per week. 157: laboratory study of the scientific method as applied to biology; cell division; development; functions of cell membranes and enzymes; reactions and products of photosynthesis. 158: laboratory study of plant and animal physiology.

**CH 141, 142. GENERAL CHEMISTRY I-II 4 crs. each.** Stoichiometry, thermochemistry, states of matter, atomic structure, chemical bonding, oxidation-reduction, acid-base, solutions. Homogeneous and heterogeneous equilibria, electrochemistry, kinetics, chemistry of metals and non-metals, and other relevant topics.

**CH 143, 144. GENERAL CHEMISTRY LABORATORY I-II 1 cr. each.** Corequisites: CH 141-142. Three hours of laboratory per week. Laboratory experiments illustrating principles developed in corequisite lecture courses.

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

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

## PREMEDICAL POST-BACCALAUREATE PROGRAM

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**PH 125. GENERAL PHYSICS I 3 crs.** Corequisite: PH 125L. Suitable for biology, premedical, and predoctoral majors. Topics from the areas of mechanics, vibration and sound, wave motion, solids and fluids, and thermodynamics. High school physics or a conceptual physics course such as PH 107 is strongly recommended as a prerequisite. Students who have not had high school physics should consult with the department chair prior to registering. Offered every fall.

**PH 125L. GENERAL PHYSICS LABORATORY I 1 cr.** Prerequisite or corequisite: PH 125. Experiments designed to complement PH 125. Two hours of laboratory per week. Offered every fall.

**PH 126. GENERAL PHYSICS II 3 cr.** Prerequisite: PH 125; corequisite: 126L. Suitable for biology, premedical, and predoctoral majors. Topics from the areas of optics, electricity, magnetism, and modern physics. Offered every spring.

**PH 126L. GENERAL PHYSICS LABORATORY II 1 cr. each.** Prerequisite or corequisite: PH 126. Experiments designed to complement PH 126. Two hours of laboratory per week. Offered every spring.

**MT 135. CALCULUS AND ANALYTIC GEOMETRY I 4 cr.** Prerequisite: placement by the Math Department. Functions, limits, continuity, differentiation, differentiation rules, optimization, antiderivatives, definite integrals. Fundamental Theorem of Calculus, improper integrals, applications of integrals, including probability. (See—Note under MT 133-134 above.)

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## THEOLOGY AND RELIGIOUS STUDIES

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John R. Spencer	Chair; Biblical Studies; Biblical Archaeology
Doris K. Donnelly	Systematic Theology; Spirituality
Joseph F. Kelly	Early Christianity; Historical Theology
Paul J. Lauritzen	Bioethics; Religious Ethics
David R. Mason	Systematic Theology; Protestant Theology
Sheila E. McGinn	Biblical Studies; Early Christianity
Paul K. Nietupski	Asian Religions
Joan M. Nuth	Systematic and Historical Theology; Feminist Theology
Zeki Saritoprak	Islam
Thomas L. Schubeck, S.J.	Christian Social Ethics; Latin American Theology
George Smiga	Tuohy Chair (2009-2010)
William Campbell	Tuohy Chair (2010-2011)
Thomas Michel, S.J.	Tuohy Chair (2011-2012)

The Department of Theology and Religious Studies offers graduate courses in scripture, historical theology, systematic theology, religious ethics, world religions, and spirituality, leading to the degree Master of Arts. The department also offers a post-master's certificate program. The master's program meets the educational requirements of those interested in religious education, ministry, other professional careers related to theology and religion, and continued academic study. For further information visit the website: [www.jcu.edu/religion](http://www.jcu.edu/religion).

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### Admission Requirements

Applicants to the master's program are required to submit the following:

- A bachelor's degree from an accredited four-year institution.
  - An acceptable score on the GRE General Test or the Miller Analogies Test (MAT). This requirement is waived for students who have already completed an advanced degree, and may occasionally be waived in other special circumstances.
  - Two letters of recommendation from persons acquainted with the applicant's academic qualifications. If appropriate, one letter can be from someone familiar with the applicant's professional work.
  - A 500-word statement by the applicant, indicating his/her purpose in seeking admission to the master's or certificate program.
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### Master of Arts Program

It is desirable that students seeking to enroll in the master's program should have completed at least six undergraduate courses in theology or religious studies. Since few undergraduates major in these fields, the department offers introductory courses in biblical studies (RL 400) and systematic theology (RL 430) to acquaint students with the basic themes and methods in these areas. RL 400 and 430 are prerequisites for other courses in those areas; they may be waived for students who have taken similar courses at other institutions. In their first month of study, graduate students will meet with the chair of the RL Graduate Committee for an orientation to library resources and information about steps necessary to complete the M.A. degree.

### General Degree Requirements

- A. 30 graduate semester hours of study
  - B. RL 400, Introduction to Biblical Interpretation (taught each fall); RL 430, Introduction to Systematic Theology (taught each spring); one course in Religious Ethics; and one course in World Religions
  - C. At least 15 semester hours of 500-level course
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## THEOLOGY AND RELIGIOUS STUDIES

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D. A comprehensive examination

E. For students in Plan A (see page 11);

1. Successful completion of a foreign language examination demonstrating a reading knowledge of a classical or modern language consistent with the student's plan of study

2. Completion of a master's thesis (RL 599), for six semester hours of course credit

F. For students in Plan B (see Page 11): the completion of a research essay; RL 593

**Note:** Students accepted under the degree requirements listed in previous Graduate School and Graduate Studies bulletins normally should fulfill those requirements, but they may petition for permission to follow the requirements introduced in this *Bulletin* instead.

### Course of Studies

Ordinarily graduate courses are three semester hours; no more than nine semester hours toward the degree may be taken in one-credit or two-credit courses. No more than six semester hours or the equivalent of two comparable John Carroll University courses may be transferred from another institution. A student's program may typically include no more than two independent studies and no more than three online courses. Initial acceptance of students is made under Plan B, the non-thesis option. Authorization of Plan A, the thesis option (see page 11), is contingent upon the completion of at least one 500-level course, the successful completion of the foreign language exam, request of the student, and the approval of the department chair and the dean. A change from Plan B to Plan A is accomplished by academic petition.

Since the Master of Arts degree in Theology and Religious Studies is designed to provide students with the necessary background for diverse careers and ministries or for further graduate or professional study, the student and advisor will work out a program of study best suited to individual needs and goals. This program may include a concentration in a particular area.

### Five-Year Integrated B.A./M.A. Program

This program allows students to complete both the Bachelor of Arts and the Master of Arts degrees in five years. Undergraduate students majoring in Theology and Religious Studies may apply for admission to the M.A. program in their junior year. Once accepted, they may begin taking graduate courses in their senior year, in order to complete the M.A. in their fifth year. Normally students will take two graduate courses in the summer between their fourth and fifth years. More information about this program is available in the *Undergraduate Bulletin* and on the department's website: [www.jcu.edu/religion](http://www.jcu.edu/religion).

### Certificate Program

The department offers a Certificate of Advanced Studies (CAS) in addition to the Master of Arts degree. The Certificate program is designed for students who already have acquired a master's degree in a recognized academic discipline. While in itself this certificate does not guarantee Religion Teacher or Pastoral Ministry Certification in the Diocese of Cleveland, the proper selection of courses within the Certificate program may lead to such certification.

### Program Requirements

To attain the Certificate of Advanced Studies a student must complete 18 graduate credits in Theology and Religious Studies beyond the master's degree.

### Certificate Program Admission Requirements

To be admitted to the CAS Program a candidate must:

- Have attained a master's degree in a recognized academic discipline.
- Present 18 semester hours of undergraduate or graduate work in religious studies, theology, or their equivalent.
- Submit sealed transcripts from all universities attended

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## THEOLOGY AND RELIGIOUS STUDIES

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Specific courses and requirements will be determined according to the needs and interests of each student by the student's advisor after discussion with the student and with the approval of the chair of the department. Ordinarily the program will comprise at least one course in each of the following areas: Scripture, Historical Theology, Systematic Theology, Religious Ethics, and World Religions. Students who already have graduate-level experience in a specific area need not fulfill further requirements in that area. For the Certificate, no transfer credits are allowed.

### **Financial Assistance**

Scholarships, equivalent to a 1/3 reduction in tuition, are available for all students enrolled in the Theology and Religious Studies graduate program. A limited number of graduate assistantships are available, which provide a tuition waiver for 15 credit hours per year and a stipend for working 20 hours weekly in the department. The University's Office of Admissions and Financial Aid offers assistance on student loans.

### **Bediüzzaman Said Nursi Chair in Islamic Studies**

The Nursi chair, established at John Carroll University in 2003, aims to enhance the understanding of Islam and its relationship with other traditions in a positive and dialogical way. The chair also promotes inter-faith dialogue through a variety of activities including courses, film and art events, and annual community Iftar Dinner during the holy month of Ramadan, and an annual week of Islamic art and culture.

The Nursi chair invites individuals from the U.S. and abroad to speak on issues pertaining to Islam and the culture of Muslims. Through these activities, the Nursi chair attempts to promote mutual understanding and awareness among the members of the John Carroll University community, the greater Cleveland community, and the wider national and international communities. The Nursi chair also creates curricular and co-curricular opportunities such as study abroad programs in Islamic countries as well as organizing national and international conferences on issues related to Islam and Muslims. Individuals invited by the Nursi chair include: John Esposito, John Voll, Michael Sells, Carl Ernst, Bruce Lawrence, Abdulaziz Sachedina, Ebrahim Moosa, Martin Varisco, Thomas Michel, S.J., Richard Bulliet, Yakov Travis, and Howard Gray, S.J. For further information contact the director, Dr. Zeki Saritoprak, at 216-397-6279, [zsaritoprak@jcu.edu](mailto:zsaritoprak@jcu.edu), or visit the website: [www.jcu.edu/religion/nursi](http://www.jcu.edu/religion/nursi).

### **The Cardinal Suenens Center**

The Margaret F. Grace Lecture Series is an offering of the Cardinal Suenens Center and hosts guests who speak on the topic "Where Do I Find Hope?". The Grace Lecture is scheduled each spring, usually in the month of April. Previous Grace Lecturers include: 2001: Cardinal Godfried Danneels; 2002: Reverend Roland Rolheiser, OMI; 2003: Sister Elizabeth Johnson, CSJ; 2004: Sister Helen Prejean, CSJ; 2005: Reverend Richard Rohr, OFM; 2006: Cardinal William J. Levada; 2007: Archbishop Michael Fitzgerald, M.Afr; 2008: Reverend Bryan Hehir; 2009: Reverend Michael Himes; 2010: Reverend Howard Gray, S.J. For further information contact the director of The Cardinal Suenens Center, Dr. Doris Donnelly, at 216-397-1651, [ddonnelly@jcu.edu](mailto:ddonnelly@jcu.edu), or visit the website: [www.jcu.edu/suenens](http://www.jcu.edu/suenens). The Margaret F. Grace Lecture is made possible, in part, by a generous grant from Barbara and John Schubert.

### **Ignatian Spirituality Institute**

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

The ISI is a non-credit, non-degree certificate program designed around three areas of study: theology/scripture, spirituality, and psychology/communication skills. For further information about the program and admission, contact the director, Dr. Joan Nuth, at 216-397-1678, [jnuth@jcu.edu](mailto:jnuth@jcu.edu), or visit the website: [www.jcu.edu/isi](http://www.jcu.edu/isi).

The ISI is endowed by a grant from the F. J. O'Neill Charitable Corporation and by gifts from other generous donors.

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## THEOLOGY AND RELIGIOUS STUDIES

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### **The Walter and Mary Tuohy Chair of Interreligious Studies**

The department is honored to sponsor the Walter and Mary Tuohy Chair of Interreligious Studies, which annually brings to the department a distinguished visiting scholar who offers RL 385/585 (see course listing below) and a lecture series open to the public. The chair, named in honor of the late Walter Tuohy, a leading railroad executive, and his wife Mary, was established in 1966. For further information contact the director, Dr. David R. Mason, at 216-397-4700, [damson@jcu.edu](mailto:damson@jcu.edu), or visit the website: [www.jcu.edu/religion/tuohy](http://www.jcu.edu/religion/tuohy).

A partial list of past Tuohy chairholders includes: Joseph Bracken, S.J., Alastair Campbell, Anne Clifford, C.S.J., Francis Clooney, S.J., Brian Daley, S.J., Sidney Griffith, Maria Harris, John Haughey, S.J., Diana Hayes, Paul L. Heck, Robin Jensen, James Keenan, S.J., Arthur Lelyveld, Wolfhart Pannenberg, W. Norman Pittenger, George M. Smiga, STD, Kelley Spoerl, and David Tracy.

### **COURSE DESCRIPTIONS**

#### **400. ENGAGING THE SCRIPTURES: INTRODUCTION TO BIBLICAL INTERPRETATION 3 cr.**

Problems of and approaches to understanding the Jewish and Christian scriptures. Special focus on the methods essential for doing exegesis, biblical interpretation, and contemporary applications.

**404. LIVES ON THE MARGINS: PROPHECY IN ISRAEL AND THE ANCIENT NEAR EAST 3 cr.** Study of prophecy and prophets in ancient Israel and its ancient Near Eastern context. Specific focus on such biblical prophets as Amos, Hosea, Isaiah, and Jeremiah.

**405. "REJECTED BOOKS" OF THE BIBLE 3 cr.** Introduction to the non-Biblical writings of formative Judaism and early Christianity. Intensive study of selections from the intertestamental, apocryphal, and pseudepigraphical literature of the Old and New Testaments, the Mishnaic and later Talmudic literature, and the writings of early Christian authors.

**406. NEW TESTAMENT ETHICS FOR CONTEMPORARY CULTURE 3 cr.** Seminar centering on the ethical prescriptions and perspectives conveyed by the New Testament. The teaching and praxis of Jesus, including his concern for the poor and solidarity with the marginalized, provide the center of gravity for analysis of a cross-section of the paraenetic teaching and ethical traditions in the New Testament. Students develop sophisticated tools for understanding the New Testament's contribution to contemporary ethical debates.

**408. PAUL OF TARSUS: RABBI OR REVOLUTIONARY? 3 cr.** Introduction to the cultural and historical background of the life and career of the Apostle Paul and examination of his major writings and their impact.

**420. THE RISE OF CHRISTIANITY 3 cr.** Emergence of Christianity into the Greek and Roman world from the first to the sixth centuries. Key topics include: Trinitarian theology and Christology, relations of Church and State, the role of women, monasticism, the interaction with pagan culture, the establishment of ecclesiastical structures, early Christian art, and the Church's growing self-understanding.

#### **421. CRADLE OF CHRISTIANITY: EARLY CHRISTIANITY IN SYRIA & ASIA MINOR 3 cr.**

Exploration of the rise of Christianity in the Roman provinces of Syria and Asia Minor (modern Turkey) through readings, lectures, and visits to the places most significant to this development. Beginning with the early events and texts associated with the cities of Damascus and Antioch (in ancient Syria), the course traces the route of Christian development from northern Palestine through Cappadocia and Anatolia, to the coastal city of Ephesus, the "metropolis of Asia." Often done "on location" in conjunction with a study tour of Syria, Turkey, and/or Greece.

**422. AUGUSTINE: LIFE, THEOLOGY, INFLUENCE 3 cr.** Introduction to the life, theology, and influence of Augustine of Hippo (C.E. 354-431), an important figure in the history of Christian thought and contemporary Christianity. Topics include Augustine's views of early church and state, marriage and sexuality, original sin, and the freedom of the will.

## THEOLOGY AND RELIGIOUS STUDIES

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**430. INTRODUCTION TO SYSTEMATIC THEOLOGY 3 cr.** Consideration of five basic parameters necessary for understanding how theology works: faith, revelation, scripture, symbol, and method applied to a particular work of theology. The goal is an appreciation for a particular theology as an integrated “system” and for the Trinitarian pattern and content visible within it.

**437. READINGS IN FEMINIST THEOLOGY 3 cr.** Exploration of the way in which the feminist movement has affected the articulation of Christian doctrine through a reading and analysis of the works of contemporary feminist theologians. Includes a survey of feminist theory from the late 18<sup>th</sup> century to the present.

**450. FAITHS OF ABRAHAM: JUDAISM, CHRISTIANITY, AND ISLAM 3 cr.** Cross-cultural approach to the study of Judaism, Christianity, and Islam, all of which claim Abraham, the Biblical patriarch, as their “father in faith.” Uses American and selected international religious communities as case studies.

**452. PILGRIMAGE 3 cr.** Study of the phenomenon of pilgrimage as a unifying theme in the study of world religions and as a key component of religious life. Isolates the theme of pilgrimage and considers it as a perspective on the unity of spirit, mind, and body as an expression of the inseparability of individuals and larger religious communities. Uses pilgrimage as a point of departure for investigations of symbols, rituals, myths, laws, doctrines, faiths, and visions manifested in world religions.

**466. JUSTICE AND THE ECONOMY 3 cr.** Team-taught interdisciplinary seminar. Interrelationship between economic and ethical choices and their ethical and economic implications. Basic economic and theological-ethical frameworks for decision making. Case studies.

**474. THEOLOGY OF RELIGIOUS EXPERIENCE 3 cr.** Study of the authentic and inauthentic manifestations of religious experience and the biblically-based criteria that might be applied to validate Christian religious experience. Draws on the theoretical readings of Jonathan Edwards, William James, Rufus Jones, and Evelyn Underhill and the recorded experiences of Dionysius the Areopagite, Meister Eckhart, John of the Cross, Elizabeth of the Trinity, and Simone Weil.

**499. SPECIAL TOPICS 1-3 cr.** Selected topics in one of the areas of theology and religious studies. Specific content and number of credits to be announced when offered.

**501. OLD TESTAMENT EXEGESIS 3 cr.** Detailed exegetical analysis of a major Hebrew Bible text that will be specified when the course is offered.

**505. NEW TESTAMENT EXEGESIS 3 cr.** Detailed exegetical analysis of a major New Testament book that will be specified when the course is offered.

**506. JESUS IN FILM AND HISTORY 3 cr.** History of research on the historical Jesus from Strauss through Wrede and Schweitzer to the present. Analysis of the primary data using the standard criteria of authenticity. Comparisons with contemporary appropriations of the figure of Jesus in visual media, especially film. Examination of the value of historical Jesus research for contemporary Christology.

**507. SYNOPTIC GOSPELS 3 cr.** In-depth analysis of current research on theories of synoptic relations; the relationship of the Synoptic Gospels to such non-canonical gospels as the *Gospel of Peter* and *Gospel of Thomas*; and the literary and theological characteristics of each of the Synoptic Gospels.

**509. SPECIAL TOPICS IN OLD OR NEW TESTAMENT HISTORY AND LITERATURE 1-3 cr.** Selected questions from the text and background of the Old or New Testament. Specific content and number of credits to be announced when offered.

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## THEOLOGY AND RELIGIOUS STUDIES

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**522. GOD AND RADICAL EVIL IN THE MODERN WORLD 3 cr.** Development of the idea of God's relation to evil from the Renaissance until today; emphasis on the changing notion of evil in response to cultural changes such as the Enlightenment and Darwinism; the demonic and the Gothic in the nineteenth century; modern literary and philosophical theodicies; scientific theories; theological response.

**525. WOMEN IN CHRISTIAN TRADITION 3 cr.** Lives and writings of prominent women within the Christian tradition from the viewpoint of contemporary feminist theology. Emphasis on women's contribution to theology in light of their historical context.

**528. HITLER, THE CHURCHES, AND THE HOLOCAUST 3 cr.** Examination of the roots of anti-Semitism, the rise of fascism in Europe as it relates to the ideology of the Nazi Party, and the "failure" in the implementation of the Final Solution. Includes the structure and purpose of the ghettos and death camps, as well as resistance efforts; also, the significance of contemporary representations of the Holocaust for a post-Shoah generation. Special emphasis on the path travelled by the Roman Catholic Church from apology and intolerance to respect, repentance, and interreligious dialogue.

**529. SPECIAL TOPICS IN THE HISTORY OF CHRISTIAN THOUGHT 1-3 cr.** Selected questions from the history of Christian thought with emphasis on reading in primary sources. Specific content and number of credits to be announced when offered.

**531. MODELS OF GOD 3 cr.** Comparison of several models for understanding God and God's relations to the world. Personal models (Parent, Friend); the Soul-Body model; Traditional models (Monarch, Being Itself); Process models (Cosmic Lover, Creator-Redeemer-Liberator); God as Mystery.

**532. SIN, GRACE AND WHOLENESS 3 cr.** Introduction to theological anthropology, the study of the human being in relation to God and in conflict with evil, in order to secure a doctrinal foundation for the understanding of Christian spirituality. Readings include the Jewish Scriptures, Paul, Augustine, Julian of Norwich, Thomas Aquinas, Martin Luther, the Council of Trent, Karl Rahner, and feminist and liberation theology.

**533. METAPHYSICS AND THEOLOGY 3 cr.** Examination of the ideas of several modern philosophers whose thought has been utilized by important theologians. Among the philosophers to be read are Whitehead, Heidegger, and Hartshorne. Among the theologians are Rahner, Ogden, and Griffin.

**534. CHRISTOLOGY 3 cr.** Study of the principal developments in theological reflection on the meaning and significance of Jesus Christ in the New Testament and in later church tradition; consideration of how contemporary Christology is both affected by and responds to some crucial concerns of today's culture.

**535. CHRIST'S BODY: THEOLOGY OF THE CHURCH 3 cr.** Origin, nature, and mission of the Church in light of its evolution from the preaching and mission of Jesus and his disciples, through its developing history, to its current self-understanding since Vatican II.

**536. MICHELANGELO: THE ARTIST AS THEOLOGIAN 3 cr.** Study of seven major works of Michelangelo Buonarroti (1475-1564)—the ceiling and Last Judgment of the Sistine Chapel, the Vatican Pietà, the Rondanini Pietà, the statue of David, the Doni Tondo, and the paintings in the Pauline Chapel at the Vatican Palace—for the purpose of exploring the pre- and post-Tridentine theology reflected in these works. Attention also will be paid to other artists of the period, including Caravaggio and del Piombo.

**537. BELIEF AND UNBELIEF 3 cr.** Examination of the arguments and attitudes of the three most strident "New Atheists" (Sam Harris, Richard Dawkins, and Christopher Hitchens), followed by the works of a philosopher and two theologians (Charles Hartshorne, Schubert Ogden, and David Mason), which attempt to restore "belief" to a solid ground.



## THEOLOGY AND RELIGIOUS STUDIES

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**538. SACRAMENTAL THEOLOGY 3 cr.** Focus on sacramental theology and praxis with particular attention to symbol, liturgical celebration, and pastoral issues that have emerged in the historical and theological development of sacraments in Christian tradition.

**539. SPECIAL TOPICS IN SYSTEMATIC THEOLOGY 1-3 cr.** Selected problems or authors in systematic theology. Specific content and number of credits to be announced when offered.

**554. ISLAMIC SPIRITUALITY 3 cr.** An elaboration of the mystical/Sufi tradition of Islam and the emergence of Islamic spirituality. Detailed study of the Qur'anic verses and paradigms from the sayings of the Prophet that constitutes the main sources for the spiritual dimensions of Islam.

**559. SPECIAL TOPICS IN WORLD RELIGIONS 1-3 cr.** Focus on different topics in non-Christian religions. Specific content and number of credits to be announced when offered.

**561. RELIGION, ETHICS, AND GENETICS 3 cr.** Exploration of a variety of issues raised by advances in biotechnology, especially those associated with the Human Genome Project, which open the door to widespread genetic manipulation of human and non-human beings.

**564. CHRISTIAN SOCIAL JUSTICE 3 cr.** Examination of Catholic and Protestant social teachings that contribute to a social ethics. Special focus on political, economic, and cultural problems, including war and peace, poverty, and prejudice.

**567. LIBERATION ETHICS 3 cr.** Exploration of the sources and paradigms of liberation theology and its ethics, which arose out of the moral indignation of Latin Americans and African Americans in response to oppression and injustice in the Americas. Liberation theology has inspired a new way of doing Christian ethics that takes into account the reality of the poor and oppressed as its point of departure and seeks the transformation of persons and structures. Focus on the elements of praxis and experience, social analysis, and scripture.

**569. SPECIAL TOPICS IN RELIGIOUS ETHICS 1-3 cr.** Selected issues or authors in the history of Christian ethics. Specific content and number of credits to be announced when offered.

**571. IGNATIAN SPIRITUALITY: ORIGINS AND DEVELOPMENT 3 cr.** Study of the life and writings of Ignatius Loyola and the spirituality that emerged from his religious experience, the dissemination of Ignatian spirituality across the globe through the creation of the Jesuit order, the mission and ministry of the first Jesuits, the development of Ignatian spirituality through the centuries, and a focus on its contemporary relevance.

**573. CLASSICS IN SPIRITUALITY 3 cr.** Selected readings from the works of religious leaders with attention to historical and cultural background, theological and psychological insights, and practical application. Authors to be considered include: Pseudo-Dionysius, Catherine of Siena, Ignatius Loyola, Teresa of Avila, Evelyn Underhill, Pierre Teilhard de Chardin and Henri Nouwen. Specific authors to be announced when offered.

**575. THOMAS MERTON AND C. S. LEWIS 3 cr.** Study of the writings of Merton and Lewis, who continue to exercise an astonishing influence on religious thought and practice. Includes their autobiographies as well as other well known works.

**580. PASTORAL COUNSELING 3 cr.** Theory and practice of pastoral counseling. Emphasis on specific approaches to intervention that match the needs, populations, and contexts in which the pastoral counselor functions.

**585. TUOHY CHAIR 3 cr.** Specific content will be announced; see the most recent Undergraduate Bulletin or the Tuohy website ([www.jcu.edu/religion/tuohy](http://www.jcu.edu/religion/tuohy)) for further information.

## THEOLOGY AND RELIGIOUS STUDIES

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**592. INDEPENDENT RESEARCH 1-3 cr.** Independent study involves directed research on a topic selected by the student, in consultation with a Theology and Religious Studies faculty member who will supervise the project, and culminating in one or more papers. The RL 592 Independent Study Contract form may be obtained from the department secretary or from the JCU website at: [www.jcu.edu/graduate/forms/](http://www.jcu.edu/graduate/forms/). Approval for the course should be obtained no later than three weeks prior to the semester in which the student wishes to enroll in the course.

**593. MASTER'S ESSAY 1-3 cr.** Culmination of the work leading to the Master of Arts degree. Takes the form of a research essay or creative project designed to show the student's skills at analysis, organization, and expression. The scope of the research involved is less extensive than that expected for the thesis (RL 599). The essay or project must be approved by one faculty reader. Approval for the course must be secured no less than three weeks prior to the semester in which the student wishes to enroll. Use the Independent Study Contract form obtained from the department secretary or at [www.jcu.edu/graduate/forms/](http://www.jcu.edu/graduate/forms/).

**598. SPECIAL TOPICS IN RELIGIOUS STUDIES 1-3 cr.** Selected questions and issues in the field of theology and religious studies. Specific content to be announced when offered.

**599. MASTER'S THESIS 6 cr.** upon approval. Demonstration of a student's research ability, whose content shows originality, clarity of thought, and power of mature expression. The thesis may bring new facts to light, organize facts available in standard sources, or evaluate critically a technique, method, or trend. The thesis must be approved by three faculty readers, one of whom is the thesis advisor. Approval for the course must be secured no less than three weeks prior to the semester in which the student wishes to enroll. Use the Independent Study Contract form obtained from the department secretary or at [www.jcu.edu/graduate/forms/](http://www.jcu.edu/graduate/forms/).



## **JOINT ACADEMIC PROGRAMS**

### **Boler School of Business**

### **College of Arts & Sciences**

### **Communication Management**

### **Nonprofit Administration**

The joint academic programs are interdisciplinary programs sponsored by both the Boler School of Business and the College of Arts & Sciences. Administration of the programs, (i.e., application, admission, graduation) is housed in the College of Arts & Sciences.

# COMMUNICATION MANAGEMENT

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Alan R. Stephenson

Media Management, Program Coordinator

## **Communication Faculty**

Mary E. Beadle

Ethics; Global Communications

Douglas R. Bruce

Research Methods; Communications Theory

Karen Gygli

Theater Production

Keith Nagy

Theater Management

Sara Stashower

Public Relations

Sarah Van Slette

Public Relations

## **School of Business Faculty**

Scott Allen

Leadership and Managerial Skills

Nathan S. Hartman

Organizational Behavior; Human Resource Management

Tina Facca

Marketing

Edward C. Tomlinson

Organizational Behavior; Human Resources

The Communications Department offers an interdisciplinary program leading to a Master of Arts degree in Communications Management. Combining advanced course work in communications with selected, related course work in the Boler School of Business, this program develops a student's knowledge of, and competence in, the management process. The curriculum of study is designed to foster awareness of ethical theories and of the processes involved in making ethical decisions within the work environment.

The Communications Management master's degree assists students to attain the knowledge and analytical skills appropriate either to roles of leadership in the professions or to further graduate study. The program offers specialization in three major areas of communications: Public Relations, Television, or Theater and Performing Arts.

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## **Admission Requirements**

### **Master's in Communications Management**

Admission to the Communications Management Program depends on several factors:

- Favorable evaluation of the applicant's undergraduate record
- Scores attained on the general Graduate Record Examination (GRE)
- Two letters of recommendation from undergraduate professors or professionals in the field
- A GPA in the undergraduate major of 3.0
- A written statement on plans and goals related to the program.

Applications will be reviewed by the department's graduate committee using the guidelines in the *Bulletin*. While the ideal candidate should have an undergraduate degree in communications, students from other disciplines are encouraged to apply.

Candidates must have completed 15 hours of approved communications courses before full admission to the program. Work experience will be considered. The program can be completed on a part-time or full-time basis.

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# COMMUNICATION MANAGEMENT

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## Course Programs

According to their career goals, students may choose between two approaches to the degree, Plans A or B. Plan A, which emphasizes research and includes a thesis requirement, is most appropriate for those considering further course work at the doctoral level. Plan B, which combines course work with either a research essay or a creative project, may be more appropriate to students whose M.A. will be their final degree. The selection of Plan B does not exclude students from subsequent doctoral study. Both plans require a comprehensive examination.

**PLAN A: 33 Hours.** *27 hours plus 6 hours thesis and a comprehensive exam.*

### Communication Courses - 18 Hours\*

CO 510 Research Methods\*\*  
CO 520 Ethics and Media\*\*  
CO 530 Seminar in Communication Law and Policy  
CO 550 Development of Communication Theory

### M.B.A. Courses - 9 Hours\*

MK 521 Marketing  
MN 550 Management Skills\*\*\* (Must be taken before  
MN 588 Strategic Human Resource Management)  
MN 588 Strategic Human Resource Management

Plus one of the following three CO sequences:

#### Public Relations Sequence

CO 515 Media Strategy  
CO 585 Seminar in Public Relations and Media  
Management

#### Television Sequence

CO 525 Advanced Media Production  
CO 580 Seminar in Electronic Media Management

#### Theater Sequence

CO 535 Seminar in Advanced Pre-Production and  
Performing Arts Direction  
CO 575 Live Theater and Performing Arts Venue  
Management

**CO 599 Thesis: 6 hours approved**

**PLAN B: 33 Hours.** *30 hours plus 3 hours of a research essay or creative project and a comprehensive exam.*

### Communications Courses - 21 Hours\*

CO 510 Research Methods\*\*  
CO 520 Ethics and Media\*\*  
CO 530 Seminar in Communication Law and Policy  
CO 550 Development of Communication Theory  
CO 595 Communication in the Global Marketplace **or**  
one additional approved M.B.A. course

### M.B.A. Courses - 9 Hours\*

MK 521 Marketing (Prerequisite MN 531)  
MN 550 Management Skills\*\*\* (Must be taken before  
MN 588 Strategic Human Resource Management)  
MN 588 Strategic Human Resource Management

Plus one of the following three CO sequences:

#### Public Relations Sequence

CO 515 Media Strategy  
CO 585 Seminar in Public Relations and Media  
Management

#### Television Sequence

CO 525 Advanced Media Production  
CO 580 Seminar in Electronic Media Management

#### Theater Sequence

CO 535 Seminar in Advanced Pre-Production and  
Performing Arts Direction  
CO 575 Live Theater and Performing Arts Venue  
Management

**CO 598 Essay or Project in Communication Management: 3 hours**

# COMMUNICATION MANAGEMENT

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- \* Courses may have prerequisites.
- \*\* CO 510 and CO 520 must be taken in the first year of the program.
- \*\*\* MN 531 or equivalent is a prerequisite for MN 550. It can be used as the “one additional approved MBA course” in Plan B.

At the time of acceptance, each student is assigned to a department advisor. The choice of courses, selection of subject for research paper or thesis, and the reading preparation for the comprehensive examination are made under the advisor’s direction. A course rotation schedule is available in the Tim Russert Department of Communication and Theatre Arts or the Office of Graduate Studies in the College of Arts and Sciences.

## COURSE DESCRIPTIONS

**CO 510. RESEARCH METHODS IN COMMUNICATION 3 cr.** Prerequisite: One semester of statistics. Introduction to major principles, strategies, and techniques in media research, including the principles of scientific inquiry, both quantitative and qualitative (i.e., descriptive statistics and ethnographic research). Includes hypothesis construction, research design, data collection, sampling techniques and interpretation of results. Students plan and undertake a research project.

**CO 515. MEDIA STRATEGY AND PLANNING 3 cr.** Prerequisite: CO 315, CO 225 or equivalent. Critical assessment of the scholarly research for a campaign to influence or change public opinion or behavior. Analysis of research methods (visual, written or oral), technology (multimedia, Internet, etc.), and the measurement and evaluation of results. Investigation of management issues and application of theory to crisis situations.

**CO 520. ETHICS AND MEDIA 3 cr.** Comprehensive study of social ethics from consequentialism and duty-based theories to individualistic and collectivistic theories, and the use of these theories as they apply to daily decisions in media management.

**CO 525. ADVANCED MEDIA PRODUCTION 3 cr.** Prerequisite: CO 319 or equivalent. Critical analysis of aesthetic decisions and skills in the planning and production of television programs from initial research, through writing, to final completion. Focuses on the theoretical and scientific knowledge necessary for the development of professional-level programs.

**CO 530. SEMINAR IN COMMUNICATION LAW AND POLICY 3 cr.** Analysis of case studies, media law and government policy as they relate to the communication industry. Ethical implications will be discussed.

**CO 535. SEMINAR IN ADVANCED PRE-PRODUCTION AND PERFORMING ARTS DIRECTION 3 cr.** This course presents a more advanced examination of the process of assembling and producing a theater or performance arts experience. Students will research and develop knowledge of the basic phases, including pre-production, script analysis and selection, obtaining appropriate rights, casting and rehearsal, performance control and post production and wrap up. In addition, theories on the process and role of the director will be analyzed and discussed.

**CO 550. DEVELOPMENT OF COMMUNICATION THEORY 3 cr.** Traces the history of theories and models developed to describe, explain and predict what people do when they communicate. The course follows the development of communication from the classical era to the present.

**CO 575. LIVE THEATER AND PERFORMING ARTS VENUE MANAGEMENT 3 cr.** Practical principles and procedures of the backstage management process, from pre-production to post production. Includes advanced topics such as budgeting, marketing, venue management, analysis and understanding of the role of leadership.

**CO 580. SEMINAR IN ELECTRONIC MEDIA ADMINISTRATION 3 cr.** Prerequisite: CO 425. Intensive study of the management process and current theories as applied to mass media organization. Investigates budgeting, financial reporting, personnel selection/training, strategic planning, communication, governmental, and community relations.

## COMMUNICATION MANAGEMENT

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**CO 585. SEMINAR IN PUBLIC RELATIONS MANAGEMENT 3 cr.** Prerequisite: CO 515, or permission of the instructor. Examines the interaction and relationships of professional public relations activity in the media, the social structure and economy through selected readings in theories of social communication and psychology. Emphasis is placed on the management of the public relations function.

**CO 595. COMMUNICATION IN THE GLOBAL MARKETPLACE 3 cr.** Prerequisites: CO 510, 520. Introduction to, analysis of, and guided research in the technical, legal and cultural issues associated with electronic and print media. Emphasis on understanding the corporate cultures of Europe, Japan and developing countries.

**CO 597. INDEPENDENT STUDY IN COMMUNICATIONS MANAGEMENT 1-3 cr.** Individualized work in the study of communications management. Topic subject to the approval of the advisor and the director of the department's graduate program.

**CO 598. RESEARCH ESSAY OR PROJECT IN COMMUNICATIONS MANAGEMENT 3 cr. upon approval.** Demonstration of the ability to plan, develop, and carry out a research essay or project of significance in the field of communication management. The form is subject to the approval of the advisor and the director of the department's graduate program.

**CO 599. MASTER'S THESIS 6 cr. upon approval.** Demonstration of capacity for advanced research and independent thought through preparation and defense of a substantial written document. Thesis proposal and final document must be approved by thesis committee.

**MK 521. PRINCIPLES OF MARKETING 3 cr.** Study of various phases of marketing upon which sound marketing programs are based. Product planning, distribution policies, promotional policies, and pricing. Marketing planning and control. Related marketing problems of concern to business management.

**MN 531. ORGANIZATIONAL BEHAVIOR 3 cr.** Intensive survey of selected theoretical and empirical studies from the behavioral sciences relevant to the structure and processes of organization. Consideration of formal and informal organizations, the individual, group dynamics, communication, leadership, motivation, and organizational design, development, and change.

**MN 550. MANAGEMENT SKILLS 3 cr.** Prerequisite: MN 531 or equivalent. Comprehensive assessment of the student's management and leadership skills, followed by individual feedback and classroom discussion and exercises. Develops skill awareness and career management.

**MN 588. STRATEGIC HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite: MN 550. Strategic Human Resource leadership: how organizations achieve success through human resource management. Topics may include manpower planning, training, performance appraisals, and compensation systems. Case methodology will be involved.

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## NONPROFIT ADMINISTRATION

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Elizabeth Stiles	Director, Nonprofit Administration Program; Associate Professor of Political Science
Brent G. Brossman	Associate Professor of Communication
Duane Dukes	Professor of Sociology
Phyllis Braudy Harris	Professor and Chair of Sociology
Simran K. Kahai	Associate Professor of Economics
Paul R. Murphy	Professor of Marketing
Nicholas R. Santilli	Associate Academic Vice President for Planning and Assessment and Institutional Effectiveness; Associate Professor of Psychology
Walter Simmons	Associate Professor of Economics
Jerry Weinstein	Associate Professor of Accountancy
Sally H. Wertheim	Dean Emeritus; Professor of Education

John Carroll offers a Master of Arts in Nonprofit Administration, a Certificate in Nonprofit Management and a 5<sup>th</sup>-Year Master of Arts Program in Nonprofit Administration.

The Master of Arts (MA) in Nonprofit Administration is an interdisciplinary professional degree program housed in the social sciences. Faculty from both the Boler School of Business and the College of Arts and Sciences offer course work in the program. The program is intended for those who have or expect to have careers managing or administering nonprofit organizations in areas in which direct assistance is provided to people in need.

The Certificate of Nonprofit Management (CNM) is designed for professionals with an MBA or the equivalent who desire specialized training relevant to nonprofit administration. The certificate program is designed to be flexible so as to be adapted to the specific needs and interests of the student. A customized program plan of 15-18 credits will be devised by the student and NPA program director.

The 5<sup>th</sup>-Year MA Program in Nonprofit Administration will allow students pursuing an undergraduate degree to complete either a Bachelor of Arts (BA) or Bachelor of Science (BS) in any major and MA in Nonprofit Administration within a five-year time frame. The program is designed so that students meet all of the requirements for graduation in both programs. Students can complete an undergraduate major, apply for admission to the MA program in their junior year, begin taking graduate courses in their senior year and complete the MA in their 5<sup>th</sup> year.

The Nonprofit Administration Program shapes experienced service providers of today into the administrators of the nonprofit organizations of tomorrow. The program prepares people to serve their organizations and their communities by teaching approaches to leadership, team-building skills, ethical values and practices, nonprofit financial and resource management models, and strategic planning procedures, among other practical administrative tools used in nonprofit organizations.

The program develops the ability to address issues related to the pluralistic environment in which we live. Nonprofits play increasingly important roles in today's society, often filling the gaps in human and social services. The administrators of these organizations must have the necessary leadership skills that this program provides.

The nonprofit administration program is a complete learning experience. It involves exposure to the field, practical instruction, case-based learning, and learning experiences that are necessary to link theoretical instruction to applied settings. Since the intended outcome is to train leaders for community organizations, the curricular components of the program include mentorship, team-building, crisis management, and strategic planning.



# NONPROFIT ADMINISTRATION

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## Admission Requirements for Master of Arts and Certificate Program

- Completed application
- Official transcripts from all institutions attended
- Two letters of recommendation, one of which is preferably from a professional in a nonprofit organization
- Written statement that addresses the applicant's interest in the program and career goals and experience (including internships and service activity) in the nonprofit sector.
- Professional resume
- A 3.0 undergraduate GPA with a 3.2 in the major (for unconditional acceptance)

## Admission Requirements for 5<sup>th</sup>-Year Program

Prospective JCU students should apply for the program in their junior year. *In addition to the first five admission requirements above*, 5<sup>th</sup>-Year Program applicants will be evaluated based on a combination of pertinent training and experience, academic records and standardized test scores, including:

- Demonstration of significant interest in service and/or nonprofit organizations
- A 3.4 cumulative GPA (for unconditional acceptance)
- GRE (optional for students whose GPA does not meet the minimum requirements)
- Completion of or registration in the following courses:
  - Organizational Behavior (MN 325) or Industrial and Organizational Psychology (PS 359)
  - A Research Methods course (e.g., SC 460 and 460L; PO 300; EC 208; PS 301 and PS 301L)
  - Statistics (MT 122 or MT 228)

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## PROGRAM REQUIREMENTS

### Master of Arts

Candidates for the M.A. degree are required to successfully complete the 36-hour program as described below and in the terms defined by the Graduate Studies Office of John Carroll University. All courses listed here are three-credit courses.

Required Courses – All courses listed and their prerequisites must be taken. (24 hours)

AC 572 – Accounting for Nonprofit Organizations  
EC 501 – Economics for Nonprofit Managers  
MN 550 – Leadership & Managerial Skills\*  
MN 591 – Ethics and Business Environmental Issues: Section on Nonprofits  
NP 501 – Overview of Nonprofit Administration  
NP 520 – Advocacy for Nonprofit Organizations  
NP 530 – Professional Communications for Nonprofit Administrators  
NP 595 – Integrative Capstone Project

Elective Courses – Students select four courses from the following nine. (12 Hours)

MK 521 – Principles of Marketing\*  
MN 588 – Strategic Human Resource Management\* or MN 589 – Contemporary Issues in Human Resource Management  
NP 510 – Internship in Nonprofit Administration†  
NP 540 – Grant Writing and Fund Raising for Nonprofits

# NONPROFIT ADMINISTRATION

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- NP 550 – Policy Analysis for Nonprofits
- NP 555 – Cultural Diversity Training
- NP 560 – Quantitative and Qualitative Analysis for Nonprofit Administrators
- NP 570 – Organizational Assessment, Evaluation and Design††

Required Capstone Project - A one-semester case study in a field setting requiring student participants to identify, analyze and address an issue, problem or objective in a nonprofit organization. Students utilize a team approach and present their findings and recommendations to both the organization and a review board of faculty.

- \* Prerequisite: one undergraduate course in organizational behavior, organizational psychology, or social psychology.
- † Not required, but strongly encouraged for students with little experience working in nonprofit organizations.
- †† Prerequisite: previous coursework in research methodology, including computer applications and statistical data analysis.

## Certificate Program

Candidates for the Certificate (CNM) are required to take NP 501 (Overview of Nonprofit Administration) and NP 595 (Integrative Capstone Project) and choose 3 or 4 electives from the following nonprofit courses: AC 572, EC 501, MN 550, MN 591, NP 501, NP 520, NP 530, MK 521, MN 588, NP 510, NP 540, NP 550, NP 555, NP 570. To be eligible to enter the certificate program, students must have earned an MBA or equivalent and have at least three years of management or nonprofit work experience.

## Opt Out Policy

At the Director's discretion, students may opt out of one required course and substitute an elective in its place. For example, an accounting major may not feel that completing a course in Accounting for Nonprofits would be beneficial. Students may opt out of a required course if they have: 1) majored in the course material, and; 2) graduated with a least a 3.2 in the major. Before petitioning to opt out, students should consider whether completing a course in their major that specifically focuses on nonprofit aspects would be beneficial. To opt out of a required course, a student needs to petition the Director demonstrating that the requirements for opting out have been met (include college transcript).

## COURSE DESCRIPTIONS

**AC 572. ACCOUNTING AND TAX ISSUES FOR NONPROFIT ORGANIZATIONS 3 cr.** Addresses selected accounting and tax issues for nonprofits. Topics include fundamentals of fund accounting, financial statements, cash management, performance management, organization and donor tax issues, and other topics related to the financial and tax management of a nonprofit organization. (Required Course)

**EC 501. ECONOMICS FOR NONPROFIT MANAGERS 3 cr.** Uses the field of economics to study the activities of nonprofit organizations, which often are viewed as working outside economic laws. It examines the ways in which economics affects every organization, even those that do not set out to earn a profit. It also asks questions about what nonprofit organizations are attempting to do and examine the nonprofit labor market.

**MK 521. PRINCIPLES OF MARKETING 3 cr.** Study of the various phases of marketing on which sound marketing programs are based. Product planning, distribution policies, promotional policies, and pricing. Marketing planning and control. Related marketing problems of concern to business management.

**MN 550. LEADERSHIP & MANAGERIAL SKILLS 3 cr.** Prerequisite: one undergraduate course in organizational behavior, organizational psychology, or social psychology. A comprehensive assessment of the student's leadership and managerial skills followed by classroom discussion of leadership and managerial skills, exercises, and an individual skills analysis review session. Develops skills awareness and career management strategy. (Required Course)

## NONPROFIT ADMINISTRATION

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**MN 588. STRATEGIC HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite: one undergraduate course in organizational behavior, organizational psychology, or social psychology. Focuses on how organizations achieve success through human resource management. Topics may include manpower planning, training, performance appraisals, and compensations systems. A case methodology will be involved.

**MN 589. CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT 3 cr.** Focus on a select number of human resource issues confronting managers in today's workplace. Issues may include topics related to selection, performance appraisal, labor-management relations, compensation, safety, or training.

**MN 591. ETHICS AND BUSINESS ENVIRONMENTAL ISSUES 3 cr.** (Special section on Nonprofit organizations.) A consideration of the social, political, legal, and ethical constraints on business policies and managerial decision-making. (Required Course)

**NP 501. OVERVIEW OF NONPROFIT ADMINISTRATION 3 cr.** Introductory course to the program. Includes theoretical and case-based discussions of setting organizational direction, increasing productivity, enhancing organizational survivability, and interacting effectively both within and across organizations. (Required Course)

**NP 510. INTERNSHIP IN NONPROFIT ADMINISTRATION 3 cr.** Field placement in a mentored administrative-related position in an appropriate nonprofit organization. Goals include learning about nonprofit management issues and the importance of leadership in administrative action. This placement is intended for students with limited career experience in nonprofit organizations, and is by prior permission only.

**NP 520. ADVOCACY AND NONPROFIT ADMINISTRATION 3 cr.** Addresses theories about interest groups and their place in a Democratic society, provides hands-on information about methods of advocacy, and devotes time to ethical concerns regarding advocacy. Students are introduced to theories of democracy and the relationship of interest groups to the political system. The practical discussion for nonprofit administrators includes legal constraints on lobbying and best practices from experienced lobbyists. The focus on ethical issues emphasizes effectiveness within a system driven by influence without becoming corrupted. (Required Course)

**NP 530. PROFESSIONAL COMMUNICATIONS FOR NONPROFIT ADMINISTRATORS 3 cr.** Familiarizes nonprofit administrators with communication theory, emphasizing persuasion and communication in organizational settings. The course provides the opportunity to refine talents in writing and presenting speeches, including the effective use of technology in presentations focused on issues pertinent to nonprofit administrators. (Required Course)

**NP 540. GRANT WRITING AND FUND RAISING FOR NONPROFITS 3 cr.** Identifying nonprofit program goals and needs for fund-raising. How to identify and contact appropriate funding sources. General guidelines for preparing grant applications for private and public funding sources.

**NP 550. POLICY ANALYSIS FOR NONPROFITS 3 cr.** Analysis of government action for its impact on nonprofit organizations and society more generally. Policy analysis is an essential tool in understanding the interaction of government actions and the interests of nonprofit organizations. Evaluation addresses legislative actions, how those actions are translated into enforceable rules, and then how they are implemented by local service providers. This course shows how nonprofit administrators participate in that process.

**NP 555. CULTURAL DIVERSITY TRAINING 3 cr.** Overview of the complexities of diversity in nonprofit management designed to enhance students' cultural sensitivity and competence. Guided by developing cultural self-awareness, students will become more responsive to diverse groups of people in order to create common ground for furthering mutual goals among colleagues and clients. Guest experts, classroom discussions, case-based simulations, and in-depth readings will help students further their understanding of age, disability, gender, race, sexual orientation, and socioeconomic backgrounds.

## NONPROFIT ADMINISTRATION

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**NP 560. QUANTITATIVE AND QUALITATIVE ANALYSIS FOR NONPROFIT ADMINISTRATORS**

**3 cr.** Basic methodological skills and tools applied to data collection and analysis in nonprofit organizations. Research procedures used in identifying target population needs and response. Introduction to tools for assessing program effectiveness.

**NP 570. ORGANIZATIONAL ASSESSMENT, EVALUATION, AND STRATEGIC PLANNING 3 cr.**

Prerequisite: previous coursework in research methodology, including computer applications and statistical data analysis. Research methodology applied to specific needs in order to assess and evaluate progress regarding the goals of nonprofit organizations. Setting goals and objectives of organizations. Using data to design and redesign organizational direction.

**NP 580. INDEPENDENT STUDY 1-3cr.** Individual project under supervision. Approval of program coordinator and associate dean of graduate studies required.

**NP 595. INTEGRATIVE CAPSTONE PROJECT 3 cr.** A one-semester case study in a field setting requiring student participants to identify, analyze and address an issue, problem or objective in a client nonprofit organization.

Students will utilize a team approach and present their findings and recommendations to both the client and a review board of faculty. (Required Course)



## **Professional Development Programs**

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

**Institute for Educational Renewal (IER)**

## PROFESSIONAL DEVELOPMENT PROGRAMS

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

Linda M. Gojak  
Frank Zatzko

Director  
Associate Director

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

The Center for Mathematics and Science Education, Teaching and Technology is a focal point for groups and individuals in the area who are committed to the continual improvement of mathematics and science education. CMSETT facilitates collaboration and partnerships among educational communities, professional organizations, school districts, institutions of higher education, and others who have an interest in improving mathematics and science education.

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

CMSETT is establishing and strengthening networks among teachers, schools, and the university as an educational community. An additional goal of the Center is to expand access to the scientific and educational personnel and programs at John Carroll University. The center will also design and offer programs and workshops to address specific needs identified by educators, administrators, and policy makers.

A variety of professional development opportunities are offered to area mathematics and science teachers of grades K-12 each summer and throughout the academic year. In addition, specific programs are designed with individual districts to meet their needs for ongoing program improvement. Programs include Partnering for Success (3-8 science, 3-6 mathematics), Improving Mathematics Practices and Teaching (IMPACT K-3), Great Explorations in Mathematics and Science (GEMS K-6), Paths to Problem Solving (3-6), Connected Mathematics Project (6-8), Mathematics Coaching Project (MCP, K-8), Science Across North America, and a variety of technology workshops.

For further information you can visit the website at [www.jcu.edu/CMSETT](http://www.jcu.edu/CMSETT) or contact us by e-mail at [cmsett@jcu.edu](mailto:cmsett@jcu.edu).

# PROFESSIONAL DEVELOPMENT PROGRAMS

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## Institute for Educational Renewal (IER)

Carol Paull

Executive Director

The Institute for Educational renewal (IER) at John Carroll University is the professional development arm of the Department of Education and Allied Studies. It is dedicated to improving the academic achievement of students in urban and first-ring suburban school districts. Since 1991, IER school change coaches have worked directly with classroom teachers, principals, and parents in offering an innovative, on-site school renewal program that focuses on effective teaching and learning, collaborative leadership, and positive school culture. IER's mission is to *improve the quality of school life for children in the Cleveland and first-ring communities by fostering the development of child-centered learning communities focused on student achievement*. The goal is to create highly effective teachers, administrators, and schools that develop the critical thinkers of the future.

The IER Leadership Network was formed in 1994 as an extension of IER's formal partnerships with schools. The network offers several programs a year designed to bring members of the school community together across districts around topics of leadership, culture, and best practices in teaching. Network activities are open to the general community as well as to all partnership districts.

IER is governed by an advisory committee with expertise in non-profit leadership, education, business, human resources, law, marketing, and public relations.

**COURSE DESCRIPTIONS: ED 483/583 SPECIAL TOPICS 1-3 cr. Open to teachers in IER schools.**

**CLOSING THE ACHIEVEMENT GAP I: LITERACY IN A DEVELOPMENTALLY AND CULTURALLY RESPONSIVE ENVIRONMENT 2 cr.** Focuses on a standards-based, comprehensive literacy framework and its compatibility with the use of multilevel, culturally responsive teaching strategies. Teachers work together to develop and implement units of study, individual lesson plans, and effective assessments lead toward attaining grade-level standards.

**CLOSING THE ACHIEVEMENT GAP II: BUILDING COMMUNITY TO SUPPORT ACADEMIC SUCCESS AND CULTURALLY RESPONSIVE TEACHING 2 cr.** Assists teachers in developing strong culturally responsive classrooms that integrate academic rigor and social competence in an overall K-8 program. The course explores and is guided by principles of child development, racial identity development theory, culturally-responsive teaching, and research based classroom instructional strategies that are essential to closing the achievement gap.

**CLOSING THE ACHIEVEMENT GAP III: DEVELOPING A CULTURE OF COLLABORATION WITHIN THE SCHOOL COMMUNITY 2 cr.** Addresses the value of collaboration within the school community and allows participants to plan ways in which they may serve as catalysts for effective change throughout the school. Teachers identify characteristics of effective leadership qualities in general and within themselves. The course is guided by principles of adult learning, collaboration and professional learning communities.

**TEACHING AND LEARNING WITH YOUNG ADOLESCENTS IN K-8 SCHOOLS 1-2 cr.** Provides the foundational understandings that will help teachers develop strong middle grades that are well integrated into the overall K-8 program. The course will explore adolescent development, teaming, effective standards-based teaching, and literacy in the content areas.



## University Information Section





Robert L. Niehoff, S.J., Ph.D.  
President, John Carroll University

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## BOARD OF DIRECTORS

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David W. Short, '81  
*Chair*

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Maria Alfaro-Lopez, *General Counsel*  
Laurie A. Frantz, *Assistant to the President*  
James H. Krukones, Ph.D., *Associate Academic Vice President*  
Lauren L. Bowen, Ph.D., *Associate Academic Vice President for Academic Programs and Faculty Diversity*  
Nicholas R. Santilli, Ph.D., *Associate Academic Vice President for Planning and Assessment, and Institutional Effectiveness*  
Jeanne Colleran, Pd.D., *Dean, College of Arts and Sciences*  
Karen Schuele, Ph.D., *Dean, Boler School of Business*  
Sherri Crahen, Ph.D., *Dean of Students*

### **Associate and Assistant Academic Deans**

Lindsay Calkins, Ph.D., *Associate Dean-Faculty and Students, Boler School of Business*  
Peter Kvidera, Ph.D., *Associate Dean, College of Arts and Sciences*  
James H. Martin, Ph.D., *Associate Dean, Boler School of Business*  
Mindy Peden, Ph.D., *Associate Dean, Student Services and Advising*  
Mark G. Storz, Ph.D., *Associate Dean, Graduate Studies, College of Arts and Sciences*  
Laura J. Atkins, M.B.A., *Assistant Dean, Boler School of Business*  
Diane T. Campbell, Ph.D., *Assistant Dean, College of Arts and Sciences*  
Elaine F. Hocevar, Ph.D., *Assistant Dean, College of Arts and Sciences*  
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## FACULTY

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(Date is that of appointment to University faculty)

RYAN A. ALLEN (2008)  
Assistant Professor of Education  
Ph.D., Ball State University

CARL D. ANTHONY (1996)  
Associate Professor of Biology  
Ph.D., University of Southwestern Louisiana

MEDORA BARNES (2009)  
Assistant Professor in Sociology  
Ph.D., University of Connecticut

MARY E. BEADLE (1994)  
Professor of Communication  
Ph.D., Kent State University

MATTHEW P. BERG (1994)  
Professor of History  
Ph.D., University of Chicago

GEORGE B. BILGERE (1991)  
Associate Professor of English  
Ph.D., University of Denver

ROBERT BLOOM (1986)  
Professor of Accountancy  
Ph.D., New York University

WILLIAM N. BOCKANIC (1978)  
Professor of Business Law  
J.D., Cleveland State University

CECILE BRENNAN (2009)  
Assistant Professor of Education  
Ph.D., Cleveland State University

PAULA J. BRITTON (1993)  
Professor of Education  
Ph.D., The University of Akron

LeROY D. BROOKS (2001)  
Edward J. and Louise E. Mellen  
Chair in Finance; Professor of Finance  
Ph.D., Michigan State University

BRENT G. BROSSMAN (1993)  
Associate Professor of Communication  
Ph.D., University of Kansas

DOUGLAS R. BRUCE (1985)  
Associate Professor of Communication  
Ph.D., University of Iowa

CARRIE BUCHANAN (2009)  
Assistant Professor of Communication  
Ph.D., Carleton University

LINDSAY CALKINS (1986)  
Associate Professor of Economics; Associate Dean  
for Faculty and Students, Boler School of Business  
Ph.D., University of Michigan

JAMES CERULLO (2010)  
Assistant Professor of Education  
Ph.D., University of Pittsburgh

PATRICK B. CHEN (1984)  
Associate Professor of Mathematics  
Ph.D., Case Western Reserve University

LAWRENCE R. CIMA (1971)  
Associate Professor of Economics  
Ph.D., West Virginia University

JEANNE M. COLLERAN (1987)  
Professor of English; Dean, College of  
Arts and Sciences  
Ph.D., The Ohio State University

LESLIE S. CURTIS (1995)  
Associate Professor of Art History  
Ph.D., The Ohio State University

BARBARA K. D'AMBROSIA (1994)  
Professor of Mathematics  
Ph.D., University of Oregon

GREGORY DiLISI (1998)  
Associate Professor of Education  
Ph.D., Case Western Reserve University

DORIS K. DONNELLY (1989)  
Professor of Religious Studies;  
Director, Cardinal Suenens Center  
Ph.D., Claremont Graduate School

REBECCA E. DRENOVSKY (2005)  
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Ph.D., University of California-Davis

DUANE DUKES (1977)  
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## FACULTY

---

TINA FACCA (2008)  
Assistant Professor of Marketing  
Ph.D., Georg August University in Göttingen

THERON FORD (2004)  
Associate Professor of Education  
Ph.D., Miami University

BRENDAN FOREMAN (2001)  
Associate Professor of Mathematics and Education;  
Chair, Department of Education and Allied Studies  
Ph.D., Michigan State University

FREDERICK J. FUGLISTER (1986)  
Associate Professor of Mathematics  
Ph.D., Harvard University

YAN GAO (2009)  
Assistant Professor of Management  
Ph.D., University of Texas at El Paso

RICHARD T. GRENCI (2001)  
Associate Professor of Management;  
Chair, Department of Management, Marketing, and  
Logistics  
Ph.D., University of Texas at Austin

GERALD B. GUEST (2001)  
Associate Professor and Chair, Department of Art  
History and Humanities  
Ph.D., New York University

PHYLLIS BRAUDY HARRIS (1989)  
Professor and Chair, Department of Sociology  
Ph.D., Case Western Reserve University

NATHAN S. HARTMAN (2004)  
Associate Professor of Management  
Ph.D., Virginia Commonwealth University

THOMAS L. HAYES (1969)  
Assistant Professor of English  
M.A., John Carroll University

SUSAN H. HIGGINS-DeFAGO (1989)  
Associate Professor of Marketing  
Ph.D., Kent State University

AMY R. HOFFMAN (1976)  
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Ed.D., Ball State University

JEANNE E. JENKINS (1992)  
Associate Professor of Education  
Ph.D., Cornell University

JEFFREY R. JOHANSEN (1988)  
Professor of Biology  
Ph.D., Brigham Young University

ERIN JOHNSON (2009)  
Assistant Professor of Biology  
Ph.D., Medical College of Ohio  
ANGELA JONES (2010)  
Assistant Professor of Psychology  
Ph.D., Kent State University

SIMRAN K. KAHAI (2001)  
Associate Professor of Economics  
Ph.D., Auburn University

JOSEPH F. KELLY (1972)  
Professor of Religious Studies  
Ph.D., Fordham University

THOMAS E. KELLY (1981)  
Associate Professor of Education  
Ph.D., University of Wisconsin-Madison

DANIEL P. KILBRIDE (1997)  
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GWENDOLYN M. KINEBREW (1995)  
Associate Professor of Biology;  
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Professor of Mathematics  
Ph.D., The Ohio State University

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Ph.D., Rutgers University

ROBERT J. KOLESAR (1962)  
Professor of Mathematics  
Ph.D., Northwestern University

ROBERT J. KOLESAR (1989)  
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JAMES H. KRUKONES (1988)  
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Academic Vice President  
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## FACULTY

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PETER KVIDERA (2002)  
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Ph.D., University of Washington

KATHLEEN M. MANNING (1970)  
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Ph.D., University of Toledo

MARIA N. MARSILLI (2002)  
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Ph.D., Emory University

BETH MARTIN (1986)  
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School of Business; Director, Graduate Business  
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MICHAEL P. MARTIN (2002)  
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DAVID R. MASON (1972)  
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JENNIFER MALIA McANDREW (2008)  
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Ph.D., University of Maryland, College Park

JOHN S. McBRATNEY (1988)  
Professor and Interim Chair, Department of English  
Ph.D., University of California-Berkeley

SHEILA E. McGINN (1992)  
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Ph.D., Northwestern University

PHILIP J. METRES, III (2001)  
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JOSEPH B. MILLER (1961)  
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ANNIE MOSES (2009)  
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HELEN M. MURPHY (1969)  
Professor of Psychology  
Ph.D., Illinois Institute of Technology

PAUL R. MURPHY, Jr. (1987)  
Professor of Marketing and Logistics  
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PAUL V. MURPHY (2005)  
John G. and Mary Jane Breen Chair in  
Catholic Studies; Professor of History; Director,  
Institute of Catholic Studies; Assistant to the  
President for University Mission and Identity  
Ph.D., University of Toronto

FRANK J. NAVRATIL (1973)  
Professor of Economics and Finance  
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## FACULTY

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PAUL K. NIETUPSKI (1993)  
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Mathematics and Computer Science  
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GARY E. PORTER (2000)  
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Ph.D., University of South Carolina

ROGER W. PURDY (1988)  
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DAVID W. ROBSON (1984)  
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FRANCIS X. RYAN, S.J., (1997)  
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KAREN SCHUELE (1985)  
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## FACULTY

---

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Associate Professor of Education  
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WALTER O. SIMMONS (1995)  
Professor and Chair, Department of Economics  
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JONATHAN E. SMITH (1985)  
Professor of Management; Vice President  
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DAVID L. STENSON (1972)  
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MARK D. TRELEVEN (1989)  
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CHARLES A. WATTS (1996)  
Standard Products-Reid Chair;  
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Ph.D., Kent State University;  
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ANDREW M. WELKI (1982)  
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CYRILLA H. WIDEMAN (1972)  
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Ph.D., Illinois Institute of Technology

THOMAS J. ZLATOPER (1984)  
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Ph.D., Northwestern University

## GRADUATE ASSISTANTS – 2010-2012

---

Ace, Loriann	B.A.	The Tim Russert Department of Communication & Theatre Arts
Antram, Orville	B.A.	Athletics
Bartholet, Mark	B.S.	Religious Studies
Bower, Roy	B.S.	Mathematics & Computer Science
Brady, Jessica	B.S.	University Counseling
Brod, Rachel	B.S.	Education & Allied Studies
Cain, Katrice	B.A.	Education & Allied Studies
Chimples, Janet	B.A.	English
Cierniak, Kayla	M.S.	Biology
Clapp, Paul	B.A.	Center for Career Services
Collins, Hilary	B.A.	Biology
Comer, Matthew	B.S.B.A.	Accountancy
Dailey, Marie	B.S.	Mathematics & Computer Science
Dituro, Tricia	B.A.	English
Dziemianzuk, Stephanie	B.A.	English
Edrenkin, Victor	B.S.	Biology
Edwards, Shane	B.A.	Humanities
Evans, Bryan	B.A.	Religious Studies
Fong, Lily	B.A.	Boler School of Business
Gafford, Sara	B.A.	History
Gambone, Meagan	B.S.B.A.	Athletics
Goldstein, Danielle	B.A.	Education & Allied Studies
Harrington, Sean	B.S.	Biology
Hauber, Kurt	B.S.	Biology
Hinnerichs, Lisa	B.A.	History
Imely, Laura	B.A.	Community Counseling Program
Joseph, Michael	B.S.	Mathematics & Computer Science
Khasanova, Albina	B.S.	Biology
Killeen, Kennan	B.A.	Physical Education
King, Jacob	B.A.	English
Kirallah, Jennifer	B.S.	Boler School of Business
Koenig, Erica	B.S.	Boler School of Business
Laluk, Diana	B.S.	Management, Marketing & Logistics
Leber, Jena	B.S.	Education & Allied Studies
Lind, Bridget	M.B.A.	Graduate Studies
Marotta, Nick	B.S.	Athletics
Masters, Jordan	B.A.	Economics & Finance
Matthews, Leigh	B.S.	Mathematics & Computer Science
Matthews, Mary	B.S.	Student Affairs
McBroom, Claire	B.A.	English
McGinn-Moorer, Miriam	B.A.	Center for Service and Social Action
McIntyre, Lauren	B.A.	English
McLaughlin, Brandon	B.A.	Athletics/Recreation
Meszaros, George	B.S.	Biology
Mizener, Dan	B.A.	Athletics
Murphy, Jennifer	B.S.	Office of Services for Students with Disabilities
Nelson, Michele	B.S.	Biology

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## GRADUATE ASSISTANTS – 2010-2012

---

Nettling, Mike	B.A.	Athletics
Odell-Scott, Megan	B.A.	Religious Studies
Ondrus, Kadie	B.S.	Biology
Osorio-Santos, Karina	B.S.	Biology
Pascoe, Alicia	B.A.	Education & Allied Studies
Paumier, Louis	B.S.	Mathematics & Computer Science
Pavlovic, Shannon	B.A.	Religious Studies
Perkins, James	B.A.	The Tim Russert Department of Communication & Theatre Arts
Phillips, Douglas	B.A.	Athletics
Piero, Michael	B.A.	English
Polak, Todd	B.S.	Mathematics & Computer Science
Roffey, Jennifer	B.A.	English
Rowan, Courtney	B.S.	Athletics
Schantz, Bjorn	B.B.A.	Management, Marketing & Logistics
Schmidt, Jenny	B.S.	Student Activities
Schoonmaker, Ryan	B.S.	Student Activities
Scott, Benjamin	B.A.	Mathematics & Computer Science
Senderak, Kerianne	B.A.	The Tim Russert Department of Communication & Theatre Arts
Shafqat (Muhammad), Amy	B.A.	Biology
Simpson, Arielle	B.S.	Planning & Assessment
Slocum, Blair	B.A.	Athletics
Stevens, Kathryn	B.S.	Education & Allied Studies
Stoltz, Kevin	B.S.	Biology
Strutzman, Jennifer	B.A.	English
Todd, Andrew	B.A.	English
Turk, Sharon	B.S.	Biology
Vermilya, Daniel	B.A.	History
Walker, Jeffrey	B.S.	Biology
Ward, Jared	B.A.	Religious Studies
Weimer, Angela	B.A.	Student Activities
White, Kelly	B.A.	Nonprofit Administration
Williams, Molly	B.A.	English

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<b>COLORADO</b>	Regis University, Denver
<b>CONNECTICUT</b>	Fairfield University, Fairfield
<b>DISTRICT OF COLUMBIA</b>	Georgetown University
<b>ILLINOIS</b>	Loyola University Chicago
<b>LOUISIANA</b>	Loyola University New Orleans
<b>MARYLAND</b>	Loyola College in Maryland, Baltimore
<b>MASSACHUSETTS</b>	Boston College, Boston College of the Holy Cross, Worcester
<b>MICHIGAN</b>	University of Detroit Mercy, Detroit
<b>MISSOURI</b>	Rockhurst University, Kansas City Saint Louis University, St. Louis
<b>NEBRASKA</b>	Creighton University, Omaha
<b>NEW JERSEY</b>	Saint Peter's College, Jersey City
<b>NEW YORK</b>	Canisius College, Buffalo Fordham University, New York Le Moyne College, Syracuse
<b>OHIO</b>	John Carroll University, Cleveland Xavier University, Cincinnati
<b>PENNSYLVANIA</b>	Saint Joseph's University, Philadelphia University of Scranton, Scranton
<b>WASHINGTON</b>	Gonzaga University, Spokane Seattle University, Seattle
<b>WEST VIRGINIA</b>	Wheeling Jesuit University, Wheeling
<b>WISCONSIN</b>	Marquette University, Milwaukee