



**JOHN CARROLL UNIVERSITY**  
THE GRADUATE SCHOOL BULLETIN  
2006-2008



**John Carroll**  
UNIVERSITY  
THE Jesuit University in Cleveland

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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 School Bulletin website at [www.jcu.edu/graduate/bulletin](http://www.jcu.edu/graduate/bulletin).

## Equal Opportunity Policy

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

## 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 Services. For more information on how to access your JCU e-mail, visit <http://www.jcu.edu/info-service/stu-email.asp>.

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

This *Bulletin* has been edited by Dr. Edward J. Peck, Associate Dean, The Graduate School and Dr. James H. Krukones, Associate Academic Vice President. They were assisted by Ms. Eileen Fink of the Academic Vice President's Office, Ms. Catherine Anson and Ms. Carrie Bagaria Reilly of The Graduate School, and Mr. Thomas Fulton and Ms. Karen Ohlrich of the Public Affairs department. All information is accurate as of June 30, 2006.

## The Graduate School Phone Directory

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**The Graduate School**  
**20700 North Park Boulevard**  
**University Heights, Ohio 44118-4581**  
**(216) 397-4284**

World Wide Website    [www.jcu.edu/graduate](http://www.jcu.edu/graduate)

<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
John M. and Mary Jo Boler School of Business	Boler School of Business	397-4391
Campus Ministry	Fritzsche Religious Center	397-4717
Campus Safety Services	Recplex, Ground Level	397-4600
Cashier (Student Service Center)	Administration Building	397-4494
Center for Career Services	2563 Belvoir Boulevard	397-4237
Center for Community Service	Administration Building	397-4698
Center for Global Education	Administration Building	397-4320
CMSETT	Dolan Center	397-4575
Communications Management	O'Malley Center	397-4378
Community Counseling	Administration Building	397-3001
Continuing Education	Administration Building	397-3008
EconomicsAmerica	Boler School of Business	397-4384
Education and Allied Studies	Administration Building	397-4331
English	O'Malley Center	397-4221
Financial Aid	Rodman Hall	397-4248
The Graduate School	Administration Building	397-4284
History	Administration Building	397-4366
Humanities	Administration Building	397-4780
IER	Administration Building	397-3073
Information Services-Help Line	Rodman Hall	397-3005
Integrated Science	Dolan Center	397-1507
Library - Main Desk	Grasselli Library	397-4233
Mathematics	Dolan Center	397-4351
Military Science	D.J. Lombardo Student Center	397-4421
Multicultural Affairs	Administration Building	397-4185
Nonprofit Administration	Administration Building	397-4637
On-campus Employment	Rodman Hall	397-1740
Registrar	Administration Building	397-4291
Registration	Administration Building	397-4495
Religious Studies	Administration Building	397-4708
Residence Life	Lombardo Student Center	397-4408
Safety Services	D.J. Lombardo Student Center	397-4600
Services for Students with Disabilities	Administration Building (Voice/TTY)	397-4967
Student Health Center	Murphy Hall	397-4349
University Counseling Center	2567 S. Belvoir Boulevard	397-4283
University Switchboard	Administration Building	397-1886

## Welcome to the John Carroll University Graduate School.

Graduate degrees are becoming increasingly important to success in the current competitive markets. Employers are always looking for some factor that distinguishes one candidate or employee from another. In the mid-twentieth century it was high school graduation, and parents urged their children to get their diploma. Then the GED gained importance, and later some years of college became a consideration. Then the college degree became a feature of a qualified job candidate. Today, a graduate degree is increasingly the distinguishing factor that an applicant or an employee seeking advancement can offer. It provides a stronger credential when moving to another position and provides skills and knowledge for intellectual and professional leadership.

The graduate programs at John Carroll University offer an education based on the intellectual tradition and educational model of the Society of Jesus. This model focuses on academic excellence, leadership potential, service to others and the development of the whole person.

The Graduate School has been a part of John Carroll University for more than sixty years. Master's degrees were granted by St. Ignatius College, the forerunner of John Carroll in 1895. In 1940, the Graduate Division was formed, and by 1952 master's degrees were approved in eight departments. Today, we offer more than twenty degree programs in partnership with the College of Arts and Sciences and the Boler School of Business. You will find a variety of opportunities for advanced study here at The Graduate School. We believe that there is one that will suit your needs.

Our students are primarily part-time, working adults from the Northeast Ohio region. We also welcome international students, many of whom learned about our graduate programs from our web site. Most of the courses are held in classrooms equipped with advanced technology, and some instructors include web-based components. Our faculty are active scholars. Many have national and international reputations. They are active in research, publish books and articles, hold offices in national organizations, and edit major journals in their field. Our full-time staff is ready to help you, as are many faculty throughout the University. Please feel free to visit us with questions or even just to look around. We'll set up interviews with specific departments if you would like to learn more about a particular program.

Again, welcome to John Carroll. We will be happy to help you with the next important step in your career and life.

Sincerely yours,



Mary E. Beadle, Ph.D.  
Dean of The Graduate School



# John Carroll

UNIVERSITY

## THE GRADUATE SCHOOL



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# THE GRADUATE SCHOOL

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## University Mission

John Carroll University, founded in 1886, is a privately controlled, coeducational, Catholic and Jesuit university. It provides liberal arts programs in the arts, sciences, and business at the undergraduate level, and in selected areas at the master's level. In addition, an Office of Continuing Education offers courses and programs as part of life-long learning. The University also offers its facilities and personnel to the Greater Cleveland community and provides a wide variety of special services.

## Mission Statement

**John Carroll is a Catholic and Jesuit University dedicated to developing women and men with the knowledge and character to lead and to serve.**

As a university, John Carroll is committed to the transmission and extension 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 search for 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 the search. 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 fact; 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 others 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 activity. 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 which inspired the *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.

John Carroll University welcomes students and faculty from different religious backgrounds and value systems, in the belief that the educational environment which the university provides is one which these students and faculty may find congenial, rewarding, and enriched by their presence. 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 relationships 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 the extremely talented student 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.

## THE GRADUATE SCHOOL

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### **The Graduate School Mission**

The mission of The Graduate School is to support excellence in graduate education and to promote the teaching, research, scholarship and community activities associated with academic life. In keeping with the Jesuit tradition of the University, The Graduate School prepares advanced students to develop into intellectual and professional leaders capable of making positive contributions to their disciplines and to society as a whole. It seeks to offer focused professional and academic education to students who have limited resources or mobility to achieve personal or social goals. Degree programs educate students to grow as analytical thinkers, effective communicators who are knowledgeable in their areas of expertise, and creative and responsible participants in a dynamic world.

### **Aims**

As an integral part of the University, The Graduate School views advanced study as a 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.



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## THE GRADUATE SCHOOL

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### **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)). It is likewise approved by the Ohio State Department of Education and accredited by the National Council for Accreditation for Teacher Education for the preparation of Early Child (EC), Middle Child (MC), and Multi-Age (MA) school teachers, counselors, school psychologists, and principals, with the master's degree as the highest degree approved. Education and Allied Studies Initial and Advanced programs with National Recognition for academic programs include Educational Administration (ELCC), School Psychology (NASP), Middle School (NMSA), Science (NSTA), Social Studies (NCSS), Mathematics (NCTM), and Early Child (NAEYC). The Boler School of Business and the undergraduate program in Accountancy are accredited by The Association to Advance Collegiate Schools of Business (AACSB International). The Community Counseling Program is approved by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. The Community 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 Council of Graduate Schools, the Midwest Association of Graduate Schools, the Association of Graduate Schools in Catholic Colleges and Universities, the Ohio College Association, the Association of American Colleges, the Association of Jesuit Colleges and Universities, the National Catholic Educational Association, the American Council on Education, the Association of Independent Colleges and Universities of Ohio, the American Association of Collegiate Registrars and Admissions Officers, the Association of College Admissions Counselors, the American Schools of Oriental Research, and the National Association of Graduate and Professional Students.

### **Degrees**

The degrees conferred upon completion of the approved programs of study in The Graduate School 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 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 in The Graduate School 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 the Dean of The Graduate School as chair, the chair from the appropriate academic department, program directors, and a faculty member elected at large.

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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.

To qualify unconditionally for admission to The Graduate School 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 School 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.

Inquiries regarding admission to graduate study as well as requests for bulletins and application forms should be made to The Graduate School Office. 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 School.** No application can be considered for unconditional acceptance until all necessary documents are on file in The Graduate School Office. 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.

The Dean of The Graduate School 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 to The Graduate School 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 Graduate School for readmission. Transcripts of all work taken since the date of last attendance must be on file before a decision will be made.

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## 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.
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 Dean of The Graduate School.
  - 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 Dean of The Graduate School 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 must be obtained in any course considered for transfer credit.
  - F. Official transcripts must be submitted for all credits considered for transfer.
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.* One computer-processed original and one copy, revised as required by the advisor and other assigned readers, are to be filed in The Graduate School Office by the date specified in the University calendar. *The thesis, essay, or project must follow the format regulations of The Graduate School, copies of which are available in The Graduate School Office and online, and any additional requirements specified by the department.* Theses and essays are placed in the John Carroll University library and are available for patrons' use. Students whose research

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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. 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 Graduate School Dean.

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 The Graduate School or 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.

### International Students

Applicants from abroad should submit their credentials at least ninety days in advance of matriculation. The applicant must also submit a statement of financial resources available for meeting the financial obligations incurred while attending the University. Applicants from abroad are not considered for part-time study. Ordinarily The Graduate School requires foreign credentials to be sent to an appropriate outside evaluating agency prior to departmental evaluation for admission.

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). Information on how to take this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, New Jersey 08540 ([www.ets.org/toefl](http://www.ets.org/toefl)). 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 Office of Global Education at John Carroll University, which will assist the student with personal counseling, immigration advice, and information concerning housing, health services, and general University procedures.

A tentative evaluation of credit is made at the time of matriculation, subject to cancellation or revision as the student shall demonstrate English-language fluency and successfully complete a semester's work.

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.

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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*. Students who desire to enroll in a course or courses without regard to degree, certificate, or licensure requirements are classified as *non-matriculated*.

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 Dean of The Graduate School as well. Students may retain this classification so long as their work meets the standards required by The Graduate School, **but a subsequent transfer of credit to a degree program is limited to that earned in two courses.**

*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.

## 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 the Assistant Dean of The Graduate School.

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 an 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 Graduate School.

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.

## 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 section of this *Bulletin*.

For the Master of Business Administration, the course program consists of a minimum of 36 hours in specified graduate courses. Under specific conditions, up to six 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 Dean of The Graduate School. (See page 12 for more information.)

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*Plan B* permits the student to substitute six credit hours of course work for the thesis. A research essay or creative project demonstrating scholarly accomplishment is required. (See page 12 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 School *Bulletin* or on 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.

### **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.

In the case of part-time students, six credit hours is usually the maximum permitted for students who are otherwise fully employed. Any exception may require the permission of the Dean of The Graduate School.

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### Grades

To provide for a more exact evaluation of a student's progress, The Graduate School retains 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.

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 Dean of The Graduate School. Unresolved "I" grades will turn to the grade of "F" once the allotted time period has elapsed.

### 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 any combination of two "C" or lower grades at any course level receives a warning from the Dean of The Graduate School. Students so warned may continue their program only

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according to the specific conditions set by the department and may be placed on academic probation by the Dean of The Graduate School 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 Graduate School 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.

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

A student who is placed on probation for two semesters may be dismissed from The Graduate School. A student who fails his or her comprehensive examination twice may be dismissed from The Graduate School. Departments may have additional guidelines governing dismissal by The Dean of The Graduate School.

### **Policy on Academic Honesty and Ethical Behavior**

Academic honesty and ethical behavior, expected of every student, are essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged properly. 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 or acknowledging sources should be referred to the instructor of the course before the work commences.

Penalties appropriate to the severity of the infraction may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the University. Abuse of computer privileges may result in their restriction and possibly in more severe penalties. Teachers may indicate specific penalties for academic dishonesty in their course syllabi.

Any appeal by a student is to be made first to the teacher. If disputes of interpretation arise, the faculty member and chairperson will attempt to resolve the difficulty with the student. If this does not lead to resolution, the Graduate Dean normally will rule in the matter.

If a penalty is imposed for academic misconduct, a written report of the incident may be sent to the Graduate Dean. The Dean will review the case and determine if, in light of other information and records, further disciplinary action is warranted.

### **Policy on Plagiarism**

All work submitted for evaluation in a graduate program, including research theses and essays, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be properly acknowledged. Concerns about the propriety of obtaining outside assistance or acknowledging sources should be referred to the instructor of the course before the work commences.

The grade for an essay, thesis, or similar writing assignment in which plagiarism occurs is "F." The student guilty of plagiarism may suffer the additional penalty of failure in the course or more serious consequences, including dismissal from the program.



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By affixing one's name to an essay, thesis, or other composition, a student pledges that the submitted work is entirely his/her own. Civil law and moral conduct recognize the rights of an author to his/her choice of words, arrangement of words, and sequence of ideas. Hence, a writer's unacknowledged use of any material—copyrighted or not—by another author is actually a combination of stealing and lying. It might be added that the unacknowledged use of copyrighted materials constitutes a serious legal offense as well as a violation of moral conduct.

## **Policy and Procedure for Appeal of Academic Decisions**

Ordinarily these policies and procedures apply to course grade appeals; however, these basic procedures will be used for most other academic appeals in The Graduate School.

### **Policy**

The University respects the professional competence and the jurisdiction of its faculty to determine grades and respects the rights of administrators to make academic decisions regarding admission, retention, and academic dismissal. It also respects the rights of the student to appeal academic decisions, including grades that the student believes to be in error. The only basis for an appeal is whether the academic decision, including grades, has been determined fairly within the established university academic policies and procedures or within the grading system adopted by the individual faculty member.

Thus, every student has the right to know the university policy regarding academic decisions and, at the beginning of any semester, to know how the final grade for an individual course will be determined. For grades, this means students should know the percentage of the final grade each component (tests, quizzes, papers, class participation, etc.) will count. Each faculty member, therefore, has the obligation to present such information to the student at the beginning of the semester as part of the course syllabus. Once the semester begins, faculty should not make substantial changes in the grading system and should inform the students of even minor changes. If a faculty member does not provide such information, the student has the right to seek redress.

### **Procedure**

- Step 1.** The student who wishes to contest an academic decision should first make an effort to discuss the matter with the faculty member or administrator involved and attempt to resolve the disputed grade or decision. (In a grade appeal, if the faculty member is away from the University during the grade appeal, the student may proceed directly to the department chair.)
- Step 2.** If there is no satisfactory resolution at this level and the student wishes to pursue the matter further, the student must initiate a formal appeal within a specific time period. (For grades, the disputed course grade from the fall semester must be appealed by the end of the sixth week of the spring semester. A disputed course grade from the spring semester or one of the summer sessions must be appealed by the end of the sixth week of the fall semester. Appeals of other academic decisions must be made within six weeks of the student's notification of the decision.) The appeal must be made in writing to the faculty member or administrator involved and, in the case of grade appeal, a copy must be sent to the department chair. The chair will then schedule a meeting with the student and the faculty member and attempt to resolve the dispute at that time.
- Step 3.** If the department chair cannot resolve the dispute in a manner satisfactory to the parties concerned, the chair will notify the Dean of The Graduate School in writing. The Dean will attempt to resolve the problem.
- Step 4.**
  - A.** If the Dean judges that the academic appeal is without sufficient basis, the Dean can so rule and the case is closed.
  - B.** If the Dean is in doubt or thinks it possible that the academic decision should be changed contrary to the wishes of the faculty member or administrator, the Dean will request the Faculty Service Committee to provide a list of the names of nine faculty members, randomly selected, from which the

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## THE GRADUATE SCHOOL

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Dean, the involved faculty member/administrator, and the student 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 faculty member/administrator and the student will present their cases to the committee. In the case of grade appeal, the committee will make no effort to establish whether a grading system is academically sound; rather it will attempt to establish whether the faculty member's grading practices and procedures were followed consistently, fairly, and accurately according to the standards set forth in the syllabus and other course directives. For other appeals, the committee will attempt to establish whether University practices and procedures were followed consistently, fairly and accurately.

D. The committee will then decide by majority vote whether to recommend that the academic decision be changed and notify the Dean of its decision. The committee will provide the Dean with a written summary of the main reasons for their recommendation. The Dean will make the final decision after carefully considering the recommendation of the committee. If the Dean decides contrary to the recommendation of the committee, she/he should explain the reasons for her/his decision in writing to the committee.

**Step 5.** The Dean will then notify the faculty member/administrator, the department chair, and the student of the decision, ordinarily by the end of the semester during which the appeal arises.

### **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 (<http://www.jcu.edu/intra/sh/shpolicy.htm>)

### **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 established by The Graduate School for summer graduation.

### **Terms of Payment**

All tuition and fees must be paid before classes begin. Bills are mailed 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 through third party payments 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 canceled in accordance with the University cancellation policy. Students who are not officially enrolled are not permitted to attend classes.

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## THE GRADUATE SCHOOL

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Information on the Monthly Prepayment Plan and use of the Employer Reimbursement Program is available from the Bursar's Office or the Cashier's Office located in the Student Service Center.

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 of credits 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.

### Tuition

#### (Academic Year 2006-07)

For 500-level courses (except M.B.A. program)	\$645 per credit hour
For 500-level courses (M.B.A. program)	\$793 per credit hour
For all 400-level courses	\$645 per credit hour

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)

Degree-seeking	\$25.00
Degree-seeking (International Students)	\$35.00
Non-degree-seeking	\$10.00
Transient Student	\$10.00

#### Other Fees

Change of Status: Transient or Non-degree-seeking to Degree-seeking	\$15.00
Course Withdrawal Fee (per course)	\$25.00
Graduation Fee and Degree Evaluation (non-refundable, and payable once, at time of application for degree)	\$100.00
Graduation, Late Application	\$125.00
Laboratory fees are listed in the course schedules.	
Late Payment of Tuition	\$75.00
Late Registration	\$10.00
Monthly Prepayment Plan Application Fee	\$25.00
Postponed Final Examination (one taken at other than the regular scheduled time)	\$5.00
Returned Check Fee	\$25.00
Transcript of Record	\$3.00
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 2006-07 academic year.**

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### Housing

Ordinarily, on-campus housing is not available for graduate students. However, from time to time openings become available. Inquiries about housing should be directed to the Director of Residence Life.

The board charge for a semester covers the interval beginning with the day preceding the opening of classes and ending the final day of the examination period. Students who arrive before the official board period begins, or who stay after it ends, may arrange with the Food Service for meals at a reasonable rate for the extra days involved.

### 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 Graduate School 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%

### Graduate Assistant Appointments

The Graduate School offers graduate appointments annually as graduate assistants. Each appointment includes a scholarship that remits tuition and fees, except the graduation and late fees, and a stipend.

All appointments are renewable upon satisfactory performance. Address inquiries to the Assistant Dean of The Graduate School, 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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### Financial Aid

The following scholarship programs are available to graduate students. Unless otherwise indicated, please contact The Graduate School for more information ([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 abilities as educators within a school setting. 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.

**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 The Graduate School.

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

**History-Education Scholarship:** A limited number of partial scholarships are available for teachers enrolled in a History course.

**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.

**The William P. Hoffman Scholarship:** The purpose of this scholarship is to recognize and support an outstanding graduate student in the Education department each year in anticipation of the contributions which the recipient will make as a future school administrator.

**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:** This 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 Institute of Humanities.

**Mathematics Course Tuition Scholarship for Cleveland Municipal 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 Municipal 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 into the fifth-year Accountancy/M.B.A. program. For more information and applications, contact the Boler School of Business.

Information concerning these scholarships is available in the department or The Graduate School Office. Information concerning loans and veterans' benefits is available from the Office of Financial Aid.

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

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### **Other Scholarships**

The Cleveland Scholarship Program offers the Jennings Foundation Teacher Licensure 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 Financial Aid helps students with information on loans and veteran's benefits or Stafford loans. Student employment awards may also be available for work on campus or with a community service agency off campus.

The Office of Multicultural Affairs assists with 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.

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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 educational records within forty-five days of the day the university receives a request for access.

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

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

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

Student requests for formal hearings must be made in writing to the Academic Vice President, who, within a reasonable time of receiving such requests, will inform students of the date, place, and time of the hearing. The Academic Vice President, the Vice President for Student Affairs, the Dean of The Graduate School, and the academic dean of the student's college or school will constitute the hearing panels for challenges to the content of education records.

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

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support-staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (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 responsibility.

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

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

Students may file complaints with The Family Compliance Office, U.S. Department of Education, 600 Independence Ave., S.W., Washington, D.C. 20202-4605.

5. The right to withhold directory information. The university has designated the following as directory information: student name, address (including e-mail address), telephone number, date and place of birth, 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.

## THE GRADUATE SCHOOL

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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.

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

John Carroll University is committed to providing an education suited to each individual student's needs and talents. This commitment includes assuring equal access and reasonable accommodations for students with disabilities. The Coordinator of Services for Students with Disabilities serves as the contact person for students with disabilities, facilitating communication between and among the students, faculty, and professionals as necessary.

Admitted applicants and enrolled students who believe they need accommodations should contact the Coordinator at (216) 397-4967 (Voice/TTY) as early as possible to allow time for an individual process to determine the most appropriate and reasonable accommodations for the student. Documentation of the disability is the responsibility of the student. Documentation and accommodation records are kept on file in the SSD office and are confidential.



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## THE GRADUATE SCHOOL

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### **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 owns more than 700,000 catalogued items, including books, bound periodicals, audiovisual and electronic resources. The library has 1,500+ current periodical subscriptions and online access to 14,000+ full-text electronic journals through OhioLINK Electronic Journal Center and other subscription services. The electronic catalog, Carrolline, and many of the library's 180+ electronic databases are available via the library home page on the web at <http://library.jcu.edu>. The library provides authorized users off-campus access to most electronic services.

By virtue of the library's membership in OhioLINK, students at John Carroll University have electronic access and direct borrowing privileges at all eighty-five member libraries throughout the state. There is two to three day delivery among all OhioLINK libraries, making over 45 million items available for three-week loans. Resources not available through OhioLINK can be borrowed through traditional Interlibrary Loan. The library provides traditional reference services, e-mail and chat assistance.

The library's Computer Commons is equipped with 38 workstations. Wireless access to the Internet is available throughout the library, and the library can loan wireless-enabled laptops to students for use in the library. The Student Multimedia Center provides state-of-the-art hardware and software for student multimedia projects and can lend video cameras and laptops for class projects. Grasselli Library and Breen Learning Center also offers private and group study spaces, an electronic classroom, an open-air reading garden, and a snack room with vending machines. (For information on library instruction, see the library web page.)

### **Center for Career Services**

Registered graduate students may consult a career advisor for career counseling, internship placement, or assistance with their search for a permanent job after graduation and may participate in on-campus employer interviews and job fairs. Advisors help students develop a job search strategy, identify potential employers, and prepare for interviews. Graduate students may also post resumes to the online job listing resume posting service and attend the annual job fairs.

### **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).

### **The Wertheim Graduate Student Lounge**

The Dr. Sally H. Wertheim Graduate Student Lounge is conveniently located on the Garden Level of the Administration Building near the Garden Café, vending machines, and ATM. The lounge offers a quiet place to study or relax, three network-connected computers, and a laser printer. Announcements of interest to graduate students are posted on the bulletin board in the lounge.

### **The Graduate School Website**

The Graduate School website at [www.jcu.edu/graduate](http://www.jcu.edu/graduate) 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 links to JCU departments, and outside scholarships.

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## THE GRADUATE SCHOOL

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### Honor Societies

The University offers recognition of leadership, professionalism, and academic excellence to graduate students through memberships in academic honorary societies. While many honor societies are on campus, the ones listed below 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. Karen Schuele.

**Chi Sigma Iota:** the International Counseling Honorary 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.

**Phi Alpha Theta:** the National History Honorary Society, Eta Alpha Chapter. Purpose: to recognize and encourage excellence in the study of history. Advisor: Dr. Robert J. Kolesar (HS).

**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.

**Sigma Pi Sigma:** the National Physics Honor Society. Purpose: to honor outstanding scholarship in physics; to promote an attitude of service; to provide a fellowship of persons who have excelled in physics. Advisor: Dr. Graciela Lacueva.

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# THE GRADUATE SCHOOL

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## Academic Calendar 2006 - 2008

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### 2006 - Fall Semester

Aug. 25 (Fri.)	Final in-person registration
Aug. 28 (Mon.)	Classes begin
Aug. 28-Sept. 1 (Mon. - Fri.)	Course changes and late registration
Sept. 4 (Mon.)	Labor day. No classes. University offices closed
Sept. 12 (Tues.)	Last day to change to audit
Oct. 12 (Thurs.)	Fall break begins after last scheduled class
Oct. 16 (Mon.)	Classes resume
Nov. 20 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SPRING 2007
	Last day for presentation of essay or thesis to the Graduate Dean for master's degree to be conferred in January 2007
Nov. 21 (Tues.)	Thanksgiving break begins after last scheduled class Friday classes meet Deadline for course withdrawal
Nov. 27 (Mon.)	Classes resume Last day for submission of comprehensive examination results for master's degrees to be conferred in January 2007
Dec. 9 (Sat.)	Last day of classes
Dec. 11 - 15 (Mon. - Fri.)	Final examinations Christmas holidays begin after last examination
Dec. 23 - 31 (Thurs.-Fri.)	University offices closed

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## THE GRADUATE SCHOOL

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### 2007 - Spring Semester

Jan. 12 (Fri.)	Final in-person registration
Jan. 15 (Mon.)	Martin Luther King, Jr., Day. No classes. University offices closed
Jan. 16 (Tues.)	Classes begin
Jan. 16- 22 (Tues.-Mon.)	Course changes and late registration
Jan. 30 (Tues.)	Last day to change to audit
Feb. 15 (Thur.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SUMMER 2007
Mar. 3 (Sat.)	Spring break begins after last scheduled class
Mar. 12 (Mon.)	Classes resume
Apr. 4 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Apr. 5 - 6 (Thur. – Fri.)	University offices closed
Apr. 10 (Tues.)	Classes resume. Monday classes meet
Apr. 13 (Fri.)	Last day for presentation of essay or thesis to the Graduate Dean for master's degrees to be conferred in Spring 2007
Apr. 16 (Mon.)	Applications for student research grants due
Apr. 17 (Tues.)	Deadline for course withdrawal
Apr. 20 (Fri.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at Spring 2007 graduation
May 3 (Thurs.)	Last day of classes
May 4 - 5 (Fri. - Sat.)	Reading Days
May 7- 11 (Mon. - Fri.)	Final examinations
May 20 (Sun.)	Commencement
May 28 (Mon.)	Memorial Day. University offices closed

### 2007 - Summer Sessions

The extended calendar for the Summer Sessions will be published about December 1, 2006, in the *Schedule of Summer Classes*.

July 9 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED WINTER 2008
July 30 (Mon.)	Last day for presentation of essay or thesis to the graduate dean for master's degrees to be conferred in Summer 2007
Aug. 6 (Mon.)	Last day for submission of comprehensive examination results to the Graduate Dean for master's degrees conferred in Summer 2007

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## THE GRADUATE SCHOOL

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### 2007 - Fall Semester

Aug. 24 (Fri.)	Final in-person registration
Aug. 27 (Mon.)	Classes begin
Aug. 27 – 31 (Mon. - Fri.)	Course changes and late registration
Sept. 3 (Mon.)	Labor Day. No classes. University offices closed
Sept. 11 (Tues.)	Last day to change to audit
Oct. 11 (Thurs.)	Fall break begins after last scheduled class
Oct. 15 (Mon.)	Classes resume
Nov. 19 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SPRING 2008 Last day for presentation of essay or thesis to the Graduate Dean for master's degrees to be conferred in Winter 2008
Nov. 20 (Tues.)	Friday classes meet Thanksgiving break begins after last scheduled class Deadline for course withdrawal
Nov. 26 (Mon.)	Classes resume Last day for submission of comprehensive examination results for master's degrees to be conferred in Winter 2008
Dec. 8 (Sat.)	Last day of classes
Dec. 10 - 14 (Mon. - Fri.)	Final examinations

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## THE GRADUATE SCHOOL

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### 2008 - Spring Semester

Jan. 11 (Fri.)	Final in-person registration
Jan. 14 (Mon.)	Classes begin
Jan. 14- 18 (Mon. – Fri.)	Course changes and late registration
Jan. 21 (Mon.)	Martin Luther King, Jr., Day. No classes. University offices closed
Jan. 29 (Tues.)	Last day to change to audit
Feb. 15 (Fri.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SUMMER 2008
Feb. 23 (Sat.)	Spring break begins after last scheduled class
Mar. 3 (Mon.)	Classes resume
Mar. 19 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Mar. 25 (Tues.)	Classes resume Monday classes meet Deadline for course withdrawal
April 11 (Fri.)	Last day for presentation of essay or thesis to the Graduate Dean for master's degrees to be conferred in Spring 2008
April 18 (Fri.)	Last day for submission of comprehensive examination results for master's degrees to be conferred in Spring 2008
May 1 (Thurs.)	Last day of classes
May 2 - 3 (Fri. - Sat.)	Reading Days
May 5 - 9 (Mon. - Fri.)	Final examinations
May 18 (Sun.)	Commencement
May 26 (Mon.)	Memorial Day. University offices closed

### 2008 - Summer Sessions

The extended calendar for the Summer Sessions will be published about December 1, 2007, in the *Schedule of Summer Classes*.

July 7 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED WINTER 2009
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# John Carroll

UNIVERSITY

## ACADEMIC PROGRAMS



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## ACCOUNTANCY

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Karen Schuele	Interim Associate Dean; Interim Director, Graduate Business Programs; Financial Accounting; Accounting Information Systems
William J. Cenker	Coordinator, Graduate Accountancy Programs; Financial Accounting; Income Taxation
Gerald P. Weinstein	Chair; Financial Accounting; Income Taxation
Robert Bloom	Financial Accounting; International Accounting
Richard K. Fleischman	Financial Accounting
Marilynn Leathart	Financial Accounting
Roland L. Madison	Cost Accounting; Controllership
Albert L. Nagy	Financial Accounting; Auditing
Executive in Residence	
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.

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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 three weeks 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."

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For more information, visit <http://bsob.jcu.edu/graduatebusiness>



## ACCOUNTANCY

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The Master of Science in Accountancy is offered by The Graduate School through 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://bsob.jcu.edu>.

For more information, visit <http://bsob.jcu.edu/graduatebusiness>

# ACCOUNTANCY

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

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. This particular program is especially appropriate for those with an undergraduate accounting degree who wish to obtain the M.B.A. for purposes of satisfying the requirements for CPA certification in the State of Ohio. It is a rigorous program available to academically strong college graduates.

For students with appropriate undergraduate course work in accounting and business, the M.B.A. degree program can be completed in three semesters: two summers and a fall semester. The program takes advantage of the fact that most accounting firms start employment in the fall and their work is highly seasonal. Four courses are normally taken the first summer, two courses in the fall while working, and the final four courses in the second summer. The department has worked with the Cleveland offices of national and regional firms in designing this option. The firms have demonstrated a willingness to work with students to provide release time in the second summer so they may complete the M.B.A. in a timely fashion.

### **M.B.A. Sequence of Courses**

Course work is to be completed in the following four blocks.

<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            MN 532      Production Operations Management</p>	<p><b>Block III</b> <b>Accounting Concentration</b></p> <p><b>Required course:</b>            AC 561      Comparative Accounting Systems</p> <p><b>Two electives from the following:</b>            AC 571      Advanced Federal Taxes            AC 575      Fraud Examination            AC 582      Tax for Management Decision Makers            AC 583      Controllership            AC 584      Accounting Theory and Policy            AC 585      Government/Not-for-Profit Accounting            AC 592      Advanced Auditing            AC 598      Contemporary Topics in Accounting</p>
<p><b>Block II</b> <b>Business Functions</b></p> <p>AC 551      Managerial Accounting            EC 551      Managerial Economics            EC 552      Macroeconomics for Managers            FN 551      Financial Management            MK 551      Marketing Management            MN 550      Leadership and Management Skills            MN 553      Quantitative Methods</p>	<p><b>Block IV</b> <b>Integration</b></p> <p>MN 591      Ethics and Business Environmental Issues            MN 592      Corporate Strategic Management</p>

Additional information on the M.B.A. degree program can be found in the Business section of this *Bulletin* or by visiting <http://bsob.jcu.edu/graduatebusiness>

## ACCOUNTANCY

### 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>  <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            MN 532 Production/Operations Management</p> <p>* subject to waiver for undergraduate equivalent            ** or MN 558</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 553 Quantitative Methods</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            AC 584 Accounting Theory and Policy            AC 585 Government/Not-for-Profit Accounting</p> <p>*** subject to test-out waiver</p>	<p><b>Two electives selected from:</b></p> <p>AC 571 Advanced Federal Taxes            AC 575 Fraud Examination            AC 582 Tax for Management Decision Makers            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 28 courses or 84 hours of business and accounting study: 48 hours taken at the undergraduate level and 36 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 18 courses or 54 hours of business study: 21 hours taken at the undergraduate level and 33 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.

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# ACCOUNTANCY

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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://bsob.jcu.edu/graduatebusiness>

## 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 571. ADVANCED FEDERAL TAXES 3 cr.** Prerequisite: AC 422 or equivalent. Emphasis on tax research techniques and property transactions.

**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 582. TAX FOR MANAGEMENT DECISION MAKERS 3 cr.** Prerequisite: AC 321 or AC 551. Emphasis on the relationship between financial and tax accounting concepts, and tax issues inherent in the decision-making process. Topics include choice of entity, taxable income, property transactions, multi-jurisdictional taxation, and tax issues related to foreign assignment.

**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.

For more information, visit <http://bsob.jcu.edu/graduatebusiness>

## BIOLOGY

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Jeffrey R. Johansen	Chair; Botany; Phycology; Ecology
Carl D. Anthony	Ecology; Behavior; Evolution
Miles M. Coburn	Vertebrate Systematics
Rebecca E. Drenovsky	Botany; Plant Physiology
Valerie R. Flechtner	Genetics; Microbiology; Phycology
Gwendolyn M. Kinebrew	Cell and Developmental Biology
James L. Lissemore	Molecular Genetics
Michael Martin	Molecular Biology; Cell Biology; Molecular Genetics
Christopher A. Sheil	Developmental and Evolutionary Morphology; Evolution; Molecular Genetics
Cyrilla H. Wideman	Physiology; Endocrinology; Cell Biology; Neuroscience

The graduate program in biology prepares students for professional and teaching careers or for doctoral studies. The program is structured to offer breadth as well as depth in biological studies, the mastery of essential research techniques, and the ability to communicate effectively the results of creative research and scholarship.

The Department of Biology offers courses of study leading to either a Master of Science or a Master of Arts degree. Both degree programs provide students the opportunity to increase their knowledge through formal course work. Candidates for the Master of Science degree intensify their knowledge in at least one specific area of biology through guided in-depth research experience. The Master of Arts degree consists of 30 hours of course work.

### **Master of Science**

The Master of Science degree program is designed for students seeking research experience. Minimum requirements for the degree are 30 hours, consisting of 24 hours of credit, of which half the hours must be numbered above 499, and a research thesis (BL 599, 6 credit hours).

### **Master of Arts**

The Master of Arts degree consists of 30 hours of class credit, at least half of which must be from courses numbered above 499.

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### **Admission Requirements**

- The equivalent of a Bachelor of Science with a major in biology as offered at John Carroll University.
  - A completed application form, official undergraduate transcripts, and at least two letters of academic evaluation from former professors.
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# BIOLOGY

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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.

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**

Take-home written examination consisting of questions that reflect the student's educational experience and that seek to integrate knowledge across that course work. The examination will be administered 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 Dean of The Graduate School may be petitioned via the Biology Department chair.

# BIOLOGY

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## 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:** In most cases students in either the Master of Science or the Master of Arts degree program may apply only one BL 578 or BL 579 to the degree requirements.

**405. SCIENTIFIC ILLUSTRATION 3 cr.** Prerequisite: BL159/160 and instructor permission; experience in art not required. Single three-hour lecture per week. Developing skills of observation in biological sciences and learning how to produce publication-quality illustrations of measured accuracy and conceptualized drawings and diagrammatic images for dissemination of research results. By the end of the course, students will have developed a concise, but comprehensive, portfolio showcasing various techniques and graphic styles. An additional fee is required for personal illustration materials. This course does not fulfill the 400-level biology course requirement for undergraduate majors.

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

**415. INTRODUCTION TO SYSTEMATIC BIOLOGY 3 cr.** Prerequisites: BL 159/160, as well as BL 370 or BL 250/L and instructor permission. Two 75-minute lectures 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.

**420. PLANT PHYSIOLOGY 3 cr.** Prerequisite: BL 155-160. BL 213 strongly recommended. Three hours of lecture per week. Detailed study of photosynthesis, water relations, mineral nutrition, and hormones in plants with emphasis on current research techniques.

**425. ICHTHYOLOGY 4 cr.** Prerequisite: BL 155-160; 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.

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

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

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

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

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

## BIOLOGY

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**447. PHYCOLOGY 4 cr.** Prerequisites: BL 159, 160; corequisite: BL 447L. Two hours of lecture per week. Systematics, taxonomy, and ecology of freshwater and marine algae with strong research-learning component.

**447L. PHYCOLOGY LABORATORY 0 cr.** Prerequisites: BL 159, 160; corequisite: BL 447. Four hours of laboratory per week. Two weekend field trips. Laboratories based on field collections. Projects included.

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

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

**479. SPECIAL TOPICS IN BIOLOGY 1-4 cr.** Prerequisites: BL 155-160 and consent of instructor. Offered on an irregular basis; topics chosen by instructor. A lecture/discussion course; for student research see BL 579.

**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. Three Saturday field trips and one weekend field trip.

**522. LIMNOLOGY 4 cr.** Corequisite: BL 522L. Two hours of lecture per week. Advanced study of aquatic organisms and their environment. Emphasis on the biology of fresh and estuarine water habitats, including physical and chemical parameters affecting them.

**522L. LIMNOLOGY LABORATORY 0 cr.** Corequisite: BL 522. Four hours of laboratory per week plus field work.

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

**559. SPECIAL TOPICS IN CELL BIOLOGY 1-3 cr.** Three hours of lecture per week. Advanced course in cell biology with topic chosen by instructor.

**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. Structure and expression of genetic information in prokaryotic and eukaryotic cells. Emphasis on experimental evidence leading to presently accepted models; critical reading of the primary literature in selected areas is required.

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



## BIOLOGY

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**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. No more than four hours of BL 580 may be counted toward the 30-hour degree requirement. A lecture/lab course; for student research see BL 579.

**599. MASTER'S THESIS 6 cr. upon approval.** Permission of department chair required.

## BUSINESS

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Luís María R. Calingo	Dean; International Business
Karen Schuele	Interim Associate Dean; Director, Graduate Business Programs
Robert Bloom	Accountancy
William N. Bockanic	Business Law
LeRoy D. Brooks	Finance
William J. Cenker	Accountancy
Donald R. Domm	Strategic Management; International Management
Richard K. Fleischman	Accountancy
J. Benjamin Forbes	Organizational Behavior
Richard T. Grecni	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
Roland L. Madison	Accountancy
James H. Martin	Marketing
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
Jonathan E. Smith	Ethics; Management Skills
John C. Soper	Economics
Mark D. Treleven	Production/Operations Management
Edward C. Tomlinson	Organizational Behavior; Human Resource Management
Charles A. Watts	Management; Quantitative Methods
Gerald P. Weinstein	Accountancy
Andrew M. Welki	Economics; Statistics
Thomas J. Zlatoper	Economics
Executives in Residence	
Charles A. Clemens	Strategic Management
Robert M. Ginn	Strategic Management
George G. Goodrich	Accountancy

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## BUSINESS

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- 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, visit <http://bsob.jcu.edu/graduatebusiness>

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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 three weeks 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."
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## BUSINESS

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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 a contribution to their organizations and global well-being. This mission is implemented in the Jesuit tradition. To achieve this mission, students must develop an understanding of the various functional fields and managerial skills required to operate successful modern business 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. This program is especially appropriate for those with an undergraduate accounting degree who wish to obtain the M.B.A. for purposes of satisfying the requirements for CPA certification in the State of Ohio. 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 consists 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. However, the student is responsible for proficiency in all work described in these courses. Block II courses are the core of the program. Block III consists of three elective courses. At least 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 integrative courses in the degree program.

The minimum number of credit hours for the degree is normally 36. Students with an undergraduate degree in business may qualify for a reduction of as many as six hours of this requirement. Consult with the Director of Graduate Business Programs for more information.

### **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, 561; plus six additional credit hours from AC 575, 582, 583, 584, 585, 592, 595, 598.

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, 559, 587, 588, 589, 598.

For students desiring a concentration in Marketing, the following courses are required: MK 551, 561; plus six additional credit hours from MK 555, 558, 570, 595, 598.

## BUSINESS

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For students desiring a concentration in International Business, three elective courses must be selected from the following: AC 561, 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 six graduate-level courses (18 credit hours) that make up the first block of courses in the M.B.A. program; therefore, successful students will have the opportunity to apply these credits later to a degree program. The admission requirements for this certificate program are the same as those for the M.B.A.

### **Grade Requirements**

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

### **Sequence of Courses**

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            MN 532 Production/Operations Management</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, EC 561, FN 561, MK 561, MN 561, MN 562.</p>
<p><b>BLOCK II</b> <b>Business Functions</b></p> <p>AC 551 Managerial Accounting            EC 551 Managerial Economics            EC 552 Macroeconomics for Managers            FN 551 Financial Management            MK 551 Marketing Management            MN 550 Leadership and Managerial Skills            MN 553 Quantitative Methods</p>	<p><b>BLOCK IV</b> <b>Integration</b></p> <p>MN 591 Ethics and Business Environmental Issues            MN 592 Corporate Strategic Management</p>

# BUSINESS

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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.

**EC 521. FUNDAMENTALS OF ECONOMICS 3 cr.** Concentrated study of both the economics of the firm (microeconomics) and aggregate economic phenomena (macroeconomics). Microeconomic topics cover the behavior of producing units, supply and demand, determination of pricing and output, resource allocation and distribution. Macroeconomic topics are national income accounting and theory, consumption, investment, 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, 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.

**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 532. PRODUCTION/OPERATIONS MANAGEMENT 3 cr.** Prerequisite: EC 522. Planning, organizing, and controlling the process of transforming raw materials into finished products. Applications of qualitative and quantitative methods and evaluation techniques to such areas as plant layout, job and process design, forecasting, production planning, quality control, capacity planning, scheduling, inventory management, materials requirement planning.

### 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.

## BUSINESS

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**EC 552. MACROECONOMICS FOR MANAGERS 3 cr.** Prerequisite: EC 521 or equivalent. Analysis of aggregate economic activity using classical, Keynesian, neo-classical, and neo-Keynesian models of income, employment, prices, and interest. The role of fiscal and monetary policies. Money, its definition, its effect on prices, interest, employment, and income. Fiscal policy, taxation, expenditures, debt financing, and debt burden.

**FN 551. FINANCIAL MANAGEMENT 3 cr.** Prerequisites: FN 521 or equivalent and AC 551, MN 553. 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.

**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.

**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 553. QUANTITATIVE METHODS 3 cr.** Prerequisite: EC 522 or equivalent. Process and analysis of decision making. Emphasis on selected mathematical decision-making techniques: linear programming, network analysis, queuing, simulation, and decision theory. Discussion of uses of these techniques in areas such as production, distribution, finance, and marketing.

### 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 582. TAX FOR MANAGEMENT DECISION MAKERS 3 cr.** Prerequisite: AC 321 or AC 551. Emphasis on the relationship between financial and tax accounting concepts, and tax issues inherent in the decision-making process. Topics include choice of entity, taxable income, property transactions, multi-jurisdictional taxation, and tax issues related to foreign assignment.

**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.

## BUSINESS

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**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.

**EC 561. INTERNATIONAL ECONOMICS 3 cr.** Prerequisites: EC 521. International trade theory, trade restrictions and international integration and organization. Balance of payments theory, exchange rates, foreign exchange markets, and the international monetary system.

**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.



## BUSINESS

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**LG 551. LOGISTICS MANAGEMENT 3 cr.** The process of planning, implementing, and controlling the flow of goods or services and related information from point of origin to point of consumption to achieve customer requirements. Focus on the cost and value added to products or services by making them available in the desired condition when and where they are needed.

**LG 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.

**LG 598. CONTEMPORARY TOPICS IN LOGISTICS 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.

**MK 570. E-COMMERCE 3 cr.** Prerequisite: MK 551. Examination of the progress and potential of the Internet, World Wide Web, and related technologies for the marketing of goods and services, in consumer and business-to-business markets. Emphasis is on the strategic challenges of e-commerce for supplier management, customer relationship management, and marketing communications.

**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 558. LAW AND MANAGEMENT 3 cr.** The American legal system and the legal environment in which business organizations exist. Topics include contracts, torts, agency, partnerships, corporations, real and personal property, labor and employment law, antitrust, unfair and deceptive trade practices, intellectual property, bankruptcy, ethics, and social responsibility.

## BUSINESS

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**MN 559. CONTEMPORARY ISSUES IN ORGANIZATIONAL STUDIES 1-3 cr.** Prerequisite: MN 550. Focus on contemporary issues in organizational studies relevant to today's leaders and managers. Evaluation techniques and strategies will be a part of the critical review of topics. Topics may include leadership, performance outcomes, team work, organizational strategies or quality practices.

**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 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.

## **BUSINESS**

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### **Block IV Courses**

**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.

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## COMMUNICATIONS MANAGEMENT

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### Communications Faculty

Mary Ann Flannery, S.C.	Chair; Media Ethics
Mary E. Beadle	Ethics; Global Communications
Douglas R. Bruce	Research Methods; Communications Theory
Karen Gygli	Theater Production
Keith Nagy	Theater Management
Alan R. Stephenson	Media Management

### School of Business Faculty

Thomas Conklin	Organizational Behavior and Leadership and Managerial Skills
J. Benjamin Forbes	Leadership and Managerial Skills
Nathan S. Hartman	Organizational Behavior; Human Resource Management
Paul R. Murphy	Marketing
Jonathan E. Smith	Leadership Management Skills
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 *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. Course prerequisites must be met before starting the master's program. The program can be completed on a part-time basis

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# COMMUNICATIONS MANAGEMENT

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## Course Programs

According to their career goals, students may choose between two approaches to the degree, Plans A and 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)  
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)  
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**

# COMMUNICATIONS 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.

## 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.

## COMMUNICATIONS 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 (MN 584) 3 cr.** Prerequisite: MN 531, 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.

## COMMUNITY COUNSELING

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Christopher M. Faiver

Coordinator, Community Counseling Program



The Community Counseling Program is housed in the Department of Education and Allied Studies. The interdisciplinary program is designed for those who wish to acquire counseling knowledge and skills to apply to clinical, community, and private practice settings.

The mission of the Community Counseling Program is to create professional counselors who embody the Ignatian essence of “persons for others.”

The Community Counseling master’s program consists of 60 semester hours of graduate studies and is designed to meet 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).

The Community Counseling master’s degree program is approved by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. The program is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

The program is designed to meet the needs of the part-time student while also accommodating full-time study. A Program Coordinator guides the direction of the degree program. The committee on the Community Counseling Program is made up of the Coordinator; representatives from the departments of Education and Allied Studies, Psychology, and Sociology; professional staff; a program graduate; and a current student. This committee advises the Graduate Dean on program policy.

John Carroll University maintains the award-winning Beta Chi Chapter of Chi Sigma Iota International Counseling Honorary Society.



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# COMMUNITY COUNSELING

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## Master of Arts in Community Counseling

The M.A. in Community Counseling 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).

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 and maintain a private practice.

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### Admission Requirements

Applicants are required to have

- An undergraduate major in a recognized area, together with advanced undergraduate course work (12-18 semester hours) in the social and behavioral sciences, including course work in psychology, sociology or teacher certification. Applicants who do not have prerequisites, or who do not have prerequisites for specific graduate courses, will be required to make up deficiencies.
- A 2.75 (4.0 scale) cumulative grade-point average in undergraduate course work.
- A satisfactory score on the Miller Analogies Test (MAT) or on the Graduate Record Examination (GRE).
- Three current letters of recommendation from persons familiar with the applicant's academic work, professional work, vocational commitment, and suitability for the role of counselor.
- A letter of intention from the applicant outlining career objectives and goals.
- Evidence of work or volunteer experience. The applicant should submit a letter detailing such experience at the time of initial application for admission.
- A program survey.
- A personal interview.

The MAT (or GRE) score, letters of recommendation, letter of intention, and summary of experience should be submitted to the Dean of The Graduate School. **No application will be evaluated until all of the materials listed above along with a Graduate School Application form and appropriate official transcripts are submitted.**

Application to the program closes on August 15 for the fall semester, January 3 for the spring semester, and June 1 for the summer session.

It should be noted that the program is not intended to supplant personal psychotherapy. A copy of retention policies is available in the Community Counseling office. These policies pertain specifically to this program and exceed Graduate School requirements.

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## COMMUNITY COUNSELING

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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 Community Counseling.

### Sequence of Courses

#### CORE SEQUENCE

I.	Orientation to Community Counseling (3 hrs.)	HU 500
II.	Research and Evaluation (3 hrs.)	ED 502*
III.	Group Dynamics, Processing, and Counseling (3 hrs.)	ED 535
IV.	Appraisal of the Individual (3 hrs.)	ED 530
V.	Counseling Theory (3 hrs.)	HU 561 <b>or</b> ED 511
VI.	Counseling Techniques (3 hrs.)	HU 562 <b>or</b> ED 512
VII.	Human Growth and Development (3 hrs.)	HU 505 <b>or</b> ED 532
VIII.	Social and Cultural Foundations (3 hrs.)	ED 453* <b>or</b> SC 490
IX.	Life-Style and Career Development (3 hrs.)	ED 531

#### CLINICAL SEQUENCE

X.	Psychopathology (3 hrs.)	PS 457*
XI.	Evaluation of Mental and Emotional Status (3 hrs.)	HU 571
XII.	Diagnosis of Mental and Emotional Disorders (3 hrs.)	HU 572
XIII.	Methods of Intervention, Prevention, and Ethics (3 hrs.)	HU 573
XIV.	Treatment of Mental and Emotional Disorders (3 hrs.)	HU 574

#### FIELD EXPERIENCE SEQUENCE

XV.	Practicum in Counseling (3 hrs.)	HU 592
XVI.	Internship in Counseling (6 hrs.)	HU 596

#### ELECTIVES

XVII.	Electives (9 hrs.)**	
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\* Special sections offered for Community 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.

A supervised Practicum (HU 592) followed by an Internship (HU 596) are actual site-based experiences in professional counseling under the direction of an on-site supervisor who is a licensed professional clinical counselor with supervision designation. These courses require 100 hours of Practicum experience and 600 hours of Internship experience and together carry 9 hours of credit. Under certain conditions the Practicum and Internship may be performed at the place of employment. (See the descriptive handout available in the Community Counseling office for details.)

The student must apply for Practicum (HU 592) and Internship (HU 596) in Community Counseling by October 1 for the spring semester; by March 1 for the fall semester. Practicum (HU 592) and Internship (HU 596) are not available in the summer session. Ordinarily, HU 592 followed by HU 596 are the final courses in the student's program. In each instance, placement is subject to University approval. The University will not approve Practicum or Internship 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. At least 45 of the total 60 hours must be in 500-level courses.

The final 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 Community Counseling office.

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## COMMUNITY COUNSELING

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Community Counseling (HU) courses are 500-level courses designed to apply to the Community Counseling Program only. For 400-and 500-level courses in Education which may apply to the Community Counseling Program, refer to the course listings in this *Bulletin* under Education and Allied Studies. Listed below are 400-level courses in Psychology and Sociology which may apply to the program. Other 400-and 500-level courses in other departments may apply to the program as well but are subject to the approval of the advisor, the Program Coordinator, and the Dean of the Graduate School, upon petition. In all instances, prerequisites to courses are to be observed.

### COURSE DESCRIPTIONS

**HU 500. ORIENTATION TO COMMUNITY 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.

**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.

**HU 561. COUNSELING THEORIES 3 cr.** Basic principles and theories of counseling with emphasis on counselor behavior and its effect on counseling outcomes. Includes philosophic bases of helping processes and counselor characteristics.

**HU 562. COUNSELING TECHNIQUES AND PRACTICE 3 cr.** Prerequisite: HU 561 or ED 511 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. Course also covers DSM 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 aides.

**HU 571. CLINICAL EVALUATION 3 cr.** Prerequisite: HU 562 or ED 512 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.

**HU 572. CLINICAL DIAGNOSIS 3 cr.** Prerequisite: HU 562 or ED 512. 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.

**HU 573. CLINICAL INTERVENTION, PREVENTION AND ETHICS 3 cr.** Prerequisite: HU 562 or ED 512. 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.

**HU 574. CLINICAL TREATMENT METHODS 3 cr.** Prerequisite: HU 562 or ED 512. 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.

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## COMMUNITY COUNSELING

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**HU 580. SPECIAL TOPICS IN COMMUNITY COUNSELING 1-3 cr.** In-depth study of a topic in workshop form.

**HU 581. INDEPENDENT STUDY 1-3 cr.** Individual project under supervision. Approval of program coordinator and graduate dean required.

**HU 592. PRACTICUM IN COUNSELING 3 cr.** Prerequisite: HU 562. Placement under supervision in an applied counseling setting. 100 placement hours (40 in direct client contact: 30 individual, 10 group hours). 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.

**HU 596. INTERNSHIP IN COUNSELING 6 cr.** Prerequisite: HU 592. Placement under supervision in an appropriate setting. 600 placement hours (240 in direct client contact). 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.

### COURSES IN OTHER DEPARTMENTS

**PS 457. PSYCHOPATHOLOGY 3 cr.** Historical theories and controversies about psychopathology and the etiology and symptoms of selected categories of emotional disturbance, with special reference to the current *Diagnostic and Statistical Manual for Mental Disorders*. Diversity issues, ethical and legal issues. Factors related to assessment and evaluation of clients included.

**PS 495. SPECIAL TOPICS IN PSYCHOLOGY 3 cr.** Series of courses in a variety of special topics in psychology.

**SC 485. ISSUES IN COUNSELING THE ELDERLY 3 cr.** Special emphasis on intergenerational issues with older families; community and long-term topics; counseling practice. Cross-listed as HU 580G.

**SC 490. SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING 3 cr.** Designed to lead the student to a better understanding of counseling in contemporary America. Ethnicity/ race relations, social class effects, ageism, changing roles of women, sexual orientation, cultural mores, and their relevance to counselor-client relations.

For 400-level and 500-level courses in Education which may apply to the Community Counseling Program, refer to the course listings in this *Bulletin* under Education and Allied Studies.

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## EDUCATION AND ALLIED STUDIES

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Kathleen M. Manning	Chair; Educational Psychology; Physical Education and Exercise Science
Mark G. Storz	Associate Chair; Middle Childhood Education
Paula J. Britton	Counselor Education
Gregory A. DiLisi	Science Education; Instructional Technology
S. Kay Dunlap	Literacy; Teacher Education
Linda Eisenmann	History of Education
Christopher M. Faiver	Counselor Education
Thea Ford	Teacher Education; Multicultural Education; Special Education
Brendan Foreman	Mathematics Education
David C. Helsel	Counselor Education
Amy R. Hoffman	Literacy; Teacher Education
Jeanne E. Jenkins	Educational Psychology/School Psychology
Thomas E. Kelly	Teacher Education, Secondary Education
Krystyna Nowak-Fabrykowski	Early Childhood Education
John L. Rausch	Educational Psychology; Research Methods
Catherine A. Rosemary	Literacy; Teacher Education
Kathleen A. Roskos	Literacy; Teacher Education
Lisa M. Shoaf	Educational Administration
David Shutkin	Educational Technology
Nancy P. Taylor	Counselor Education
Sally H. Wertheim	Foundations of Education
Administrators	
Barbara Garson	Teacher Education; Special Education
Carol S. Paull	Early Childhood
Linda Quinn	Administration, Research & Assessment

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 Specialized Professional Associations (SPA's).

## EDUCATION AND ALLIED STUDIES

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Through The Graduate School, the Department of Education and Allied Studies offers:

- I. Master of Education degree programs designed to prepare candidates for:
  - A. Department chairmanships or instructional specialties
  - B. Administrative and/or coordinator responsibilities
  - C. School Counseling
  - D. Initial teaching licensure through the School-Based Program
  - E. Initial teaching licensure through the Professional Teacher Post-Baccalaureate Program
  - F. Educational Psychology
  - G. 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 the same areas listed above with the exception of “D and E”.
- III. Post-Baccalaureate Initial Licensure Program, early childhood, middle childhood, adolescent and young adult, and multi-age licensure for applicants with a baccalaureate or higher degree.
- IV. Endorsement programs in Reading, Educational Technology, Literacy Specialist, and Middle Child Generalist open to candidates who hold a bachelor’s degree and a valid Ohio teaching license.
- V. Special concentrations in such areas as reading teacher, classroom teacher, computer/technology, chemical dependency, early childhood education, curriculum specialist (teacher leader), urban education, 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.
- VI. Post-Master’s licensure programs for:
  - A. PreK-3; 4th-9th; 7th-12th; PreK - 12th
  - B. School Counseling
  - C. School Psychology
  - D. Administration



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 the licensure. Although the program descriptions included in The Graduate School 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 The Graduate School. 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 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 will be required to pass the PRAXIS exam(s) in the specific licensure area in order to be recommended for licensure.

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## EDUCATION AND ALLIED STUDIES

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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 certificate) or the equivalent in training or experience. Candidates ordinarily are or have been certified 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.

**NOTE:** Applicants for the School-Based M.Ed., Post-Bac Initial Licensure M.Ed, School Psychology, or School Counseling do not need a major in education, teaching experiences, and/or a teaching license.

- 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 would be 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 for all programs.
- Verification of valid teaching certificate/license for specific programs.

\* Please check specific program admission requirements that are in addition to these requirements.

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# EDUCATION AND ALLIED STUDIES

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## I. Master of Education Programs

### A. Professional Teacher Degree Program

Candidates pursuing a new career in teaching and experienced Early, Middle, AYA or Multi-Age teachers planning a career as professional teachers, department chairs, or teaching team leaders should pursue a sequence within this degree program.

For experienced 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. Initial Licensure with the M.Ed: (See program descriptions by license on pages 68-72)
- b. Chemical Education: ED 514, 515, 516, and 535 or 511
- c. Classroom Teacher: ED 419, 524, 556, 586 or ED 587
- d. 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)
- e. Early Childhood Education: ED 524, 532, 556, three electives in Early Childhood and/or Reading
- f. Reading Teacher: ED 456, 457 (electives may be substituted for 456 and 457 pending approval of department chair, based on candidate's literacy background through coursework and teaching experiences), 565, 570, 571, 573, 578 (ED 565, 571, 573 and 578 course sequence qualifies for Ohio Department of Education endorsement in Reading upon passage of PRAXIS II)
- g. Curriculum Specialist (Teacher Leader): ED 517, 556, 557, 585 (course work can be used for post-master's principal's license)
- h. Urban Education: ED 501, 504, 524 or 532, 556
- i. Middle Child Education and Secondary Education:  
Secondary teachers may take 12 credits of graduate-level work in the teaching field. The following departments cooperate in this program: Biology, Chemistry, Communications, Economics, English,



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## EDUCATION AND ALLIED STUDIES

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History, Mathematics, Physics, 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.

- j. Specialized Sequence: four courses from a specific area of interest, e.g., Reading, Computer/Technology, Early Childhood, Middle Childhood, Economic Education, Medical Education, 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 Graduate School.

### Endorsements

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

- 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 (Ohio Department of Education approval pending)
- d. Middle Child Generalist Endorsement (see Middle Child Program Coordinator for specific coursework)

### 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://cnet.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 in two teaching content areas. Additional course work (6 semester hours) in each of the other two teaching content areas, and successful completion of the required PRAXIS II exam allows a Middle Child teacher 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.

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### 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 Graduate School.
- The workshop must assign a letter grade rather than credit/no credit. The letter grade must meet Graduate School 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 Graduate School.
- 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.
- The course assessments must be graduate level quality.

**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. School-Based M.Ed. Program

The School-Based M.Ed. Program is 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.

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; Orchard School of Science (Cleveland Municipal Schools); Hawken Lower School; and St. Ignatius High School. Course work is divided between the classes at the University and site-based coursework at the participating schools. The program requires a summer and one full academic year that encompass course work and daylong experience 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 School policy permits a maximum of two grades of “C” within a master’s degree program. The need for prerequisite courses may extend the program beyond one year for some candidates.

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.

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

For information about the application process for the School-Based M.Ed. Program, contact the Department of Education and Allied Studies at (216) 397-4331.

## EDUCATION AND ALLIED STUDIES

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### 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

### Additional Course Work Requirements 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 one)
ED 433-6	Middle Childhood Curriculum and Special Methods: Language Arts, Social Studies, Science, Math (select a second area)
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

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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 Courses: Licensure Content Area 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 Courses: Licensure Content Area 400 or 500 level  
(400 level = grade of "B" or higher required)

### **C. Initial Licensure with a Master of Education (for Post-Baccalaureate candidates)**

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.

Applicants for the Initial Licensure with M.Ed will have a transcript evaluation to determine if any additional coursework beyond the listed coursework is necessary. 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 School policy permits a maximum of two grades of "C" within a master's degree program. Candidates for the Initial Licensure must receive grades of "C" or higher in all coursework related to the teaching license.

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

For information about the application process for the Initial Licensure with M.Ed Program, contact the Department of Education and Allied Studies at (216) 397-4331.

### **Initial Licensure with M.Ed Coursework**

#### **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

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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

### **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: 66 hours

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## EDUCATION AND ALLIED STUDIES

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**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 333*	Middle Childhood Curriculum and Special Methods – Language Arts
ED 334*	Middle Childhood Curriculum and Special Methods – Social Studies
ED 335*	Middle Childhood Curriculum and Special Methods – Science
ED 336*	Middle Childhood Curriculum and Special Methods – Mathematics
ED 405B	Middle Childhood Education Seminar
ED 445B	Teaching Internship

\*Students select two of these courses based on their teaching content areas.

Total hours: 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 Elective
- Elective – Teaching content area or Elective

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)

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## EDUCATION AND ALLIED STUDIES

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### **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 427 Adolescent Education Special Topics

ED 405C        Adolescent Education Seminar

ED 445C        Teaching Internship

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

### **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 6<sup>th</sup> 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. The licensure program requires a total of 45 hours.

#### **Course Requirements**

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

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## EDUCATION AND ALLIED STUDIES

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After completion of these courses 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 Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for school counselor education programs.

Candidates without a valid teaching license will be required to complete an additional six semester hours of course work and a one-year entry program, beyond the internship requirement, under the supervision of a licensed counselor.

Admission requirements for the School Counseling program are outlined in Admission Criteria on page 63, with the following exception: candidates without teaching experience or teacher licensure are required to take ED 503 and ED 534 in addition to the regular program.

#### Course Requirements

1. ED 453 Multicultural Education
2. ED 502 Research Methods
3. ED 503C Orientation to Guidance and Counseling
4. ED 511 Counseling Theories
5. ED 512 Counseling Skills & Methodology
6. ED 514 Introduction, Survey and Awareness of Chemical Dependency
7. ED 530 Tests and Measurements
8. ED 531 Career Development & Vocational Appraisal



## EDUCATION AND ALLIED STUDIES

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9. ED 532 Developmental Psychology
10. ED 533 Introductory Statistics
11. ED 535 Group Procedures
12. ED 538 School Guidance Counseling and Consultation
13. ED 591 School Counseling Practicum
14. ED 598A/B School Counseling Internship
15. Elective: Suggested electives could be ED 515 or ED 516. Select in consultation with advisor

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

16. ED 503 Orientation to Educational Environment
17. ED 534 Learning-Teaching

The Master's of Education degree is conferred upon the satisfactory completion of the above courses and a comprehensive examination.

Candidates who wish to become licensed as school counselors in Ohio must complete an internship (ED 598 A/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 with 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 necessary 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.

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## EDUCATION AND ALLIED STUDIES

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### E. Educational Psychology Program

The Educational Psychology Program outlined below is open to those who have a sufficient number of credits in undergraduate professional education to be admitted to an M.Ed. program in the department or who have an undergraduate major in psychology. 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 534 Learning-Teaching
4. Two electives from ED 451, 535, 511, 512, or equivalent, in consultation with adviser.

The Master's of Education degree is conferred at the satisfactory completion of the above courses and comprehensive examination.

### F. School Psychology Program

The School Psychology Program is a specialist-level, National Association of School Psychology (NASP) approved program. It is a full-time program that requires 70 semester hours of continuous study for candidates without a valid Ohio Teacher License and 66 semester hours for candidates who hold a valid Ohio Teacher License. Candidates are expected to complete the program within a three-year time period, including the Internship year. Candidates are advised to begin course work the semester, or summer session, immediately following formal admission to the program. 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.

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

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## EDUCATION AND ALLIED STUDIES

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Candidates accepted in the School Psychology Program must complete the following program:

1. ED 453 Multicultural Education
2. ED 502 Research Methods
3. ED 534 Learning-Teaching
4. ED 419 The Exceptional Learner
5. ED 451 Theories of Personality
6. ED 530 Tests and Measurements
7. ED 532 Developmental Psychology
8. ED 533 Introductory Statistics
9. ED 535 Group Procedures
10. ED 512 Counseling Skills and Methodology

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

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

11. ED 536A Psycho-Educational Evaluation (Pre-school and elementary-age children)
12. ED 536B Psycho-Educational Evaluation (Adolescents)
13. ED 578 Literacy Diagnosis and Intervention Models
14. ED 540 The Role and Function of the School Psychologist
15. ED 543 Practicum Experience: School Psychology, or approved equivalent
16. ED 592 Consultation Skills
17. ED 590 Practicum: Psycho-Educational Diagnosis and Intervention
18. ED 597 Supervised Experience in School Psychology (A & B)
19. ED 593 Seminar in School Psychology

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

20. ED 503 Orientation to Educational Environment
21. ED 556 Curriculum

**Candidates who hold a valid Ohio Teacher License must also take one of the following in addition to the courses listed in 1-19 above.**

- ED 511 or HU 562 Counseling Theories or
- PS 457 Psychopathology

The number and availability of supervised experiences (ED 597) are restricted by various circumstances from year to year. Criteria for determining placements are to be found in the placement policy statement, which is available from the School Psychology coordinator. Failure to accept an appointment as planned may result in losing the opportunity for this experience due to the limited number of placements available. Candidates accepting a paid state internship must agree in writing to provide one year of service as a School Psychologist in the State of Ohio.

Post-Master's Note: Candidates for the School Psychology License must complete all admission requirements as stated on page 63 for the M.Ed., including the School Psychology Questionnaire and the MAT or GRE.

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

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### **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 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 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. (See page 12 for a general description of Plan A and Plan B.)

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 pages 64-65).

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### **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 pages 71-72).

### **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 by candidates in the first 15 hours of their program.
4. Required courses (see page 72-73).

### **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 undergraduate major in psychology. 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 74).

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### III. Teaching Licensure Post-Baccalaureate Programs

The Post-Baccalaureate is a 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 have an option of pursuing the Post-Baccalaureate Program for an Initial Teaching License only, or may pursue the Master of Education with Initial Licensure as described on page 68. Candidates may choose to enter the licensure-only program initially and elect to switch 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 as stated on page 63.**

The general education requirement of 30 hours is met through the baccalaureate degree and must include course work in Humanities, Social Science, Mathematics, and Science. A candidate must take appropriate courses to make up content area deficiencies before being recommended for licensure.

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 also 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.
- 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 assessments in the content area prior to entering the student teaching semester.

All applicants for teaching licensure are expected to student-teach and to participate in pre-professional field experiences. Successful completion of the appropriate PRAXIS Assessment 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 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.

- A. Principal's License: ED 500/453, 502, 517, 534, 551, 551L, 553, 553L, 556, 557, 558, 560, 560L, 561, 562, 585, 596.
- B. School Counselor: ED 453, 502, 503C, 511, 512, 514, 530, 531, 532, 533, 535, 538, elective (or 515 or 516), 591, 598A/B. A candidate who does not hold a valid Ohio Teaching License must also complete ED 503 and 534.

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- C. School Psychologist: ED 419, 451, 453, 502, 512, 530, 532, 533, 534, 535, 536A, 536B, 540, 543, 578, 590, 592, 593, 597A, 597B. A candidate who does not hold a valid Ohio Teaching License must also complete ED 503 and 556. A candidate with a valid teaching license must also select one course from ED 511 or HU 562 or PS 457.

### 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.

**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.** Historical development, goals, philosophy, and mission of middle-grades education. Planning and managing, developmentally and culturally responsive instruction and the use of organizational elements such as interdisciplinary team, flexible scheduling and grouping. Includes middle-grades field experience. **For 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.**



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**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.**

**451. THEORIES OF PERSONALITY (PS 351) 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, exceptionality 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. Includes practica.

**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.

**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

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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.

**481. SPECIAL TOPICS IN ECONOMIC EDUCATION 1-3 cr.** EconomicsAmerica, Cleveland Center courses. Admission limited to K-12 teachers. Courses designed to examine specific economic topics and develop curriculum materials for classroom use at both the elementary and secondary level. Workshop credit at the 400-level is not applicable toward a graduate degree.

**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.

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

**503A. INTRODUCTION TO EDUCATION 2 cr.** Designed as an 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 Post-Bac M.Ed. and School-Based M.Ed. Program candidates only.**

**503C. ORIENTATION TO GUIDANCE AND 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 which continues for the duration of their program track.

**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.

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**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. **For Post-Bac M.Ed and School-Based M.Ed. Program candidates only.**

**511. 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.

**512. COUNSELING SKILLS AND METHODOLOGY 3 cr.** Prerequisite: ED 511. Developing and applying skills required in the counseling of individual and group clients. Experience through taped role-play, critique of tapes, and consultation. Introduction to diagnosis and the multi-axial classification of mental and emotional disorders using the current version of the *Diagnostic and Statistical Manual of Mental Disorders*.

**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. 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. 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.

**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.

**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.

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**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.

**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.

**535. GROUP PROCEDURES 3 cr.** Prerequisite: ED 512. 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.

**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.

**537. HUMAN RELATIONS 3 cr.** Theoretical and practical examination of the educator's and counselor's opportunities and responsibilities in working effectively in multicultural settings and with individuals and groups.

**538. SCHOOL GUIDANCE, COUNSELING AND CONSULTATION 3 cr.** Prerequisites: ED 453 and 503C. Counseling and guidance strategies for the school counselor which 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. The course also includes a thorough study of consulting models and strategies for the school counselor's articulation with school personnel, administrators, parents, and community agencies.

**540. THE ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST 3 cr.** Prerequisite: Completion of course work in educational psychology and acceptance into School Psychology Program. Analysis of the role and function of a school psychologist with emphasis on current job methods and procedures.

**543. PRACTICUM EXPERIENCE: SCHOOL PSYCHOLOGY 3 cr.** Prerequisites: ED 540, and 503 for those without a teacher's certificate. Instruction and practice in the design of behavioral interventions and in observational and curriculum-based methods of assessing young children's learning and behavioral characteristics. Candidates also gain experience with early childhood screening techniques in current statewide referral and IEP procedures.

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**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.

**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** This course is designed to explore current research and practice in the use of technology to enhance the teaching and learning of science. It is designed to integrate modern technology into classrooms specifically to enhance the instruction and learning of science and mathematics. The course will deal with increasing 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.** 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.** 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.

## EDUCATION AND ALLIED STUDIES

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**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.** 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. Analysis of the role and function of staff and faculty personnel administrators with emphasis on modern personnel practices. Taken at post-master's level.

**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 456 or 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 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.**

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## EDUCATION AND ALLIED STUDIES

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**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 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 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.**

**578. LITERACY ASSESSMENT AND INTERVENTION MODELS 3 cr.** Prerequisites: ED 456, ED 457 (or equivalents); ED 565 or ED 571. 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.

**584. SPECIAL TOPICS IN ECONOMIC EDUCATION 1-3 cr.** EconomicsAmerica, Cleveland Center courses. Admission limited to P-12 teachers. Courses designed to examine specific economic topics and develop curriculum materials for classroom use at both the elementary and secondary level.

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## EDUCATION AND ALLIED STUDIES

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**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** The ETIP practicum 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.

**590. PRACTICUM: PSYCHO-EDUCATIONAL DIAGNOSIS AND INTERVENTION 3 cr.**

Prerequisites: substantial completion of sequence in School Psychology, including ED 536A, 536B, and 530. Advanced practical experience in diagnosis of exceptional children with recommendations for classroom management and teaching techniques. Field experience in cooperation with selected school systems. **(Lab fee: \$15.00)**

**591. SCHOOL COUNSELING PRACTICUM 3 cr.** Prerequisites: ED 511, 512, 535. 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 ten 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. CONSULTATION SKILLS 3 cr.** Theory and practice in school-based consultation. The consultant skills of effective communication and problem solving, in the context of the three major models for school-based consultation.

**593. SEMINAR IN SCHOOL PSYCHOLOGY 1 cr.** Corequisite: ED 597A. 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.**



## EDUCATION AND ALLIED STUDIES

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**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. SUPERVISED EXPERIENCE IN SCHOOL PSYCHOLOGY 12 cr. (A) 6 in fall; (B) 6 in spring.** Prerequisite: completion of course work in educational psychology and acceptance into the school psychology program. Placement in an educational setting where the candidate functions as a school psychologist under supervision of the college supervisor and the local school psychologist.

**598A, B. SCHOOL COUNSELING INTERNSHIP 6 cr. (A) 3 in fall; (B) 3 in spring.** Prerequisites: ED 511, 512, 535, 591. Field placement under supervision. 600 service hours includes a minimum of 240 hours in direct, counseling contact with individuals and groups. Course work 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.

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

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## ENGLISH

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

The Master of Arts program in English invites applicants from any accredited college or university who wish to pursue graduate studies in British, English-language, and American literatures. The M.A. in English is designed to provide a broad background in literature and to introduce students to methods of critical analysis and scholarly technique. The Department welcomes students interested in preparing themselves for doctoral programs, teachers wishing to expand their understanding of literature, and persons eager to enrich their lives through reading and writing. The program emphasizes broad reading, rigorous analysis of texts, and critical writing informed by research.

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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), 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 Graduate School by March 1.

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## ENGLISH

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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 consisting of a minimum of 24 hours of course work together with a thesis; or
2. Plan B, which requires at least ten courses consisting of a minimum of 30 hours with an essay.

Initially, acceptance of students is made under Plan B. Authorization of Plan A is contingent on the approval of the English Graduate Committee and may be petitioned for after the student has completed at least six credit hours of study. 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.

At the time of acceptance, each student is assigned to a department advisor. The student's program must be planned with the advisor's approval. 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 or post-eighteenth century onwards. Students who have not had a course in literary theory as undergraduates are strongly urged to take EN 490, EN 495, or EN 590 as part of the graduate program. Students who have selected one of the writing tracks will substitute writing workshops or related classes for four courses in literary periods. Candidates for the M.A. in English may apply no more than three 400-level courses towards the fulfillment of degree requirements. First-year graduate assistants are required to take EN 589 as preparation for teaching composition classes. The final examination for the Master of Arts in English is based on a reading list made available to each student on admission to the program. M.A. students should acquire the English Department's Handbook to the Master of Arts in English and the English Department's Guide for Thesis and Essay Presentation. All official policies and requirements are specified in this *Bulletin*.

# ENGLISH

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## 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.
- 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.

## ENGLISH

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- 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.
- 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.
- 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.

## ENGLISH

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- 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.
- 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.

## ENGLISH

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**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

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Anne Kugler	Chair; Britain & France; European Social; Women
Matthew P. Berg	Modern Europe; Germany; Labor History
Linda Eisenmann	History of Education
Daniel P. Kilbride	U.S.; Civil War & Reconstruction; African-American; Antebellum
Robert J. Kolesar	U.S.; Immigration; Labor
James H. Krukones	Russia; Soviet Union; East Europe
Maria N. Marsilli	Latin America; Women
Marian J. Morton	U.S.; Social; Women
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 School, submitting GRE general test scores and two letters of recommendation. Inquiries regarding graduate assistantships should be made directly to the department; however, applications must be submitted to The Graduate School 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

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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 department chair 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.

## 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-Education Scholarship:** A limited number of partial scholarships are available for teachers enrolled in a History course. Please contact The Graduate School for more information.

# HISTORY

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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.

# HISTORY

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**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.

**445. HISTORY OF CLEVELAND 3 cr.** Cleveland's development in the context of urban history. Students explore the city's historical resources to produce significant historical research.

**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.

**489. RUSSIAN-AMERICAN RELATIONS 3 cr.** In a global context, the governmental and cultural relationships between the United States and the Russian Empire, the Soviet Union, and Russia and the post-Soviet successor states, from the late eighteenth century to the present.

**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.

## HISTORY

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**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.

**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.**

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## HUMANITIES

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W. Francis Ryan

Director, Institute of 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 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 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 Dean of The Graduate School. Application deadlines are: August 15 for the fall semester, January 3 for the spring semester, and June 1 for the summer session. Students may enroll for courses as non-matriculated students for six hours (two courses), which may be credited toward the degree.

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## HUMANITIES

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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 graduate dean 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, Philosophy, and History.

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, Philosophy, and History.

### 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, Institute of Humanities.

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## HUMANITIES

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### 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.

#### 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)

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## HUMANITIES

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### 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 on these departments in this *Bulletin*. Courses at the 400 level are taken from the Art History, Classical and Modern Languages and Cultures, Philosophy, and other departments.

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 relates 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.



# HUMANITIES

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## COURSE DESCRIPTIONS

**HM 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.

**HM 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.

**HM 502. THE HUMANITIES AND MODERNITY 3 cr.** The 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.

**HM 597. SPECIAL TOPICS 1-3 cr.** Examination of specific problems in the humanities for study by individuals or selected small groups. Permission required.

**HM 598. THE INTEGRATION OF THE HUMANITIES 3 cr.** Demonstration of interrelationships of course work and individualized themes. A major research essay will be written.

**HM 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 the implementation of federal No Child Left Behind 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 admission to The Graduate School
- 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

The Dean of The Graduate School will communicate the admissions decision to the applicant.

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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 in order to graduate and be awarded a degree. The action research project presentation will contain an oral questioning component.

#### **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.** Three main topics, the history of science, the philosophy of science, and exploratory data analysis techniques appropriate for use in the middle grades form the foundation of this course. The unifying theme for the course: “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.** This course 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.** This course 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.** This is 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.** This course will compare 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.** Using the Ohio Content Standards in Life Science as a guide, this course provides 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.** This course will explain formal and informal assessment strategies to ensure the growth of the learners. The 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 will be 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.** This credit will be awarded to the student upon successful completion and presentation of the Action Research Project.

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## MATHEMATICS

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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
Darrell J. Horwath	Algebra
Marc Kirschenbaum	Topology; Swarm Intelligence
Robert J. Kolesar	Algebraic Topology
Jerry L. Moreno	Probability; Statistics; Operations Research
Dwight M. Olson	Ring Theory
Daniel W. Palmer	Computer Science; Swarm Intelligence
Leo J. Schneider	Differential Equations
Linda M. Seiter	Software Engineering
Paul L. Shick	Algebraic Topology
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.

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.

### 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. None of the graduate courses from the Master of Arts programs is allowed. The material from MT 341, 342, elementary abstract and linear algebra, is presupposed in all Master of Science courses. The material from MT 431 is presupposed in all 500-level 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.

### 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

# MATHEMATICS

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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 to teach mathematics in high school or middle school respectively, with an undergraduate mathematics 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 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

Students in the Master of Arts Program for Middle School Teachers must complete the eleven 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. Eleven courses (33 semester hours) in mathematics, numbered 520-530
2. An expository essay
3. A comprehensive examination

# MATHEMATICS

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## COURSE DESCRIPTIONS

**420. PROBABILITY AND STATISTICS I 4 cr.** Prerequisite: MT 233. Combinatorial probability, discrete and continuous distributions, simulation of sampling distributions and the central limit theorem, introduction to data analysis, estimation and hypothesis testing; use of CAS and statistical software.

**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.

**431. ADVANCED CALCULUS OF ONE VARIABLE 3 cr.** Prerequisites: MT 233, 341. Real-number system, limits, continuity, differentiability, Riemann integral, properties of continuous and differentiable functions, sequences and series of functions.

**432. ADVANCED CALCULUS OF SEVERAL VARIABLES 3 cr.** Prerequisites: MT 233, 342. Development of and motivation for vector-valued functions, calculus of functions of several variables, implicit functions and Jacobians, multiple integrals, line integrals.

**436. INTRODUCTION TO COMPLEX ANALYSIS 3 cr.** Prerequisite: MT 341 or 342 or permission of department chair. Complex number plane, analytic functions, integration of complex functions, sequences and series. Residue theorem, evaluation of real integrals.

**438. ORDINARY LINEAR DIFFERENTIAL EQUATIONS 3 cr.** Prerequisites: MT 233, 342. Linear equations and systems, existence and uniqueness theorems, oscillation theory. Autonomous equations and systems, their solutions and qualitative properties.

**441. ABSTRACT ALGEBRA 3 cr.** Prerequisite: MT 341. Groups, rings, domains, fields, extension fields, 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.

## MATHEMATICS

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**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.

**478. FORMAL LANGUAGES 3 cr.** Prerequisites: MT 341 or MT 379 or equivalent. Finite and push-down automata and Turing machines. Regular languages, context-free grammars, recursive and recursively enumerable languages. Other topics chosen from Church's thesis, Gödel numbering, decidability, and recursive functions.

**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 cr. TBA.** Reading, reports on, and investigation of selected material and topics.

**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.



## MATHEMATICS

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**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.

**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 AND LINEAR ALGEBRA 3 cr.** Combinatorics as systematic counting. Iteration and recursion. Vertex-edge graphs. Pattern and symmetry. Matrix representation of data. Linear algebra in transformational geometry.

**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. Methodology of teacher action research. 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.

**528. TOPICS IN MEASUREMENT 3 cr.** The teaching of measurement as recommended by NCTM. Measurement used in mathematical modeling and real world applications. Measurement as an aid to decision making.

**529. REASONING AND COMMUNICATION IN MATHEMATICS 3 cr.** Distinguishing characteristics of mathematical reasoning. Inductive and deductive mathematical reasoning. Logic and truth.

**530. CAPSTONE COURSE 3 cr.** Analysis and completion of essay projects. Discussion of comprehensive examination topics as an overview of program concepts.

## MATHEMATICS

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**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.

**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 cr. TBA.** Readings, reports on, and investigations of selected material and topics.

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## NONPROFIT ADMINISTRATION

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Duane Dukes	Director, Nonprofit Administration Program; Professor, Sociology
Brent G. Brossman	Associate Professor, Communications
William J. Cenker	Professor, Accountancy
Thomas A. Conklin	Visiting Assistant Professor, Management
Phyllis Braudy Harris	Professor and Chair, Sociology
Simran K. Kahai	Assistant Professor, Economics
Paul R. Murphy	Professor, Marketing
Elizabeth Stiles	Assistant Professor, Political Science
Edward Peck	Associate Dean, The Graduate School
Nicholas R. Santilli	Associate Professor, Psychology; Director, Planning and Assessment
Sally Wertheim	Professor, Education; Consultant for Special Projects

The nonprofit administration program 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 nonprofit administration program shapes experienced service providers of today into the administrators of the nonprofit organizations of tomorrow. The program prepares people to serve better 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 improves their ability to address issues related to the pluralistic environment in which we live. In an increasingly diverse society comprised of people with expanding needs and sometimes decreasing ability to address them, nonprofit organizations play an increasingly important role in society. The administrators of these organizations must have the necessary leadership skills that this program provides.

This nonprofit administration program is a complete learning experience. It requires 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 this program include mentorship, team-building, crisis-management, and strategic planning.

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### Admission Requirements

- 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
  - Professional resume
  - A 3.0 undergraduate GPA with a 3.2 in the major (for unconditional acceptance)
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## NONPROFIT ADMINISTRATION

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### PROGRAM REQUIREMENTS

Students are required to successfully complete the 36 hour program as described below and in the terms defined by The Graduate School 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 551 – Managerial Economics\*  
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 Course – 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  
NP 550 – Policy Analysis for Nonprofits  
NP 560 – Quantitative and Qualitative Analysis for Nonprofit Administrators  
NP 570 – Organizational Assessment, Evaluation and Design††  
NP 590 – Strategic Planning for Nonprofit Organizations

\*Prerequisite: EC 521 or previous micro/macro economics courses.

\*\*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.

# NONPROFIT ADMINISTRATION

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## COURSE DESCRIPTIONS

**AC 572. ACCOUNTING AND TAX ISSUES FOR NONPROFIT ORGANIZATIONS 3 cr.** This course addresses selected accounting and tax issues for nonprofits. Topics will 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 551. MANAGERIAL ECONOMICS 3 cr.** Prerequisite: EC 521. 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. (Required Course)

**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.** Prerequisites: one undergraduate course in organizational behavior, organizational psychology or social psychology. A comprehensive assessment of the student's leadership and managerial skills followed by a classroom discussion of leadership and managerial skills, exercises, and an individual skills analysis review session. Develop skills awareness and career management strategy. (Required Course)

**MN 588. STRATEGIC HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite: one undergraduate course in organizational behavior, organizational psychology or social psychology. Strategic Human Resource leadership: 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.** The 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. Learning 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. Placement is by prior permission only.

**NP 520. ADVOCACY AND NONPROFIT ADMINISTRATION 3 cr.** This course addresses theories about interest groups and their place in Democratic society, provides hands-on information about methods of advocacy and also devotes time to ethical concerns regarding advocacy. Students are introduced to theories of democracy

## NONPROFIT ADMINISTRATION

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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 being effective within a system driven by influence without becoming corrupted. (Required Course)

**NP 530. PROFESSIONAL COMMUNICATIONS FOR NONPROFIT ADMINISTRATORS 3 cr.** This course familiarizes nonprofit administrators with communication theory, with emphasis on persuasion and communication in organizational settings. The course provides the opportunity to refine talents in writing and presenting speeches, including emphasis on the effective use of technology to enhance presentations focused on issues pertinent to nonprofit administrators. (Required Course)

**NP 540. GRANT WRITING AND FUND RAISING FOR NONPROFITS 3cr.** 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.** This course provides 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 in this course addresses legislative actions, how those actions are translated into enforceable rules, and then implemented by local service providers. This course addresses how nonprofit administrators participate in this process.

**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 DESIGN 3 cr.** Prerequisite: previous coursework in research methodology including computer applications and statistical data analysis. Research methodology applied to the specific needs 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 590. STRATEGIC PLANNING FOR NONPROFIT ORGANIZATIONS 3 cr.** This course provides the tools to help an administrator of a nonprofit organization decide upon the direction that organization should take over a three-five year period. As part of the strategic planning process, students will learn how to develop a vision for the organization, identify a mission statement, set objectives, outline strategies to meet the objectives, and identify programs to implement the strategies.

**NP 595. INTEGRATIVE CAPSTONE PROJECT 3 cr.** A one-semester case-study in a field setting requiring the student participants to identify analyze and address an issue, problem or objective in a client nonprofit organization. The students will address the project with a team approach and present their findings and recommendations to both the client and a review board of faculty. (Required Course)

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## RELIGIOUS STUDIES

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Joseph F. Kelly	Chair; Early Christianity; Historical Theology
Doris K. Donnelly	Systematic Theology; Spirituality
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
John R. Spencer	Biblical Studies; Biblical Archaeology
Paul L. Heck	Tuohy Chair (2006-2007); Islam
Pastor in Residence Valentino Lassiter	African-American Theology and History
Writer in Residence Donald B. Cozzens	Pastoral Theology; Christian Spirituality; Religion and Psychology

The Department of Religious Studies offers graduate courses in scripture, historical theology, systematic theology, religious ethics, Asian religions, and spirituality, leading to the degree Master of Arts. The department also offers a post-master's certificate program in general religious studies. The master's program meets the educational requirements of those interested in religious education, ministry, other professional careers related to religion, and continued academic study.

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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 should 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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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). The chair, named in honor of the late Walter Tuohy, a leading railroad executive, and his wife Mary, was established in 1966. For more information, please refer to the Tuohy website ([www.jcu.edu/tuohy](http://www.jcu.edu/tuohy)).

Tuition scholarships are available to all qualified students enrolled in Religious Studies Master of Arts or Certificate of Advanced Studies programs. Please contact The Graduate School office or website ([www.jcu.edu/graduate](http://www.jcu.edu/graduate)) for more information.

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## RELIGIOUS STUDIES

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### Master of Arts Program

It is desirable that students seeking to enroll in the master's program should have six undergraduate courses in theology or religious studies. Since few undergraduates actually 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 those areas. The department also offers a non-credit course in research methods (RL 490). RL 490 is required of all students. 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.

### General Degree Requirements

- A. 30 graduate semester hours of study
- B. RL 490, Research Methods in Religious Studies, ordinarily taken during the first year of enrollment (taught each fall)
- C. RL 400, Introduction to Biblical Interpretation (taught each fall); RL 430, Introduction to Systematic Theology (taught each spring); One course in Religious Ethics
- D. At least 15 semester hours of 500-level courses
- E. A comprehensive examination
- F. For students in Plan A (see page 12):
  - 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. the completion of a master's thesis (RL 599), for six semester hours of course credit
- G. For students in Plan B (see page 12): the completion of a research essay

**Note:** Students accepted under the requirements for the Master of Arts in Religious Studies listed in previous Graduate School 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 graduate institution. Initial acceptance of students is made under Plan B, the non-thesis option. Authorization of Plan A, the thesis option (see page 12), 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 Graduate Dean. A change from Plan B to Plan A is accomplished by academic petition.

Since the Master of Arts degree in 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.



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## RELIGIOUS STUDIES

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### Certificate Program

The department also offers a Certificate of Advanced Studies (CAS). This program is for students who have already 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 can lead to such certification.

### Program Requirements

To attain the Certificate of Advanced Studies a student must complete 18 graduate credits in 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.

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, and Religious Ethics. 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.

### 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 Religious Studies, all of its courses are conducted at John Carroll University.

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

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

The ISI is endowed by a grant from the F. J. O'Neill Charitable Corporation and by gifts from other generous donors.

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

## RELIGIOUS STUDIES

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### COURSE DESCRIPTIONS

**400. INTRODUCTION TO BIBLICAL INTERPRETATION 3 cr.** Problems of and approaches to understanding scripture. Special focus on the methods essential for doing exegesis, biblical interpretation, and contemporary applications.

**404. PROPHECY IN ISRAEL AND THE ANCIENT NEAR EAST 3 cr.** Study of prophecy and prophets in ancient Israel and its ancient Near Eastern context. Specific focus on such biblical prophets as Amos, Hosea, Isaiah, and Jeremiah.

**408. PAUL AND HIS WRITINGS 3 cr.** Introduction to the cultural and historical background of the Apostle Paul's life and career, an examination of his major writings, and a discussion of their impact.

**420. EARLY CHRISTIANITY 3 cr.** Emergence of Christianity into the Greek and Roman world from the first to the sixth centuries. Trinitarian theology and Christology, Church and State, the role of women, monasticism, the interaction with pagan culture, the establishment of ecclesiastical structures, early Christian art, and the Church's growing self-understanding.

**430. INTRODUCTION TO SYSTEMATIC THEOLOGY 3 cr.** Nature, method, and content of systematic theology, with emphasis on the influence of history and culture on the articulation of doctrine. Readings and discussions centered on significant contributors to Christian systematic theology.

**437. READINGS IN FEMINIST THEOLOGY 3 cr.** Various topics in feminist theory and its impact on religion and theology. Specific content and number of credits announced when the course is offered.

**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.

**480. INTRODUCTION TO CANON LAW 3 cr.** Introduction to the 1983 *Code* in its historical context, with a view to its pastoral application. Special attention to canons on Sacraments of Baptism, Eucharist, and Marriage.

**490. RESEARCH METHODS IN THEOLOGY 0 cr.** An orientation to the Master's program in Religious Studies and an introduction to basic resources and methods for research in theology.

**496. BORROMEO SENIOR SEMINAR 3 cr.** Synthesis of four years of collegiate priestly formation.

**499. SPECIAL TOPICS 1-3 cr.** Selected topics in one of the areas of religious studies. Specific content and number of credits to be announced when offered.

**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. HISTORICAL JESUS 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. 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 synoptics to the non-canonical *Gospel of Peter* and *Gospel of Thomas*; the literary and

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## RELIGIOUS STUDIES

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heological characteristics of each of the synoptics; the christology, soteriology and ecclesiology of the synoptics. Students will engage in independent, critical research on one or more pericope/ae as case studies for pursuing these issues.

**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.

**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 responses.

**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.** The human being understood in relation to God and in conflict with evil, as seen in the Bible and in the works of Paul, Augustine, Julian of Norwich, Martin Luther, Karl Rahner, and contemporary liberation and feminist theologians.

**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.** The person and work of Jesus Christ according to the scriptures, historical theology, and contemporary theology.

**535. 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.

**538. SACRAMENTAL THEOLOGY 3 cr.** Focus on sacramental theology and PRAXIS with particular attention to symbol, liturgical celebration, and pastoral issues which have emerged in the historical and theological development of sacraments in the 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 constitute the main sources for the spiritual dimensions of Islam.

**559. SPECIAL TOPICS IN ASIAN RELIGIONS 3 cr.** Focus on different topics in Buddhist, Hindu, Chinese, and Japanese religions. Approaches include the study of social and political history, philosophy, ethics, and ritual.

**562. CHRISTIAN SOCIAL JUSTICE 3 cr.** Examination of Catholic and Protestant social teachings which contribute to a social ethic. Special focus on political, economic, and cultural problems, including war and peace, poverty, and prejudice.

## RELIGIOUS STUDIES

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**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.

**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 : Ignatius Loyola, Teresa of Avila, Catherine of Siena, C.S. Lewis, Thomas Merton.

**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. Offered in conjunction with HU 580.

**585. TUOHY CHAIR 3 cr.** Specific content will be announced; see the most recent *Undergraduate Bulletin* or the Tuohy website ([www.jcu.edu/tuohy](http://www.jcu.edu/tuohy)) for further information.

**592. INDEPENDENT RESEARCH 1-3 cr.** Directed research on a topic selected by the student, in consultation with a Religious Studies faculty member who will supervise the project, and culminating in one or more papers, the precise parameters of which are negotiated with the supervising faculty member and then detailed in the Independent Study Contract. The RL 592 proposal form may be obtained from the department secretary or from the JCU website at <http://www.jcu.edu/bible/592/Contract.htm>.

Registration for RL 592 is contingent upon the approval of the supervising faculty member, the chair of the department, and the Dean of The Graduate School; such approval should be obtained no later than three weeks prior to the semester in which the student wishes to enroll in the course.

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



# John Carroll

UNIVERSITY

## PROFESSIONAL DEVELOPMENT PROGRAMS



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## PROFESSIONAL DEVELOPMENT PROGRAMS

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

Linda M. Gojak  
Norm E. Schmidt

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. In addition, specific programs are designed with individual districts to meet their needs for ongoing program improvement. Examples of summer programs include the *Investigations in Number, Data and Space* workshop for K-4 teachers, Science Across North America, Inquiry into Inquiry, 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).

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## PROFESSIONAL DEVELOPMENT PROGRAMS

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### EconomicsAmerica, Cleveland Center

Paula Aveni  
Linda Spencer  
Phyllis Cooper

Executive Director  
Program Director  
Manager, Office Administration

**EconomicsAmerica, Cleveland Center** is a nonprofit educational organization working to improve the level of economic understanding in Northeast Ohio. Established in 1973, the Center's primary means of achieving economic literacy is through teacher training and education. For more information, visit our website at [www.economicsamericacleveland.org](http://www.economicsamericacleveland.org). The Center offers many credit and non-credit courses and workshops in conjunction with the John Carroll University Department of Economics and Finance, Education and Allied Studies, and The Graduate School for K-12 teachers. In addition, interested teachers can earn a master's degree in education with a concentration in economic education. Details are to be found in the Department of Education section of this *Bulletin*.

**EconomicsAmerica, Cleveland Center** courses are designed to provide teachers with a solid background in economic concepts, principles, and teaching methodology. The courses range from basic courses, which introduce economic concepts and which need very little economics background, to concentrated upper-level courses, which have prerequisites. Courses are open to all certified elementary and secondary teachers. Other applicants must be approved by the director and must meet all Graduate School admission requirements.

**EconomicsAmerica, Cleveland Center** is governed by a Board of Trustees, which represents business, labor, education (elementary, secondary and higher), and the community at large. The director coordinates the functions of the Center within guidelines set by the Board, and in cooperation with the John M. and Mary Jo Boler School of Business and the Department of Economics and Finance of John Carroll University.

### COURSE DESCRIPTIONS

**ED 474. MACROECONOMICS FOR THE CLASSROOM TEACHER 3 cr.** Designed to familiarize the teacher-participant with elementary macroeconomic principles and their application to the free enterprise system. Topics include the levels of income, employment, and national output as well as the role of government.

**ED 475. MICROECONOMICS FOR THE CLASSROOM TEACHER 3 cr.** Designed to familiarize the teacher-participant with elementary microeconomic principles and their application to the free enterprise system. Topics include markets, pricing, resource allocation, and competition.

**ED 481. SPECIAL TOPICS IN ECONOMIC EDUCATION 1-6 cr.** EconomicsAmerica, Cleveland Center courses. Admission limited to K-12 teachers. Courses designed to examine specific economic topics and develop curriculum materials for classroom use at both the elementary and secondary level.

**ED 575. MARKET, PRICES, AND MICROECONOMICS 3 cr.** Prerequisite: ED 475. Detailed analysis of the behavior of consuming and producing units, determination of prices and outputs through markets, resource allocation, and planning.

## PROFESSIONAL DEVELOPMENT PROGRAMS

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**ED 576. MONEY AND MACROECONOMICS IN A GLOBAL ECONOMY 3 cr.** Prerequisite: ED 474. Theories of the determination of the level of national economic activity: output, income, employment and its relationship to economic growth, stability, and the price level.

**ED 577. CURRICULUM DEVELOPMENT SEMINAR IN ECONOMIC EDUCATION 3 cr.** Practical design and development of economics curriculum at either the elementary or secondary school level. Special emphasis on integrating the curriculum into other subject content areas, including math, science, and the language arts.

Other courses may be offered through the Department of Economics and Finance. Check with the department for their two-year sequence of course offerings.



## PROFESSIONAL DEVELOPMENT PROGRAMS

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### Institute for Educational Renewal (IER)

Deborah G. Zawislan  
Marjorie Ann Ciarlillo

Executive Director  
Administration Coordinator

The Institute for Education Renewal (IER) is a non-profit organization dedicated to improving academic achievement of students in urban classrooms, grades K-8. In partnership with John Carroll University since 1991, IER literacy coaches work directly with classroom teachers, principals, and parents in offering an innovative, on-site school renewal program focusing on effective teaching and learning, encouraging collaborative leadership and promoting a positive school culture. IER's mission is *to improve the quality of school life for children in greater Cleveland and to foster the development of child-centered learning communities.*

IER's program is based on a comprehensive literacy approach that balances reading, writing language and word study. IER's literacy coaches work one-on-one with teachers modeling literacy strategies in the classroom, in small groups facilitating grade level and leadership team meetings, and in supporting parent literacy groups within each school. Among IER's supporting activities are classroom libraries, school-based study groups, and district-wide networks.

IER implements a wide variety of professional development activities, including on-site graduate courses offered through John Carroll University. IER also coordinates school-wide retreats to facilitate learning and professional dialogue among teachers, administrators, and parents.

IER is governed by a Board of Trustees with expertise in non-profit leadership, education, business, human resources, law, marketing and public relations. The executive director works closely with the Board and staff, guiding IER's work. John Carroll serves as IER's fiscal/administrative agent.

### COURSE DESCRIPTIONS

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**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.** This course 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 to achieve grade-level standards.

**CLOSING THE ACHIEVEMENT GAP II: BUILDING COMMUNITY TO SUPPORT ACADEMIC SUCCESS AND CULTURALLY RESPONSIVE TEACHING 2 cr.** This course 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.

**TEACHING AND LEARNING WITH YOUNG ADOLESCENTS IN K-8 SCHOOLS 1 cr.** This course provides foundational understanding that will help teachers develop strong middle grades that are well integrated into the overall K-8 program. The course explores adolescent development, teaming, effective standards-based teaching, and literacy in the content areas.



# John Carroll

UNIVERSITY

## UNIVERSITY INFORMATION SECTION





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Douglas A. Norris, Ph.D.  
Christopher R. Roark, Ph.D.  
W. Francis Ryan, Ph.D.  
Karen Schuele, Ph.D.  
Gerald P. Weinstein, Ph.D.

### Committee on Rank, Tenure, and Salary

---

David M. La Guardia, Ph.D., *Chair*  
Mary E. Beadle, Ph.D.  
Luís María R. Calingo, Ph.D.

Linda Eisenmann, Ed.D.

### Committee on Research and Service

---

Mary E. Beadle, Ph.D., *Chair*  
Carl D. Anthony, Ph.D.  
Matthew P. Berg, Ph.D.  
Ruth E. Fenske, Ph.D.  
Richard K. Fleischman, Jr., Ph.D.  
Daniel Kilbride, Ph.D.

Susan Long, Ph.D.  
James H. Martin, Ph.D.  
Catherine Miller, Ph.D.  
John McBratney  
Paul K. Nietupski, Ph.D.  
David W. Robson, Ph.D.

## UNIVERSITY COMMITTEES

---

### Committee on Scheduling

---

Kathleen J. DiFranco, M.A., *Chair*  
Mary E. Beadle, Ph.D.  
Luís María R. Calingo, Ph.D.  
Linda Eisenmann, Ed.D.  
Darrell J. Horwath, Ph.D.

Jonathan C. Ivec, M.B.A., CPA  
Beth Martin, Ph.D.  
Edward J. Peck, Ph.D.  
Karen Schuele, Ph.D.

### Committee on University Enrollment

---

Brian G. Williams, M.A., *Chair*  
Mary E. Beadle, Ph.D.  
Donna Byrnes, M.A.  
Luís María R. Calingo, Ph.D.  
Miles M. Coburn, Ph.D.  
Linda Eisenmann, Ed.D.  
Thomas Fanning, B.A.  
Jonathan C. Ivec, M.B.A., CPA  
Janetta Hammock, M.A.  
Robert J. Kolesar, Ph.D. (HS)

David M. La Guardia, Ph.D.  
Jerry Moreno, M.S.  
Patrick K. Prosser, M.S.  
Patrick H. Rombalski, Ed.D.  
Nicholas Santilli, Ph.D.  
Timothy T. Shannon, S.J., Ph.D.  
J. Gerard Sheehan, M.B.A.  
Christine Somosi, B.A.  
Andrew M. Welki, Ph.D.

### Council on Teacher Education

---

Kathleen M. Manning, Ph.D., *Chair*  
Mary E. Beadle, Ph.D.  
Kathleen J. DiFranco, M.A.  
Linda Eisenmann, Ed.D.  
Brendan Foreman, Ph.D.  
Barbara Garson, Ph.D.

Sharon Kaye, Ph.D.  
James Lissemore, Ph.D.  
Beth Martin, Ph.D.  
Catherine Miller, Ph.D.  
Jerry L. Moreno, M.S.  
Carol Paull, M.S.Ed., M.S.S.A.

### Faculty Board of Review

---

William N. Bockanic, Ph.D.  
Paul R. Challen, Ph.D.  
Ruth Connell, M.L.S.  
Robert J. Kolesar, Ph.D. (MT)

Jerry L. Moreno, M.S.  
John R. Spencer, Ph.D.  
Elizabeth v. Swenson, Ph.D.  
\* one member to be appointed  
\* one member to be elected

### Faculty Grievance Committee Pool

---

Nick R. Baumgartner, Ph.D.  
Denise D. Ben-Porath, Ph.D.  
Barbara K. D'Ambrosia, Ph.D.  
Theron Ford, Ph.D.  
Gerald B. Guest, Ph.D.

Daniel P. Kilbride, Ph.D.  
Gwendolyn M. Kinebrew, Ph.D.  
Philip J. Metres, III, Ph.D.  
Carl R. Spitznagel, Ph.D.  
David L. Stenson, Ph.D.

## UNIVERSITY COMMITTEES

---

### Faculty Handbook Committee

---

Klaus Fritsch, Ph.D.

Dwight R. Hahn, Ph.D.

Robert J. Kolesar, Ph.D. (MT)

Marcella D. Milota, M.S.L.S.

Jacqueline J. Schmidt, Ph.D.

Brenda A. Wirkus, Ph.D.

### Faculty Service Committee

---

William N. Bockanic, J.D.

Douglas R. Bruce, Ph.D.

Barbara K. D'Ambrosia, Ph.D.

Duane A. Dukes, Ph.D.

Margaret O. Finucane, Ph.D.

Cynthia Lenox, M.L.S.

Carl R. Spitznagel, Ph.D.

### Health Professions Advisory Committee

---

Gwendolyn M. Kinebrew, Ph.D., *Chair*

Additional tenured faculty from the  
University

### Information Technology Steering Committee

---

Richard D. Valente, M.S., *Chair*

Ruth Connell, M.A., M.L.S.

Duane A. Dukes, Ph.D.

Marc Kirschenbaum, Ph.D.

Marc P. Lynn, Ph.D.

Richard F. Mausser, M.B.A.

Doris M. Pudloski, M.B.A.

### Institutional Animal Care and Use Committee

---

Mary E. Beadle, Ph.D., *Co-Chair*

Laurie A. Princiotta, M.S., *Secretary*

Catherine T. Anson, M.A.

Carl D. Anthony, Ph.D.

A. Ralph Gibson, Ph.D.

Jeffrey R. Johansen, Ph.D.

William L. Langenfus, Ph.D.

Hector Munoz-Ramirez, D.V.M., Ph.D.

Helen M. Murphy, Ph.D.

Robert R. Smeby, Ph.D.

\*Co-chair to be announced

### Institutional Review Board

---

Mary E. Beadle, Ph.D., *Chair*

Catherine T. Anson, M.A., C.I.M.,

J. Benjamin Forbes, Ph.D.

Phyllis B. Harris, Ph.D.

Amy R. Hoffman, Ed.D.

Laurie A. Princiotta, M.S.

Mark G. Storz, Ph.D.

Elizabeth v. Swenson, Ph.D.

Therese Sweeney Drake, J.D.

## UNIVERSITY COMMITTEES

---

### Mission Coordinating Committee

---

Patrick H. Rombalski, Ed.D., *Chair*  
Linda Eisenmann, Ed.D.  
Margaret O. Finucane, Ph.D.  
Paula Fitzgerald, M.Div.  
Rev. Howard Gray, S.J.

Paul V. Murphy, Ph.D.  
Edward J. Peck, Ph.D.  
Rev. Thomas Schubeck, S.J.  
Jonathan E. Smith, Ph.D.

### University Assessment Committee

---

Nicholas R. Santilli, Ph.D., *Chair*  
Lauren L. Bowen, Ph.D.  
Kathleen L. Dean, M.Ed.  
Linda Kawentel  
Ryan Knotts, M.B.A., M.S.

Graciela Lacueva, Ph.D.  
James H. Krukones, Ph.D.  
Doris M. Pudloski, M.B.A.  
E. Paul Thomson, Ph.D.  
\*two faculty members to be named

### University Budget Committee

---

Edward J. Peck, Ph.D. *Chair*  
Laurie Massa, M.Ed.  
Richard F. Mausser, M.B.A., CPA  
Dwight Olson, Ph.D.

Andreas Sobisch, Ph.D.  
Brenda Wirkus, Ph.D.  
David Wong, B.S., CPA  
\*one faculty member to be named

### University Council

---

David M. La Guardia, Ph.D., *Chair*  
Mary E. Beadle, Ph.D.  
Donna L. Byrnes, M.A.  
Luís María R. Calingo, Ph.D.  
Robert A. Celli, B.S.  
Lawrence R. Cima, Ph.D.  
Dan R. Clark, M.J.A.  
Miles M. Coburn, Ph.D.  
Sherri Crahen, Ph.D.  
Linda Eisenmann, Ed.D.  
Laurie Frantz  
Howard J. Gray, S.J., Ph.D.  
Janetta Hammock, M.A.  
Jonathan C. Ivec, M.B.A., CPA  
James H. Krukones, Ph.D.  
Heather L. Losneck, M.A.

Laurie Massa, M.Ed.  
Richard F. Mausser, M.B.A., CPA  
Lisa M. Mencini, M.B.A., CPA  
Robert L. Niehoff, S.J., Ph.D.  
Patrick H. Rombalski, Ed.D.  
John B. Scarano, M.A.  
Timothy T. Shannon, S.J., Ph.D.  
J. Gerard Sheehan, M.B.A.  
Paul L. Shick, Ph.D.  
Jeanne Somers, Ph.D.  
Christine A. Somosi, B.A.  
Dianna E. Taylor, Ph.D.  
Richard D. Valente, M.S.  
Brian G. Williams, M.A.  
David W. Wong, B.S., CPA  
\* three students to be named

### University Hearing Board

---

Marc Kirschenbaum, Ph.D.  
Kathleen S. Kobylyanec, M.L.S.

Francis X. Ryan, S.J., Ph.D.  
Leo J. Schneider, Ph.D.  
\* three student representatives

## UNIVERSITY COMMITTEES

---

### University Library Committee

---

David G. Anderson, Ph.D.  
Maryclaire Moroney, Ph.D.

David W. Robson, Ph.D.  
Carin Ruff, Ph.D.  
Francis X. Ryan, S.J., Ph.D.

### University Planning Group

---

David M. La Guardia, Ph.D., *Chair*  
Mary E. Beadle, Ph.D.  
Lauren Bowen, Ph.D.  
Luís María R. Calingo, Ph.D.  
Sherri Crahen, Ph.D.  
Linda Eisenmann, Ed.D.  
Howard J. Gray, S.J., Ph.D.  
Jonathan C. Ivec, M.B.A., CPA  
James H. Krukones, Ph.D.  
Anne Kugler, Ph.D.  
Paul Lauritzen, Ph.D.  
Scott B. Moore, Ph.D.

Joel W. Mullner  
Daniel O'Malley  
Robert L. Niehoff, S.J., Ph.D.  
Doris M. Pudloski, M.B.A.  
Patrick H. Rombalski, Ed.D.  
Nicholas R. Santilli, Ph.D.  
Timothy T. Shannon, S.J., Ph.D.  
Jonathan E. Smith, Ph.D.  
Sally Wertheim, Ph.D.  
Brian G. Williams, M.A.  
\*one faculty member to be named  
\* one staff representative

### Faculty Forum Committees

#### Executive Committee

---

Miles M. Coburn, Ph.D., *Chair*  
Paul J. Lauritzen, Ph.D., *Vice Chair*  
Mindy J. Peden, Ph.D., *Secretary*  
Brent G. Brossman, Ph.D.  
Robert J. Kolesar, (HS), Ph.D.  
Graciela Lacueva, Ph.D.

David M. La Guardia, Ph.D.  
Marc P. Lynn, Ph.D.  
Jacqueline J. Schmidt, Ph.D.  
Paul L. Shick, Ph.D.  
Dianna Taylor, Ph.D.

#### Committee on Academic Policies

---

Matthew P. Berg, Ph.D.  
Gwendolyn M. Kinebrew, Ph.D.  
Anne Kugler, Ph.D.  
Peter Kvidera, Ph.D.  
David M. LaGuardia, Ph.D.

Marc P. Lynn, Ph.D.  
Jacqueline J. Schmidt, Ph.D.  
E. Paul Thomson, Ph.D.  
Sheri D. Young, Ph.D.

## UNIVERSITY COMMITTEES

---

### Committee on Nominations

---

Jonathan R. Gunderson, Ph.D.  
Paul J. Lauritzen, Ph.D.  
Marc P. Lynn, Ph.D.  
Maryclaire Moroney, Ph.D.

Tamba Nlandu, Ph.D.  
Linda M. Seiter, Ph.D.  
Elizabeth A. Stiles, Ph.D.

### Committee on Policies for Rank, Tenure, and Salary

---

Sharon M. Kaye, Ph.D.  
Susan Long, Ph.D.  
Marcella D. Milota, M.S.L.S.  
Jerry Moreno, M.S.

Naveed Piracha, Ph.D.  
Chris Roark, Ph.D.  
Mark D. Treleven, Ph.D.

### Committee on Research, Service, and Faculty Development

---

Mary E. Beadle, Ph.D., (*Ex-officio*)  
Carl D. Anthony, Ph.D.  
Matthew P. Berg, Ph.D.  
Ruth Fenske, Ph. D.  
Sharon Kaye, Ph.D.

John S. McBratney, Ph.D.  
Sheila McGinn, Ph.D.  
Catherine Miller, Ph.D.  
Gerald P. Weinstein, Ph.D.

### Finance Committee

---

Jonathan C. Ivec, M.B.A., CPA  
Andreas Sobisch, Ph.D.  
David Stenson, Ph.D.

Charles Watts, Ph.D.  
John H. Yost, Ph.D.



## FACULTY

---

(Date is that of appointment to University faculty)

CARL D. ANTHONY (1996)  
Associate Professor of Biology  
Ph.D., University of Southwestern  
Louisiana

MARY E. BEADLE (1994)  
Professor of Communication;  
Dean, The Graduate School  
Ph.D., Kent State University

MATTHEW P. BERG (1994)  
Associate 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

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

LUÍS MARÍA R. CALINGO (2006)  
Professor of Management;  
Dean, Boler School of Business  
Ph.D., University of Pittsburgh

WILLIAM J. CENKER (1987)  
Professor of Accountancy; Coordinator,  
Graduate Accountancy Programs  
Ph.D., Kent State University;  
CPA (Ohio)

PATRICK B. CHEN (1984)  
Associate Professor of Mathematics  
Ph.D., Case Western Reserve University

DIANA CHOU (2002)  
Assistant Professor of Art History  
Ph.D., University of Kansas

LAWRENCE R. CIMA (1971)  
Associate Professor of Economics  
Ph.D., West Virginia University

MILES M. COBURN (1982)  
Professor of Biology  
Ph.D., The Ohio State University

JEANNE M. COLLERAN (1987)  
Professor of English  
Ph.D., The Ohio State University

THOMAS A. CONKLIN (2003)  
Visiting Assistant Professor of Management  
Ph.D., Case Western Reserve University

LESLIE S. CURTIS (1995)  
Associate Professor and Chair, Department of  
Art History and Humanities  
Ph.D., The Ohio State University

BARBARA K. D'AMBROSIA (1994)  
Associate Professor of Mathematics  
Ph.D., University of Oregon

GREGORY DiLISI (1998)  
Assistant Professor of Education  
Ph.D., Case Western Reserve University

DONALD R. DOMM (1987)  
Professor of Management  
Ph.D., The Ohio State University

## FACULTY

---

DORIS K. DONNELLY (1989)  
Professor of Religious Studies;  
Director, Cardinal Suenens Center  
Ph.D., Claremont Graduate School

REBECCA E. DRENOVSKY (2005)  
Assistant Professor of Biology  
Ph.D., University of California-Davis

DUANE DUKES (1977)  
Professor of Sociology  
Ph.D., Kent State University

S. KAY DUNLAP (2001)  
Assistant Professor of Education  
Ph.D., Kent State University

LINDA EISENMANN (2005)  
Professor of Education and History  
Dean, College of Arts and Sciences;  
Ed.D., Harvard University

CHRISTOPHER M. FAIVER (1989)  
Professor of Education; Coordinator,  
Community Counseling Program  
Ph.D., Case Western Reserve University

MARY ANN FLANNERY, S.C. (1989)  
Associate Professor and Chair,  
Department of Communication and Theatre Arts  
Ph.D., Kent State University

VALERIE R. FLECHTNER (1981)  
Professor of Biology  
Ph.D., University of Wisconsin-Madison

RICHARD K. FLEISCHMAN, Jr. (1983)  
Professor of Accountancy  
Ph.D., State University of New York at Buffalo; CPA  
(Ohio)

J. BENJAMIN FORBES (1975)  
Professor of Management  
Ph.D., The University of Akron

THERON FORD (2004)  
Assistant Professor of Education  
Ph.D., Miami University

BRENDAN FOREMAN (2001)  
Assistant Professor of Mathematics and  
Education  
Ph.D., Michigan State University

FREDERICK J. FUGLISTER (1986)  
Associate Professor of Mathematics  
Ph.D., Harvard University

RICHARD T. GRENCI (2001)  
Assistant Professor of Management  
Ph.D., University of Texas at Austin

GERALD B. GUEST (2001)  
Assistant Professor of Art History  
Ph.D., New York University

PHYLLIS BRAUDY HARRIS (1989)  
Professor of Sociology  
Ph.D., Case Western Reserve University

NATHAN S. HARTMAN (2004)  
Assistant Professor of Management  
Ph.D., Virginia Commonwealth University

THOMAS L. HAYES (1969)  
Assistant Professor of English  
M.A., John Carroll University

STEVEN F. HAYWARD (2002)  
Assistant Professor of English  
Ph.D., York University (Canada)

DAVID C. HELSEL (1994)  
Assistant Professor of Education  
Ph.D., The University of Akron

SUSAN H. HIGGINS-DeFAGO (1989)  
Associate Professor of Marketing  
Ph.D., Kent State University

AMY R. HOFFMAN (1976)  
Professor of Education  
Ed.D., Ball State University

DARRELL J. HORWATH (1970)  
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M.S., University of Wisconsin-Madison

JEANNE E. JENKINS (1992)  
Associate Professor of Education  
Ph.D., Cornell University

JEFFREY R. JOHANSEN  
Professor and Chair, Department of Biology  
Ph.D., Brigham Young University

## FACULTY

---

SIMRAN K. KAHAI (2001)  
Assistant Professor of Economics  
Ph.D., Auburn University

JOSEPH F. KELLY (1972)  
Professor and Chair,  
Department of Religious Studies  
Ph.D., Fordham University

THOMAS E. KELLY (1981)  
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Ph.D., University of Wisconsin-Madison

DANIEL P. KILBRIDE (1997)  
Associate Professor of History  
Ph.D., University of Florida

GWENDOLYN M. KINEBREW (1995)  
Associate Professor of Biology;  
Coordinator, Pre-Health Professions  
Ph.D., Temple University

MARC KIRSCHENBAUM (1982)  
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LINDA A. KOCH (1993)  
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Ph.D., Rutgers University

ROBERT J. KOLESAR (1962)  
Professor of Mathematics  
Ph.D., Northwestern University

ROBERT J. KOLESAR (1989)  
Associate Professor of History;  
Director, Honors Program  
Ph.D., Clark University

JAMES H. KRUKONES (1988)  
Associate Professor of History;  
Associate Academic Vice President  
Ph.D., University of Wisconsin-Madison

ANNE KUGLER (1998)  
Associate Professor and Chair,  
Department of History  
Ph.D., University of Michigan

PETER KVIDERA (2002)  
Assistant Professor of English  
Ph.D., University of Washington

DAVID M. LA GUARDIA (1968)  
Professor of English;  
Academic Vice President  
Ph.D., Kent State University

PAUL J. LAURITZEN (1985)  
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Director, Applied Ethics Program  
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MARILYNN L. LEATHART (1985)  
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JAMES L. LISSEMORE (1994)  
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Ph.D., University of Washington

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Ph.D., University of Nebraska-Lincoln;  
CPA (Ohio, West Virginia)

KATHLEEN M. MANNING (1970)  
Associate Professor and Chair,  
Department of Education and Allied Studies  
Ph.D., University of Toledo

MARIA N. MARSILLI (2002)  
Assistant Professor of History  
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JAMES H. MARTIN (1986)  
Professor of Marketing  
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## FACULTY

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MICHAEL P. MARTIN (2002)  
Assistant Professor of Biology  
Ph.D., University of Wisconsin-Madison

DAVID R. MASON (1972)  
Professor of Religious Studies  
Ph.D., University of Chicago

JOHN S. McBRATNEY (1988)  
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Ph.D., University of California-Berkeley

SHEILA E. MCGINN (1992)  
Professor of Religious Studies  
Ph.D., Northwestern University

PHILIP J. METRES, III  
Assistant Professor of English  
Ph.D., Indiana University

JOSEPH B. MILLER (1961)  
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SCOTT B. MOORE (1986)  
Assistant Professor of Finance  
Ph.D., University of Kentucky

JERRY L. MORENO (1968)  
Assistant Professor of Mathematics  
M.S., Michigan State University

MARYCLAIRE MORONEY (1991)  
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MARIAN J. MORTON (1971)  
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Ph.D., Case Western Reserve University

HELEN M. MURPHY (1969)  
Professor of Psychology  
Ph.D., Illinois Institute of Technology

PAUL R. MURPHY (1987)  
Professor of Marketing and Logistics  
Ph.D., University of Maryland

PAUL V. MURPHY (2005)  
John G. and Mary Jane Breen Chair  
in Catholic Studies; Associate Professor of History;  
Director, Institute of Catholic Studies  
Ph.D., University of Toronto

FRANK J. NAVRATIL (1973)  
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PAUL K. NIETUPSKI (1993)  
Associate Professor of Religious Studies  
Ph.D., Columbia University

DOUGLAS A. NORRIS (1983)  
Associate Professor and Chair,  
Department of Mathematics and  
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Ph.D., University of Notre Dame

KRYSTYNA NOWAK-FABRYKOWSKI (2002)  
Assistant Professor of Education  
Ph.D., Warsaw University (Poland)

JOAN M. NUTH (1987)  
Associate Professor of Religious Studies;  
Director, Ignatian Spirituality Institute  
Ph.D., Boston College

DWIGHT M. OLSON (1984)  
Professor of Mathematics  
Ph.D., University of Wyoming

THOMAS PACE (2002)  
Assistant Professor of English  
Ph.D., Miami University

EDWARD J. PECK (2002)  
Associate Dean, The Graduate School  
Ph.D., Loyola University-Chicago

DANIEL W. PALMER (1995)  
Professor of Computer Science  
Ph.D., University of North Carolina at  
Chapel Hill

## FACULTY

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GARY E. PORTER (2000)  
Associate Professor of Finance  
Ph.D., University of South Carolina

ROGER W. PURDY (1988)  
Associate Professor of History  
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JOHN L. RAUSCH (2001)  
Assistant Professor of Education  
Ph.D., Kent State University

CHRIS ROARK (1990)  
Associate Professor and Chair,  
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Ph.D., State University of New York  
at Buffalo

DAVID W. ROBSON (1984)  
Professor of History  
Ph.D., Yale University

CATHERINE A. ROSEMARY (1997)  
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DEBRA J. ROSENTHAL (1998)  
Associate Professor of English  
Ph.D., Princeton University

KATHLEEN A. ROSKOS (1987)  
Professor of Education  
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CARIN RUFF (1999)  
Associate Professor of English  
Ph.D., University of Toronto

FRANCIS X. RYAN, S.J., (1997)  
Assistant Professor of English  
Ph.D., University of Oxford (England)

W. FRANCIS RYAN (1983)  
Associate Professor of History;  
Director, Institute of Humanities  
Ph.D., University of Connecticut

NICHOLAS R. SANTILLI (1989)  
Associate Professor of Psychology; Director,  
Planning and Assessment  
Ph.D., The Catholic University of America

ZEKI SARITOPRAK (2002)  
Assistant Professor of Religious Studies;  
Said Nursi Chair in Islamic Studies  
Ph.D., The University of Marmara (Turkey)

DAVID C. SCHIRM (1984)  
Associate Professor of Finance  
Ph.D., Pennsylvania State University

LEO J. SCHNEIDER (1963)  
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THOMAS L. SCHUBECK, S.J. (1989)  
Professor of Religious Studies  
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KAREN SCHUELE (1985)  
Associate Professor of Accountancy; Interim  
Associate Dean, Boler School of Business; Interim  
Director, Graduate Business Programs  
Ph.D., Kent State University; CPA (Ohio)

LINDA M. SEITER (2003)  
Assistant Professor of Computer Science  
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CHRISTOPHER A. SHEIL (2003)  
Assistant Professor of Biology  
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PAUL L. SHICK (1985)  
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LISA M. SHOAF (2002)  
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DAVID SHUTKIN (2000)  
Associate Professor of Education  
Ph.D., University of Wisconsin-Madison

WALTER O. SIMMONS (1995)  
Associate Professor and Chair, Department of  
Economics and Finance  
Ph.D., Wayne State University

## FACULTY

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JONATHAN E. SMITH (1985)  
Professor of Management;  
Chair, Department of Management,  
Marketing, and Logistics  
Ph.D., University of Georgia

JOHN C. SOPER (1982)  
John J. Kahl, Sr., Chair in Entrepreneurship;  
Professor of Economics  
Ph.D., University of Massachusetts

JOHN R. SPENCER (1977)  
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Ph.D., University of Chicago

CARL R. SPITZNAGEL (1972)  
Professor of Mathematics  
Ph.D., University of Kentucky

DAVID L. STENSON (1972)  
Associate Professor of Mathematics  
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\* Accurate as of June 2006



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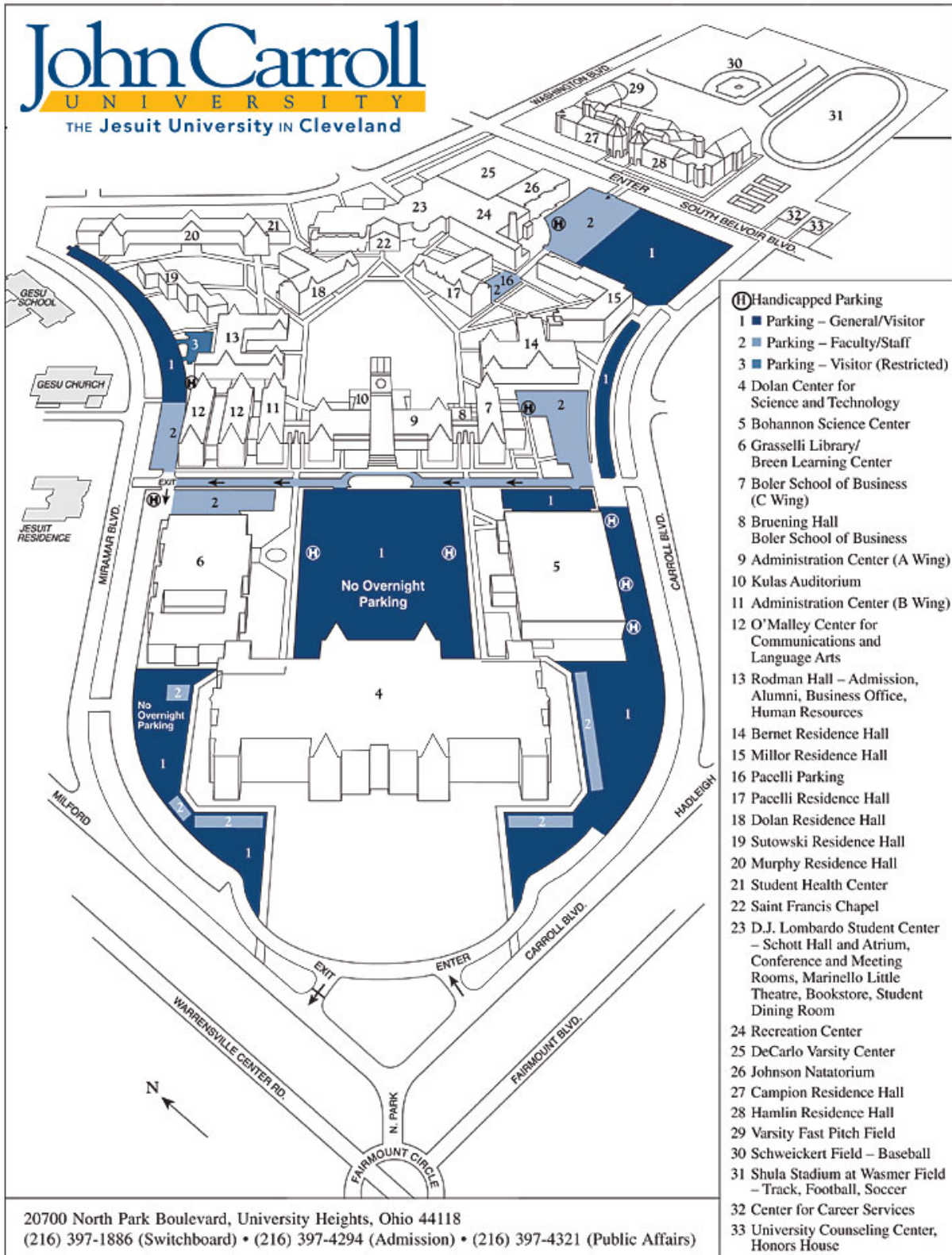
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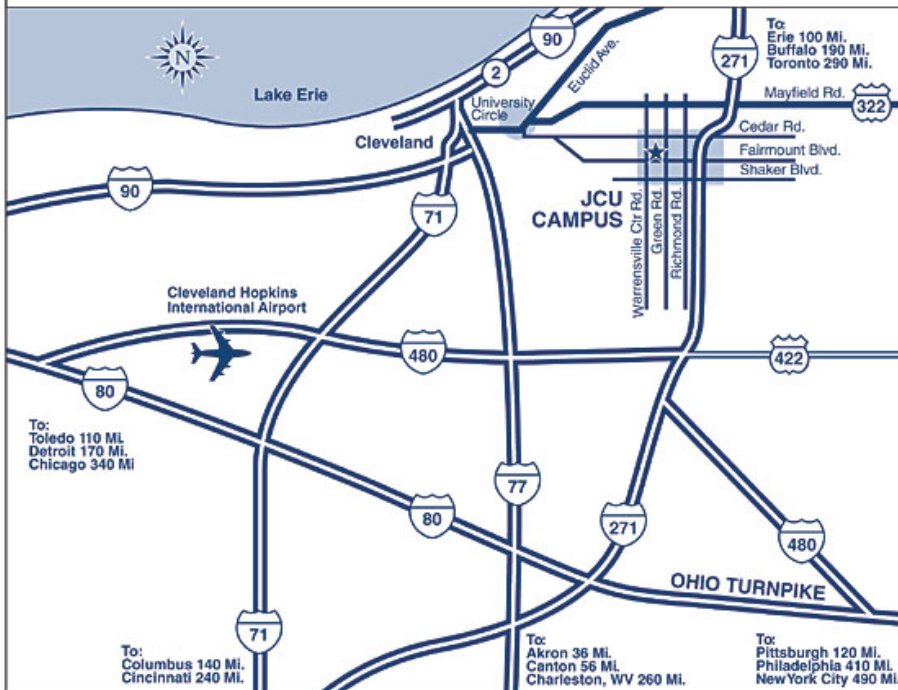
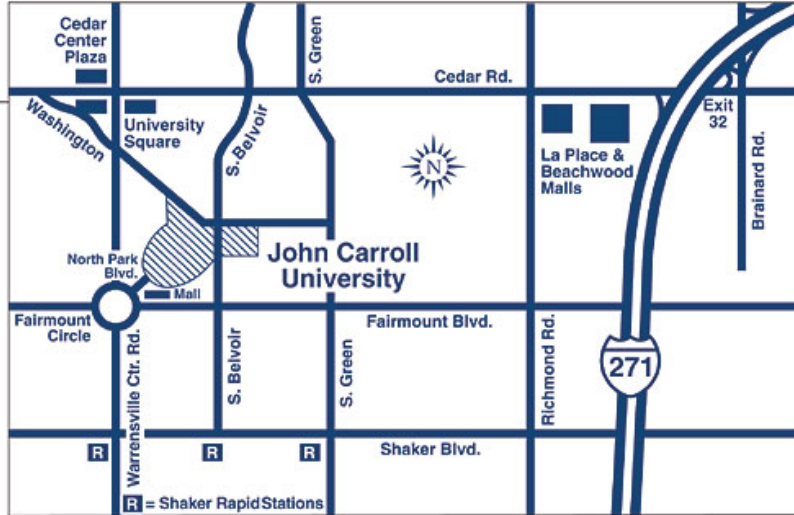
# John Carroll

UNIVERSITY  
THE Jesuit University IN Cleveland



## Directions to John Carroll University

20700 North Park Boulevard,  
University Heights, Ohio 44118  
(216) 397-1886



### TO REACH THE CAMPUS

#### From South (via I-77 or I-71)

I-77 north, I-71 north to I-271 north, I-271 to Cedar Road (exit #32). Follow Cedar Road directions.\*

#### From West (via I-80)

exit I-80 (Ohio Turnpike) east to I-480. I-480 east to I-271 north. I-271 to Cedar Road (exit #32). Follow Cedar Road directions.\*

#### From East (via I-80 or I-76)

I-80 or I-76 west to Ohio Turnpike (I-80). Exit I-80 at Gate 187 (#13). I-480 west to I-271 north. I-271 to Cedar Road (exit #32). Follow Cedar Road directions.\*

#### From East (via I-90)

I-90 west to I-271 south. I-271 to Cedar Road (exit #32). Left (south) at end of exit ramp (Brainard Road). Follow Cedar Road directions.\*

#### \*From Cedar Road

Cedar Road right (west) to South Belvoir Boulevard. Left (south) on South Belvoir to campus.