



 **John Carroll**  
UNIVERSITY

## GRADUATE STUDIES BULLETIN



2016 – 2018



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# Graduate Studies Office Phone Directory

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

OFFICE	LOCATION	TELEPHONE
Accountancy	Boler School of Business	397-4393
Assistant Dean for Graduate Studies (BSOB)	Boler School of Business	397-1970
Assistant Dean for Graduate Studies (CAS)	Administration Building	397-4902
Associate Dean for Graduate Studies (BSOB)	Boler School of Business	397-4525
Associate Dean for Graduate Studies (CAS)	Administration Building	397-4204
Associate Dean of Humanities	Administration Building	397-4204
Associate Dean of Science, Mathematics, and Allied Health	Administration Building B Wing	397-4204
Associate Dean of Social Sciences, Education, and Global Studies	Administration Building B Wing	397-4284
Biology	Dolan Center	397-4251
Bookstore	D.J. Lombardo Student Center	397-4411
Business Office		
Accounts Payable	Rodman Hall	397-4440
Carroll Card Office	Administration Building	397-4961
Payroll	Rodman Hall	397-4456
Student Service Center	Administration Building	397-4494
Campus Ministry	Fritzsche Religious Center	397-4717
Campus Safety Services	Recplex, Ground Level	397-4600
Center for Career Services	2563 Belvoir Boulevard	397-4237
Center for Service and Social Action	Administration Building	397-4698
Center for Student Diversity and Inclusion	Lombardo Student Center	397-4320
Continuing Education	Administration Building B Wing	397-4245
Counselor Education	Administration Building	397-1987
Education and Allied Studies	Administration Building	397-4331
English	O'Malley Center	397-4221
Financial Aid	Rodman Hall	397-4248
Humanities	Administration Building	397-4780
Information Technology Services		
Help Desk	Rodman Hall	397-3005
Library - Main Desk	Grasselli Library	397-4233
Mathematics	Dolan Center	397-4351
Master of Science in Laboratory Science	Boler School of Business	397-1970
Nonprofit Administration	Administration Building	397-4637
On-campus Employment	Rodman Hall	397-1740
Pre-Medical Health	Dolan Center	397-4491
Registrar	Administration Building	397-4291
Registration	Rodman Hall	397-6000
Residence Life	Lombardo Student Center	397-4408
Services for Students with Disabilities	Administration Building (Voice/TTY)	397-4967
Student Health Center	Murphy Hall	397-4349
Theology and Religious Studies	Administration Building	397-4708
University Counseling Center	2567 S. Belvoir Boulevard	397-4283
University Switchboard	Rodman Hall	397-1886

This *Bulletin* has been edited by Dr. Anne Kugler, Associate Dean of Graduate Studies, College of Arts and Sciences, Dr. Lindsay Calkins, Associate Dean, Boler School of Business, and Dr. James Krukones, Associate Academic Vice President. They were assisted by Ms. Eileen Egan of the Provost and Academic Vice President's Office. All information is accurate as of June 30, 2016.

## General Information

### Historical Sketch

John Carroll University, one of twenty-eight colleges and universities established in the United States by the Society of Jesus, was founded as St. Ignatius College in 1886. It has been in continuous operation as a degree-granting institution since that time. In 2011 the University celebrated its 125<sup>th</sup> anniversary.

In 1923 the college was renamed John Carroll University, after the first archbishop of the Catholic Church in the United States. In 1935 it was moved from its original location on the West Side of Cleveland to its present site in University Heights, a suburb ten miles east of downtown Cleveland.

In September 1968 the University made the transition from full-time male enrollment to a fully coeducational institution as women were admitted to the College of Arts and Sciences for the first time.

### Jesuit Tradition

As a Jesuit university, John Carroll University draws upon the intellectual resources and educational experience of the Society of Jesus, which has operated colleges and universities for more than four centuries. For a list of the twenty-eight Jesuit colleges and universities in the U.S., visit the webpage, [www.ajcunet.edu](http://www.ajcunet.edu). Jesuits on the faculty and in the administration help impart the particular character and value of Jesuit education that make John Carroll University a unique institution in its region. In 2005 the Reverend Robert L. Niehoff, S.J., took office as the University's twenty-fourth president. A full-time faculty of approximately 200 men and women, religious and lay, share the educational enterprise of service to its students and the community.

### University Mission

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

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

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

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

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

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

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

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

#### **Vision:**

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

#### **Mission:**

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

#### **Core Values:**

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

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

#### **Strategic Initiatives:**

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

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

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### John Carroll University Learning Goals

**Preamble:** The vision of Jesuit higher education for the twenty-first century is to graduate individuals with a well-educated solidarity who are contemplatives in action—morally responsible, aware of the fundamental challenges facing the modern world, with a depth of knowledge and strength of character to work creatively and compassionately for a more just and humane society. Within this vision, a John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning across the entire student experience. A commitment to excellence and academic rigor animates our way of proceeding—graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

We express this commitment in terms of the following four University learning goals informed by our Jesuit, Catholic heritage.

**Intellect:** John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation.
- Understand the religious dimensions of human experience.
- Demonstrate an integrative knowledge of human and natural worlds.
- Apply creative and innovative thinking.
- Communicate skillfully in multiple forms of expression.
- Demonstrate a capacity to engage in respectful civil discourse.

**Character:** John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection.
- Understand, value, and respect their own and others' talents, unique characteristics, and sociocultural identities.
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good.
- Practice mature decision making and care for the whole person.
- Act competently in a global and diverse world.

**Leadership:** John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders.
- Apply a framework for examining ethical dilemmas.
- Employ leadership and collaborative skills.
- Live responsibly in accord with their personal belief system.

**Service:** John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice.
- Work actively toward creating a more inclusive, welcoming, and just community.
- Serve in their communities as engaged citizens and advocates.

### Graduate Education at John Carroll University

All graduate programs at John Carroll University are committed to living the University Learning Goals in a manner appropriate for graduate education. Intellectual goals reflect the disciplinary focus and greater depth of post-baccalaureate education. Character is developed and shaped through emphases on globalism and diversity and expressed through service. Leadership, conceived broadly, encompasses ethical decision making and collaborative skills.

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Graduates of John Carroll University graduate programs will:

- Demonstrate an integrative knowledge of the discipline that extends beyond that attained at the undergraduate level.
- Develop habits of critical analysis that can be applied to essential questions, issues, and problems within the field.
- Apply creative and innovative thinking to critical issues in the field.
- Communicate skillfully in multiple forms of expression.
- Understand and promote social justice.
- Apply a framework for examining ethical dilemmas of a particular field of study.
- Employ leadership and collaborative skills.

### Assessment of Student Learning

A coordinated program of assessing student learning is integral to understanding and improving the student experience. Assessment of student learning is a University-wide effort, that has the full support of the administration. The assessment program requires the systematic collection of evidence to both document and improve student learning. Ultimately, the information collected as part of the assessment program serves as a basis for curricular reform, program development, and strategic planning.

Effective assessment of student learning relies on collaboration between students, faculty, and administrative staff. Assessment of student learning occurs in every academic program. Student participation in the assessment program—through surveys, tests, course assignments, and interviews, among other things—provides the essential information upon which the University evaluates and ensures its commitment to student learning.

The Institutional Assessment Committee is the primary oversight and recommending body for the assessment of student learning in all academic units, providing guidance to the director of academic assessment in the development, implementation, and review of assessment programs.

### Accreditation

John Carroll University is accredited by the Higher Learning Commission of the North Central Association (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604; tel.: (800) 621-7440; ([www.ncahlc.org](http://www.ncahlc.org)). On February 25, 2015, the Higher Learning Commission affirmed John Carroll's accreditation, with Notice. The graduate and undergraduate business programs offered by the Boler School of Business are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. In addition, the Department of Accountancy's programs are accredited separately by AACSB. The University's programs in Education are approved by the Ohio Department of Higher Education and accredited by the National Council for Accreditation of Teacher Education (NCATE) for the preparation of teachers for Early Childhood (EC), Middle Childhood (MC), Multi-Age (MA), and Adolescent and Young Adult (AYA) licensures and school psychologists for the Education specialist degree, the highest degree awarded. Programs in chemistry are approved by the American Chemical Society. The Clinical Mental Health Counseling and the School Counseling Programs are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

In addition to many other affiliations in specialized areas and disciplines, the University holds memberships in the American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admissions Officers, American Council on Education, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, National Association for College Admissions Counseling, Association of Independent Colleges and Universities of Ohio, Council of Graduate Schools in the United States, Council of Independent Colleges, Association for Information Technology in Higher Education, Midwest Association of Graduate Schools, National Association of College and University Attorneys, National Association of Independent Colleges and Universities, National Catholic Educational Association, Ohio Athletic Conference, Ohio Foundation of Independent Colleges.

John Carroll University also belongs to the Association of Jesuit Colleges and Universities (AJCU). Founded in 1970, the AJCU is a national organization that serves its member institutions, the twenty-eight Jesuit colleges and universities in the United States. For a complete list of these schools, please visit [www.ajcunet.edu/institutions](http://www.ajcunet.edu/institutions).

### Degrees

The degrees conferred upon completion of the approved programs of study through the College of Arts and Sciences are: the Master of Arts in biology, counseling, education, English, humanities, mathematics, nonprofit

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administration, and theology and religious studies; the Master of Education; the Master of Science in biology; and the Education Specialist. The degrees conferred upon completion of the approved programs of study through the John M. and Mary Jo Boler School of Business are: the Master of Business Administration, the Master of Science in Accountancy, and the Master of Science in Laboratory Administration.

### 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 associate deans of the College of Arts and Sciences and the Boler School of Business, the chairs of the appropriate academic departments, program directors, and a faculty member elected at large.

### Notice of Change

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

### Non-Discrimination Policy

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

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

### Student Responsibility

It is the responsibility of the student to keep informed about and to observe all University regulations and procedures. **In no case will a requirement be waived or an exception granted because students plead ignorance of regulations or assert that they were not informed of them by the advisor or other authority.**

The student should consult the chair of the department or program director involved concerning course requirements, deficiencies, the planning of a program, and special regulations. Programs may have degree requirements that are not listed in this *Bulletin*.

### Statement On Student Obligations Regarding JCU E-Mail Account

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

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





## **POLICIES AND PROCEDURES**



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### Admission

Individuals whose undergraduate record is predictive of success in advanced studies may qualify for admission as either matriculated or non-matriculated students. Inquiries regarding admission to graduate study as well as requests for bulletins and application forms should be made to the respective Graduate Studies Office in the College of Arts and Sciences or the Boler School of Business. The appropriate dean will communicate with the applicant concerning all admissions decisions.

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

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

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

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

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

Seniors of exceptional ability in the undergraduate programs of the University may apply to receive credit for graduate courses completed in excess of the undergraduate degree requirements. Application for Graduate Studies and written approval of the appropriate undergraduate dean must be submitted at least two weeks prior to the date of registration.

### Readmission

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

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

### Academic Counseling

Pre-admission counseling appointments may be arranged with an advisor in the department or program to which the student plans to apply or with the appropriate admissions counselor or dean. All graduate work is



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done under supervision, and counseling subsequent to admission is the responsibility of the student's advisor, appointed by the chair of the major department or program director.

### Prerequisites

All students must have adequate preparation in the proposed field of study. Students who have course deficiencies, or those for whom other prerequisites are specified, are notified in writing at the time of their acceptance into the appropriate graduate program. Each department and program may require such qualifying examinations as it deems proper to determine an applicant's fitness to pursue graduate studies with success.

### General Requirements

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

1. *Continuity of Study.* Graduate students should complete their degree programs without notable interruption. Not more than five years may elapse between a student's initial enrollment in a degree program and the completion of graduate work. Time devoted to the fulfillment of prerequisites is not included. (See policy on time limit for completion of study, page 24.)
2. *Advanced Standing.* Credit for previous study at accredited graduate schools (ordinarily within the past three years) may be transferred subject to the following conditions:
  - A. The courses in question must be acceptable for a graduate degree from the university at which they were completed.
  - B. The request for advanced standing should be made at the time of first admission to matriculated status, and it must be approved by both the chair of the academic department concerned and the appropriate dean.
  - C. The maximum allowance will be the equivalence in semester hours of two comparable courses at John Carroll University.
  - D. Courses used to complete requirements for other degrees will not be accepted toward advanced standing.
3. *Transfer of Credit.* A graduate student at John Carroll University may transfer graduate credit earned concurrently as a transient or visiting student at another graduate school under the following conditions:
  - A. Approval of the advisor, the chair of the department, and the appropriate dean is required **prior to** enrollment in the course or courses concerned.
  - B. The maximum allowance will be the equivalence in semester hours of two comparable courses at John Carroll University.
  - C. A combination of Advanced Standing and Transfer of Credit may not exceed the equivalence in semester hours of two comparable courses at John Carroll University.
  - D. Students in the Boler School's M.B.A. programs may transfer multiple credits from other Jesuit M.B.A. programs through the JEBNET consortium. (See page 47 for more information.)
  - E. Courses used to complete requirements for other degrees will not be accepted for transfer.
  - F. A letter grade of B or better (which does not include B-) must be obtained in any course considered for transfer credit.
  - G. Official transcripts must be submitted for all credits considered for transfer.

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4. *Language Requirements.* Certain degree programs require that students pass a foreign language examination. Students should consult the particular departmental requirements in this matter. Any exception to departmental requirements must be made by academic petition through the departmental chair.
5. *Thesis, Essay, or Project Requirement.* Degree programs requiring a thesis, essay, or creative project may have specific guidelines and requirements. The following guidelines apply to all theses, essays, and creative projects:
  - a. One computer-processed original, revised as required by the advisor and other assigned readers, must be filed in the Graduate Studies Office by the date specified in the University calendar.
  - b. The thesis, essay, or project must follow the format regulations of the Graduate Studies Office, copies of which are available in the Graduate Studies Office and online, and any additional requirements specified by the departments.
  - c. Once the original thesis, essay, or project has been submitted to the Graduate Studies Office and approved by the appropriate dean, an electronic copy must be submitted to the John Carroll University library to be archived in *Carroll Collected*, John Carroll's institutional repository.
  - d. Students whose research involves human subjects or animals must also apply to the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC) prior to the collection of data.
  - e. Students who choose to use an advisor who is not a faculty member of John Carroll University must obtain approval from the department chair and the appropriate dean of the College of Arts and Sciences. Generally no more than one member of a thesis committee may be external to John Carroll.

The *thesis* (Plan A, as described on page 16) 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 *research essay or creative project* (Plan B, as described on page 16) 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. must pass a comprehensive examination which may be oral, written, or both, depending on program policy. This examination is held on appointed dates during the academic year or summer sessions in which the degree is to be conferred and will be applicable to the student's work. It may cover all work taken towards the degree. The examination committee consists of not fewer than three members of the faculty. It is suggested that students consult their advisors at least a month before the beginning of the term in which they plan to take comprehensive examinations. Students must be in good academic standing and must be in the process of completing or have completed the required coursework for the degree before the comprehensive examination may be taken. In addition, in programs that require a language, the student must have fulfilled this requirement prior to taking the comprehensive examination. Comprehensive examination results are submitted by the chair of the department or examination committee to the appropriate dean by the date specified in the University calendar.

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### Classification of Students

Students who register with the expressed intention of following a program leading to a graduate degree, a certificate, or licensure are classified as *matriculated*. Students who desire to enroll in a graduate course or courses without regard to degree, certificate, or licensure requirements are classified as *non-matriculated*. *Post-baccalaureate* students are those who have completed a baccalaureate degree and who are taking courses to be accepted into a degree- or certificate- seeking program.

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

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

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

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

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

*Transient students* may be admitted under the same restrictions as non-degree-seeking students upon submission of satisfactory evidence of good standing in an accredited graduate school. Transient students are required to submit an in-progress transcript before registering for a class. Transient students are not eligible for financial aid at John Carroll University but may be eligible through their home institution with a valid consortium agreement. Students should confirm with their home institution.

### International Students

Applicants from abroad should submit their credentials at least 90 days in advance of matriculation. The applicant must also submit a Financial Guarantee Statement and a bank statement, no more than 60 days old, indicating financial resources available for meeting the financial obligations incurred while attending the University (e.g., evidence of funding source to fully finance the cost of education, housing and living expenses). Students who require an F-1 visa must be enrolled full-time (9 credits per semester, or 15 credits per academic year) while studying at John Carroll University. Students in post-baccalaureate non-degree/certificate programs are eligible for F-1 status. International students requiring an F-1 student visa must submit a scanned copy of their current passport's photo page and, if in the United States already, a copy of their current visa sticker.

Official, original language transcripts must be accompanied by a certified English translation that evaluates the degree for equivalency to degrees awarded in the United States, and provides information to enable the interpretation of grades. The University recommends the use of World Education Services (WES) or Education Credential Evaluators (ECE).

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), or the International English Language Testing System (IELTS). A student from abroad whose native language is English, who has completed his or her work in a foreign university where English is the language of instruction, or who has studied at or graduated from an American institution, is exempt from this testing requirement. Information on how to register to take the TOEFL can be found at [www.toefl.org](http://www.toefl.org). Information on the IELTS exam can be found at [www.ielts.org](http://www.ielts.org).

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## GRADUATE STUDIES

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International applicants must also indicate their permanent mailing address. This may not be a P.O. Box. Additionally, applicants must submit a photocopy of the title page of their passport (with photo). If the student is already in the United States with an F-1 visa for another academic program, or is in some other legal status (Permanent Resident or Non-Immigrant), a copy of the student's current Green Card or visa sticker must be included with the application.

No notification of admission will be sent to an applicant, nor will an I-20 form be issued, until all these requirements have been met.

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

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

### Degree Programs

All degree programs require a minimum of 30 hours of credit. The requirements of some programs exceed this minimum. Details of credit hours and additional requirements appear in the descriptions of each program.

For the degree Education Specialist in School Psychology, a required course of study of at least 48 credit hours beyond the master's degree is required. Program requirements reflect the standards of the National Association of School Psychologists.

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

For the Part-Time Master of Business Administration degree, the course program consists of a minimum of 33 hours in specified graduate courses. Under specific conditions, up to 3 hours may be waived. The Master of Science in Lab Administration, 5<sup>th</sup> Year M.B.A., and the Master of Science in Accountancy degrees require 30 hours of credit.

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

*Plan A* requires that, in addition to the course program, the student must complete a satisfactory research thesis. Six credit hours are awarded for the thesis upon its approval and acceptance by the appropriate dean. (See page 14 for more information.)

*Plan B* requires a minimum of 30 hours of coursework (see specific program requirements) and a research essay or creative project demonstrating scholarly achievement, which must be approved by the department and accepted by the appropriate dean. (See page 14 for more information.)

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

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

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

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

### Registration

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

- They are a new student and need permission to register.
- They have not taken a class in the past 12 months.
- They need permission to register for an overload.
- They have an academic hold on their account.

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## GRADUATE STUDIES

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

### Add-Drop

Changes in a student's course of study after the published deadline must be approved by the appropriate dean. *Add-Drop* forms must be signed by the appropriate dean and then submitted to Rodman Hall, Rooms 205/206, for processing with copies to Financial Aid and the Bursar's Office. Check the University calendar for deadlines for adding and dropping courses.

### Independent Studies

A matriculated student in good academic standing may register for an independent study to supplement the regularly scheduled courses. An independent study will not normally be approved for a student on academic probation. Only in exceptional cases will students be allowed to register for more than one independent study per semester. Students must complete the appropriate Independent Study Contract Form, which includes the course learning goals, scope of the course, the required readings, the written assignments, how the student will be evaluated, and any other expectations on the part of the faculty member. The form must be signed by the student, the instructor, the department chairperson/program coordinator, and the appropriate dean. Proposals for independent studies must be approved by the appropriate dean prior to the registration deadline published in the academic calendar. Departments must submit an Addition to Course Schedule form to the appropriate Graduate Studies Office before the student may register for the course. Independent study may be approved after the start of the semester upon consultation with the appropriate dean. Unless otherwise stipulated by individual departments or programs, no more than 6 hours of any degree should be comprised of independent study credits.

### Auditing Courses

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

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

### Normal Study Load

The normal course load for full-time students is 9 semester hours, or at least 15 semester hours during the regular academic year. The normal course load for part-time students is 3 to 8 semester hours. During summer terms students may not register for more than 18 credits or more than one laboratory science in any session without the express permission of the appropriate dean. Any graduate student who wishes to register for more than a normal course load must first receive approval from his or her advisor and the appropriate dean.

### Grades

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

The following symbols are used to evaluate coursework:



## GRADUATE STUDIES

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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.
SA	Satisfactory for use with noncredit courses only.

### Academic Reports

Academic reports of final grades are available at the end of each semester. Reports are not to be represented as official transcripts. Authenticated transcripts will not be released until all financial obligations to the University have been fulfilled.

Mid-term grades are given to freshmen for all courses in which they are enrolled, but only grades of C- or lower are reported for other students at mid-term. None of these grades become part of the permanent record.

Students who wish their academic report released should apply online at <http://www.jcu.edu/registrar/transcripts.htm>, or by signed letter to the Office of the Registrar at least two weeks in advance of need. To protect students and alumni, no telephone requests for transcripts will be honored. The University reserves the right to make judgments regarding the release of grades to government agencies or others making bona fide requests for information.

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### Policy on Incomplete Grades

It is expected that, except for extraordinary circumstances, the requirements for a graduate-level course will be completed by the date of the final examination in that course. If a student is unable to complete all course requirements by the last day of the final examination period, he/she must request an Incomplete from the instructor. The request must be made no later than the last day of final examinations. If the instructor approves the request, all pending work must be completed within one month following the last examination date of the semester in which the grade is incurred.

For serious reason, an extension may be requested by academic petition and submitted to the appropriate dean. Unresolved I grades will turn to the grade of F after 30 days from the end of the semester.

### Policy on In Progress Grades

A PR grade (course in progress) is ordinarily reserved for a course in which a student is completing the thesis, essay, or creative project in partial fulfillment of degree requirements. If the PR is used in other courses, including independent studies, department/program chair approval is required. It is expected that all pending work should be completed in a timely manner. A grade of PR will be changed to a W (withdrawal without prejudice to standing) two years after it is given or at the end of the semester the student reaches the time limit for completion of the degree (the date specified in the acceptance letter), whatever comes first. Once the PR is changed to W, the W cannot be changed to a standard grade. If a student seeks to complete a course for which the PR has turned to a W, the student will be required to retake the course or its equivalent. Tuition rates at the time the course is retaken will apply. Policies and procedures regarding Readmission and Time Limits for Completion of Degree also apply.

### Policy and Procedure for Appeal of Course Grades

**Policy.** The instructor has both the professional competence and the jurisdiction to determine grades; the student has the right to appeal a course grade that the student believes to be in error. The only basis for an appeal is whether the grade has been determined fairly within the grading system adopted by the faculty member. Thus every student has the right to know at the beginning of any semester how the final grade for any particular course will be determined. This means knowing what percentage of the final grade the assignments (tests, quizzes, papers, class participation, etc.) will comprise. For this reason the instructor has the obligation to present this information to the student at the beginning of the semester as part of the syllabus. Once the semester begins, an instructor should not make substantial changes in the grading system and should inform the students of even minor changes. If an instructor does not provide such information, the student has the right to seek redress.

**Procedure: Step 1.** The student who wishes to contest a course grade should first make an effort to discuss the matter with the instructor and attempt to resolve the problem concerning the disputed grade. (If the instructor is away from the University during the period of 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 grade appeal within a specific time period. (A 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.) The appeal must be made in writing to the instructor and a copy sent to the department chair, who will then schedule a meeting with the student and the instructor.

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

#### Step 4.

- a. If the associate dean judges that the appeal is without sufficient basis, the associate dean can so rule, and the case is closed.
- b. If the associate dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the appeal moves to a committee comprised of three faculty members from the University. To form the appeals committee, the associate dean will request the Faculty Council to provide a list of the names of nine, randomly selected, faculty members. From this list, the associate dean, the instructor, and the

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student *each* will choose three to consider the matter. Faculty unanimously selected will sit on the appeals committee; if agreement on the three cannot be reached, the associate dean will fill any remaining spots on the committee from the names on the list.

- c. Both the instructor and the student will present their cases to the committee. (The appeals committee will make no effort to establish whether a grading system is academically sound; rather it will attempt to establish whether an instructor's grading practices and procedures were followed consistently, fairly, and accurately according to the standards set forth in the syllabus and other course directives.)
- d. The committee will decide by majority vote whether to recommend that the grade be changed and will provide the associate dean with a written explanation of its recommendation. The associate dean will make the final decision after carefully considering the recommendation of the committee. If the final decision is contrary to the recommendation of the committee, the associate dean should explain the reasons for the decision in writing to the committee.

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

### Academic Honesty

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

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

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Instructors should indicate specific penalties for academic dishonesty in their course syllabi. Penalties, appropriate to the severity of the infraction, may include zero for the assignment or failure in the course. In cases of academic dishonesty where the student chooses to withdraw from a course rather than receive a course grade of F, the grade of F instead of W may be assigned at the faculty member's discretion. In egregious cases and/or cases of repeat dishonesty, additional penalties may be determined by the dean, such as suspension or dismissal from the University. In a case of dismissal, Academic Dismissal will be noted on the transcript.

Any appeal by a student is to be made first to the instructor. If disputes of interpretation arise, the faculty member and chair will attempt to resolve the difficulty with the student. If this does not lead to a resolution, the appropriate associate academic dean of the College of Arts and Sciences or the Boler School of Business normally will rule in the matter.

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

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

### Dismissal

Students are subject to dismissal for academic deficiencies by the appropriate dean if they are placed on probation for two successive semesters or if their grades decline while on probation status in any semester, or if they fail more than one course in any semester. Students who have been academically dismissed may not apply for reinstatement until at least one full semester and one summer have elapsed. Students who have been academically dismissed twice may not apply for reinstatement.

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### Policy on Disability-Related Grievances

#### I. POLICY STATEMENT

In furtherance of its non-discrimination policies, it is the policy of John Carroll University (“John Carroll”) to comply fully with state and federal laws, including the Americans with Disabilities Act (the “ADA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and to establish a procedure to ensure that grievances are fairly heard and resolved. Grievances arising under this Policy include allegations concerning accessibility, discriminatory treatment, harassment, retaliation, and other allegations of disability-related violations.

#### II. PURPOSE

The purpose of this Policy is to establish a grievance procedure that provides grievants with a fair and effective mechanism for resolving disability-related disputes.

#### III. APPLICABILITY

This Policy applies to complaints by persons alleging discrimination carried out by John Carroll faculty, staff, employees, students and third parties contracted on behalf of the University.

#### IV. POLICY ELABORATION

John Carroll strongly urges that—when appropriate—parties resolve disputes through informal and direct contact between the affected individuals and the office of Services for Students with Disabilities (“SSD”). However, there may be instances when informal efforts are ineffective or otherwise not appropriate. Persons are not required to engage in an informal resolution process, and persons who are engaged in informal resolution efforts may, at any time, elect to engage the formal grievance process set forth below.

**Step 1:** The grievance must be presented in writing to the Director of SSD. The SSD office is located on the Garden Level of the Administration Building, in Room A-7. The SSD mailing address is Services for Students with Disabilities, 1 John Carroll Boulevard, University Heights, Ohio 44118. The SSD phone number is (216) 397-4967. In the event the grievance is against the Director, the grievant should file the grievance with the Dean of the College of Arts and Sciences. The office of the Dean of the College of Arts and Sciences is located in the B Wing of the Administration Building in Room B101. The mailing address is Office of the Dean of the College of Arts and Sciences, 1 John Carroll Boulevard, University Heights, Ohio 44118. The phone number of the College of Arts and Sciences is (216) 397-4215.

Any grievance shall: (a) clearly identify the facts and events related to the grievance; (b) identify all relevant persons and their respective roles in the dispute; (c) explain all efforts undertaken to resolve the issue prior to filing a grievance; and (d) identify any specific relief sought. Upon receipt of a grievance, the Director or the Dean shall contact the parties and provide them the opportunity to submit evidence and identify witnesses. Witness statements may be submitted in writing or be heard by the Director or the Dean. All evidence shall be submitted within twenty-one (21) days following the submission of the written statement.

The Director or the Dean shall review all relevant evidence, and shall, if appropriate, interview the parties and other witnesses. The Director shall then consult as necessary with John Carroll’s legal counsel. Subsequently, within fourteen (14) days of receiving the evidence, the Director or the Dean shall make a finding, provided in writing to all parties, that shall identify any violations of the ADA and/or Section 504, and shall identify necessary and appropriate remedial measures that John Carroll will take to prevent recurrence of any discrimination and/or to correct any discriminatory effects. After the Director or the Dean has issued a finding, any party may make a written request that the Director or Dean engage **Step 2** within ten (10) business days after receiving the written finding.

**Step 2:** The Director shall submit a written statement of the matter, including the finding identified in **Step 1**, to the Dean of the College of Arts and Sciences. If the grievance is against the Director, the Dean shall submit a written report to the Provost and Academic Vice President (the “Provost”). The Dean or the Provost shall then contact all involved parties to discuss the grievance, and shall conduct further investigation as s/he deems necessary. The Office of the Provost is located in the Administration Building, Room AD 133. The mailing address is Office of the Provost and Academic Vice President, 1 John Carroll Boulevard, University Heights, Ohio 44118. The phone number is 216-397-4207.

Within twenty-eight (28) days after receiving the **Step 1** findings, the Dean or the Provost shall provide all involved parties with a written decision as to whether discrimination did or did not occur as found in Step 1. All parties shall receive a copy of the written decision. In the event that the Dean or the Provost determines that a

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violation of the ADA and/or Section 504 has occurred, the written decision shall outline the steps that John Carroll will take to correct any discriminatory effects and to prevent recurrence of any discrimination.

### Policy and Procedure for Making Up Missed Final Examinations

**Policy.** A student's failure to take a final examination at the regularly scheduled time is a serious matter. A student may be allowed to make up a missed final examination only under extraordinary circumstances. In the process of determining whether a request for taking a make-up examination should be allowed, the burden of proof is on the student. The instructor has the right to request verification of the excuse offered by the student.

**Procedure: Step 1.** If a student knows beforehand that s/he will be forced to miss taking a final examination at the regularly scheduled time, it is the student's responsibility **before the scheduled time of the examination** to inform the instructor and to request permission to reschedule the final examination.

If a student has missed the scheduled final examination because of extraordinary circumstances, the student is responsible for contacting the instructor by the end of the first working day after the day of the missed examination and requesting permission to take a make-up examination. If the instructor is unavailable when the student seeks her/him, the student is to contact the department office, which will contact the instructor. *Leaving a note with a request to take a rescheduled final examination does not constitute permission to do so.*

**Step 2.** The instructor, upon speaking to the student, will either deny the request or approve it and make arrangements with the student for a make-up examination to be taken, **normally before final grades are due**, at an agreed-on time and place. If, after being contacted, the instructor will be unavailable to see the student, the instructor, with the department chair's permission, may delegate authority to the chair to make the decision and leave a make-up examination with the chair in case approval is given. If the make-up examination is not completed by the agreed upon date, the grade for the examination will be an F.

**Step 3.** A student who is denied permission to take a make-up examination may appeal immediately to the associate dean of the academic unit to which the instructor belongs. In any case, any appeal **must** be made by the end of the first working day after the day of the denial. The decision of the associate dean will be final. If students are denied permission to take a make-up examination, the grade for the examination will be an F.

### Graduation Requirements

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.

To qualify for graduation, students must (a) have completed all required coursework; (b) have a grade point average in all coursework for the degree of at least 3.0; (c) if required, have successfully completed the comprehensive examination; (d) if required, have the approval of the advisor and appropriate associate dean on the thesis, essay, or creative project.

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 6 remaining hours in order to complete their degree program; (b) students who have not completed the essay or thesis (but who have completed **all** course requirements) must submit a petition signed by their academic advisor stating that the thesis or essay will be completed by the deadline for summer graduation.

### Time Limit for Completion of Degree

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

At the conclusion of the fifth academic year, students who will not complete their degree requirements must apply for an extension of the five-year time limit. Such a request must be directed through the department



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chairperson/program director for the approval of the appropriate dean and must include a timetable approved by the chairperson/director. This procedure does not guarantee that an extension will be granted.

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

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

### Tuition, Fees, and Financial Aid

#### Terms of Payment

All tuition and fees must be paid before classes begin. Bills are **emailed** to registered students four to six weeks before the semester begins and indicate a tuition due date. Students who register after the tuition due date are expected to pay tuition in full at the time of registration. Payment may be made by cash or check. Students wishing to pay by credit card should refer to the Bursar's website ([www.jcu.edu/bursar](http://www.jcu.edu/bursar)) for more information. If these charges are not paid as specified, registration may be cancelled in accordance with the University cancellation policy. Students who are not officially enrolled are not permitted to attend classes. If indebtedness remains at the close of classes for the semester, students will not receive their grades, and they will not be permitted to re-register or to participate in the graduation ceremony. Transcripts will be withheld until the amount due has been paid. Additional restrictions may be placed on a student's account if financial obligations are not met in a timely manner. Students who are permitted to register as auditors are charged the same amounts as other students. Information on the Tuition Payment Plan and use of the Employer Reimbursement Program is available from the Bursar's Office, the Cashier's Office (located in the Student Service Center), and in the College of Arts and Sciences and Boler School of Business Graduate Studies Office.

#### Tuition

##### (Academic Year 2016-2017)

For 500-level courses (except M.B.A. program)	\$695 per credit hour
For 500-level courses (M.B.A. program)	\$855 per credit hour

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

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

#### Fees

Application Fees (non-refundable: paper application)	\$25.00
Graduation Fee and Degree Evaluation (non-refundable, and payable once, at time of application for degree)	\$200.00
Graduation, Late Application (in addition to Graduation Fee)	\$25.00
Laboratory fees are listed in the course schedules.	
Late Payment of Tuition	\$150.00
Monthly Prepayment Plan Application Fee	\$25.00
Employer Reimbursement Program	\$10.00
Returned Check Fee	\$25.00
Transcript of Record	\$5.00

#### 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. 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," which is considered a failing grade and is computed in the cumulative average. To safeguard the academic record, therefore, as well as to secure any refund, the student must give formal notice to Enrollment Services and follow the proper withdrawal

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procedures in Rodman Hall, Room 205 or 206. The student may choose to initiate a withdrawal from all courses with no intent to return (“Permanent Withdrawal”) or withdrawal with the intent to return (“Leave of Absence”). A withdrawal initiated by a student can be superseded by appropriate University action in the event of disciplinary action, academic dismissal or suspension. A Leave of Absence will not delay program expiration dates. Students who intend to withdraw completely from the University or from all of the courses in which they are enrolled should also contact the appropriate Assistant Dean for guidance on academic issues.

Withdrawals during the first week of class leave no indication of the course on the student’s transcript. For withdrawals between the 2<sup>nd</sup> and 12<sup>th</sup> week of a regular semester, a W appears on the transcript; this is the time of “withdrawal without prejudice.” No withdrawals are permitted after the 12<sup>th</sup> week.

Final dates for the above periods are indicated in the academic calendar.

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.

Fall and Spring Semester

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%

Summer Semester

On or before the second class meeting day	100%
On the third through fifth class meeting day	50%
After the fifth class meeting day	0%

Independent of the institution tuition policy, federal regulations require that any student who completely withdraws from the University and is a recipient of Federal Title IV Financial Aid is subject to a separate policy regarding refund and repayment of those funds. The details can be found at:

<http://sites.jcu.edu/aid/pages/financial-aid-policies/john-carroll-universitys-withdrawal-return-of-title-iv-funds-policy/>.

### Financial Aid

Financial Aid is available to graduate students in the form of federal grants and loans, University scholarships, department scholarships, assistantships, and private sources. More information regarding the financing of a graduate education can be found at the University’s Financial Aid website.

### Standards of Academic Progress

Students receiving financial aid funded by the state government or by the Federal government (Federal Stafford Unsubsidized Loan, Federal PLUS loan, and TEACH Grant, among others) as well as John Carroll University funding, must conform to the University’s standards as outlined below. These guidelines encourage students to successfully complete courses for which aid is received. These financial aid standards of academic progress are separate from and in addition to academic standards required by the University for continued enrollment. In order to receive financial aid at John Carroll, a student must be enrolled, be making satisfactory progress toward graduation, and remain in good academic standing. All students receiving financial aid will be reviewed at the end of each semester.

### Policy

Graduate and post-baccalaureate students must successfully complete a minimum of half (50%) of credit hours attempted each period of enrollment. Attempted hours are hours for which a charge was incurred, excluding audited hours. Graduate students must maintain a cumulative GPA of at least 2.75 and successfully complete classes with grades of A, A-, B+, B, B-, C+, C, CR or PR in order to receive course credit for the degree. Please note: in 400-level courses students must receive a grade of B or higher to receive graduate credit. Students seeking a teaching license must receive a grade of C or higher in courses (graduate and undergraduate) they are taking for their teaching content areas. Students will be reviewed to evaluate if they are meeting the Standards of Academic Progress at the end of each semester of enrollment. In the event that a student fails to meet the criteria

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established above, the student will be placed on financial aid warning. For students in warning status, financial aid from all sources will automatically continue for the subsequent semester of enrollment. If the student does not return to satisfactory academic progress at the completion of the semester, the student will be placed on financial aid suspension. Financial aid suspension means the termination of all Federal, state, and institutional support. Students who choose to attend JCU while on financial aid suspension may do so at their own expense and will not regain eligibility for financial aid until academic progress is being made. The complete policy can be found on the Financial Aid website.

### Community Standards

The Community Standards document may be found in its entirety at the following website:  
<http://sites.jcu.edu/deanofstudents/pages/community-standards/>.

### Policy on Sexual Harassment

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://webmedia.jcu.edu/hr/files/2016/01/Sexual-Harassment-Policy.2016.pdf>.

### Anti-Bias Statement

The University's Anti-Bias Statement may be found in its entirety at the following website:  
<http://sites.jcu.edu/bias/>.

### Institutional Scholarships

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

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

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

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

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

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

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

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**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 Clinical Mental Health Counseling program. Students may apply directly to the Department of Counseling.

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

**Fifth-Year Scholarship:** Tuition scholarships are available for students who enter the fifth-year bachelor/master's programs, although requirements may differ by school. These include: M.B.A., English, Mathematics, Nonprofit Administration, Theology and Religious Studies. For more information and applications, contact the appropriate office in the College of Arts and Sciences or the Boler School of Business.

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

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

**International Religious Scholarship:** Tuition scholarships are available to priests, brothers, and sisters from the international community upon recommendation of their bishop or religious superior.

**Accountancy Scholarship:** Accountancy students are eligible for three separate scholarships if they are pursuing the degree to be eligible for the CPA exam. All Accountancy students receive a \$3,000 scholarship upon completion of a graduate-level accounting course. They are also eligible for a GMAT (or GRE equivalent) scholarship, and all Accountancy students are eligible for a scholarship based on their GPA in 300-level and above accounting courses (minimum of seven, excluding principles courses). For more information, contact the Graduate Business Programs Office.

**Boler Graduate Scholarship:** Students who have graduated from schools other than John Carroll University and who are not Accountancy students are eligible for the Boler Graduate Scholars Award based on their GMAT (or equivalent GRE) score. For more information, contact the Graduate Business Programs office.

**Part-time M.B.A. and Master of Accountancy Scholarships:** Tuition scholarships are available to students accepted to these programs. For more information, contact the Graduate Business Programs Office.

**The James C. Boland, William J. Cenker, George G. Goodrich, and Raymond E. Smiley Fellowships:** These fellowships are open to students who will have completed an undergraduate degree in Accounting, and will have been admitted to the M.S. in Accountancy or the 5<sup>th</sup> Year M.B.A. program (focusing on accounting). Fellowships are competitive with the primary emphasis on academic performance. The recipients, determined by the Graduate Programs Committee, receive a full tuition waiver for the graduate courses needed for the M.S. in Accountancy or 5<sup>th</sup> year M.B.A. degree. For more information, contact the Graduate Business Programs Office.

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

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

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### Housing

Undergraduates receive priority for on-campus housing; however, graduate students can be assigned as openings become available. Inquiries about off-campus housing should be directed to Daryl Young Enterprises, 216-321-9340.

### Graduate Assistant Appointments

The University offers graduate appointments annually as graduate assistants. Each appointment includes a scholarship that remits tuition and fees (except the graduation fee) and a stipend. Full-time graduate students are eligible to apply for graduate assistantships in the academic department in which their program resides or in the non-academic department for which they are qualified. Once an assistantship has been awarded and accepted by the student, he/she must be pursuing a graduate degree, maintain a minimum GPA of 3.0, be making satisfactory academic progress, and hold no outside employment during the academic year unless they have received written permission from the appropriate dean. Full-time graduate assistants are required to devote 20 hours per week (or teach 12 semester hours); part-time graduate assistants are required to devote 10 hours per week. The term of employment begins on the Thursday before the start of classes for the fall semester and on the Friday before the start of classes for the spring semester, carrying out the duties to which they have been assigned until the last day of the semester. Graduate assistants are not required to work during the Christmas break and spring break, unless specifically stated in the position description that accompanies their contract. In addition, graduate assistants must be registered for a minimum of 9 graduate credit hours each semester or a total of 15 over the course of the academic year. At the start of an assistantship, a student should ascertain from the supervisor the expectations for hours, days to be worked, and the nature of the duties. Students who miss assistantship time without making advance arrangements to cover the responsibilities risk the loss of their assistantship. Tuition waivers cannot be used for any term before the first contract begins. This means, for example, that an assistant whose first contract begins in September of a given year cannot expect to use a tuition waiver for a course given the preceding summer. Tuition will not be provided when a student withdraws from and/or must repeat coursework when tuition has already been provided. Examples of this include, but are not limited to, course withdrawals, failure in a course, or unacceptable performance in a course or other factors. Any credit hours that need to be completed resulting from the withdrawal from or failure in a course will not be covered by the assistantship.

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

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

All appointments are renewable upon satisfactory performance. Address inquiries to the appropriate associate dean, John Carroll University, University Heights, Ohio 44118, or visit the website for more up-to-date information at [www.jcu.edu/graduate](http://www.jcu.edu/graduate). A complete explanation of the policies and procedures that govern graduate/athletic assistantships can be found on the Graduate Studies website.

### Student Services

#### Campus Ministry

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

- We embrace the Jesuit, Catholic intellectual tradition as an indispensable partner in the search for truth and wisdom.
- We promote the service of faith and the promotion of justice through education, advocacy, service and reflection.
- We foster the development of whole persons who become servant leaders in their local and global faith communities.
- We provide an open, caring, hospitable and collaborative atmosphere that supports the mission of the University.
- We establish a sense of community through vibrant worship, retreats, small faith communities, and immersion experiences.
- We recognize Eucharist as our primary liturgical experience, while also celebrating a diversity of faith and spiritual perspectives that seeks both wisdom and a fuller spiritual life.

Faith and justice are at the heart of the programs, liturgies, prayer experiences, retreats, and service opportunities that Campus Ministry promotes. Students of all faiths and of no faith are encouraged to explore, deepen, and celebrate that which gives meaning to their lives. They are also called to action for the purpose of learning about and working for justice. Campus Ministry organizes faith/reflection-based immersion experiences in which students join members of the faculty and staff in both domestic and international locations. Together, members of the John Carroll community serve others, experience their cultures, and build lasting friendships. Recent trips include Nicaragua, Guatemala, El Salvador, Honduras, Jamaica, Ecuador, Nepal, Haiti, West Virginia, Immokalee (Florida), New Orleans, and Louisville.

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

While retreats offer a focused time for prayer and reflection off-campus, our Carroll Faith Communities (small faith-sharing groups) offer students an ongoing way to integrate faith and their college experience. Groups are led by trained peers and consist of eight to ten students who meet for one hour weekly in the residence halls.

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

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

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### Center for Career Services

The Center for Career Services offers a broad range of services to all undergraduate and graduate students as they address basic career development questions: Students may schedule individual appointments to assess their values, interests, personality, and abilities; strategize a job search; and get feedback on related documents.

In addition to individual appointments, services include online resources, including Career Connection; programming, such as the annual Career Fair and other networking and informational events; and the “John Carroll University Carroll Contacts” group on [www.linkedin.com](http://www.linkedin.com).

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

### Services for Students with Disabilities

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

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

### Center for Student Diversity and Inclusion

The Center for Student Diversity & Inclusion develops programs to educate the entire campus community on issues of diversity, inclusion and multiculturalism. At the same time, we provide services and support for students from historically underrepresented populations.

The Center nurtures a sense of belonging for students from diverse backgrounds and encourages them to participate actively in their curricular and co-curricular learning, including campus and community organizations, leadership opportunities, and intercultural experiences. In collaboration with other University departments, the Center coordinates programs and services that foster an inclusive campus environment, promote a welcoming and just University community, and encourage and value the contributions and perspectives of all students.

The goals of the Center are:

- To provide campus-wide programs that furthers all students’ development of cultural competence and respect for diversity and social justice.
- To develop, implement, and evaluate programs and services that support historically underrepresented students in their personal development and transition throughout their John Carroll University experiences.
- To provide leadership opportunities for underrepresented students that focus on engagement in campus and community organizations.
- To identify, examine, and recommend organizational changes that remove barriers to inclusion and promote student success.

### Grasselli Library and Breen Learning Center

Originally dedicated in 1961, Grasselli Library doubled its capacity (to 100,000 square feet) in 1995 with the opening of the Breen Learning Center. The library houses more than 382,000 cataloged books, bound periodicals, and audiovisual items. It also provides access to substantial holdings of electronic journals, electronic books, and streaming media. The library offers private and group study spaces, an electronic classroom, a coffee bar and lounge, a snack room with vending machines, and an open-air reading garden. A 44-seat computer commons and the Center for Digital Media (CDM) are located on the main floor. Reference assistance is available in person, by phone, and electronically. The library has a laptop-lending program for student use on the premises. CDM equipment, including flip cams and video recorders, are also available for loan.

The ground floor of the library houses the Learning Commons, a center for enrichment that includes peer tutors for a variety of courses and a Writing Center annex, adjacent to the coffee bar. Wellness and other events are held in the evenings in the Learning Commons throughout the semester. The graduate lounge can also be found adjacent to the Learning Commons. Additionally, the professional librarians at Grasselli are available for



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student consultations and work closely with faculty to help students utilize and evaluate information resources efficiently and effectively.

Through the library's participation in OhioLINK, members of the John Carroll community can borrow from the 48,000,000 items in 88 member libraries throughout the state. These loans are self-initiated for a three-week loan period with four renewals, and arrive in two to three days. Resources not available at Grasselli or through OhioLINK can be borrowed through interlibrary loan. The OhioLink Electronic Thesis and Dissertation Center (ETD) is available to John Carroll students who wish to search, browse, or submit ETDs.

The library provides off-campus access for authorized users to most of its electronic materials. More information on the collections and services of Grasselli Library and Breen Learning Center is available from the home page of the library at <http://library.jcu.edu>.

### Information Technology Services

The Information Technology Services (ITS) department provides a wide variety of information technologies across the campus, including multimedia classrooms in support of teaching and learning; administrative electronic information systems; high-performance networks (including ubiquitous wireless) for computer, voice, and video communication; a widely distributed array of application/file servers; and support for desktop/laptop computers. The department maintains electronic classrooms and computers labs equipped with desktop computers and a variety of multimedia presentation facilities; it also provides technology help-line and personal assistance to students, faculty, and staff. In addition, the Center for Digital Media (CDM) has advanced computer systems and staff support to assist faculty in employing the most up-to-date learning technologies in their curricula and students with the incorporation and use of technology in their course work and projects.

Throughout the campus, there are more than 100 classrooms and labs equipped for advanced electronic multimedia presentation. More than 75 of these include an instructor lectern with an integrated touch-screen control station, multimedia computer, DVD, and document camera. A number of classrooms have computers for every student. Most are Virtual Computers which allow students to load different computer images to better meet their instructional needs. These classrooms and labs include specialized software packages selected by professors as supplements to classroom instruction. All sites are connected via local networks to the campus-wide fiber optic 10 Gigabit Ethernet network. Furthermore, the campus network and the Internet are accessible from anywhere on the campus—including all outside spaces—through a comprehensive wireless network. The Banner administrative information system provides students and faculty with many web-accessible records and services.

### John Carroll University Police Department

JCUPD is recognized as a police department under the Ohio Revised Code (ORC 1713.50), giving officers the same legal authority as municipal police officers. Campus police officers work to provide a safe and secure environment for all members of the John Carroll community by offering coverage 24 hours a day, 365 days a year. The JCUPD office is located in Room 14 on the lower level of the D. J. Lombardo Student Center. The dispatch center, located in the Belvoir parking lot, is staffed around the clock every day of the year. JCUPD can be reached by calling X1234 from any campus phone, or off campus at 216-397-1234. Courtesy phones are located inside buildings throughout campus. The JCUPD website is: <http://sites.jcu.edu/css/>.

#### Police Services:

- Responding to criminal, medical, fire, and other emergencies and alarms.
- Reporting and investigating criminal and student conduct violations.
- Responding to calls for service.
- Proactively patrolling the campus buildings, parking lots and grounds.
- Working with local public safety agencies.
- Performing campus safety escorts.
- Providing information and assistance to students, parents, staff and visitors.
- Providing planning and support for campus events.
- Providing crime awareness and prevention programs.
- Enhancing pedestrian and vehicular safety through enforcement of parking and traffic rules.

#### Parking Services:

The Parking Office coordinates all campus parking functions, including:

- Information, assistance and direction to anyone parking on campus.
- Issuing parking permits to students, faculty, staff, and visitors.



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- Enforcing parking rules and regulations.
- Coordinating parking services for campus events.

### **Dispatch Operations:**

The campus dispatch operations are coordinated and staffed by JCUPD personnel. The dispatch center operates around the clock. The dispatch center is located in the Belvoir parking lot gatehouse. Dispatch duties include:

- Receiving and dispatching calls for JCUPD.
- Monitoring and dispatching campus fire alarms.
- Monitoring and dispatching campus security alarms.
- Monitoring facility systems after hours.
- Dispatching shuttle buses.
- Assisting with parking, special events and general information.
- Controlling access to the campus.

### **Transportation Services:**

During the academic year, JCUPD operates 2 shuttle buses which transport students between the main campus and the Green Road Annex building and parking lot, the Greater Cleveland Rapid Transit station, and area retail stores upon request. The hours of the shuttle service are:

- Monday through Thursday, 7:15 a.m. – 12:00 a.m.
- Friday, 7:15 a.m. – 8:00 p.m.
- Sunday, 5:00 p.m. – 12:00 a.m.

### **Administrative Services:**

JCUPD provides other services to the campus community, including:

- Supervising the student EMS.
- Developing and exercising the University Emergency Management Plan.
- Operating the University Lost and Found.
- Fingerprinting services for student internship, service, and licensure.
- Providing crime awareness and prevention programs.
- Providing campus event planning and support.
- Federal, State and local regulatory compliance.

### **Office of the Registrar**

The Office of the Registrar is responsible for facilitating the registration process and for maintaining and preserving all University academic records. Additionally, the Office of the Registrar protects the rights of students under the Family Educational Rights and Privacy Act (FERPA).

**Registration:** Students register themselves for courses using BannerWeb. In general, registration occurs in November for the upcoming spring semester, in March for the upcoming summer semester, and in April for the upcoming fall semester. Changes in registration (e.g., adding/dropping a course, withdrawing from a course) can be processed in person with an Enrollment Services counselor in Rodman Hall, Room 205-206.

**Transcripts:** Students may request official transcripts by one of the following methods: 1) online via BannerWeb or <http://jcu.edu/registrar/transcripts> with a credit card; 2) by mail with a downloaded and signed request form (available at <http://jcu.edu/registrar/transcripts>) sent to the Office of the Registrar with cash or check; or 3) in person with cash or check. To protect students and alumni, no telephone requests for transcripts will be honored. Transcripts are issued only at the request of the student. Please allow two weeks for the processing of all transcript requests. A fee of \$5 is required for each transcript requested. Transcripts are released only when all outstanding balances have been paid.

**Access to grades:** Each student has access to his/her own academic record and grades, on a read-only basis, via BannerWeb.

For additional services, see our website: <http://www.jcu.edu/registrar/>.

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

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

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

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

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

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

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

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

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

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

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

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by John Carroll University to comply with the requirements of FERPA. Students may file complaints with The Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-8520.

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### Student Health Center

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

### University Counseling Center

The University Counseling Center provides free, confidential counseling support for undergraduate and graduate students. Students can talk privately with a trained mental health professional about any personal or academic concerns – such as relationship conflicts, stress, anxiety, depression, family problems, grief, body image, or difficulty adjusting to the demands of college. Services include short-term individual counseling, limited psychiatric services, self-help resources, referrals to community services, and educational programs. The center staff also provides consultation services for students, faculty, or staff who have concerns about another student and are seeking guidance. Office hours are Monday through Friday, from 9:00 a.m. to 5:00 p.m. Students may schedule an appointment by calling (216) 397-4283.

### Veteran Services

Veterans have answered the call of national service and risked their life for our country. Our Celebration of Service program offers a unique package of benefits to our student veterans. To explore this program further, visit <http://sites.jcu.edu/veterans/>, or contact Krysta Kurzynski, Assistant Director of Veteran Affairs, at [kkurzynski@jcu.edu](mailto:kkurzynski@jcu.edu).

### Graduate Student Research

The University recognizes the importance of student research to the educational experience and offers opportunities for, and recognition of, such research. Graduate students may apply for financial assistance up to \$250, pending availability, to help cover registration fees for conferences at which they present their research. Applications ought to be submitted online to the Associate Academic Vice President (<http://sites.jcu.edu/facultyresearch/home/student-research-grants/>). In addition, academic departments may provide research awards and opportunities for research during the academic year as well as for summer research. Graduate students are also encouraged to present their research at the Celebration of Scholarship, which is held in April every year.

### The Wertheim Graduate Student Lounge

The Dr. Sally H. Wertheim Graduate Student Lounge is conveniently located on the first floor (lower level) of Grasselli Library near Java City and vending machines. The lounge offers a quiet place to study or relax, network-connected computers, and a laser printer. Announcements of interest to graduate students are posted in the lounge.

### The Graduate Studies Website

The Graduate Studies website at <http://sites.jcu.edu/graduatestudies/> offers current information, such as announcements and updates to the academic calendar; forms, such as the admission application, some scholarships, and the graduation application; documents, such as thesis and essay regulations and an electronic version of the *Bulletin*; a periodic newsletter; and links of interest to graduate students, including JCU academic departments, and external scholarships.

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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. The following honor societies are open to graduate students. Contact faculty advisors for more information.

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

**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. Lindsay Calkins.

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

**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. Paige Rinker.

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## GRADUATE STUDIES

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### Academic Calendar – 2016-2017

#### 2016 - Fall Semester

Aug. 29 (Mon.)	Classes begin
Aug. 29-Sept. 2 (Mon.-Fri.)	Course changes and late registration
Sept. 5 (Mon.)	Labor Day-No classes. University offices closed.
Sept. 13 (Tues.)	Last day to change to audit
Oct. 13 (Thurs.)	Fall break begins after last scheduled class
Oct. 17 (Mon.)	Classes resume
Nov. 21 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degree to be conferred in Winter 2016
Nov. 22 (Tues.)	Friday classes meet Thanksgiving break begins after last scheduled class Deadline for course withdrawal
Nov. 28 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED MAY 2017
Nov. 28 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred in Winter 2016
Nov. 28. (Mon.)	Classes resume
Dec. 10 (Sat.)	Last day of classes
Dec. 12-16 (Mon. - Fri.)	Final examinations Christmas holidays begin after last examination

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## GRADUATE STUDIES

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### 2017 - Spring Semester

Jan. 13 (Fri.)	Final regular registration
Jan. 16 (Mon.)	Martin Luther King, Jr., Day. No classes. University offices closed
Jan. 17 (Tues.)	Classes begin
Jan. 17-23 (Tues.-Mon.)	Course changes and late registration
Jan. 31 (Tues.)	Last day to change to audit
Mar. 4 (Sat.)	Spring break begins after last scheduled class
Mar. 13 (Mon.)	Classes resume
Apr. 10 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in May 2017
Apr. 12 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Apr. 17 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at May 2017 graduation
Apr. 18 (Tues.)	Classes resume Monday classes meet
Apr. 18 (Tues.)	Deadline for course withdrawal
May 4 (Thurs.)	Last day of classes
May 8-12 (Mon.-Fri.)	Final examinations
May 21 (Sun.)	Commencement

### 2017 - Summer Sessions

The extended calendar for the Summer Sessions will be published about December 1, 2016, in the *Schedule of Summer Classes*.

July 10 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED WINTER 2017
July 10 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at Summer 2017 graduation
July 31 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in Summer 2017

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## GRADUATE STUDIES

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### 2017 - Fall Semester

Aug. 25 (Fri.)	Final regular 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
Nov. 20 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in Winter 2017
Nov. 21 (Tues.)	Friday classes meet Thanksgiving break begins after last scheduled class Deadline for course withdrawal
Nov. 27 (Mon.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED MAY 2018
Nov. 27 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred in Winter 2017
Nov. 27 (Mon.)	Classes resume
Dec. 9 (Sat.)	Last day of classes
Dec. 11-15 (Mon.-Fri.)	Final examinations Christmas holidays begin after last examination

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## GRADUATE STUDIES

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### 2018 - Spring Semester

Jan. 12 (Fri.)	Final regular 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 (Thurs.)	LAST DAY TO FILE FORMAL APPLICATION FOR DEGREES TO BE CONFERRED SUMMER 2018
Mar. 3 (Sat.)	Spring break begins after last scheduled class
Mar. 12 (Mon.)	Classes resume
Mar. 28 (Wed.)	Friday classes meet Easter break begins after last scheduled class
Apr. 3 (Tues.)	Classes resume Monday classes meet
Apr. 9 (Mon.)	Last day for presentation of essay or thesis to the Graduate Studies Office (CAS) for master's degrees to be conferred in May 2018
Apr. 16 (Mon.)	Last day for submission of comprehensive examination results for master's degrees to be conferred at May 2018 commencement
Apr. 17 (Tues.)	Deadline for course withdrawal
May 3 (Thurs.)	Last day of classes
May 7-11 (Mon.-Fri.)	Final examinations
May 20 (Sun.)	Commencement

### 2018- Summer Sessions

The extended calendar for the Summer Sessions will be published about December 1, 2017, in the *Schedule of Summer Classes*.







## **ACADEMIC PROGRAMS**

### **Boler School of Business**

**Accountancy**

**Business Administration**

**Master of Science in Laboratory Administration**



## ACCOUNTANCY (AC)

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Alan Miciak	Dean, Boler School of Business; Marketing
Lindsay Calkins	Associate Dean for Academics and Accreditation, Boler School of Business; Economics
Walter Simmons	Associate Dean for Graduate and International Programs, Boler School of Business; Economics
Robert Bloom	Financial Accounting; International Accounting
Albert L. Nagy	Chair; Financial Accounting; Auditing
Karen Schuele	Financial Accounting; Accounting Information Systems
Mark Sheldon	Accounting Information Systems; Auditing
Mariah Webinger	Financial Accounting; Cost Accounting; Forensic Accounting
Gerald P. Weinstein	Financial Accounting; Income Taxation
Executives in Residence	
Donald Dailey	Auditing; Financial Accounting
George G. Goodrich	Income Taxation



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

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

The Boler School of Business carries out this mission by:

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

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

### **Program Learning Goals**

M.S. in Accountancy students will:

1. Enhance their understanding of accounting concepts and application of appropriate research tools to develop effective solutions to accounting problems.
2. Demonstrate critical thinking skills necessary for identifying and addressing complex interdisciplinary situations, including ethical dilemmas.
3. Enhance their ability to effectively communicate through oral presentations and writing assignments
4. Develop diverse perspectives on global business through civic and global learning.
5. Gain a broad, integrative perspective of the functional areas in accounting through applied and collaborative learning.

# ACCOUNTANCY (AC)

## 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. Students may enter the degree programs at the beginning of the fall, spring, or summer semesters. There are three scholarships automatically available to M.S. in Accountancy students. One is provided once the student completes an upper-level Accounting course, and the other two are based on Graduate Admissions Test scores and the undergraduate Accounting GPA. Completed applications and all supporting documentation must be received no later than thirty (30) days (domestic students) and sixty (60) days (international students) 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) or the Graduate Record Examination (GRE). These may be waived for students in the 5<sup>th</sup>-Year M.B.A. and the M.S. in Accountancy programs for admission. However, they are required for consideration for fellowships, graduate assistantships, and GMAT-based scholarships.
- At least one letter of recommendation.
- An essay entitled "Graduate Business Education: Enabling Me to Achieve My Personal Goals and Become a Leader."
- A detailed resume indicating employment experience and educational background.

International students must also provide evaluation of foreign credentials by an independent evaluation service, Test of English as a Foreign Language (TOEFL), and a certified statement of financial ability.

## 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 1 course (3 credit hours) or allows for up to 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.

## Sequence of Courses in the M.S. in Accountancy Program

Accounting Foundation Courses* (30 credit hours)		One Elective Course (3 credit hours) selected from:	
AC 201	Principles of Accounting I	AC 561	Comparative Accounting Systems (if not taken as required course)
AC 202	Principles of Accounting II	AC 563	Seminar in International Taxation (if not taken as required course)
AC 303	Intermediate Accounting I	AC 583	Controllershship
AC 304	Intermediate Accounting II	FN 561	International Business Finance
AC 312	Cost Analysis & Budgetary Control	FN 583	Capital Markets and Institutions
AC 321	Federal Taxes I	FN 584	Investments and Portfolio Management
AC 341	Accounting Information Systems	FN 585	Managing Risk with Derivatives
AC 431	Auditing		
MN 463	Business Law I		
MN 464	Business Law II		
Business Foundation Courses* (15 credit hours)			
EC 521	Fundamentals of Economics		
EC 522	Business Statistics		
FN 521	Fundamentals of Finance		
MK 521	Principles of Marketing		
MN 531	Organizational Behavior		
*subject to waiver for undergraduate equivalent			

## ACCOUNTANCY (AC)

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### Core Courses (27 credit hours)

MN 550	Leadership and Management Skills
MN 556	Analytics-Driven Business Insights
MN 591	Ethics and Business Environmental Issues
MN 594	Corporate Social Responsibility
AC 561	Comparative Accounting Systems OR
AC 563	Seminar in International Taxation
AC 575	Fraud Examination
AC 580	Information Systems Control and Assurance
AC 584	Accounting Theory and Policy
AC 598	Contemporary Topics in Accounting

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 25 courses or 75 hours of business and accounting study: 30 hours of undergraduate foundation accounting courses, 15 hours of graduate foundation business classes, 27 hours of required graduate study and 3 hours of graduate study electives. Several of the foundation 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: 24 hours taken at the undergraduate level and 30 hours taken at the graduate level. Several of the business preparatory courses may be waived for the student who has taken courses such as intermediate accounting, income taxation and/or business law. Additional preparatory coursework may be required if there is insufficient business or accounting coursework in the student's background.
- Students who have an undergraduate degree in accounting may complete the program in as few as 10 courses or 30 hours. Like the M.B.A., the M.S. in Accountancy degree can be completed in three semesters covering just over one calendar year.

For more information, visit: <http://sites.jcu.edu/boler/pages/graduate-programs/masters-of-accountancy/>.

### Grade Requirements in the M.S. in Accountancy Program

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

### 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. Focuses on cultural differences that determine particular patterns of accounting standards development in various countries. Additional emphasis on the use of accounting information to achieve effective global management of multinational enterprises.

**AC 563. SEMINAR IN INTERNATIONAL TAXATION 3 cr.** Prerequisite: AC 422 or equivalent or permission of instructor. Explores various aspects of taxation of taxpayers engaged in international transactions, e.g., U.S. taxation of multinational companies as well as foreign companies operating within the U.S. Topics include Subpart F income, the Foreign Tax Credit, foreign currency transactions, transfer pricing, the merits of U.S. foreign tax policy, and the tax policies of other selected countries.

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

## ACCOUNTANCY (AC)

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**AC 575. FRAUD EXAMINATION 3 cr.** Prerequisite: AC 431. 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 580. INFORMATION SYSTEMS CONTROL & ASSURANCE 3 cr.** Prerequisite: AC 341. Focuses on information technology general controls in accounting systems. Additional emphasis on the use of data analytics in fraud examination and internal and external audit services.

**AC 583. CONTROLLERSHIP 3 cr.** Prerequisite: AC 304 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, issues related to capacity concepts, transfer pricing for multinational enterprises, and ethics for financial management.

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

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

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

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

## BUSINESS

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Lindsay Calkins	Associate Dean for Academics and Accreditation, Boler School of Business; Economics
Walter Simmons	Associate Dean for Graduate and International Programs, Boler School of Business; Economics
Scott Allen	Management; Leadership
Robert Bloom	Accountancy
William N. Bockanic	Business Law
William Elliott	Finance; Mellen Chair
Tina Facca-Miess	Marketing
Richard T. Greci	Business Information Systems
Bradley Z. Hull	Business Information Systems; Logistics
Simran K. Kahai	Economics
Sokchea Lim	Economics
Marc P. Lynn	Business Information Systems
James H. Martin	Marketing
Rosanna Miguel	Management
Scott B. Moore	Finance
Paul R. Murphy	Marketing; Logistics
Albert L. Nagy	Accountancy
Frank J. Navratil	Economics; Finance
Arilova Randrianasolo	Marketing
Brian Saxton	Management
Karen Schuele	Accountancy
Charles A. Watts	Management; Quantitative Methods
Mariah Webinger	Accountancy
Gerald P. Weinstein	Accountancy
Andrew M. Welki	Economics; Statistics
Yinglu Wu	Marketing
Feng Zhan	Finance
Thomas J. Zlatoper	Economics
Executives in Residence	
Anthony Aveni	Economics; Finance
Donald Dailey	Accountancy
George G. Goodrich	Accountancy

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

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



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# BUSINESS

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## Admission Requirements

The Boler M.B.A. 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 at least thirty (30) days (domestic students) and sixty (60) days (international students) 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) or the Graduate Record Examination (GRE). These may be waived for admission. However, they are required for consideration for fellowships, graduate assistantships, and GMAT-based scholarships.
- At least one letter of recommendation.
- An essay entitled "Graduate Business Education: Enabling Me to Achieve My Personal Goals and Become a Leader."
- A detailed resume indicating employment and educational background.

International students must also provide evaluation of foreign credentials by an independent evaluation service, Test of English as a Foreign Language (TOEFL), and a certified statement of financial ability.

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

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

The Part-Time M.B.A. program is designed primarily for those with two or more years of meaningful work experience who wish to obtain an advanced degree, part-time, during the evening, without interruption of work. The 5<sup>th</sup> Year M.B.A. program is available to recent college graduates with little business experience who seek to complete the degree on a full-time basis. It is a rigorous program available to academically strong college graduates.

John Carroll University is a member of JEBNET, the network of Jesuit M.B.A. programs linking 30 AACSB- accredited Jesuit colleges and universities by means of an articulation agreement. This agreement provides students with unparalleled flexibility to transfer graduate credits and complete their M.B.A. 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 website: <http://jesuitmba.org/>.

## Program of Study

The M.B.A. program has two alternatives: 1) the 5<sup>th</sup>-Year M.B.A., which is designed primarily for students with little or no business experience, and 2) the Part-Time M.B.A., which is designed for students with 2 or more years of managerial experience.

Both options in the M.B.A. program consist of four curriculum areas: Business Foundation Courses, Core Courses, Elective Courses, and Capstone Courses. The two options within the M.B.A. Program differ in Core, Elective, and Capstone Courses but are identical for the Business Foundation Courses and the global elective requirement.

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## BUSINESS

	5 <sup>th</sup> -Year M.B.A.	Part-Time M.B.A.
<b>Business Foundation Courses</b>	6 courses (18 credit hours) The Business Foundation Courses are the foundation or prerequisite courses and may be waived for those students with comparable undergraduate coursework. Standards for waiving foundation courses depend on which M.B.A. option the student has chosen. In all cases the student is responsible for proficiency in all work described in these courses.	
<b>Core Courses</b>	6 Courses (18 credit hours)	8 Courses (19 credit hours)
<b>Elective Courses</b>	2 Courses* (6 credit hours)	2 Courses* (6 credit hours)
	* 1 Elective Course (3 credit hours) must be an approved international business course.	
<b>Capstone Course</b>	2 Courses (6 credit hours)	4 Courses (8 credit hours)

The minimum number of credit hours for the degree (beyond the Business Foundation Courses) is normally 30 for the 5<sup>th</sup> Year M.B.A. and 33 for the Part-Time M.B.A. Consult with the Assistant Dean of Graduate Business Programs for more information.

### **Part-Time M.B.A.**

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

The core of our part-time program is a series of courses (19 credit hours) built around critical business decisions. The quantitative and behavioral tools from each business function are interwoven into the core classes in a cross-functional manner enabling students to apply the tools to specific decision problems with which all managers are concerned. Students will be presented with situations in companies from northeast Ohio and will have an opportunity to help solve those problems.

### **Program Learning Goals**

1. Our students will have a common body of knowledge.
  - a. Our students will know the functional areas of the business disciplines.
2. Our students will have communication skills.
  - a. Our students will effectively communicate ideas and plans.
3. Our students will have analytical problem solving skills.
  - a. Our students will be able to define a problem based on ambiguous information and identify a set of tasks necessary to develop an effective solution.
4. Our students will have ethical reasoning skills.
  - a. Our students will identify the ethical and social responsibility dimensions of business problems.
5. Our students will evaluate planning and implementation decisions.
  - a. Our students will identify and develop resources (e.g., financial, human, distribution, technology, brand) to create an effective strategy for the future of an organization.

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

### **Sequence of Courses for the Part-Time M.B.A.**

*Coursework is to be completed in the following four curriculum areas. To be prepared for advanced courses, students must complete all of the Business Foundation requirements before the Core or Electives. Core courses must be completed before taking Capstone courses.*

## BUSINESS

<p><b>Business Foundation Courses* (18 credit hours)</b></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 531 Organizational Behavior</p> <p>*Subject to waiver for undergraduate equivalent.</p>	<p><b>Core Courses (19 credit hours)</b></p> <p>MB 560 Leadership Lab (3 cr.)  MB 561 Opportunity ID &amp; Innovation (2 cr.)  MB 562 Organization &amp; Team Leadership (1 cr.)  MB 563 Managerial Accounting (3 cr.)  MB 564 Innovation Planning &amp; Forecasting (3 cr.)  MB 565 Resource Allocation Decisions (3 cr.)  MB 566 Executive Communication (1 cr.)  MB 567 Implementation &amp; Key Perf. Assess. (3 cr.)</p>
<p><b>Elective Courses* (6 credit hours)</b></p> <p>Two courses that pursue an in-depth study of a specific areas of business. Students desiring a concentration in a specific area of business would take both in-depth courses in that area. These in-depth courses may be taken at JCU if available or online through one of our partner Jesuit schools. For example:</p> <ul style="list-style-type: none"> <li>• Food Marketing</li> <li>• Healthcare Marketing</li> <li>• Business Analytics</li> <li>• Financial Services</li> <li>• International Business</li> <li>• Supply Chain Management</li> <li>• Best Practices in Business</li> <li>• Finance</li> <li>• Marketing</li> </ul> <p>*At least three credit hours of electives must be an international business course.</p>	<p><b>Capstone Courses (8 credit hours)</b></p> <p>MB 568 Strategy (3 cr.)  MB 590 Executive Leadership (1 cr.)  MB 593 CEO Insights (1 cr.)  MB 594 Corp. Social Responsibility (3 cr.)</p>

### The 5<sup>th</sup>-Year M.B.A.

The 5<sup>th</sup>-Year M.B.A. Program is an accelerated M.B.A. course of study that is designed to be completed within one academic year of graduation from an undergraduate program. Because this program is only for those students with little business experience, the courses and teaching methods used in this program are designed to quickly develop an understanding of the managerially relevant decision making tools, concepts, and processes necessary to be successful in business. To enrich the educational experience, students in this program are required to complete an approved internship/work experience during their matriculation through the program. Admitted students will start the program by the second academic term after the completion of their undergraduate degree and will register for a full course load (9 credit hours) in their first term as an M.B.A. student.

### Program Learning Goals

The 5<sup>th</sup>-Year M.B.A. program is designed to develop in students the skill sets necessary to be successful in a variety of management situations. Specifically, the program is designed so that graduates of our program will demonstrate:

1. Managerial-level knowledge of the functional areas of business.
2. The application of analytical and quantitative techniques to solving business problems.
  - a. The identification of appropriate analytical techniques for defining and understanding a problem.
  - b. The ability to identify multiple solutions to a problem based on analytical insights.
  - c. The ability to connect activities of an organization to the financial performance of the firm.
3. Effective influential communication skills for oral presentations and written communication.

## BUSINESS

- a. The ability to effectively communicate quantitative and qualitative information during oral presentations.
  - b. The ability to effectively communicate quantitative and qualitative information in written form.
4. Effective leadership of self and others in problem-solving situations.
  - a. An understanding of their own personal work style and the factors that affect their effectiveness in different work settings.
  - b. The ability to craft an effective leadership plan of action for a given situation.
5. The evaluation of the ethical dimensions of business problems and the application of an ethical framework while solving business problems.
  - a. The identification of ethical aspects of business problems.
  - b. The inclusion of ethical aspects of business problems during analysis of business problems.
  - c. The application of an ethical framework while effectively solving business problems.
6. The application of multiple aspects of social responsibility in solving business problems.
  - a. The application of the triple bottom line (financial, social, environmental) while solving business problems.
  - b. Consideration during problem solving for those who are marginalized in society.

### Sequence of Courses in the 5<sup>th</sup>-Year M.B.A.

*Coursework is to be completed in the following curriculum areas. To be prepared for advanced courses, students must complete all of the Business Foundation requirements before the Core or Elective Courses.*

<b>Business Foundation Courses* (18 credit hours)</b>  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 531 Organizational Behavior  *Subject to waiver for undergraduate equivalent	<b>Core Courses (18 credit hours)</b>  AC 551 Managerial Accounting EC 551 Managerial Economics FN 551 Financial Management MK 551 Marketing Management MN 550 Leadership and Managerial Skills MN 556 Analytics-Driven Business Insights
<b>Elective Courses* (6 credits hours)</b>  Two courses that pursue an in-depth study of specific areas of business. Students desiring a concentration in a specific area of business would take both in-depth courses in that area. These in-depth courses may be taken at JCU if available or online through one of our partner Jesuit schools.  For example: <ul style="list-style-type: none"> <li>• Food Marketing</li> <li>• Healthcare Marketing</li> <li>• Business Analytics</li> <li>• Financial Services</li> <li>• International Business</li> <li>• Supply Chain Management</li> <li>• Best Practices in Business</li> <li>• Finance</li> <li>• Marketing</li> </ul> *At least three credit hours of electives must be an international business course.	<b>Capstone Courses (6 credit hours)</b>  MN 591 Ethics and Business Environmental Issues MN 592 Corporate Strategic Management
<b>MN 501 Internship Experience</b>	

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### Concentrations

Concentrations, though not required, can be taken in any of the areas listed in the Elective courses section of the Course Descriptions, *with the exception of Accountancy (AC)*. Students desiring a concentration should take two in-depth courses in the preferred area of business. These courses may be taken at JCU, if available, or online through one of our partner Jesuit schools. At least three credit hours of electives must be selected from an approved international business course.

#### 5<sup>th</sup>-Year Accountancy Program: Master of Science in Accountancy

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*.

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

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

## COURSE DESCRIPTIONS

### Business Foundation Courses

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

**EC 501. ECONOMICS FOR NONPROFITS 3 cr.** Prerequisite: enrollment in the **Master of Nonprofit Administration Program**. Uses economics to study the activities of nonprofit organizations. Examines the ways in which economics affects every organization, even non-profits. Basic principles of microeconomic analysis—e.g., opportunity costs, marginal analysis, elasticity, externalities and public goods—used to analyze policies, programs, and operations; also, theories of why nonprofit organizations exist and how they behave.

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

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

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

**MN 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.

### Core 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

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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.

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

**MB 560. LEADERSHIP LAB 3 cr.** Prerequisites: all Business Foundation Courses or equivalents; acceptance into the Part-time M.B.A. Provides a wide variety of skills necessary for success through experiential skill building activities, assessment and coaching. Requires students to demonstrate strong conceptual understanding of leadership, ethical decision-making, the ability to diagnose and plan interventions, and ultimately their capacity for leading others.

**MB 561. OPPORTUNITY IDENTIFICATION AND INNOVATION 2 cr.** Explores a variety of customer-centric techniques for identifying opportunities, generating ideas to fit those opportunities, and translating those ideas into value propositions that, in turn, create value for the organization. Also includes a framework for understanding the application of business models to new ideas and methods for communicating those ideas.

**MB 562. ORGANIZATIONAL AND TEAM LEADERSHIP 1 cr.** Prerequisite: MB 560. An interactive and experiential course that challenges students to begin thinking about leadership at the group/organizational levels. Through presentations, small group discussion and various activities, students have an opportunity for deliberate practice as they continue to develop their skills.

**MB 563. MANAGERIAL ACCOUNTING. 3 cr.** Prerequisite: AC 521. Emphasizes the role of accounting information for decision-making with an emphasis on planning and control. Topics include activity-based costing, just-in-time production systems, product costing, cost behavior, CVP and ratio analysis tools, operations budgeting, capital budgeting, responsibility accounting and an exploration of lean accounting principles and their implications for decision-making.

**MB 564. INNOVATION PLANNING AND FORECASTING 3 cr.** Prerequisite: MB 563. How to refine innovative ideas to fit customer needs using financial and planning tools. Students will learn how to plan the implementation of their innovation and forecast its impact. The ability to communicate qualitative and quantitative information through the process is also stressed.

**MB 565. RESOURCE ALLOCATION DECISIONS 3 cr.** Prerequisite: MB 564. How to identify and develop resources critical to a firm's competitiveness. Also, the effective and efficient allocation of financial, distribution, technology, brand, and leadership resources to maximize the firm's value, value to customers and value to society.

**MB 566. EXECUTIVE COMMUNICATION 1 cr.** Prerequisite: MB 560. Great leaders are great communicators who can communicate a vision, energize others, and capture the hearts and minds of followers. This course will help students more effectively communicate their thoughts, ideas and passions.

**MB 567. IMPLEMENTATION & KEY PERFORMANCE ASSESSMENT 3 cr.** Prerequisite: MB 565. Focuses on the skills necessary to implement plans and manage projects, and to assess the performance of those plans and projects. Stresses project management, budgeting, quantitative performance evaluation, tactical programs, and the leadership and communication skills vital to successful implementation processes.

**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

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associated with 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.** Prerequisite: MN 531 or equivalent. Comprehensive assessment of the student's leadership and managerial skills, followed by classroom discussion of leadership and managerial skills, exercises, and an individual skills analysis review session. Develops skills awareness and career management strategy.

**MN 556 ANALYTICS-DRIVEN BUSINESS INSIGHTS 3 cr.** Prerequisite: EC 522. Uses qualitative analytical techniques and quantitative descriptive and inferential analytical techniques to provide insights for business decision making. Students will learn techniques for classifying people and processes into segments or categories for performance metrics, drawing insights, and generating solutions; also, how to apply predictive analysis techniques to sales forecasting challenges as well as estimating the impact of activities on performance of the organization.

### Elective Courses

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

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

**AC 572. ACCOUNTING AND TAXES ISSUES FOR NONPROFITS 3 cr.** Prerequisite: enrollment in the Master of Nonprofit Administration Program. Study of selected accounting and tax issues for not-for-profit organizations. Topics include fundamentals of fund accounting, financial statements, organization and donor tax issues, and cash management. **Not available for credit to students with accounting undergraduate degree.**

**AC 575. FRAUD EXAMINATION 3 cr.** Prerequisite: AC 304 or equivalent. 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 580. INFORMATION SYSTEMS CONTROL & ASSURANCE 3 cr.** Prerequisite: AC 341. Focuses on information technology general controls in accounting systems. Additional emphasis on the use of data analytics in fraud examination and internal and external audit services.

**AC 583. CONTROLLERSHIP 3 cr.** Prerequisite: AC 312 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, issues related to capacity concepts, transfer pricing for multinational enterprises, and ethics for financial management.

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

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

**AC 592. ADVANCED AUDITING 3 cr.** Prerequisite: AC 431. Provides in-depth understanding of selected auditing topics, including risk assessment, the impact of information technology on audits, evidence evaluation and auditor independence. Designed to improve critical-thinking abilities necessary during audit engagements.

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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 assistant dean of Graduate Business Programs and a GPA of 3.5 or higher are 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 assistant dean of Graduate Business Programs is required for this course to count towards the degree.

**EC 561. GLOBALIZATION ISSUES IN ECONOMICS AND BUSINESS 3 cr.** Prerequisite: EC 521. Issues and opportunities created by a global economy and managing the risks of globalization. Topics include financial and currency crisis; stock market booms and busts; social and labor unrest; cultural, ethical and legal issues in conducting international business. Emphasizes the application of microeconomics and international economics to illustrate how globalization influences firm performance, strategy, and policy.

**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 assistant dean of Graduate Business Programs and a GPA of 3.5 or higher are 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 assistant dean 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 assistant dean of Graduate Business Programs and a GPA of 3.5 or higher are 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 assistant dean of Graduate Business Programs is required for this course to count towards the degree.

**MK 555. CONSUMER BEHAVIOR 3 cr.** Prerequisite: MK 551 or MB 561. 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 or MB 561. Management of the new product development process from idea generation to the introduction and management of the product line. Topics include creative thinking, concept development and testing, business analysis, new product and program



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strategy, product design and development, product testing, demand estimation, new product response models, and budgeting. Emphasizes the role of the product manager.

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

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

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

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

**MK 582. GLOBAL SOCIAL ENTREPRENEURSHIP 3 cr.** Prerequisites: AC 521, MK 521, and MN 531.

Focuses on entrepreneurial solutions to societal problems in global contexts. Students will learn social entrepreneurship as a strategy for engaging in profitable enterprise activity that results in providing solutions to both macro and micro problems in different cultures. Cross-listed with MN 582.

**MK 595. INDEPENDENT STUDY 1-3 cr.** In-depth reading or research project conducted under the supervision of a member of the graduate faculty. Permission from the assistant dean of Graduate Business Programs and a GPA of 3.5 or higher are 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 assistant dean of Graduate Business Programs is required for this course to count towards the degree.

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

**MN 561. GLOBAL MANAGEMENT 3 cr.** Prerequisite: MN 550 or MB 560. 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. GLOBAL BUSINESS 3 cr.** Prerequisites: completion of Block I, permission of Assistant Dean for Graduate Business Studies. Focuses on the challenges businesses face in a global environment. Economic, social, technological, and political factors will be explored as well as technical issues in international business. Includes an international trip with on-site visits to organizations and cultural experiences within the countries visited.

**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 focus on specific functional topics, e.g., accounting/financial information, manufacturing, sales, marketing, and customer support.

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

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

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

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**MN 587. NEGOTIATIONS AND ADR 3 cr.** Prerequisite: MN 550 or MB 560. Focuses on theoretical, strategic, and practical approaches to negotiations and alternate dispute resolutions (ADR) in both interpersonal and inter-organizational negotiations. Significant use of case analyses and experiential learning.

**MN 588. STRATEGIC HUMAN RESOURCE MANAGEMENT 3 cr.** Prerequisite: MN 550 or MB 560. 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 3 cr.** Prerequisite: MN 550 or MB 560. Focuses on a select number of human resource management issues confronting managers in today's workplace, including topics related to selection, performance appraisal, labor-management relations, compensation, safety, or training.

**MN 594. CORPORATE SOCIAL RESPONSIBILITY 3 cr.** Students evaluate business decision problems from the perspective of corporate social responsibility; apply different approaches to understanding this responsibility to the evaluation of business decision problems; and learn to communicate the values associated with social responsibility from a leadership position.

**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 assistant dean of Graduate Business Programs and a GPA of 3.5 or higher are required for this course to count towards the degree.

**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 assistant dean of Graduate Business Programs is required for this course to count towards the degree.

### Capstone Courses

**MB 568. STRATEGY 3 cr.** Prerequisites: MB 565 and at least 1 Elective Course. Principles of strategy at the business and corporate levels, with a focus on applying those principles to business problems. Topics include industry analysis, firm resources and their implications, strategic fit, leadership and governance, the implementation of strategy, and the ethical implications of strategic decisions.

**MB 590. EXECUTIVE LEADERSHIP 1 cr.** Prerequisites: MB 565 and at least 1 Elective Course. Executives face a unique set of responsibilities in organizational life and must have a clear understanding of their approach to navigate leadership challenges. Based on various forms of research, students will design their own model of executive leadership and share their findings with community leaders.

**MB 593. CEO INSIGHTS 1 cr.** Prerequisite: permission of Assistant Dean of Graduate Business Programs. Introduces students to men and women who are leading major organizations in Northeast Ohio and beyond. Conversations will revolve around innovation, strategy, leadership and other current topics. Students will network with leaders from various sectors in an effort to provide a well-rounded perspective on what it takes to successfully lead an organization in an ever-changing landscape.

**MB. 594. CORPORATE SOCIAL RESPONSIBILITY 3 cr.** Prerequisites: MB 565 and at least 1 Elective Course. Students evaluate business decision problems from the perspective of corporate social responsibility; apply different approaches to understanding this responsibility to the evaluation of business decision problems; and learn to communicate the values associated with social responsibility from a leadership position.

**MN 591. ETHICS AND BUSINESS ENVIRONMENTAL ISSUES 3 cr.** Prerequisite: completion of at least eight courses from the Core and Elective Courses. 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 Core and Elective Courses and permission of Assistant Dean of Graduate Business Programs. 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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## LABORATORY ADMINISTRATION (LA)

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The Master of Science in Laboratory Administration (MSLA) is designed in partnership with the Cleveland Clinic to prepare laboratory personnel to manage and grow a lab as a business. As such, it is the next logical step for those pursuing careers in laboratory administration. The program focuses on issues surrounding laboratory management and includes a series of in-depth cases designed to address real-world issues and challenges found in clinical laboratory settings. The MSLA program is a part-time, cohort-based, 30-credit-hour program.

At the completion of the program, students will have functional knowledge of, and the ability to apply their knowledge to, the following laboratory administration principles and practices:

- Accounting and budgeting processes for laboratories.
- HR issues regarding staffing, training, managing, and evaluating laboratory employees.
- Organizational behavior in such areas as job satisfaction, stress, work motivation, ethics, decision making, and leadership.
- Lab operations issues regarding process flows, instrumentation, scheduling, supply chain, and quality.
- Laboratory information systems and database issues.
- Group dynamics and conflict resolution in laboratory settings.
- Strategic implementation of resources to strengthen laboratory revenue in a competitive environment.

In addition, students will develop their leadership capabilities through

- Written and oral communication techniques for laboratory management.
- Critical thinking and analysis in laboratory settings.
- Creative problem solving and innovation in laboratory settings.
- Ethical awareness and reasoning with respect to laboratory management.

### **Program Learning Goals**

Students will exhibit the development of leadership capabilities through:

1. A functional knowledge of the following laboratory administration principles and practices:
  - a. Accounting and budgeting processes for laboratories;
  - b. HR issues regarding staffing, training, managing, and evaluating laboratory employees;
  - c. Organizational Behavior theories and practice in the areas of work motivation, leadership, groups, and teams;
  - d. Lab operations issues regarding process flows, instrumentation, scheduling, supply chain, and quality;
  - e. Laboratory information system and database issues;
  - f. Group dynamics and conflict resolution in laboratory settings; and
  - g. Strategic planning and implementation for growing laboratory revenue in a competitive environment.
2. Effective written communication techniques for laboratory management.
3. Effective oral communication techniques for laboratory management.
4. Critical thinking and analysis of the challenges and opportunities in laboratory settings.
5. Creative problem solving and the development of innovative solutions to challenges and opportunities in laboratory settings.
6. An awareness of the ethical parameters surrounding laboratory management practices.

## LABORATORY ADMINISTRATION (LA)

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### Admission Requirements

The graduate laboratory administration program is open to laboratory personnel who have completed a B.S. in science (typically biology or chemistry) from an accredited university, have a minimum of two years of laboratory experience, and who show high promise of success in graduate business study. Students may enter the degree programs at the beginning of the fall semester. Completed applications and all supporting documentation must be received at least thirty (30) days (domestic students) and sixty (60) days (international students) before the beginning of the intended semester. There are no course prerequisites for this program beyond the science degree and a minimum of two years of laboratory experience.

Admission decisions are based on an evaluation of:

- Official transcripts from all colleges previously attended.
- Official scores on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). These may be waived for students in the MSLA program for admission. However they are required for consideration for fellowships, graduate assistantships, and GMAT-based scholarships.
- At least one letter of recommendation.
- An essay entitled "Graduate Business Education: Enabling Me to Achieve My Personal Goals and Become a Leader."
- A detailed resume indicating employment experience and educational background.

International students must also provide evaluation of foreign credentials by an independent evaluation service, Test of English as a Foreign Language (TOEFL), and a certified statement of financial ability.

### Program of Study

The MSLA curriculum is a part-time, cohort-based, 30-credit-hour program. Courses are sequenced to build on each other. Students start the program in the Fall and complete the program 24 months later.

### Sequence of Courses in the MSLA Program (30 credit hours total)

<b><u>Fall 1</u></b> LA 551 Organizational Behavior (2 cr.) LA 552 Communications for Lab Managers I (2 cr.)  <b>4 Credit Hours</b>	<b><u>Spring 1</u></b> LA 553 HR Management in Lab Settings I (2 cr.) LA 554 Accounting for Lab Managers (3 cr.)  <b>5 Credit Hours</b>
<b><u>Summer 1</u></b> LA 555 Lab Operations & Project Management (3 cr.) LA 556 Informatics in Laboratories I (2 cr.) LA 581 Lab Case Challenge I (1 cr.)  <b>6 Credit Hours</b>	<b><u>Fall 2</u></b> LA 561 Organizational Behavior II (2 cr.) LA 566 Informatics in Laboratories II (2 cr.) LA 582 Lab Case Challenge II (1 cr.)  <b>5 Credit Hours</b>
<b><u>Spring 2</u></b> LA 563 HR Management in Lab Settings II (2 cr.) LA 565 Lab Ops. & Project Management II (3 cr.) LA 583 Lab Case Challenge III (1 cr.)  <b>6 Credit Hours</b>	<b><u>Summer 2</u></b> LA 562 Communications for Lab Managers II (1 cr.) LA 584 Lab Case Challenge IV (1 cr.) LA 592 Market Dynamics & Strategic Planning (2 cr.)  <b>4 Credit Hours</b>

### Grade Requirements in the MSLA Program

Students in the MSLA program must achieve a minimum overall cumulative grade point average of 3.0 to graduate. Receiving more than two grades of C+ or lower may be cause for dismissal.

# LABORATORY ADMINISTRATION

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## COURSE DESCRIPTIONS

**LA 551. ORGANIZATIONAL BEHAVIOR I 2 cr.** Overview of leadership, management, and organizational behavior principles and practices in health care. Topics include work/life balance, stress management, leadership styles & philosophy, personal values, team building, group dynamics, and emotional intelligence.

**LA 552. COMMUNICATIONS FOR LABORATORY MANAGERS I 2 cr.** Overview of communication in a lab environment, including diagnosing oral and written communication processes and problems, and scientific writing needed to record and archive lab data. Lab notes with other forms of documentation such as equipment, printouts, photos and special artifacts for verifiability; organization of data in a formal lab report and documentation of scientific sources; fundamentals of effective interpersonal communication in a lab setting.

**LA 553. HUMAN RESOURCE MANAGEMENT IN LABORATORY SETTINGS I 2 cr.** Overview and understanding of critical human resource and labor management topics relevant to health care, e.g., managing equal employment and diversity, including relevant employment laws and legal guidelines, talent management, testing and selecting employees, performance management tools, training and development, employee compensation, ethics and fair treatment, managing labor relations, and safety.

**LA 554. ACCOUNTING FOR LABORATORY MANAGERS 3 cr.** Overview of financial and managerial accounting topics with an emphasis on items relevant to clinical lab administration. Coverage of financial (external) accounting topics will be secondary to managerial (internal) accounting topics. The course will take a user's orientation, as opposed to that of a preparer. Topics include financial accounting terminology, basic financial statements, for-profit versus not-for-profit issues, internal controls and cost accounting concepts, billing/coding, Medicare/Medicaid issues and compliance, costing techniques, cost-volume-profit analysis, standard costing and balanced scorecard, and operations and capital budgeting.

**LA 555. LABORATORY OPERATIONS AND PROJECT MANAGEMENT I 3 cr.** Prerequisite: LA 554. Understanding issues of process flow related to the lab testing process. How to determine the flow rate and cost of each type of test and understand the impact of instrument location on cost and throughput time. Topics include process flow charting (capacity and bottleneck analyses, flow rate, throughput time, workload statistics, and safety processes as part of workflow in laboratories) and instrumentation issues (flow of tests in the lab, layout planning and design, costing of processes, utilization rates, and process).

**LA 556. INFORMATICS IN LABORATORIES I 2 cr.** Prerequisite: LA 554. Introduction to healthcare information technology. Learning to identify the information needs of a laboratory as a stand-alone unit and as part of a larger network. Types of information systems used in healthcare organizations, how they are developed, their functionality and the information flows they control; also, future trends in healthcare information technology and specific applications to laboratory information needs.

**LA 561. ORGANIZATIONAL BEHAVIOR II 2 cr.** Prerequisite: LA 551. Overview of change management principles, conflict management, employee attitudes and organizational development in health care. Topics include leading change, conflict and dispute resolution negotiation tactics, ethical issues in bioethics, motivation, employee involvement and empowerment, job satisfaction, employee engagement, organizational development and effectiveness in healthcare settings, organizational structures, and restructuring.

**LA 562. COMMUNICATIONS FOR LABORATORY MANAGERS II 1 cr.** Prerequisite: LA 552. Developing informative and persuasive verbal and written communications targeted to lab techs, physicians, and higher level administrators. Students will identify and analyze target audience needs, demonstrate appropriate writing skills, impact multiple readerships by focusing on message purpose and writing style, order information logically to aid understanding, and correctly use standard internal document formats.

**LA 563. HUMAN RESOURCES MANAGEMENT IN LABORATORY SETTINGS II 2 cr.** Prerequisite: LA 553. Focuses on the ability to select and implement legally defensible human resource and labor management practices and principles through the use of data-oriented tools and applications. Topics include staffing (recruitment, selection, promotion, transfer, layoff, retirement, dismissal), interviewing, social networking, training and development (onboarding, instructional design, transfer of training, program evaluation, continuing education, learning styles), managing diversity, mentoring, career development,

## LABORATORY ADMINISTRATION

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performance management & evaluation, mechanisms for managing safety behaviors in laboratory settings, labor relations and collective bargaining, and compensation and benefits.

**LA 565. LABORATORY OPERATIONS AND PROJECT MANAGEMENT II 3 cr.** Prerequisite: LA 555. Overview of scheduling issues related to day-to-day operations as well as longer-term project management. How to create work schedules, manage materials purchases and deliveries, and manage quality assurance. Topics include short-term and work force scheduling using Gantt charts and optimization techniques, project scheduling using network models, planning & implementation of projects, inventory management, purchasing processes, quality improvement techniques, and statistical process control.

**LA 566. INFORMATICS IN LABORATORIES II 2 cr.** Prerequisite: LA 556. Using complex information systems to help make management decisions regarding operational processes and business activities in the lab. Information as a tool for decision making will be emphasized through the introduction of cases highlighting laboratory business problems. Also, how to evaluate IT resources, software and vendors; ethical and legal issues involved in information management in a laboratory.

**LA 581. LABORATORY CASE CHALLENGE I 1 cr.** Prerequisites: LA 551 and LA 553. A case study that presents students with a current or recent in-depth problem, challenge, or opportunity in a laboratory focused on organizational behavior and human resource management.

**LA 582. LABORATORY CASE CHALLENGE II 1 cr.** Prerequisites: LA 554, LA 555, and LA 556. A case study that presents students with a current or recent in-depth problem, challenge, or opportunity in a laboratory focused on accounting, information management, and operations.

**LA 583. LABORATORY CASE CHALLENGE III 1 cr.** Prerequisites: LA 563, LA 565, and LA 566. A case study that presents students with a current or recent in-depth problem, challenge, or opportunity in a laboratory focused on broader challenges involving human resource management, operations, and information systems.

**LA 584. LABORATORY CASE CHALLENGE IV 1 cr.** Prerequisite or corequisite: LA 592. A case study that presents students with a current or recent in-depth problem, challenge, or opportunity in a laboratory focused on strategic planning for a laboratory and will serve as a capstone experience for the program. Case Study IV will result in a presentation to Cleveland Clinic administrators.

**LA 592. MARKET DYNAMICS AND STRATEGIC PLANNING FOR LABORATORIES 2 cr.** Prerequisites: LA 565 and LA 566. Charting a course for sustainable growth of an organization. Topics include understanding the healthcare market; using mission, vision, and voice of the customer to identify and develop competitive advantages; combining market and existing resource information to create a five-year plan for a lab; and planning the management of resources and advantages so that the organization follows its strategic path.





## **ACADEMIC PROGRAMS**

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

**Biology**  
**Counseling**  
**Education & School Psychology**  
**English**  
**Humanities**  
**Mathematics**  
**Premedical Post-Baccalaureate Program**  
**Theology and Religious Studies**





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## BIOLOGY (BL)

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Rebecca E. Drenovsky	Chair; Botany; Plant Physiology; Plant Ecology
Carl D. Anthony	Ecology; Behavior; Evolution
Jeffrey R. Johansen	Phycology; Ecology; Systematics
Erin E. Johnson	Microbiology; Innate Immunity; Molecular Biology; Cell Biology
James L. Lissemore	Molecular Biology; Genetics
Michael P. Martin	Molecular Biology; Cell Biology; Molecular Genetics; Systematics
Ralph A. Saporito	Chemical Ecology; Tropical Ecology; Amphibian Biology
Christopher A. Sheil	Coordinator, Graduate Programs; Herpetology; Developmental and Evolutionary Morphology; Systematics
Pamela J. Vanderzalm	Developmental Genetics; Molecular Biology; Cell Biology
James I. Watling	Conservation Biology; Geographic Information Systems; Landscape Ecology
Cyrilla H. Wideman	Physiology; Endocrinology; Cell Biology; Neuroscience

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

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

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

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

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

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

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

### Program Learning Goals in Biology

Students will be able to:

1. Demonstrate a deep knowledge of biology and develop advanced competency in specific areas of interest consistent with the primary focus of the program that the student develops with their faculty-based committee.
2. Demonstrate a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways.
  - a. Application of critical thinking to design, collect, interpret, and present the student's own original scientific data in a laboratory/field course.
  - b. Accurately evaluating biological information (data, concepts, phenomena) from primary literature that is relevant to the student's original research.
3. Communicate new biological knowledge (typically obtained during the thesis research) effectively in written, oral, and visual formats.
  - a. Communicating original thesis research effectively in written format.
  - b. Communicating original thesis research effectively in oral format.
  - c. Communicating original thesis research effectively in visual format.
4. Demonstrate the ability to conceive, design, and conduct original scientific research. (For MS students only)
  - a. Conceive and design original research.
  - b. Implement and complete original research.

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## BIOLOGY (BL)

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### Admission Requirements

- Students seeking to enter the M.S. program in Biology must contact faculty in the department to determine if those professors are accepting graduate students. Contact information and the research interests of Biology faculty can be found on the department website: <http://sites.jcu.edu/biology/>
- The equivalent of a Bachelor of Science with a major in Biology as offered at John Carroll University. Completion of related majors (environmental science, cell and molecular biology, etc.) will be considered on a case-by-case basis.
- For both the M.S. and M.A. programs: a cover letter/letter of intent, completed application form, official undergraduate transcripts, and at least two letters of academic evaluation from former professors. See below for additional admissions information.
- For M.S. applicants, a 1-2 page (double-spaced) personal statement describing research interests and future career and academic plans.
- Students may be granted provisional or full admission to the program. The minimum requirements for full acceptance are a 3.0 GPA in biology courses and a 3.0 overall GPA. In some cases, provisional acceptance may be granted to students with a GPA as low as 2.5 in their biology courses and an overall GPA as low as 2.5. Students granted provisional acceptance must obtain a 3.0 GPA in their first two JCU biology courses (6 credits minimum). In addition to normal admission requirements, all international applicants whose native language is not English must demonstrate the necessary level of proficiency in English language by taking the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS). A student from abroad whose native language is English, who has completed his or her work in a foreign university where English is the language of instruction, or who has studied at or graduated from an American institution, is exempt from this testing requirement.

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### Other Requirements

All graduate students in the M.S. program are required to attend the Biology Seminar at least 12 times during their tenure. The course may be taken once for credit (BL 581, 1 credit).

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

In addition, all graduate students in both degree programs are required to pass a comprehensive examination upon completion of the requirements. Only two opportunities are granted to take this exam. If a student fails the first exam, a second comprehensive exam must be taken no sooner than 30 days after the first exam. Failure to pass this exam on both attempts will result in dismissal from the program, and no graduate degree will be granted. The format of both exams will be determined by the student's committee as follows:

#### Master of Science

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

#### Master of Arts

Oral and/or written examination is required. The type of examination is decided by the student's examination committee. In some cases, a student and the committee may feel that an alternative examination would be appropriate. In this case, the associate dean may be petitioned via the chair of the Department of Biology.

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## BIOLOGY (BL)

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### APPLICATION PROCESS AND GRADUATE EDUCATION FUNDING

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

Students accepted to the Master of Science Program in the Department of Biology cover JCU tuition by one of three options: 1) working as a Graduate Teaching Assistant (i.e., G.A.) for the department; 2) working as a Graduate Research Assistant (i.e., R.A.) in one of our research labs; or 3) self-funding. In each scenario, students in the M.S. program are expected to maintain research productivity towards the goal of completing a graduate research thesis under the mentorship of a graduate faculty advisor. This advisor is the primary reader of the thesis and plays an integral role in helping the student to define the limits, timelines, and research objectives of the project; additionally, the graduate advisor helps the prospective student to determine which route of funding is most appropriate for his/her situation. Our faculty select prospective students to work on research in their labs if space and resources are available, but it is the responsibility of applicants to the M.S. program to contact potential graduate advisors during the application process to determine if an advisor is accepting students into a lab. Students are accepted “unconditionally” to the M.S. program only if a definite plan of funding has been presented.

**Option 1:** Students working as Graduate Teaching Assistants will have their tuition waived by JCU, and they will receive a moderate living stipend in exchange for assistance with laboratory courses. This typically involves 20 hours per week of preparation and setup for laboratory courses, grading lab reports and assisting in management of grades. G.A. awards are competitive and are granted only to M.S. students who are (or will be) working actively on their thesis research with a faculty sponsor in our department. To be considered for a G.A. position, a prospective student must:

1. be sponsored by a faculty advisor in our department;
2. specify their intent to be considered for one of these positions during the application process;
3. provide two letters of recommendation that comment on the applicant’s qualifications for this appointment as part of the application process—these may be from the same letter-writers as those used for the application for admission to the graduate program.

Applicants for the M.S. program who desire a G.A. position must consider finding a faculty advisor as central to the application process, as admission to the program and receiving a G.A. position both require having a faculty sponsor for active thesis research.

**Option 2:** Students working as Graduate Research Assistants will have their tuition waived, and they will receive a moderate living stipend in exchange for working closely with a specific faculty member to conduct research that is funded by outside sources (e.g., National Science Foundation). This typically involves 20 hours per week of guided research that aligns closely with the proposed thesis research of the student, and typically involves the same research methods. R.A. awards are competitive and granted only to M.S. students who are (or will be) working actively on their thesis research with a specific faculty sponsor. To be considered for a R.A. position, prospective students must:

1. be sponsored by a faculty advisor who is actively recruiting R.A. students;
2. specify their intent to be considered for these positions during the application process;
3. meet the R.A. application requirements defined by the faculty member advertising the position.

Applicants for the M.S. program who desire an R.A. position must consider finding a faculty advisor as central to the application process, as admission to the M.S. program and receiving an R.A. position both require having a faculty sponsor for active thesis research.

**Option 3:** Self-funding of the M.S. program is ideal for students who may have existing full-time employment with an institution or business that will pay all or some of the tuition of their employees, or for students who have the finances necessary to cover tuition. Self-funded students are accepted only if they have a research advisor.

Finally, if a student applies to the M.S. program and meets the GPA requirements but is unable to find space in a faculty research laboratory for thesis research, that student may consider requesting admission to the M.A. program as a self-funded student.

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## BIOLOGY (BL)

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

Students accepted to the Master of Arts Program in the Department of Biology pay tuition as self-funding students. Students in the M.A. program do not conduct thesis research, but degree requirements will include coursework and passing a comprehensive exam. M.A. students are required to have an academic advisor (typically the graduate coordinator for the Department of Biology) who will help the student to define a course sequence that meets the needs and objectives of the student. This advisor will also help the M.A. student to determine which other faculty will comprise the examination committee. M.A. students generally are not eligible for G.A. positions.

The M.A. Program is appealing to students who are interested in exploring post-baccalaureate education or who are non-matriculated students desiring to take only a few courses. Many of our M.A. students who live in the region take classes to complete prerequisites for other graduate and professional programs, such as medical and dental school, or are seeking renewal of a teaching license/certificate.

### Timeline for Decisions about Acceptance to M.S. and M.A. Programs

**M.S. Program:** Typically, students are accepted to begin classes at the beginning of the fall semester. The deadline for submission of application materials for acceptance to the M.S. program and G.A. positions is February 1 (or the following Monday if this date falls on a Saturday or Sunday); decisions will be made within 30 days of this deadline. However, applications that arrive after the deadline may be reviewed until all available positions are filled.

**M.A. Program:** There is no deadline for submission of application materials for this program, and students can begin matriculating in any semester. Decisions about admission will be made within 30 days of application.

### 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.

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

**405. SCIENTIFIC ILLUSTRATION 3 cr.** Prerequisite: permission of instructor. Experience in art not required. Developing skills of observation in biological sciences and learning how to produce publication-quality illustrations of measured accuracy, conceptualized drawings, and diagrammatic images for dissemination of research results. Development of a concise, but comprehensive, portfolio showcasing various techniques and graphic styles. An additional fee is required for personal illustration materials.

**406. TROPICAL FIELD BIOLOGY 3 cr.** Prerequisite: instructor permission. Three hours of lecture per week; spring break field trip to Central or South America required. Introduction to biology and ecology of the tropics, emphasizing the New World Tropics. Focuses on introducing students to field research in the tropics, including the design, implementation, and presentation of group research projects. Program fee required.

**415. INTRODUCTION TO SYSTEMATIC BIOLOGY 3 cr.** Prerequisite: permission of instructor. Three hours of lecture per week. Identification, naming, description, classification, and organization of extant and extinct biological diversity. Philosophy and practice of methods of reconstructing evolutionary history.

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

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

## BIOLOGY (BL)

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**447. ALGAE AS BIOINDICATORS 4 cr.** Prerequisite: permission of instructor; corequisite: BL 447L. Two hours of lecture per week. Theory and practice of using algae as bioindicators of water quality in streams and lakes. Taxonomy of indicator groups will be covered.

**447L. ALGAE AS BIOINDICATORS 0 cr.** Prerequisite: permission of instructor; corequisite: BL 447. Four hours of laboratory per week. Some weekend field trips required. Emphasis is on diatoms, but cyanobacteria, green algae, euglenoids, and other indicator taxa will also be examined. Research projects required.

**470. MOLECULAR METHODS LABORATORY 3 cr.** Prerequisite/corequisite: Molecular Genetics. Eight hours of laboratory per week. Methods used in molecular, cellular, and developmental-biology research. Independent research project required.

**479. SPECIAL TOPICS IN BIOLOGY 1-4 cr.** Prerequisite: permission of instructor. Offered on an irregular basis; topics chosen by instructor. A lecture/discussion course that may include laboratories or field trips. For directed readings see BL 578; for guided laboratory/field research see BL 579.

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

**517. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS 4 cr.** Prerequisite: permission of instructor. Three hours of lecture per week. Introduction to analysis of spatial data using ArcGIS software. Students will acquire hands-on experience with a variety of analytical techniques and spatial data types, and apply their skills to investigate environmental problems using GIS.

**517L. INTRODUCTION TO GEOGRAPHICAL INFORMATION SYSTEMS LABORATORY 0 cr.** Corequisite: BL 517. Three hours of lab per week.

**519. CONVERSATION BIOLOGY 3 cr.** Prerequisite: permission of instructor. Three hours of lecture per week. Overview of the causes and consequences of biodiversity loss at gene, species, ecosystem and global scales; identification of ecological and evolutionary principles underlying conservation strategies; critical analysis of conservation problems and solutions.

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

**523. BIOLOGY OF THE AMPHIBIA 4 cr.** Corequisite: BL 523L. Three hours of lecture per week. Classification, evolution, ecology, and behavior of frogs, salamanders, and caecilians.

**523L. BIOLOGY OF THE AMPHIBIA LABORATORY 0 cr.** Corequisite: BL 523. Three hours of laboratory per week. Some weekend field trips required. Optional weeklong field trip at end of the semester requiring an additional program fee.

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

**524L. AQUATIC RESOURCES 0 cr.** Corequisite: BL 524. Four hours of laboratory per week. Saturday laboratory with field trips and analysis of aquatic life.

**526. BIOLOGY OF THE REPTILIA 4 cr.** Corequisite: BL 426L. Three hours of lecture per week. Classification, evolution, and ecology of extant and fossil reptiles, excluding birds.

**526L. BIOLOGY OF THE REPTILIA LABORATORY 0 cr.** Corequisite: BL 426. Three hours of laboratory per week. Some weekend field trips required. Optional week-long field trip at end of the semester; requires an additional program fee.

## BIOLOGY (BL)

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

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

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

**554. DESERT BIOLOGY 3 cr.** Three hours of lecture per week; optional field trip to western U.S. at end of semester (see BL 554L). Introduction to abiotic and biotic factors influencing desert ecosystems. Group literature review project and research paper required.

**554L. DESERT FIELD BIOLOGY 1 cr.** Prerequisite: permission of instructor; corequisite: BL 554. Weeklong field trip to deserts of western U.S.; requires a program fee. Primary literature review presentation required.

**559. MOLECULAR CELL BIOLOGY 3 cr.** Prerequisite: Genetics. Three hours of lecture per week. Cell signaling, regulation of protein and eukaryotic cell cycle, and cancer. Focus on current primary literature and experimental techniques. Presentation of a seminar required.

**560. EXPERIMENTAL DESIGN AND ANALYSIS 4 cr.** Four hours of lecture per week. Design and analysis of biological experiments, emphasizing strengths and weaknesses of various approaches. Both univariate and multivariate methods addressed. Emphasis placed on proper selection and application of statistical tests.

**565. MOLECULAR GENETICS 3 cr.** Prerequisites: Genetics, Biochemistry. Three hours of lecture per week. Gene and genome analysis; genome organization; transposable elements; chromosome structure; structure, replication, and expression of genetic information with an emphasis on eukaryotes. Reading and analysis of current primary literature.

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

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

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

**579. GUIDED LABORATORY/FIELD RESEARCH 3 cr.** Prerequisite: permission of instructor. Guided research and study of various areas of biology.

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

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

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

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

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## COUNSELING (CG)

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Cecile Brennan	Chair; School Counseling; Ethics; Spirituality & Counseling
Paula J. Britton	Clinical Mental Health Counseling Internship & Practicum Coordinator; Supervision; Ethics
Nathan Gehlert	Couples' Counseling; Research; Pastoral Counseling; Counseling Techniques
Martina Moore	Substance Abuse & Addictive Disorders; Diversity Issues in Counseling; Spirituality & Counseling; Group Counseling
Nancy P. Taylor	Career Counseling; Chemical Dependency; Spirituality & Wellness

The Department of Counseling consists of two separate degree programs and a certificate program in Spiritual Wellness & Counseling. The two degree programs are School Counseling and Clinical Mental Health Counseling. Both programs are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the School Counseling Program meets Ohio Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) standards for school counselor education programs. The Clinical Mental Health Counseling Program meets the current academic requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for the licenses Professional Counselor (PC) and Professional Clinical Counselor (PCC). Further, the degree meets the academic requirements of the National Board for Certified Counselors for National Counselor Certification (NCC).

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

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

### **Program Learning Goals**

Students will:

1. Demonstrate an understanding of the major principles of research design and program evaluation; evaluate research reports for methodological and statistical appropriateness.
2. Apply basic counseling and facilitative communication skills in individual and small group settings.
3. Demonstrate an understanding of counseling theories, and evidence-based counseling approaches. Appropriately apply various theoretical approaches when working with clients and/or students.
4. Demonstrate understanding of the psychosocial foundations of human development, behavior and learning, and apply that knowledge when working with clients and/or students.
5. Counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact healthy psychological development and the counseling process.
6. Demonstrate knowledge of group process and procedures by describing and analyzing group process, and by applying basic techniques of group counseling.
7. Conduct a developmentally appropriate career exploration and assessment that demonstrates an understanding of career development theory and the career counseling process.
8. Demonstrate the ability to select and evaluate assessment instruments for possible use with clients and/or students.
9. Model legal and ethical understanding of the ASCA or ACA ethical standards. Demonstrate knowledge of the appropriate ethical code and of the ethical decision making process.



## COUNSELING (CG)

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### Admission Criteria for Degree Programs

- An undergraduate major in a recognized area, together with advanced undergraduate coursework (12-18 semester hours) in the social and behavioral sciences, or teaching licensure is required. Applicants who do not have prerequisites for specific graduate courses will be required to make up deficiencies.
- An undergraduate cumulative GPA of at least 2.75 (on a 4.0 scale).
- An acceptable score for the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Students who have earned an undergraduate degree from John Carroll University are not required to submit a score for the GRE or MAT.
- Three letters of recommendation from persons familiar with the applicant's academic work, professional work, vocational commitment, and suitability for the role of counselor are required. Ideally, these letters will come from former professors and/or employers who can comment on the suitability of the applicant for graduate study.
- A letter of intent from the applicant outlining career objectives and goals. The letter should be 400-600 words in length. It will be evaluated for content and grammatical and mechanical correctness.
- Evidence of work or volunteer experience.
- Applicants must participate in an on-campus interview process that may include:
  - A writing sample composed in response to a provided written prompt.
  - An individual interview.
  - A group interview.

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

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

The Department of Counseling accepts applications on a rolling basis. For best consideration, applications should be received by May 1 for fall semester, December 1 for spring semester, and February 1 for summer semester. Applicants applying for graduate assistant positions should submit all materials for admission by the February 1 deadline.

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

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### Retention Criteria

The unique interpersonal nature of the counseling profession requires that counseling students should be evaluated for their fitness as counselors. This comprehensive evaluation focuses on assessing the student's academic achievement, the student's demonstration of the personal dispositions needed in order to be an effective counselor, and the student's adherence to the ethical standards of the profession defined by either the ACA (American Counseling Association) or the ASCA (American School Counselor Association) code of ethics.

If a student is found to be deficient, a concern conference will be held with the student in order to implement a remediation plan. If, after attempts at remediation, the student is still demonstrating inappropriate

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## COUNSELING (CG)

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behaviors, or not achieving at an appropriate academic level, the student will be asked to leave the program. More detailed information about the department's retention criteria can be found in its Graduate Student Handbook. Students should also review the Policies and Procedures section of this Bulletin.

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

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### **Clinical Mental Health Counseling Program Description**

The Masters of Arts in Clinical Mental Health Counseling consists of 60 semester hours of graduate studies and is designed to meet the academic requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for the licenses Professional Counselor (PC) and Professional Clinical Counselor (PCC). The program is designed to meet the needs of the part-time student while also accommodating full-time study. Counselors licensed as PCCs function at an independent practice level, which allows them to diagnose and treat mental and emotional disorders without supervision. Additionally, with the supervision designation, they may supervise other counselors. Counselors licensed as PCCs may maintain a private practice. If an applicant already has a master's degree in counseling or school counseling and is seeking licensure as a clinical mental health counselor, it is possible to be admitted to a post-master's licensure program. Contact the program coordinator for more information.

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

### **Program Learning Goals**

Students will:

1. Identify as a clinical mental health counselor who is knowledgeable about the history and development of the clinical mental health counseling profession, is aware of the challenges facing the profession, and is prepared to advocate for the profession.
2. Assess, evaluate, and diagnose clients using assessment instruments and the DSM.
3. Determine, based on the assessment and diagnosis, an appropriate treatment plan for clients.
4. Implement interventions and treatment plan, and continuously assess the effectiveness of the intervention.

See also the **CACREP** Standards.

**Note:** The Counseling (graduate) learning goals also apply to students in this program.

### **Required Courses**

#### **Core Sequence**

Orientation to Counseling (3 hrs.)	CG 500
Human Growth and Development (3 hrs.)	CG 505
Research Methods (3 hrs.)	CG 509
Tests & Measurements (3 hrs.)	ED 530
Career Development and Vocational Appraisal (3 hrs.)	CG 531
Group Procedures (3 hrs.)	CG 535
Counseling Theories (3 hrs.)	CG 561
Counseling Techniques and Practice (3 hrs.)	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

#### **Clinical Sequence**

Choose one course (3 hrs.) from	CG 514, CG 544, CG 556 or CG 564
Clinical Evaluation (3 hrs.)	CG 571
Clinical Diagnosis and Psychopathology (3 hrs.)	CG 572
Clinical Intervention, Prevention, and Ethics (3 hrs.)	CG 573
Clinical Treatment Methods (3 hrs.)	CG 574

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## COUNSELING (CG)

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### Field Experience Sequence

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

### Electives (9 hr.)

Nine hours of electives must be approved by the advisor. Students can fulfill the elective requirement by completing nine hours of electives that fit their academic plan, or by completing one of the concentrations offered by the program. Each concentration requires nine hours chosen from a list of possible courses.

Spiritual Wellness & Counseling Concentration	CG 582, CG 583, CG 584, CG 585, CG 586
Substance Use Disorders Concentration	CG 514, CG 515, CG 516

Students who complete this concentration and appropriate field experience may be eligible for licensure as an LCDC-III or as an LICDC. These courses are cross-listed as graduate/undergraduate.

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

The Master of Arts degree is conferred upon the satisfactory completion of the above courses, and a comprehensive examination. The comprehensive examination requirement is satisfied through successful completion of the Master's Comprehensive Examination.

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### School Counseling Program Description

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

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

### Program Learning Goals

Students will:

1. Identify as a school counselor who is knowledgeable about the history and development of the school counseling profession, is aware of the challenges facing the profession, and is prepared to advocate for the profession.
2. Plan a developmentally appropriate school-counseling program that supports academic, personal/social, and career development. The program should be modeled on the ASCA standards and should take into consideration the specific needs of a particular school setting.
3. Communicate, collaborate, and consult with school-age students, their families, school staff, and community agency representatives to promote a safe, healthy, and effective learning environment.
4. Implement a system of ongoing program evaluation by establishing a framework for record-keeping and continuous feedback from program stakeholders.

See also the **CACREP** Standards.

**Note:** The **Counseling** (graduate) learning goals also apply to students in this program.

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## COUNSELING (CG)

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### Required Courses

#### **Core Sequence**

Orientation to Counseling (3 hrs.)	CG 500
Foundations of School Counseling (3 hrs.)	CG 501
Human Growth and Development (3 hrs.)	CG 505
Research Methods (3 hrs.)	CG 509 or ED 502*
Addiction Knowledge (3 hrs.)	CG 514
Test & Measurements (3 hrs.)	ED 530
Career Development and Vocational Appraisal (3 hrs.)	CG 531
Group Procedures (3 hrs.)	CG 535
School Counseling Program Design & Consultation (3 hrs.)	CG 538
Counseling Theories (3 hrs.)	CG 561
Counseling Techniques and Practice (3 hrs.)	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

#### **Field Experience Sequence**

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

**Electives:** Three credits of electives should be selected in consultation with advisor.

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

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

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

The Master of Education degree is conferred upon the satisfactory completion of the above courses, the state licensure assessment, and a comprehensive examination. The comprehensive examination requirement is satisfied through successful completion of the Master's Comprehensive Examination.

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### **Spiritual Wellness & Counseling Certificate Program Description**

The certificate program in Spiritual Wellness & Counseling is a five-course, fifteen-semester-hour program offered in partnership with the Department of Theology and Religious Studies. The certificate program in Spiritual Wellness & Counseling can be taken for credit, no credit, or continuing education credit. It is specifically designed for pastoral care professionals, mental health professionals, and medical professionals. The program brings together these professionals to broaden their understanding of the helping process, and to ensure they have a more nuanced understanding of spirituality, counseling, and the complexity of the whole person.

The certificate program helps students enhance their knowledge and abilities to:

- Respond appropriately to individuals who express mental health and/or spiritual concerns.

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## COUNSELING (CG)

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- Assist those who desire to integrate their spiritual perspective with their psychotherapeutic or medical treatment.
- Discern when referral to another professional is needed and how to locate an appropriate professional for the referral.

The program also helps pastoral care, mental health, and medical professionals develop the skills needed to collaborate to best serve the interests of those they are endeavoring to assist.

### Admission Criteria

- For applicants without a master's degree, a minimum undergraduate GPA of 2.75.
- Official transcripts for highest degree earned.
- Two letters of recommendation (preferably one academic and one professional).
- Interview with the program coordinator.

### Required Courses

Spirit & Psyche	CG/TRS 582
Tradition & Theory	CG/TRS 583
Holiness & Wholeness	CG/TRS 584
Enlightened Self-Centering	CG/TRS 585
Encountering Each Other	CG/TRS 586

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## COURSE DESCRIPTIONS

### Counseling (CG)

**500. ORIENTATION TO COUNSELING 3 cr.** Introduction to the professional, legal, and ethical responsibilities of counselors, including professional roles and functions. Includes a coursework overview, professional goals and objectives, professional organizations, history and trends, preparation standards, and credentialing. Lectures, discussion, small-group work, experiential exercises, videos, guest speakers, introduction to library and technology. Normally the first course in the program sequence.

**501. FOUNDATIONS OF SCHOOL COUNSELING 3 cr.** Introduction to the profession of school counseling, including the historical, philosophical, ethical, and legal aspects of counseling within a school setting. Examines 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 to develop a professional portfolio that continues for the duration of their program track.

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

**509. RESEARCH METHODS FOR MENTAL HEALTH PROFESSIONALS 3 cr.** Overview of principles and methods of quantitative and qualitative research and program evaluation for mental health professionals. Emphasizes evidence/research-based decision making used in community agencies and schools; also, evaluating research reports and conducting research studies and program evaluations to improve services. Restricted to students in the Clinical Mental Health Counseling, School Counseling, and School Psychology programs.

**514. ADDICTION KNOWLEDGE 3 cr.** Substances of abuse and their effects on the processes of body and brain; how to screen and assess for substance use disorder, including withdrawal. Includes information on the current medical and pharmacological resources used in the treatment of substance use disorders; also, the biopsychosocial, cultural, and spiritual factors related to addiction.

**515. TREATMENT KNOWLEDGE FOR CHEMICAL DEPENDENCY & ADDICTIVE DISORDERS 3 cr.** Prerequisite or corequisite: CG 514. How to complete a comprehensive substance abuse assessment,

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## COUNSELING (CG)

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including screening for co-occurring disorders; the principles of effective treatment, models of treatment, recovery, relapse prevention, and continuing care for addiction clients; how to assess for levels of institutional care; how to develop and implement treatment plans.

**516. SERVICE COORDINATION AND DOCUMENTATION FOR CHEMICAL DEPENDENCY AND ADDICTIVE DISORDERS 3 cr.** Prerequisite or corequisite: CG 515. How to assess a client's ongoing needs beyond formal treatment, including the client's recovery process. Interdisciplinary approaches to addiction treatment, including the counselor's role in the interdisciplinary team.

**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. Career-counseling diagnosis and techniques, ethical practices, and an appreciation for the career concerns of special populations.

**535. GROUP PROCEDURES 3 cr.** Prerequisites: CG 500, CG 561. 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. Supervised group sessions and debriefings comprise a major portion of the course.

**538. SCHOOL COUNSELING PROGRAM DESIGN AND CONSULTATION 3 cr.** Prerequisite: CG 501. Counseling and guidance strategies for the school counselor that promote school and personal success and development in children and teenagers. Emphasis on the skills to assess students' needs, design a program of comprehensive services, and coordinate, implement, and evaluate the program's activities. Consulting models and strategies for counselor relations with school personnel, administrators, parents, and community agencies.

**554. COUNSELING CHILDREN & ADOLESCENTS 3 cr.** Prerequisite: CG 562. Designed to help the beginning counselor identify issues relevant to children and adolescents in counseling. Developmental topics; application of common counseling approaches to working with children and adolescents; psychopathology in counseling them; diversity issues, legal and ethical matters, diagnosis and treatment planning. Lecture, discussion, role-plays, demonstrations, media resource, tests and evaluations, and guest speakers.

**556. FAMILY & COUPLES COUNSELING 3 cr.** Prerequisites: CG 500, CG 562. Focus on the structure, rules, roles, forms of communication, and other aspects of interpersonal dynamics; also, ways of problem solving and negotiating. Major theoretical approaches in both family and couples counseling; best practices, multicultural issues, and legal and ethical issues. Lectures, student-led discussions, role-plays and demonstrations, media resource, tests and evaluations, and guest speakers when available.

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

**562. COUNSELING TECHNIQUES AND PRACTICE 3 cr.** Prerequisite: CG 561 or permission. Emphasis on the application of the theoretical principles involved in individual, group, and family counseling, consulting and psychotherapy, skill-building, and interviewing. Seminar format with role-playing, practical experience, basic interviewing, assessment, and counseling skills. Lectures, experiential exercises, discussion, small-group work, demonstrations, role-plays, and videotaping with critiquing and audiovisual aids.

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

**564. ADVANCED COUNSELING TECHNIQUES 3 cr.** Prerequisite: CG 562. Advanced knowledge of and hands-on applications of counseling techniques in the Motivational Interviewing (MI) framework. Covers MI applications in the treatment of anxiety, depression, PTSD, suicidal behavior, obsessive-compulsive

## COUNSELING (CG)

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disorder, eating disorders, gambling addictions, schizophrenia, and dual diagnoses. Lectures, experiential exercises, discussion, small group work, demonstrations, role-plays, and videotaping with critiquing.

**571. CLINICAL EVALUATION 3 cr.** Prerequisites: CG 500, CG 562, and ED 530 or equivalent. Assessment procedures in diagnosis and treatment planning. Focuses on administering and interpreting individual and group standardized (and un-standardized) tests of mental ability and personality measurement; also, factors that relate to specific populations, ethical and legal considerations, and historical perspectives.

**572. CLINICAL DIAGNOSIS AND PSYCHOPATHOLOGY 3 cr.** Prerequisites: CG 500 and CG 562. Designed to assist the counseling student in understanding psychological disorders, as conceptualized in the current edition of the *Diagnostic and Statistical Manual for Mental Disorders* and other nosologies. Includes a thorough review of the major categories of psychopathology, which will be contextualized by a discussion of the role of historical context and cultural differences in assessing individual behavior. Focuses on conducting mental-status examinations and on the framework for identifying symptomatology, etiology, and dynamics of mental and emotional disorders, issues of diversity, case conceptualization, assessment, diagnosis, ethical and legal considerations.

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

**574. CLINICAL TREATMENT METHODS 3 cr.** Prerequisites: CG 500, CG 562. Focuses on diagnostic issues, case conceptualization, issues of diversity, developing and implementing a treatment plan, reporting and assessing progress of treatment, referral procedures, formulating timelines for treatment, and psychotropic medications and mood-altering chemical agents in the treatment of mental and emotional disorders.

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

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

**582. SPIRIT & PSYCHE 3 cr.** Prerequisite: Permission of program coordinator. Draws from works of literature, psychology, and religion to investigate the role of spirit and psyche in the development of a healthy individual. Students will compare and contrast spiritual and psychological developmental theories, assess individual development from both a psychological and spiritual perspective, and compose a personal narrative of their own psycho-spiritual development.

**583. TRADITION & THEORY 3 cr.** Prerequisite: Permission of program coordinator. Reviews major religious traditions and major psychological theories. Students will explore the religious traditions, which have influenced their clients, and/or patients, summarize and explain major psychological theories, and analyze potential conflicts between a particular spiritual tradition and a specific psychological theory. Also, discriminating between the roles of spiritual guide and psychological helper.

**584. HOLINESS & WHOLENESS 3 cr.** Prerequisite: Permission of program coordinator. Investigates religious and spiritual views of human wholeness, identifies impediments to spiritual and psychological growth, and distinguishes between a spiritual and psychological crisis. Students will learn how to discern when an individual needs to be referred for either spiritual or psychological guidance.

**585. ENLIGHTENED SELF-CENTERING 3 cr.** Prerequisite: Permission of program coordinator. Focuses on the responsibility for caregivers to attend to their own needs in order to avoid undermining their effectiveness, falling into ethical lapses, or suffering from compassion fatigue. Students will demonstrate an understanding of their ethical responsibility for self-care by designing a program to protect against caregiver burnout.

**586. ENCOUNTERING EACH OTHER 3 cr.** Prerequisite: Permission of program coordinator. A capstone course in which students return to their professional settings to apply what they have learned by implementing a personally designed project or conducting a case study. Faculty and peers provide mentorship and support

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## COUNSELING (CG)

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throughout this process. Students will analyze and assess the effectiveness of their interventions. Concludes with students designing a personal development plan to continue their professional and personal growth.

**588. DOCTORAL PREPARATION SEMINAR 2 cr.** Prerequisite: instructor permission. Preparation for applying to doctoral programs. Mentoring on a research project, poster presentations of scholarship; mock interviews, networking and informational interviews; differences between counselor education, clinical psychology, counselor psychology, and online vs. traditional degree programs; personal statements; letters of recommendation; extracurricular and professional development activities to strengthen doctoral applications.

**591. SCHOOL COUNSELING PRACTICUM 3 cr.** Prerequisites: CG 500 and CG 501; prerequisites or corequisites: CG 535, CG 561, and CG 562. Supervised, applied counseling laboratory experience prior to internship and within an appropriate setting. Requires 100 hours of placement experience, including a minimum of 40 hours of direct, individual counseling and 10 hours of group contact. Individual and group supervision, critique, ethical practices, and consultation; audio and video taping. Candidates must maintain logbook of contact hours.

**592. CLINICAL MENTAL HEALTH COUNSELING PRACTICUM 3 cr.** Prerequisites: CG 500, CG 561, and CG 562; prerequisite or corequisite: CG 535. 100 placement hours (40 in direct client contact). Application of appropriate treatment modalities and understanding of service provision paradigms. Includes video and audio taping, individual and group supervision, case consultation, and legal and ethical issues. Application required a semester before starting the course (see Practicum/Internship Handbook).

**596A,B. CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP 6 cr. (A) 3 in fall; (B) 3 in spring.** Prerequisites: for CG 596A, CG 592 and 563; for CG 596B, CG 596A. Placement under supervision in an appropriate setting. 600 placement hours (240 in direct client contact, minimum 10 hours in group counseling). Regular on-campus meetings. Client advocacy and outreach, referral processes, case conceptualization, and legal and ethical issues. Opportunities for using assessment instruments, technology, and research in a field setting; video/audio taping.

**598A, B. SCHOOL COUNSELING INTERNSHIP 6 cr. (A) 3 in fall; (B) 3 in spring.** Prerequisites: CG 591 and CG 563 for CG 598A, and CG 598A for CG 598B. Field placement under supervision. 600 service hours include a minimum of 240 hours in direct, counseling contact with individuals and groups. Coursework on ethical, consultative, and counseling issues, techniques, and strategies; audio/videotaped session critiques; and case studies. Application for, and successful completion of, Master's comprehensive exam required; also, maintaining logbook of contact hours.

## Education Courses (ED)

**502. RESEARCH METHODS 3 cr.** Introduces methods in both quantitative and qualitative educational research. Topics include creating research problem statements and questions, creating a literature review to address those questions, and developing a research design to answer the research questions. Students will learn to evaluate existing research and to make informed, research-based decisions in educational settings.

**530. TESTS AND MEASUREMENTS 3 cr.** Prerequisite: CG 509 or ED 502. Basic measurement concepts and descriptive statistics followed by in-depth study of test score interpretation, reliability, and validity. Also, the application of major tests used by clinical mental health/school counselors and school psychologists, such as intelligence tests, standardized achievement tests, personality tests, interest inventories, and neuropsychological assessment; general assessment skills and ethical and legal issues in school and non-school settings.



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## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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Catherine A. Rosemary	Chair; Literacy
Ryan Allen	School Psychology
Martin Connell, S.J.	Foundations
Gregory A. DiLisi	Science Education
Theron Ford	Multicultural Education; Exceptionalities
Jeanne E. Jenkins	School Psychology
Thomas E. Kelly	Secondary Education
Annie Moses	Early Childhood
John L. Rausch	Research; Educational Psychology
Kathleen A. Roskos	Literacy
Yi Shang	Research; Statistics
Lisa M. Shoaf	Educational Administration
David Shutkin	Educational Technology
Mark G. Storz	Middle Childhood Education

The mission of the Department of Education and School Psychology is to provide educational leadership. 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.
- Personal influence of the educator.
- Educational settings as communities of personal influence.
- Education as a vocation.
- Integration of the disciplines to extend and synthesize knowledge.
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These characteristics are operationalized within academic course sequences constructed around four curricular strands for advanced professional preparation: ***contexts; learner development; practice; and person.*** 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 (SPAs).

### **Learning Goals for Graduate Education Programs**

#### **Contexts:**

1. Understands the contexts of professional practices.
2. Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals.
3. Contributes to the school, district, and the broader professional community.
4. Engages in systematic inquiry.

#### **Learner Development:**

5. Assumes responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards.
6. Demonstrates knowledge of clients/students.

#### **Practice:**

7. Demonstrates knowledge of content and pedagogy.
8. Demonstrates knowledge of resources.
9. Designs coherent, evidence-based interventions.
10. Establishes favorable conditions for instruction and intervention.
11. Uses knowledge of communication techniques to foster collaboration and supportive interactions.

#### **Person:**

12. Takes initiative in assuming leadership roles.
13. Initiates activities that contribute to the profession.

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## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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14. Seeks out opportunities for professional development and growth.
15. Actively participates in professional events and projects.
16. Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues.
17. Assists and supports fellow professionals.

The Department of Education and School Psychology academic unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Higher Education.

The Department of Education and School Psychology offers a variety of graduate programs:

- I. Educational Specialist Degree Program for:
  - A. School Psychology
- II. Master of Education degree programs designed to prepare candidates for:
  - A. Specialization in such areas as literacy
  - B. Initial Teaching Licensure areas: Early Childhood, Middle Childhood, Adolescent/Young Adult
  - C. Educational Psychology
- III. Master of Arts programs designed to meet the needs of students primarily interested in research study in educational psychology or in an area of specialization.
- IV. Endorsement programs in Reading, Teacher Leader, Early Childhood Generalist, and Middle Childhood Generalist, open to candidates who hold a bachelor's degree and a valid Ohio teaching license. NOTE: Students may pursue Early Childhood Endorsement at the end of their initial licensure program (with chair's permission).
- V. Certificate of Advanced Studies: Assessment, Research and Measurement designed to help professionals at the master's and post-master's level to develop skills in quantitative and qualitative research methods, assessment, measurement, program evaluation, and data-driven decision making.

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

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

Candidates for Initial and Advanced Licensure and some endorsements will be required to pass the appropriate state exam(s) and other program assessments in the specific licensure/endorsement area in order to be recommended for licensure/endorsement. Any fees associated with assessments are paid by the student.

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## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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### Admission Criteria

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

- An undergraduate degree from an accredited institution with a major in education (equivalent to the training necessary for a teacher credential) or the equivalent in training or experience. Candidates ordinarily are or have been licensed teachers.
- An undergraduate cumulative GPA of at least 2.75.\*\*
- Current resume or curriculum vita.
- A written statement indicating personal interests, goals, and expectations from the degree program.
- Two letters of reference from persons who are familiar with and able to assess the applicant's ability to succeed in graduate studies.
- Miller Analogies Test (MAT) or Graduate Record Examination (GRE) score(s).\*\*
- A personal interview with the Program Faculty for the specific program.
- Verification of valid teaching certificate/license for specific programs.

**\*NOTE:** Applicants for the School-Based M.Ed., teaching licensure specialization, Educational Psychology, or School Psychology programs do not require a major in education, teaching experiences, and/or a teaching credential.

**\*\***The School Psychology program requires a minimum GPA of at least 3.0 and the GRE.

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### I. Educational Specialist Degree for School Psychology Program

The School Psychology Program is a specialist-level program approved by the National Association of School Psychologists and meets Ohio Department of Higher Education and NCATE training standards. It is a full-time program that requires 78 semester hours of continuous full-time study. The School Psychology Program is open to those who have an undergraduate major in psychology or education (equivalent to the training necessary for a teacher credential). Related undergraduate majors will also be considered. The program follows a scientist-practitioner training model and is advised by a committee comprised of the core faculty, part-time faculty, pupil service directors, and practicing school psychologists. Candidates are required to follow a prescribed sequence of coursework beginning with the summer session immediately following formal admission to the program. Individuals admitted to the program during the fall semester may begin coursework in the spring semester. Field experiences are an integral part of this program beginning with the first year. Accordingly, candidates are required to make available two days per week for these experiences during the first two years. The third-year internship requires a full-time, five-day-per-week commitment. In the event that the candidate is unable to complete the Internship during the third year of the program, an internship placement **may not** be available during the fourth year or subsequent years. Individuals unable to complete the internships during the third year in the program must notify the School Psychology Coordinator at least one semester prior to the scheduled internship placement. The School Psychology Program must be completed within three but no more than four years on a full-time basis.

#### Additional Admission Requirements:

- An undergraduate major in psychology or education (equivalent to the training necessary for Ohio teacher credential). Related undergraduate majors also will be considered.
- A personal interview with Program Faculty.
- Completion of a school psychology questionnaire.
- At least two letters of recommendation from individuals who can attest to the applicant's ability to succeed in an advanced studies graduate program. At least one reference should be from a university

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## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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faculty member highly familiar with the applicant's academic performance and professional characteristics.

- Evidence of ability to work effectively with people.
- Evidence of strong written and oral communication skills.
- Willingness to accept assigned field placements.

### Course Requirements for the M.Ed.

1. ED 419 The Exceptional Learner
2. ED 503\* Orientation to the Educational Environment (or ED 451 or PS 457; see below)
3. ED 530 Tests and Measurements
4. ED 532 Developmental Psychology
5. ED 534 Learning-Teaching
6. ED 536A Psychoeducational Evaluation I
7. ED 536B Psychoeducational Evaluation II
8. ED 540 The Role and Function of the School Psychologist
9. CG 561 Counseling Theories
10. CG 562 Counseling Techniques and Practice

\*For incoming students with an undergraduate major in psychology, ED 503 (Orientation to the Education Environment) must be taken. Students who hold a valid Ohio teaching license or professional education degree must take PS 457 (Psychopathology) or ED 451 (Theories of Personality) in place of ED 503 (Orientation to the Education Environment).

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

NOTE: A master's degree or doctoral degree in another area cannot be accepted in lieu of the M.Ed. in School Psychology. Graduate coursework to be considered for transfer credit should be petitioned by the student following admission to the program. Consult this *Bulletin*, page 13, for information regarding procedures and policies for transferring coursework.

### Educational Specialist Degree in School Psychology

The Educational Specialist degree in School Psychology (Ed.S.) will be awarded to each School Psychology licensure candidate upon successful completion of all coursework, a passing PRAXIS score, and residency requirements for the specialist level of training in School Psychology in accordance with NASP standard 1.3:

"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."

### Education Specialist (Ed.S.) Learning Goals

#### Contexts:

1. Applies understanding of professional practices across diverse settings.
2. Assumes responsibility for professional development that reinforces compliance with standards to augment the delivery of quality services to school personnel, students, and families.
3. Demonstrates an understanding of schools as systems by working collaboratively with school personnel to facilitate the development and implementation of practices that promote positive student learning and adjustment.
4. Employs a data-based decision making model to the development and monitoring of effective services to children and youth.
5. Utilizes a systematic approach for the development and monitoring of academic intervention and instructional supports.
6. Utilizes a systematic approach for the development and monitoring of mental health services and interventions that foster social skills.

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## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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### **Learner Development:**

7. Makes data-based decisions consistent with professional standards and evidence-based clinical practice.
8. Utilizes knowledge of client/student characteristics to facilitate effective instructional and intervention planning.

### **Practice:**

9. Integrates content and pedagogical knowledge with evidence-based clinical practice.
10. Utilizes a variety of educational resources to meet student needs.
11. Implements evidence-based academic, social, and behavioral interventions.
12. Ensures integrity in the implementation of instructional practices and interventions.
13. Communicates effectively to support team-based intervention development and implementation.

### **Person:**

14. Serves in leadership roles on school- or district-level instructional and intervention teams.
15. Conducts and disseminates research that contributes to the profession.
16. Assumes responsibility for professional development that reinforces compliance with standards to augment the delivery of quality services to school personnel, students, and families.
17. Conducts and disseminates research that contributes to the profession.
18. Demonstrates an understanding of schools as systems by working collaboratively with school personnel to facilitate the development and implementation of practices that promote positive student learning and adjustment.
19. Conducts and disseminates research that contributes to the profession
20. Demonstrates effective consultation skills with school personnel to collaboratively develop, implement, and evaluate interventions and programs.

### **Course requirements for the Ed.S.**

In addition to the above courses leading to the M.Ed., the following courses must also be completed for School Psychology licensure and the Ed.S.:

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

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

## **II. Master of Education Programs**

### **A. Advanced Studies Degree Program**

For certified and licensed teachers the advanced studies 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.

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### General Course Requirements

1. ED 500 Foundations of Education or ED 453 Multicultural Education
2. ED 502 Research Methods
3. ED 534 Learning-Teaching or ED 532 Development Psychology
4. 12 – 15 credit hours in one sequence (see specific sequences below)
5. 6 – 9 credit hours of electives (except where stated in a specific sequences)

### Specialization Sequences – Candidates must consult with their advisor regarding required courses and alternative course options as listed or as approved by the advisor.

- a. Child and Adolescent Health and Wellness: CG 501, 570, ED 532 or CG 505; CG and/or ED elective.
- b. Reading Teacher: ED 565, 571, 573, 578 and up to three (3) electives. Successful completion of ED 565, 571, 573 and 578 course sequence along with prerequisite 12-hour reading core for initial licensure and state exams qualifies for Ohio Department of Education P-12 Reading Endorsement.
- c. Teachers may take 12 credits of graduate-level work in a teaching field. The following departments cooperate in this program: Biology, Communications, English, Mathematics, and Theology and Religious Studies. Teaching field elective courses are chosen on an individual basis by the student, the advisor, and a cooperating advisor from the academic department involved.
- d. Early Childhood: ED 515, 516, 518, and 6–12 credits in an area of concentration (Child and Adolescent Health and Wellness; Reading; check with department for the most up-to-date information.)
- e. Student-selected Sequence: four courses from a specific area of interest (e.g., counseling, history, language) planned in consultation with the academic advisor and approved through petition by the department chair and the Office of Graduate Studies.

### Electives

Some sequences provide opportunity for elective coursework. Candidates may choose any 500-level education course as an elective with approval from the advisor and the department chair. If a 400-level course is used in a degree program, a grade of B or higher is required.

Workshops may apply toward elective credit in the M.Ed. or M.A. Advanced Studies programs that allow elective courses. The criteria on which approval rests are as follows:

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

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

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

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

#### Option 1: School-Based M.Ed. Program

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

The program is a cooperative venture between the Department of Education and School Psychology of John Carroll University and neighboring schools. Coursework is offered at the University and at the participating schools. The program requires a summer and one full academic year that encompasses an internship at the participating school.\* Candidates must receive grades of B or higher in all 400-level coursework, and grades of C or higher in 500-level coursework. Graduate Studies policy permits a maximum

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of two grades of C within a master's degree program. Candidates must maintain a minimum GPA of 2.7 in all education coursework and coursework required for specific teaching fields; however, a minimum GPA of 3.0 is required in coursework for the M.Ed.

The master's degree initial licensure course of study is a 39 – 45 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 coursework. These requirements will be determined during individual transcript evaluations. Successful completion of the appropriate state exam is required for licensure. All teacher licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

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

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

ED 419	The Exceptional Learner
ED 445	Teaching Internship
ED 452	Reading and Writing Across the Curriculum
ED 500	Foundations of Education
ED 502	Educational Research
ED 505	Child and Adolescent Study
ED 534	Learning-Teaching
ED 594	Professional Development Seminar

### **Coursework 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 433-436	Middle Childhood Curriculum and Special Methods: Language Arts, Social Studies, Science, Math (select two)
ED 454	The Study of Language Development and Phonics
ED 456	Reading Assessment and Intervention
ED 457	Methods of Reading Education

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

ED 464A	Secondary Methods
ED 464B	Secondary Methods

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

### **Option 2. Professional Teacher M.Ed. with Initial Licensure**

The Professional Teacher M.Ed. with Initial Licensure 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 Childhood, Middle Childhood, Adolescent/Young Adult. 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

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number of credits required for both the M.Ed and license varies due to the course requirements for different licenses.

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

In addition to Education coursework, candidates for the Middle Childhood, Adolescent/Young Adult license may need additional teaching content area coursework to satisfy content area requirements for the specific license. These requirements will be determined during individual transcript evaluation.

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

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

ED 419	The Exceptional Learner
ED 452	Reading and Writing Across the Curriculum
ED 453	Multicultural Education or ED 500 Foundations of Education
ED 502	Research Methods
ED 503	Orientation to the Educational Environment
ED 505	Child and Adolescent Development
ED 534	Learning and Teaching
ED 586	Introduction to the Professional Uses of Instructional Technology and Design

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

Additional Courses Required for the Master of Education

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

### Early Childhood Licensure Requirements

ED 224	Introduction to Early Childhood Education
ED 225	Observational Assessment of the Young Child
ED 325	Learning Across the Early Childhood Years
ED 331	Integrated Early Childhood Methods I: Mathematics and Science
ED 332	Integrated Early Childhood Methods II: Social Studies
ED 333	Integrated Early Childhood Methods III: Physical Education and the Arts
ED 334	Integrated Methods Clinic
ED 405A	Seminar III: Integrating Family, School and Community Ecologies
ED 445	Teaching Internship

Total Hours: 60 hours

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

Additional coursework for Master of Education

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

Middle Childhood Licensure Coursework

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

Total hours: 48 (+ content area coursework, if needed)



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

Additional coursework for Master of Education

Elective – Teaching content area or Education

Elective – Teaching content area or Education

Adolescent/Young Adult Licensure Coursework

ED 337            Adolescent Education Special Methods

ED 427            Adolescent Education Special Topics

ED 405C          Adolescent Education Seminar

ED 445            Teaching Internship

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

### C. Educational Psychology Program

The Educational Psychology Program is open to those who have a sufficient number of credits in undergraduate professional education to be admitted to an M.Ed. program in the department or who have an undergraduate major in related social sciences. Applicants who do not meet these requirements should consult with the Program Coordinator regarding prerequisites for admission to this program. The M.Ed. in Educational Psychology focuses on learning theories, human development, research methods, assessment, and measurements, which could be utilized in a variety of settings and fields. The program includes a core set of courses, as well as electives to allow for specialization. The Educational Psychology program can help prepare graduates for the environment of assessment and outcomes-based practice that is prevalent today in many fields. The program is a good fit for teachers or those from social science backgrounds who want to pursue a master's degree to further their career. The program can also help prepare graduates to apply for doctoral programs in Educational Psychology or related fields. The Educational Psychology Program is 30 semester hours.

#### Course of Study

Required Courses (21 hours)

ED 453	Multicultural Education or ED 500 Foundations of Education
ED 502	Research Methods <b>or</b>
CG 509	Research Methods for Counseling & Mental Health Professionals
ED 532	Developmental Psychology <b>or</b> CG 505 Human Growths and Development
ED 534	Learning-Teaching
ED 530	Tests and Measurement
ED 533	Introductory Statistics
ED 419	The Exceptional Learner

Electives: Choose 9 hours from the following courses:

ED 524	Classroom Organization and Behavior Management
ED 578	Literacy Assessment
CG 500	Orientation to Clinical Mental Health Counseling
CG 561	Counseling Theory
CG 570	Psychopathology
CG 563	Diversity Issues in Counseling
CG 531	Life-Style and Career Development

Note: Other courses from student's professional content area with approval of the program coordinator.

The Master of Education degree is conferred at the satisfactory completion of the above courses and comprehensive examination. The Educational Psychology M.Ed. candidate is also eligible for the Certificate of Advanced Studies: Assessment, Research and Measurement (see page 89 for details).

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### III. Master of Arts 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. 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 coursework. 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. Advanced Studies 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.Ed., including six credits for thesis.
2. Plan B: Course requirements for the M.Ed., including a research essay.
3. Completion of ED 502 by candidates in the first 15 hours of their program.
4. Required courses (see page 83).

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

#### Degree Requirements

1. Plan A: Course requirements for the M.Ed., including six credits for thesis.
2. Plan B: Course requirements for the M.Ed., including a research essay.
3. Completion of ED 502 by candidates in the first 15 hours of their program.
4. Required courses (see page 87).

### IV. Endorsements

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

#### Admission Criteria:

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

The Department of Education and School Psychology has approved curriculum in the following endorsement content area:

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### Early Childhood Generalist

The Early Childhood Generalist Endorsement is available to teachers who hold a valid ODE Early Childhood license. Eligibility for this endorsement requires that the licensed teacher complete 9 hours of coursework, ED 424A, ED 424B, and ED 432; and pass the required state exam. A Pre-K-3 teacher with this endorsement is eligible to teach all subjects in grades 4-5. NOTE: Students may pursue Early Childhood Generalist Endorsement at the end of their Early Childhood initial licensure teacher education program (with chair permission).

### Middle-Childhood Generalist

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

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

The Reading Endorsement course sequence provides the classroom teacher an in-depth preparation in literacy, reading assessment, and diagnosis of reading problems. The required courses are ED 565, 571, 573, 578, and a course in Phonics or equivalent at the undergraduate or graduate level. Additional courses may be required to meet the prerequisite 12-credit hour Reading Core in initial licensure program. Successful completion of this curriculum and the state exam is required to be recommended for the Pre-K-12 Reading Endorsement.

### Teacher Leader

The Teacher Leader Endorsement is available to teachers who successfully completed four years of teaching experience, and hold a professional teaching license and a master's degree. The aim of the program is to prepare education professionals for positions of instructional leadership with a specific focus on school improvement. Eligibility for this endorsement requires that the licensed teacher successfully complete the required curriculum of 10 semester hours of graduate-level coursework. The required courses are ED 548A, 548B, 548C, 548D, and ED 549. The Teacher Leader Endorsement may be added to a professional teacher license.

## V. Certificate of Advanced Studies: Assessment, Research and Measurement (18 semester hours)

The purpose of this certificate program is to facilitate the development of competencies related to understanding and using data from assessment, research, and measurement on a daily basis to improve data-based decision-making and assessment practices in the professional's content areas.

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

### Admission Criteria

To seek admission to the certificate Program, a candidate must:

- Submit an application to a certificate program.
- Meet the same criteria as required of degree-seeking students.
- Applicants may be interviewed as part of the application process.
- Students may apply at either the post-baccalaureate or post-master's level.
- Admission to a certificate program does not imply admission to a graduate degree program.
- The Department reviews the application and makes a recommendation regarding admission to Graduate Studies.

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### Required Coursework (9 semester hours):

- ED 502 Research Methods 3 cr.
- ED 530 Tests and Measurements 3 cr.
- ED 533 Introductory Statistics 3 cr.

### Electives (9 semester hours approved by the academic advisor):

- ED 536 A and B Psycho-education Evaluation (School Psychology students only)
- ED 578 Literacy Assessment and Intervention Models 3 cr.
- CG 531 Life Style and Career Development & Appraisal
- CG 571 Evaluation of Mental and Emotional Disorders
- CG 572 Diagnosis of Mental and Emotional Disorders
- Other courses from student's professional content area with approval of the program coordinator

### COURSE DESCRIPTIONS

**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.

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

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

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

**426A & B. LEARNING ACROSS THE EARLY CHILDHOOD YEARS IN THE CONTENT AREAS 6 cr.** (A) 3 cr. fall; (B) 3 cr. spring. 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. **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. The planning and managing, developmentally and culturally responsive instruction, and the use of organizational elements such as interdisciplinary team, flexible scheduling and grouping. Includes upper elementary or middle-grades field experience. **M.Ed., Middle Childhood, and Early Childhood Generalist 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.

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Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

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

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

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

**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 sociological, historical, and philosophical scholarship on the 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 various educational, counseling, and agency settings. Will have one section for community counseling and school counseling.

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

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

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

**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 and Middle Childhood Language Arts licensure programs.

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

**464B. SECONDARY METHODS 3 cr.** Methods for planning and implementing curricula in the content areas and assessing student achievement consistent with the standards set forth by the learned societies and the State of Ohio Content Standards. Teacher and peer-centered methods to promote problem solving and concept development using a range of pedagogic tools. How to nurture a risk-taking classroom community responsive to students of 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.**

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**480. SPECIAL TOPICS 1-3 cr.** Prerequisite: department approval. In-depth study of a topic in workshop form or as an individual project under supervision. Workshop credit at the 400 level is not generally 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.

**502. RESEARCH METHODS 3 cr.** Introduces methods in both quantitative and qualitative educational research. Topics include creating research problem statements and questions, creating a literature review to address those questions, and developing a research design to answer the research questions. Students will learn to evaluate existing research and to make informed, research-based decisions in educational settings.

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

**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.

**510. PRINCIPLES OF EDUCATIONAL ASSESSMENT AND ACCOUNTABILITY 2 cr.** Introduction to educational and accountability assessment. Contemporary issues in classroom, standardized, and accountability assessment. Introduction to assessing educational and behavioral interventions. Utilizing assessment and accountability information for data-based decision-making as an educational professional.

**515. ADVANCED EARLY CHILDHOOD CURRICULUM AND INSTRUCTION 3 cr.** Advanced study of integrated approaches to curriculum and instruction for children between 3 and 8 years across developmental domains. Focus on history, theories, and research regarding developmentally appropriate practices that provide children with in-depth learning and incorporate play. Includes an examination of and comparison between current models and approaches used in early childhood education.

**516. ADVANCED ASSESSMENT IN EARLY CHILDHOOD EDUCATION 3 cr.** In-depth examination of the role of formative and summative assessments in planning for and teaching young children, including in the affective, cognitive, language, physical, and social domains. Centers on using multiple assessments and a collaborative approach when making decisions about practice.

**518. CAPSTONE IN EARLY CHILDHOOD EDUCATION 3 cr.** Examination of principles and methods of research in early childhood education, including interpreting and applying research into practice. Development and implementation of an action research project focused on practice using concepts covered during the course and as a culminating experience in the program. Should be completed during the final semester of the program.

**530. TESTS AND MEASUREMENTS 3 cr.** Prerequisite: ED 502 or CG 509. Introduction of basic measurement concepts and review of basic descriptive statistics followed by an in-depth study of test score interpretation, reliability, and validity. Application of major tests employed by school psychologists and clinical mental health and school counselors, such as intelligence tests, standardized achievement tests, personality tests, interest inventories, and neuropsychological assessment. General assessment skills and ethical and legal issues in school and non-school settings.

**532. DEVELOPMENTAL PSYCHOLOGY 3 cr.** Survey of current theory and research regarding typical and atypical human development from infancy to young adulthood. Emphases include the biological, psychological, cognitive, cultural, social, and emotional influences on development.

**533. INTRODUCTORY STATISTICS 3 cr.** Prerequisite: ED 502 or CG 509. Focuses on the skills of handling data, including data entry, data cleaning, visualizing data, and data analysis and interpretation. Introduction to basic concepts such as descriptive statistics, hypothesis testing, statistical power, and effect size. Use of statistical software to perform analyses such as t-test, analysis of variance, chi-square test, and multiple regression; also, interpretation of the analysis results.

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**534. LEARNING-TEACHING 3 cr.** Contemporary teaching, learning, cognitive, and motivational theories as they apply to education and other professional settings. Also investigates these issues as they apply to a variety of different types of learners.

**535. AUTISM AND CHILDREN'S LEARNING 3 cr.** Understanding the characteristics and incidence of autism alongside the implications for children's learning, behavior, and ability to process information. Participants will explore the latest research on potential causes, best practices for assessment and intervention, and areas of impairment, as well as current issues related to autism services. Designed for participants in the (UADSD-EI) program and may be taken by other graduate students interested in learning about ASD.

**536. A & B. PSYCHO-EDUCATIONAL EVALUATION I & II 6 cr. (A) 3 cr. in the fall; (B) 3 cr. in the spring.** Prerequisite: ED 530. Theoretical and practical treatment of cognitive and academic assessment. Intensive study of individual psychological tests and other assessment methods with a focus on their use with diverse populations, including exceptionalities. School Psychology students only.

**539. EVIDENCE-BASED APPROACHES TO ASD INSTRUCTION 3 cr.** Prerequisite: ED 535. Provides teachers and other school personnel with an understanding of evidence-based instructional models and strategies to promote academic achievement of students with ASD. Clinical experiences.

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

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

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

**548A. TEACHER LEARNING 2 cr.** Examination of teaching as a development process and research on effective teaching. Focus on schools as contexts for change, and evidence-based practices that support individual professional development and the design of collaborative learning settings. Includes many opportunities for collaboration, practical applications, and reflection.

**548B. LEADING AND LEADERSHIP 2 cr.** Examination of evidence-based principles of effective leadership and 21<sup>st</sup>-century skills, theoretical underpinnings of leadership. Application of principles of effective leadership to local contexts. Opportunities to explore beliefs and ideas about leadership, learn about different theories of leadership through independent readings and critique, and address real-life problems of practice individually and through collaborative inquiry.

**548C. ASSESSMENT FOR LEARNING 2 cr.** Exploration of school and student performance data to improve schools. Focus on various types of school-wide and classroom assessments to develop candidate's knowledge and skill to collaborate with others in creating a culture of data-driven decision making. Includes collaborative activity in the formulation of integrated school assessment plans.

**548D. EVIDENCE-BASED PROFESSIONAL DEVELOPMENT 2 cr.** Examination of research on effective professional development. Focus on professional learning settings in which educators collaborate to continually strengthen teaching and learning. Includes collaborative activity in the formulation of evidence-based principles and theories of action as a framework for designing and evaluating school-based professional development to address local needs.

**549. INTERNSHIP 2 cr.** Culminating activity that supports and integrates the accomplishment of the Teacher Leader Endorsement Standards. Consists of a school-based practicum over a semester in which candidates lead group and individualized professional development [coaching] for continuous improvement of curriculum,

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## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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instruction, and assessment. Focus on data-based decision making to inform professional development provided in both group and individualized settings.

**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 and cultural 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 curriculum design instruction. Special consideration of the increasing role of multimedia in language arts curriculum and instruction. Examines differences between print and digital literacy.

**573. LITERACY INTERNSHIP 3 cr.** Prerequisite: ED 578. Application of reading diagnoses, recommendations, and interventions in an authentic and/or clinic setting under faculty supervision. Special emphases on ensuring well-designed interventions, developing interpretive skills, and evaluating the effectiveness of interventions.

**574. APPLIED RESEARCH IN LITERACY EDUCATION 3 cr.** Prerequisite: ED 502. Advanced study of 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 important to the student and the field of literacy. For candidates who have completed the Reading Teacher Sequence and are seeking Reading Coordinator/Consultant specialization.

**578. LITERACY ASSESSMENT AND INTERVENTION MODELS 3 cr.** Advanced course in literacy assessment, diagnosis, and intervention. Emphasis on diagnostic reasoning and intervention design, including implementation. Special consideration of the transition from a print to digital assessment context.

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

**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.*

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

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

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

**594. PROFESSIONAL DEVELOPMENT SEMINAR 3 cr.** Corequisite: ED 445. Emphasis on individual advisement; practice in observation, analysis, interpretation, prescriptions of classroom teaching; reflection and



## EDUCATION AND SCHOOL PSYCHOLOGY (ED)

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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 only.**

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

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

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

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## ENGLISH (EN)

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Debra J. Rosenthal	Chair; 19 <sup>th</sup> -Century American Literature
George B. Bilgere	Director, Graduate Studies; Creative Writing (Poetry); Modern Poetry
Emily Butler	Medieval Literature; History of the Book
Jeanne M. Colleran	Provost and Academic Vice President; Drama; 20 <sup>th</sup> -Century British Literature
Jean Feerick	Renaissance Literature; Shakespeare
Peter Kvidera	19 <sup>th</sup> - & 20 <sup>th</sup> -Century American Literature
David M. La Guardia	American Literature
Brian K. Macaskill	Literary Theory; 20 <sup>th</sup> -Century Anglophone Literatures
John S. McBratney	19 <sup>th</sup> -Century British Literature
Philip J. Metres III	20 <sup>th</sup> -Century American Literature; Creative Writing (Poetry)
Maryclaire Moroney	Associate Dean; Renaissance Literature
Thomas Pace	Rhetorical Theory; Composition Studies; Renaissance Literature
Maria Soriano	Composition and Writing Center Studies
Jayne Stayer, S.J.	20 <sup>th</sup> -Century British Literature; T.S. Eliot; Romanticism

Our graduate students arrive with the passion and ambition to learn about English-language literature, and leave with the ability to put their knowledge to use in rewarding careers.

### Master of Arts Program

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

### Program Learning Goals

Students will:

1. Analyze and evaluate texts to form and articulate accomplished interpretations of those texts.
2. Produce extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question of thesis within the field, sophisticated organization, and clear and persuasive argumentation.
3. Build oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom.
4. Incorporate knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works.

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### Admission Requirements

Admission to the Master's program in English depends on a favorable evaluation of the applicant's undergraduate record, GRE scores (general only) for those applying for a Graduate Assistantship (applicants not applying for a Graduate Assistantship do not need to send GRE scores), two recommendations from undergraduate professors, the applicant's statement of purpose, and a sample of scholarly writing. Applicants should normally have a GPA in their major of at least 3.0. Undergraduate studies usually must have included six upper-division courses (18 hours) in English and American literature. Although applications for admission are accepted until one month before the start

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## ENGLISH (EN)

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of the semester in which an applicant wishes to enroll, early application is recommended. Inquiries regarding Graduate Assistantships should be made directly to the department. Applications for assistantships, along with all supporting documents and test scores, must be submitted to the Office of Graduate Studies by March 1.

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The department offers two plans of study, both 33 credit hours, leading to the M.A.:

1. Plan A, which requires at least eight courses, together with EN 599A and EN 599B, plus a comprehensive exam; or
2. Plan B, which requires at least ten courses, together with EN 598A and EN 598B, plus a comprehensive exam.

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

### Program Requirements

#### 1. Course of Study

Students are required to take at least three courses that examine pre-Romantic materials, and at least three courses that examine materials from the Romantics onwards. Students who have selected one of the writing tracks will substitute writing workshops or related classes for four courses in literary periods. Students in Plan A may take only one course at the 400 level; students in Plan B may take up to three courses at the 400 level.

#### 2. Comprehensive Exam

Students choose one area for the comprehensive exam from seven historical time periods. Those specializing in Creative Writing or Composition and Rhetoric will take the exam corresponding to that track. See the [M.A. Reading List](#) for the exam list in each area.

#### 3. Essay or Thesis

Those completing Plan A write a thesis of 60 to 100 pages. In the semester in which the student files his/her thesis, the student, upon approval, must take EN 599B. In the semester before that in which the student files his/her thesis, the student, upon approval, must take EN 599A. Those completing Plan B write an essay of 25 to 35 pages. In the semester in which the student files his/her essay, the student, upon approval, must take EN 598B. In the semester before that in which the student files his/her essay, the student, upon approval, must take EN 598A. Those completing a creative project under Plan B may write a longer final project—up to 100 pages—especially if that project is in prose.

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

### Graduate Assistant Scholarships

#### *Overview:*

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

Graduate Assistants are full-time students, but they provide crucial professional services in the Department of English, and their position carries a high level of responsibility and independence. In their first year, they typically assist a faculty member in a composition course during the first semester of study and then teach one composition course during the second semester. First-year GAs also tutor in the Writing Center. Second-year GAs typically teach one or two composition courses during fall term and one course during the final, or spring, term.

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## ENGLISH (EN)

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### *Application*

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

Students interested in applying for the position should request application materials from the Office of Graduate Studies (<http://sites.jcu.edu/graduatestudies>).

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

1. Academic writing sample
2. Personal statement of the candidate's aims for graduate study
3. Evidence that shows preparation for or promise of effective classroom teaching
4. At least two letters of recommendation by former professors.
5. GRE scores.

### **5-Year B.A./M.A. Program**

The five-year B.A./M.A. in English allows undergraduate English majors at John Carroll University to complete both a bachelor's and a master's degree in English in five years. The program is designed so that English majors meet all of the requirements for graduation in both degree programs. Students can apply for admission to the M.A. program in the spring of their junior year, begin taking graduate courses in their senior year, complete their undergraduate major in their senior year, and complete the M.A. in their fifth year. Both the Literature and Writing tracks can be pursued in the five-year program.

Since one course cannot "double count" for two degrees, the courses taken for the M.A. may not draw upon courses taken for the B.A. In other words, M.A. courses taken while a senior must be in excess of the credits necessary for the B.A. However, with careful planning, an ambitious student can still complete the M.A. in one additional year.

Tuition for graduate courses in the senior year is included in the flat tuition rate for 12-18 credit hours. Up to six credits of graduate work can be part of an undergraduate student's full-time financial aid package, which means that six credits of M.A. work can receive financial aid, depending on the student's status. Tuition in the fifth year is the graduate per-credit tuition rate. There is a 25% discount in the fifth year for JCU fifth-year students. Federal aid in the form of Federal Stafford Loans also is available.

### **Admission Requirements**

Interested students need to apply for conditional admission in the spring of their junior year, pending their final junior-year grades. The terms for acceptance are as follows: an overall undergraduate grade-point average of 3.0 or higher; a GPA of 3.3 in their English courses thus far; and a complete M.A. application, which includes two favorable letters of recommendation, a writing sample, and a personal statement. Students are not required to take the GRE. Students whose grades do not meet the minimum criterion may opt to submit a GRE score that may be used to help the student gain admission. To maintain their acceptance in the program, the students must graduate with a 3.0 GPA overall.

### **Sample Academic Plan**

- Spring of junior year: apply for admission to the M.A. program.
- Senior year: complete undergraduate major. Enroll in one 500-level English class in the fall of senior year, and one 500-level English class in the spring of senior year.
- Summer after senior year; enroll in two M.A. courses.
- Fifth year: take six M.A. courses (three per semester), and take one area exam during the regularly offered M.A. exam period in January.
- May of fifth year: participate in Commencement exercises (optional).
- Summer after fifth year: finish M.A. essay; receive August diploma.

## ENGLISH (EN)

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### COURSE DESCRIPTIONS

**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.

**404. ADVANCED CREATIVE NON-FICTION WORKSHOP 3 cr.** Intense, advanced work in creative non-fiction prose.

**411. STUDIES IN MEDIEVAL LITERATURE 3 cr.** Selected issues, authors, and genres of literature of the Middle Ages; specific topic announced in advance and may be one of the following: the *Pearl-Poet*, exile narratives, or translating the Middle Ages.

**412. MEDIEVAL DRAMA 3 cr.** Detailed examination of medieval drama, which reached its pinnacle in the cycles of mystery plays of the fourteenth and fifteenth centuries and allows readers to question the relationship between religion, satire, and a love of the grotesque.

**416. CHAUCER 3 cr.** Detailed examination of the “first English poet.” Emphasis on *The Canterbury Tales* and *Troilus and Criseyde* to explore medieval ideas about authorship, social unrest, reform and heresy, gender, and “otherness.”

**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.

**425. MILTON 3 cr.** Detailed examination of the major poetry and selected prose.

**430. STUDIES IN EIGHTEENTH-CENTURY LITERATURE 3 cr.** Specialized study of issues, authors, and genres of literature of eighteenth-century Britain; 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 reflection 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 SINCE 1800 3 cr.** Examination of formal experiments and thematic concerns of major artists, with particular attention to the nineteenth and early twentieth centuries.

**453. KEATS 3 cr.** Examination of the poetry of John Keats.

**454. STUDIES IN VICTORIAN LITERATURE 3 cr.** Specialized study of Victorian literature; specific topic announced in advance. Recent topics have included aestheticism and empire, Victorian cosmopolitanism, and Victorian poetry.

**458. DICKENS 3 cr.** The major novels, with a study of their backgrounds, art, and language.

## ENGLISH (EN)

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**459. THE ENGLISH NOVEL: DICKENS THROUGH HARDY 3 cr.** Examination of nineteenth-century British fiction, particularly the novel. Recent topics have included Victorian detective fiction and the Victorian novel's negotiation of the foreign.

**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.** Examination of his major writings as well as their background and cultural context.

**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.** Study of contemporary theories of English grammar. Focuses on ways of learning and thinking about grammar with respect to contemporary English usage.

**486. STUDIES IN MODERN DRAMA 3 cr.** Specific topic announced in advance.

**488. HISTORY OF THE ENGLISH LANGUAGE 3 cr.** Study of the sounds, forms, and syntax of Early, Middle, Early Modern, and Modern English—from its first, fraught centuries to its shape-shifting roles in the global community today. Also, an introduction to the fundamentals of more general linguistic study.

**489. STUDIES IN RHETORIC AND COMPOSITION 3 cr.** Study of rhetoric, composition theory, and pedagogy, including a practicum.

**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.

**491. FEMINIST LITERARY CRITICISM 3 cr.** Study of various theories of feminist literary criticism. Topics include the social construction of gender and identity, the possibilities for women's creative expression, and the influence of gender-related issues on the study of literary texts.

**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.

## ENGLISH (EN)

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- 497. HOPKINS SEMINAR 3 cr.** Advanced, special seminar in literature or creative writing taught by the visiting Hopkins Professor; specific topic announced in advance.
- 498. INDEPENDENT STUDY 1-3 cr.** Prerequisites: permission of project advisor and department chair. Special projects in literature, creative writing, or rhetoric and composition. Projects must be approved before registration. See chair for forms and guidelines.
- 499. SPECIAL STUDIES 1-3 cr.** Selected topics announced in advance.
- 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.
- 504. ADVANCED CREATIVE NON-FICTION WORKSHOP 3 cr.** Intense, advanced work in creative non-fiction prose.
- 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 of the early Renaissance.
- 522. STUDIES IN SHAKESPEARE 3 cr.** Study of the plays, poetry, and criticism; specific topic announced in advance.
- 524. EARLIER SEVENTEENTH-CENTURY LITERATURE 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, prose, and drama.
- 560. STUDIES IN MODERN BRITISH LITERATURE 3 cr.** Major British writers from 1890 to 1950.
- 561. STUDIES IN CONTEMPORARY BRITISH LITERATURE 3 cr.** British literature since 1950.
- 565. STUDIES IN MODERN POETRY 3 cr.** Critical reading of selected British and American poetry since 1900.
- 570. STUDIES IN NINETEENTH-CENTURY AMERICAN LITERATURE 3 cr.** Selected studies in the works of American authors of the 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 1-3 cr.** In-depth study of a special topic in either classroom or workshop form.

## ENGLISH (EN)

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**589. STUDIES IN RHETORIC AND COMPOSITION 3 cr.** Study of rhetoric, composition theory, and composition pedagogy, including a practicum.

**590. HISTORY OF LITERARY THEORY AND CRITICISM 3 cr.** Elements of literary theory, and a survey of the major theorists from Plato to the early twentieth century.

**595. 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.

**596. FRAMED NARRATIVES: NOVEL AND CINEMA 3 cr.** Structural and thematic functions of pictorial and narrative frameworks in film and novel.

**598A. MASTER'S ESSAY PROPOSAL 1 cr. upon approval.**

**589B. MASTER'S ESSAY 2 cr. upon approval.**

**599A. MASTER'S THESIS PROSPECTUS 3 cr. upon approval.**

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



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## HUMANITIES (HM)

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Brenda A. Wirkus, Ph.D.

Coordinator, Master of Arts in Humanities

The Master of Arts in Humanities is an interdisciplinary program designed for qualified holders of the bachelor's degree who seek to deepen their understanding of the humanities 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. The goals of this program include formation and transformation, at both personal and professional levels. 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 may be taken with approval.

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### Admission Requirements

Applicants must hold a bachelor of arts or science degree from an accredited institution and present an undergraduate record that shows evidence of ability to do graduate work in the humanities. A minimum undergraduate overall grade-point average of 3.0 will normally be required. Applicants must write a 500-word statement of purpose that indicates goals and interests in the program. The essay may refer to one of the suggested study plans or focus on a proposed idea for a self-designed study plan. In addition, recent undergraduates are asked to submit a writing sample, roughly ten pages in length, from their undergraduate program. An interview with the program coordinator is required. The University recognizes that each applicant, including those who have been away from formal schooling for many years or who may have less than the required grade-point average, possesses unique qualifications which will be given full consideration. In some cases, prospective students may be required to complete prescribed undergraduate courses. Students are not formally admitted until all undergraduate transcripts and other required materials have been submitted to the office of Graduate Studies in the College of Arts and Sciences.

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### Program Learning Goals

Humanities students will:

1. Plan and articulate an individualized program of study.
2. Integrate the various humanities disciplines to produce interdisciplinary projects.
3. Display mastery of critical thinking through evaluation of primary and secondary source arguments, evidence, and various methodologies.
4. Demonstrate graduate-level research, speaking, and writing skills.

### Program Requirements

The Humanities Program offers two plans of study leading to the M.A.:

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

All students are initially admitted under Plan B. Those students who are interested in pursuing Plan A, the thesis option, should seek approval from the coordinator and the associate dean by way of a petition. Both

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## HUMANITIES (HM)

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plans include 33 semester hours of study, at least 18 of which must be at the 500 level, and a comprehensive review (i.e., a comprehensive exam). The specific courses to be taken are determined by the student's study plan and by any prerequisites required for individual courses. After taking their three foundational Humanities courses (HM 501, 502, 503), students take additional 500-level courses from the departments of English, History, and Theology and Religious Studies. Courses at the 400 level are taken from Art History, Classical and Modern Languages and Cultures, English, History, Philosophy, Theology and Religious Studies, and other departments. Students may take six hours outside of, but related to, their specific study plan. Courses taken from other departments—Communications, Education, Political Science, and Sociology—must be clearly humanistic in content and approach and can be taken only with the permission of the program coordinator. Students taking 400-level courses in departments without graduate programs must seek approval for graduate credit through academic petition. In some cases, additional work is required for the graduate credit.

In certain cases, courses on special topics will be offered under an HM (Humanities) number. These include independent studies, courses taught by visiting scholars, and certain courses whose content relate to more than a single discipline (but may be cross-listed with another department). In each case, the HM courses will have specific titles, such as "Music of the Middle Ages" or "The Royal Courts of Europe and the Arts," which may indicate the interdisciplinary designation field. The specific title will replace the "Special Topics" title listed for HM 597 below.

Plan A: 33 semester hours, including:

HM 501 Foundational Issues in the Humanities: Classical and Medieval (3 cr.)  
HM 502 Current Issues in the Humanities: Modern and Contemporary (3 cr.)  
HM 503 Introduction to Graduate Research & Writing through Critical Examination  
of Special Topics (3 cr.)  
HM 599 Master's Thesis (6 cr.)

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

Plan B: 33 semester hours, including:

HM 501 Foundational Issues in the Humanities: Classical and Medieval (3cr.)  
HM 502 Current Issues in the Humanities: Modern and Contemporary (3 cr.)  
HM 503 Introduction to Graduate Research & Writing through Critical Examination  
of Special Topics (3 cr.)  
HM 598 The Integration of the Humanities (final research essay) (3 cr.)

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

### Study Plans and Individualized Study

Each student will select and design, in cooperation with the program's coordinator and faculty advisors, an individualized plan of study. Within their study plans, students are encouraged to identify and pursue integrative themes that promote personal development and professional enhancement. Study plans should foster appreciation of our cultural heritage as well as of diverse cultural traditions. They should also promote the intellectual breadth appropriate to participants and leaders of our cultural communities. Finally, they should offer new perspectives on persistent human problems.

Sample study plans include but are not limited to:

Classical Studies  
Medieval/Renaissance Studies  
Modern European Studies  
Cultural Studies  
Ethics, Leadership, and the Professions  
Medicine and the Humanities  
American Studies  
Catholic Studies

Women's and Gender Studies  
Irish Studies  
Latin American Studies  
Urban Studies  
Ethics and Society  
Literature and Society  
Theory and Practice of Democracy  
Visual Culture

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## HUMANITIES (HM)

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Visions of the Self  
Representations of the Body

Environment and Society

### COURSE DESCRIPTIONS

**501. FOUNDATIONAL ISSUES IN THE HUMANITIES: CLASSICAL AND MEDIEVAL 3 cr.** Critical examination of selected thinkers to the year 1500 C.E. on issues of selfhood, community, political society, values, and virtues.

**502. CURRENT ISSUES IN THE HUMANITIES: MODERN AND CONTEMPORARY 3 cr.** Study of selected thinkers from 1500 C.E. to the present, examining critical issues about Church and state, colonialism and agency, nation and identity, religion and politics.

**503. INTRODUCTION TO GRADUATE RESEARCH AND WRITING 3 cr.** Critical exploration of special topics as the basis from which to develop graduate-level research and writing skills.

**580. INDEPENDENT STUDY 1-3 cr.** Directed research on a humanities topic selected by the student in consultation with a faculty member who will supervise the project. Prior approval required and independent study contract must be completed.

**597. SPECIAL TOPICS 1-3 cr.** Examination of specific problems in the humanities. Permission required.

**598. THE INTEGRATION OF THE HUMANITIES 3 cr.** Demonstration of integration of coursework with student's individualized program of study, resulting in the production of a major research essay.

**599. MASTER'S THESIS 6 cr.** Prerequisite: permission of program coordinator.

## MATHEMATICS (MT)

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Paul L. Shick	Chair; Algebraic Topology
Patrick B. Chen	Topological Groups; Lie Groups
Barbara K. D'Ambrosia	Ring Theory
Rebecca Fang	Statistics
Brendan Foreman	Differential Geometry; Math Education
Marc Kirschenbaum	Topology; Swarm Intelligence
Robert J. Kolesar	Algebraic Topology
Elena Manilich	Computer Science; Healthcare IT
Wilmina Marget	Statistics
Douglas A. Norris	Differential Geometry
Daniel W. Palmer	Computer Science; Swarm Intelligence
Paige Rinker	Applied Abstract Algebra
Linda M. Seiter	Software Engineering
Thomas H. Short	Statistics

The Department of Mathematics offers two distinct graduate programs in mathematics. The Master of Science program blends theoretical material necessary for further graduate work in mathematics and basic applications for the student who wishes to enter industry or government work in mathematics. The Master of Arts degree for high school teachers is a mathematics content program that reflects the standards of the National Council of Teachers of Mathematics (NCTM) and the curricular recommendations of the Mathematical Association of America (MAA). The courses combine mathematical topics related to the curriculum with enrichment material which is directly applicable to the classroom.

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### Admission Requirements

**Please Note:** We are not currently accepting students into the Master of Science program.

Applicants to the Master of Arts in Mathematics for High School Teachers must have fulfilled the requirements of their state for certification or licensure to teach mathematics at the Adolescent and Young Adult level, with an undergraduate or post-baccalaureate mathematics grade-point average of at least 2.5. In appropriate circumstances, other teachers of high school or middle school mathematics may be admitted to the M.A. programs on a provisional status until they can demonstrate the ability to succeed in the program.

All prospective students should arrange for a conference with a member of the Mathematics Department before registration.

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### Master of Science

**Please Note:** We are not currently accepting students into the Master of Science program.

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 numbered 531-579. All M.S. students must take MT 531, MT 541, a course in topology, and a course in complex analysis. Other courses must be at least 400-level and have departmental approval. The basic concepts from abstract algebra, linear algebra, and advanced calculus are presupposed in all Master of Science courses.

### Requirements for the Degree

1. Ten courses (30 semester hours) in mathematics, including MT 531, MT 541, a course in topology, and a course in complex analysis. At least six of the 10 courses must be numbered 531-579.
2. A research paper or expository essay.
3. A comprehensive examination.

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## MATHEMATICS (MT)

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### **Program Learning Goals**

Students will:

1. Develop an in-depth integrated knowledge in Algebra and Analysis as well as multiple elective areas of mathematics, beyond the undergraduate level. They will analyze foundational theorems in much greater depth and exceeding what is expected of an undergraduate mathematics major, and give complete proofs of these advanced theorems.
2. Be able to communicate mathematical ideas and present mathematical arguments both in writing and orally, using proper mathematical notation and terminology at an advanced level that represents formal mathematical practice.
3. Be able to give complete solutions to challenging graduate-level mathematical problems.
4. Be able to synthesize material from multiple perspectives and make connections with other areas of mathematics.

### **Master of Arts**

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. Other courses must be at least 400-level and have departmental approval. 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 Learning Goals**

Students will:

1. Develop an in-depth integrated knowledge of topics related to the high school mathematics curriculum.
2. Be able to gain advanced competence in communicating mathematical ideas and presenting mathematical arguments both in writing and orally, using proper mathematical notation and terminology.
3. Master mathematical concepts that they will be able to use to enrich their high school curriculum.
4. Be able to distinguish coherent mathematical arguments from fallacious ones and to construct precise arguments of previously seen or related results with the goal of teaching their students the importance of giving complete explanations of mathematical ideas.
5. Be able to synthesize material from multiple perspectives and make connections with other areas of mathematics.
6. Be able to use mathematics teaching technology appropriate to each mathematical topic.

### **COURSE DESCRIPTIONS**

**421. MATHEMATICAL STATISTICS 3 cr.** Prerequisites: MT 229, 233. Moment generating functions, transformations, properties of estimators, foundations of hypothesis tests, one- and two-factor analysis of variance, and nonparametric analyses.

**422. APPLIED STATISTICS 3 cr.** Prerequisite: MT 223 or 228 or 229 or chair permission. Multi-factor analysis of variance, interaction, serial correlation, time series, forecasting, multivariate data, categorical data, data reduction, simulation, analysis of large datasets; use of appropriate statistical software.

## MATHEMATICS (MT)

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**424. APPLIED REGRESSION ANALYSIS 3 cr.** Prerequisite: MT 223 or 228 or 229 or chair permission. Multiple linear regression, collinearity, model diagnostics, variable selection, nonlinear models, logistic regression; use of appropriate statistical software.

**425. OPERATIONS RESEARCH 3 cr.** Prerequisite: MT 271. Linear programming, sensitivity analysis and duality, queuing theory, and topics from networks, decision making, game theory, Markov chains, dynamic programming, and simulation.

**431. INTRODUCTION TO REAL ANALYSIS 3 cr.** Prerequisites: MT 233, 271. Rigorous mathematical treatment of the fundamental ideas of calculus: sequences, limits, continuity, differentiation, and integration.

**432. ADVANCED CALCULUS OF SEVERAL VARIABLES 3 cr.** Prerequisites: MT 233, 271. Development of and motivation for vector-valued functions, calculus of functions of several variables, implicit functions and Jacobians, multiple integrals, and line integrals.

**436. INTRODUCTION TO COMPLEX ANALYSIS 3 cr.** Prerequisite: MT 271 or permission of department chair. Complex number plane, analytic functions, integration of complex functions, sequences and series. Residue theorem, and evaluation of real integrals.

**441. INTRODUCTION TO ABSTRACT ALGEBRA 3 cr.** Prerequisite: MT 271. Groups, homomorphisms, permutations, quotient groups, rings, ideals, integral domains, fields, polynomial rings, and factorization.

**450. EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 3 cr.** Prerequisite: MT 271 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 271. Topological spaces, homeomorphisms, connected spaces, compact spaces, regular and normal spaces, metric spaces, and topology of surfaces.

**453. DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS 3 cr.** Prerequisite: MT 233. Introduction to the qualitative study of differential equations and related dynamical systems. Topics include first-order differential equations, planar systems and their dynamical classification, general nonlinear systems and their equilibria, closed orbits, limit sets, discrete systems, and applications to mechanics.

**468. THEORY OF NUMBERS 3 cr.** Prerequisite: MT 271. Divisibility theorems, number-theoretic functions, primitive roots, quadratic congruences and reciprocity, partitions.

**469. HISTORY OF MATHEMATICS 3 cr.** Prerequisite: MT 271. Study of mathematics from its origins to its present state. Topics include the development and impact of geometry, algebra, number theory, irrational numbers, analytic geometry, calculus, non-Euclidean geometry, and infinite sets.

**479. COMBINATORICS AND GRAPH THEORY 3 cr.** Prerequisite: MT 271. Pigeonhole principle, inclusion and exclusion, recurrence relations and generating functions, combinatorial designs, the theory of graphs, graphical optimization problems.

**480. SPECIAL TOPICS 1-3 cr. TBA.** Readings about, reports on, and investigation of selected material and topics.

**501. MATHEMATICAL STRUCTURES 3 cr.** 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.

## MATHEMATICS (MT)

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**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. ADVANCED TOPICS IN CALCULUS 3 cr.** Advanced approach to the calculus with emphasis on its topological and analysis underpinnings. Designed to give the necessary background to teach calculus at the introductory college level.

**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. Emphasizes 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.** Selected topics in and about mathematics to be used as course enrichment material and to foster an appreciation of mathematics as a creative endeavor. Includes readings about mathematics from various viewpoints.

**512. TECHNOLOGY IN THE TEACHING OF MATHEMATICS 3 cr.** Seminar/lab course in the use of graphing calculators and computer software in teaching mathematics. Students will collaborate in developing classroom and laboratory activities.

**513. COMPUTER SCIENCE FOR HIGH-SCHOOL TEACHERS 3 cr.** Exploration of the content areas outlined in the new Advanced Placement Computer Science Principles course: computing as a creative activity that facilitates the creation of knowledge; societal and global impact of computing and the internet; computer principles of abstraction, programming, database and website content management; graphical programming languages and software tools.

**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.

**517. MATHEMATICAL MODELING IN THE HIGH SCHOOL CLASSROOM 3 cr.** Exploration of mathematical modeling for use within high school classroom contexts. Topics include theory of measurement, dynamical systems, probability, network analysis. Applications include population growth, biomechanics, financial models, social networks, and ecology. Emphasis on the use of modeling as a necessary and sufficient requirement for excellent mathematical pedagogy.

**519. SPECIAL TOPICS IN MATHEMATICS cr. TBA** Supervised study of special topics.

**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.

## MATHEMATICS (MT)

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**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.

**553. ALGEBRAIC AND GEOMETRIC TOPOLOGY 3 cr.** Prerequisite: MT 552. Elements of algebraic topology, including homology and cohomology theory. Topology of smooth manifolds.

**557. DIFFERENTIAL GEOMETRY 3 cr.** Prerequisite: MT 431. Local and global properties of curves and surfaces; Gauss map, curvature, Theorema Egregium, covariant derivative, geodesics, Gauss-Bonnet Theorem, generalizations to manifolds.

**580. SPECIAL TOPICS 1-3 cr. TBA.** Readings, reports on, and investigations of selected material and topics.

**599. INDEPENDENT STUDY 1-3 cr.** Independent study under the supervision of a faculty member. Requires approval of the faculty member and permission of the department chair.



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## PREMEDICAL POST-BACCALAUREATE PROGRAM

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Kathy C. Lee, Ph.D.

Assistant Dean, Pre-Health Professions Program

John Carroll University's Pre-Medical Post-Baccalaureate Program is designed for individuals who want to fulfill the requirements for admission to medical school, dental school, and other healthcare professional schools and prepare for standardized exams such as the Medical College Admission Test (MCAT) and the Dental Admission Test (DAT). Such individuals typically possess a bachelor's degree in a discipline other than biology or chemistry and have now decided to pursue a professional career in healthcare (e.g., medicine, dentistry).

The program is also appropriate for students who majored in chemistry or biology but struggled with the coursework as a traditional undergraduate or have not been enrolled in courses in these disciplines in over five years.

### Application and Admission

Applications are processed on a rolling basis. All application materials for individuals who wish to be admitted to the program in the fall must be received by April 1 of the same calendar year. Under certain circumstances students may begin in the summer session of the same calendar year.

#### Application Criteria:

- An undergraduate degree from an accredited institution.
- A minimum 3.0 overall undergraduate grade point average.
- A statement of purpose.
- Two letters of recommendation.
- A completed on-line application for Graduate Studies which can be found at [www.jcu.edu/graduate](http://www.jcu.edu/graduate).
- Transcripts from all undergraduate institutions, and any graduate institutions they have attended, regardless of the number of courses completed.

### Course of Study

The Pre-Medical Post-Baccalaureate Program requires a minimum of 34 semester credit hours. Each student's academic plan is specific to that student's needs and should be developed in consultation with an academic advisor. For a well-qualified student, it is possible to complete the program in a little over one year. A sample plan for completing the program in 13 months appears below: (CH-Chemistry; BL-Biology, PH-Physics). Most students, especially those with little or no science background, take two years to complete the program. To accommodate students taking the revised MCAT, additional recommended courses could include Genetics, Human Physiology, Statistics, Psychology, and Sociology. Additional information regarding coursework can be obtained by contacting the program administrator.

## PREMEDICAL POST-BACCALAUREATE PROGRAM

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<p><b><u>Summer Session I</u></b></p> <p>CH 141      4 cr. CH 143      1 cr. <b>5 credits total</b></p>	<p><b><u>Summer Session II</u></b></p> <p>CH 142      4 cr. CH 144      1 cr. <b>5 credits total</b></p>
<p><b><u>Fall</u></b></p> <p>CH 221      3 cr. CH 223      1 cr. BL 155      3 cr. BL 157      1 cr. PH 125      3 cr. PH 125L     1 cr. <b>12 credits total</b></p>	<p><b><u>Spring</u></b></p> <p>CH 222      3 cr. CH 224      1 cr. BL 156      3 cr. BL 158      1 cr. PH 126      3 cr. PH 126L     1 cr. <b>12 credits total</b></p>
<p><b><u>Summer Session III</u></b></p> <p>CH 431      4 cr. <b>4 credits total</b></p>	

### Program Notes

- As many healthcare professional programs require one or more college level math courses, students are expected to complete math courses either prior to or during the program. One course in statistics is highly recommended.
- Depending on a student's prior coursework, alternative plans for a course of study may be developed in consultation with a program advisor.
- Electives may be taken in Biology, Chemistry, Mathematics, Psychology, Sociology, Philosophy, Theology and Religious Studies, and Political Science as a way to enhance your educational background, preparation for admission examinations, and desirability as a candidate for admission to medical or other healthcare professional school.
- Many professional programs have specific requirements such as statistics, psychology, and human anatomy. Students should take classes that will prepare them to apply to a variety of schools.
- If pursuing dentistry, pharmacy, or nursing, check the prerequisites of the schools to which you plan to apply, as some schools have very specific requirements.
- Students are expected to participate in the Health Professions Advisory Committee (HPAC) process in the semester prior to submitting applications to a health professional program. This is an interview preparation program which provides feedback to students and a committee letter of recommendation.
- Students are expected to participate in activities that will enhance their application strength, such as clinical shadowing and volunteer experiences. Contact information will be provided by the University.

### Certificate of Excellence Option

Students may earn a *Certificate of Excellence in Pre-Medical Studies* if they meet the following criteria:

- Complete a minimum of 26 credit hours at John Carroll University.
- Maintain a minimum grade-point average of 3.5 with no grade less than a B in courses taken at JCU.

Earning the *Certificate of Excellence in Pre-Medical Studies* will confirm that the student completed a significant number of credits at John Carroll University and performed at an exemplary level. Students who complete this program with or without the certificate will be eligible to apply to a health professional program such as medical school or dental school.

## PREMEDICAL POST-BACCALAUREATE PROGRAM

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### Course descriptions for core science and mathematics courses

**BL 155, 156. PRINCIPLES OF BIOLOGY I-II, 3 cr. each.** Designed for the science major. BL 155 is a prerequisite to BL 156. Three hours of lecture per week. BL 155: basic chemical principles; cell structure, organization, metabolism of plants and animals. BL 156: plant and animal anatomy and physiology.

**BL 157, 158. PRINCIPLES OF BIOLOGY LABORATORY I-II, 1 cr. each.** Corequisites: BL 155 and 156. Three hours of laboratory per week. BL 157: laboratory study of the scientific method as applied to biology; cell division; development; functions of cell membranes and enzymes; reactions and products of photosynthesis. BL 158: laboratory study of plant and animal physiology.

**BL 213. GENETICS 3 cr.** Principles of molecular, transmission, population, and quantitative genetics; social and ethical implications of genetics.

**BL 230, 231. HUMAN ANATOMY AND PHYSIOLOGY I-II 3 cr.** Three hours of lecture per week. Integrated discussion of human anatomy and physiology.

**BL 360 & BL 360L. HUMAN PHYSIOLOGY 4 cr.** Two hours of lecture per week; four hours of lab per week. Structure, physiology, and genetics of bacteria; ecological and medical importance emphasized. Some discussion of viruses and eukaryotic microorganisms.

**BL 410. MEDICAL MICROBIOLOGY 3 cr.** Bacterial and viral pathogens of humans and those aspects of the immune response important in resistance and immunity to infectious diseases.

**CH 141, 142. GENERAL CHEMISTRY I-II, 4 cr. each.** Stoichiometry, thermochemistry, states of matter, atomic structure, chemical bonding, oxidation-reduction, acid-base, solutions. Homogeneous and heterogeneous equilibria, electrochemistry, kinetics, chemistry of metals and non-metals, and other relevant topics.

**CH 143, 144. GENERAL CHEMISTRY LABORATORY, I-II 1 cr. each.** Corequisites: CH 141-142. Three hours of laboratory per week. Laboratory experiments illustrating principles developed in corequisite lecture courses.

**CH 221, 222. ORGANIC CHEMISTRY I-II 3 cr. each.** Prerequisites: CH 141-144 (or CH 151-153). Theoretical and descriptive treatment of the structure and reactions of the more representative classes of aliphatic and aromatic organic compounds. Aliphatic, alicyclic, and aromatic hydrocarbons, stereochemistry, carbocation theory, electrophilic substitution reactions, functional derivatives of aliphatic and aromatic hydrocarbons, carbanion theory, nucleophilic displacement, elimination reactions, and spectroscopic analysis.

**CH 223, 224. ORGANIC CHEMISTRY LABORATORY I-II 1 cr. each.** Corequisites: CH 221-222. Four hours of laboratory per week. Laboratory experiments to illustrate the behavior of important classes and reaction types.

**CH 431. GENERAL BIOCHEMISTRY: 4 cr.** One-semester survey; proteins, enzymes, nucleic acids, lipids, membranes, and carbohydrates. Approximately half of the course is devoted to metabolism and metabolic regulation.

**MT 122/228. STATISTICS 3 cr.** Describing data; confidence intervals; hypothesis testing; power analysis; analysis and variance; regression; nonparametric procedures.

**MT 135. CALCULUS AND ANALYTIC GEOMETRY I 4 cr.** Prerequisite: placement by the Department of Mathematics and Computer Science. Functions, limits, continuity, differentiation, differentiation rules, optimization, antiderivatives, definite integrals. Fundamental Theorem of Calculus, improper integrals, and applications of integrals, including probability.

**PH 125. GENERAL PHYSICS 1 3 cr.** Corequisite: PH 125L. Suitable for biology, premedical, and pre dental majors. Topics drawn from the areas of mechanics, vibration and sound, wave motion, solids and fluids, and thermodynamics. High school physics or a conceptual physics course such as PH 107 is strongly recommended as

## PREMEDICAL POST-BACCALAUREATE PROGRAM

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a prerequisite. Students who have not had high school physics should consult with the department chair prior to registering. Offered every fall.

**PH 125L. GENERAL PHYSICS LABORATORY I 1 cr.** Prerequisite or corequisite: PH 125. Experiments designed to complement PH 125. Two hours of laboratory per week. Offered every fall.

**PH 126. GENERAL PHYSICS II 3 cr.** Prerequisite: PH 125; corequisite: 126L. Suitable for biology, premedical, and premedical majors. Topics drawn from the areas of optics, electricity, magnetism, and modern physics. Offered every spring.

**PH 126L. GENERAL PHYSICS LABORATORY II 1 cr. each.** Prerequisite or corequisite: PH 126. Experiments designed to complement PH 126. Two hours of laboratory per week. Offered every spring.

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## THEOLOGY & RELIGIOUS STUDIES (TRS)

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Sheila E. McGinn	Chair; Biblical Studies; Early Christianity
Elizabeth L. Antus	Systematic Theology; Feminist Theology; Spirituality
Michael Fitzgerald, M.Afr.	Tuohy Lecturer of Interreligious Studies (Islam)
Edward P. Hahnenberg	Systematic Theology; Ecclesiology
Joseph F. Kelly	Early Christianity; Historical Theology
Paul J. Lauritzen	Bioethics; Religious Ethics
Paul K. Nietupski	Asian Religions
Michael A. Oppenheimer	Tuohy Lecturer of Interreligious Studies (Judaism)
Zeki Saritoprak	Islamic Theology and Spirituality
Kristen Tobey	Sociology of Religion; American Religious History

The Department of Theology & Religious Studies offers graduate courses in scripture, historical theology, systematic theology, religious ethics, world religions, and spirituality, leading to the Master of Arts degree. The department also hosts three certificate programs: a post-master's Certificate of Advanced Studies in Theology & Religious Studies; a certificate in Ignatian spiritual direction, offered through the Ignatian Spirituality Institute; and a certificate in Spiritual Wellness, offered in collaboration with the Counseling Department. The Master of Arts program meets the educational requirements of those interested in continued academic study; the master and the certificate programs also address the needs of those interested in religious education, ministry, and other professional careers related to theology and religion. For more information, visit our website: <http://go.jcu.edu/trs>.

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### Master of Arts Program

Students seeking to enroll in the Master of Arts program should have completed at least six undergraduate courses in theology or religious studies. Since few undergraduates major in theology *per se*, the department offers an introductory course in systematic theology (TRS 430) to acquaint students with the basic themes and methods in the field, and to introduce students to standard research procedures and tools in the discipline.

### Program Learning Goals

The successful Master of Arts graduate:

1. Exhibits a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topics.
2. Critically analyzes religious texts, art, doctrines, practices, and other expressions in light of their historical, cultural, and social contexts; understands the methods, sources, and research tools necessary for academic research of these expressions.
3. Demonstrates a deep awareness of multiple religious world-views and is able to engage in the kind of interreligious dialogue that leads to mutual respect and understanding.
4. Assesses and applies multiple religious or ethical frameworks to complex issues, with an awareness of the various inter-related causes of injustice and a commitment to respond evidenced in action for the common good.
5. Exhibits a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches.
6. Demonstrates aptitude and facility with standard practices of advanced academic research in theology and religious studies and a potential for original work in the field.

### M.A. Admission Requirements

Applicants to the master's program are required to submit the following:

- Official academic transcript of bachelor's degree from an accredited four-year institution.
  - Two letters of recommendation from persons acquainted with the applicant's academic qualifications. If appropriate, one letter may be from someone familiar with the applicant's professional work.
  - A 500-word statement indicating the applicant's purpose in seeking admission to the master's program.
  - Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) scores also may be submitted in support of the application.
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## THEOLOGY & RELIGIOUS STUDIES (TRS)

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### M.A. Requirements

- 30 semester hours of graduate study.
- Four required courses:
  - TRS 430, Introduction to Systematic Theology
  - One course in Biblical Studies
  - One course in Religious Ethics
  - One course in World Religions
- At least 15 semester hours of 500-level coursework (including TRS 593 or TRS 599).
- A comprehensive examination.
- For students in Plan A (see page 16)
  1. Successful completion of a foreign language examination demonstrating a reading knowledge of a classical or modern language consistent with the student's plan of study.
  2. Completion of a master's thesis (TRS 599), for six semester hours of course credit.
- For students in Plan B (see page 16): the completion of a research essay (TRS 593).

**Note:** Students accepted under the degree requirements listed in previous Graduate School and Graduate Studies bulletins normally should fulfill those requirements, but they may petition for permission to follow the requirements introduced in this *Bulletin* instead.

### Course of Studies

Ordinarily graduate courses are three semester hours; no more than nine semester hours toward the degree may be taken in one-credit or two-credit courses. No more than six semester hours or the equivalent of two comparable John Carroll University courses may be transferred from another institution. A student's program typically may include no more than two independent studies and no more than three online courses. Initial acceptance of students is made under Plan B, the non-thesis option. A change from Plan B to Plan A, the thesis option (see page 14), is accomplished by academic petition, and is contingent upon the successful completion of at least one 500-level course, and the foreign language exam.

Since the Master of Arts degree in Theology & 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 the student's particular needs and goals. This program may include a concentration in a particular area.

### Financial Assistance

Scholarships are available for all students enrolled in the Theology & Religious Studies M.A. program. A limited number of graduate assistantships are available, which provide a tuition waiver for 15-18 credit hours per year and a stipend for working 20 hours weekly in the department. The University's Office of Financial Aid provides assistance with student loans.

### Five-Year Integrated B.A./M.A. Program

The five-year integrated B.A./M.A. program in Theology & Religious Studies is designed for undergraduate theology and religious studies majors who wish to earn the master's degree with an additional year of study beyond the baccalaureate degree. Undergraduate students majoring in Theology & Religious Studies may apply for admission to the M.A. program in their junior year. Once accepted, they may begin taking graduate courses in their senior year, in order to complete the M.A. in their fifth year. Normally students will complete 6 graduate credits between the fall and spring of senior year, 6 credits in the summer between their fourth and fifth years, and 18 credits in the fifth year. More information about this program is available in the *Undergraduate Bulletin* and on the department's website: <http://go.jcu.edu/trs>.

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## THEOLOGY & RELIGIOUS STUDIES (TRS)

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### Certificate Programs

#### Certificate of Advanced Studies (CAS)

The department offers a Certificate of Advanced Studies (CAS) in addition to the Master of Arts degree. The Certificate program is designed for students who already have acquired a master's degree in a recognized academic discipline. While in itself this certificate does not guarantee Religion Teacher or Pastoral Ministry Certification in the Diocese of Cleveland, the proper selection of courses within the program may lead to such certification.

##### CAS Admission Requirements

Applicants to the CAS Program are required to submit the following:

- Evidence of achievement of a master's degree in a recognized academic discipline.
- Evidence of completion of 18 semester hours of undergraduate or graduate work in religious studies, theology, or their equivalent.
- Official transcripts of all university-level studies.
- Two letters of recommendation from persons acquainted with the applicant's academic qualifications. If appropriate, one letter can be from someone familiar with the applicant's professional work.
- A 500-word statement indicating the applicant's purpose in seeking admission to the certificate program.

##### CAS Program Requirements

To attain the Certificate of Advanced Studies a student must complete 18 graduate credits in Theology and/or Religious Studies beyond the master's degree. Specific courses and requirements will be determined according to the individual student's needs and interests in consultation with the student's academic advisor, and with the approval of the chair of the department. Ordinarily the program will include at least one course in each of the following areas: Scripture, Historical Theology, Systematic Theology, Religious Ethics, and World Religions. Students who already have graduate-level experience in a specific subject need not fulfill further requirements in that area. For the Certificate, no transfer credits are allowed.

#### Ignatian Spirituality Institute (ISI)

The department is also home to the Ignatian Spirituality Institute (ISI), which offers a certificate program for the training of spiritual directors in the tradition of the *Spiritual Exercises* of Ignatius Loyola. It is ideally suited to those interested in the ministry of spiritual direction and/or retreat work. More generally, the ISI offers adult Christians of any denomination theological and spiritual tools for deepening Christian life and ministry, whether in the home, parish, congregation, or workplace. Since the ISI is an affiliate program of the Department of Theology & Religious Studies, all of its courses are conducted at John Carroll University. The ISI is endowed by a grant from the F. J. O'Neill Charitable Corporation and by gifts from other generous donors.

##### ISI Admission Requirements

Applicants to the ISI Program are required to submit the following:

- An education history and official transcripts of all university-level studies.
- An employment history.
- Three letters of recommendation from persons acquainted with the applicant's academic qualifications, professional work, and/or ministerial experience.
- A 1000-word spiritual autobiography, including a statement of the applicant's purpose in seeking admission to the ISI program.
- A personal interview with the ISI Admissions Committee.

**Note:** Generally it is expected the ISI candidates will have completed a college degree, spent several years at steady work, and had a variety of life experiences. The admissions committee may make exceptions to these criteria if circumstances warrant.

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## THEOLOGY & RELIGIOUS STUDIES (TRS)

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### ISI Program Requirements

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

Four courses are required for the certificate program:

- TRS 472 (ISI) 401
- TRS 473 (ISI) 402
- TRS 474 (ISI) 403
- TRS 475 (ISI) 404

Upon academic petition, students who have completed the Ignatian Spirituality Institute certificate program may be granted up to 6 credits toward the Master of Arts degree program in Theology & Religious Studies. An information night for those interested in the program is held annually, typically during the first week of February.

The inaugural director of the Ignatian Spirituality Institute is Dr. Joan Nuth. For further information about the ISI program and admission, contact the ISI director at 216-397-1638, [jnuth@jcu.edu](mailto:jnuth@jcu.edu), or visit the ISI website at <http://sites.jcu.edu/ISI>.

### Spiritual Wellness and Counseling (SWC)

The certificate program in Spiritual Wellness & Counseling (SWC) is a five-course, fifteen-semester-hour program offered in partnership with the Counseling Department. The certificate program in Spiritual Wellness and Counseling can be taken for credit, non-credit, or continuing education credit. It is specifically designed for pastoral care professionals, mental health professionals, and medical professionals. The program brings together these professionals to broaden their understanding of the helping process, and to ensure they have a more nuanced understanding of spirituality, counseling, and the complexity of the whole person.

The certificate program helps students enhance their knowledge and abilities to:

- Respond appropriately to individuals who express mental health and/or spiritual concerns.
- Assist those who desire to integrate their spiritual perspective with their psychotherapeutic or medical treatment.
- Discern when referral to another professional is needed and how to locate an appropriate professional for the referral.

The program also helps pastoral care, mental health, and medical professionals develop the skills needed to collaborate to best serve the interests of those they are endeavoring to assist.

### SWC Admission Criteria

- For applicants without a master's degree, a minimum undergraduate GPA of 2.75.
- Official transcripts for highest degree earned.
- Two letters of recommendation (preferably one academic and one professional).
- Interview with the program coordinator.
- Admission interview.

### SWC Program Requirements

The SWC program consists of a sequence of five required courses:

- |                              |            |
|------------------------------|------------|
| • Spirit & Psyche            | CG/TRS 582 |
| • Tradition & Theory         | CG/TRS 583 |
| • Holiness & Wholeness       | CG/TRS 584 |
| • Enlightened Self-Centering | CG/TRS 585 |
| • Encountering Each Other    | CG/TRS 586 |



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## THEOLOGY & RELIGIOUS STUDIES (TRS)

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Six credits from the Spiritual Wellness and Counseling Certificate Program may be applied to the M.A. in Theology & Religious Studies.

### Special Programs

#### **Bediüzzaman Said Nursi Chair in Islamic Studies**

The Bediüzzaman Said Nursi Chair in Islamic Studies was established in 2003, as an integral part of the Department of Theology & Religious Studies, in order to enhance intellectual life at John Carroll University through the teaching of courses on Islam and Islamic culture. Such intellectual enrichment is part of John Carroll's mission as a Jesuit, Catholic university. Named in honor of Bediüzzaman Said Nursi (1879-1960), a prominent Islamic scholar from Turkey, the Nursi Chair arose from the gracious gift of two Turkish businessmen and other members of the Muslim and Turkish communities of Cleveland.

The primary goals of the Nursi Chair are (1) to foster a better understanding of Islam and Islamic theological traditions among the students of John Carroll University, the other members of the John Carroll community, residents of the greater Cleveland area, and various national and international audiences; and (2) to promote dialogue on issues pertaining to Islam among the various members of the John Carroll University community, with other residents of the greater Cleveland area, and with wider national and international audiences.

The inaugural holder of the Nursi Chair is Dr. Zeki Saritoprak. For further information on the Nursi Chair, contact the office at 216-397-6279, [nursi@jcu.edu](mailto:nursi@jcu.edu), or visit the website: <http://go.jcu.edu/Nursi>.

#### **Breen Chair in Catholic Systematic Theology**

The Jack and Mary Jane Breen Chair in Catholic Systematic Theology was established in 2011, as an integral part of the Department of Theology & Religious Studies, through a generous endowment gift from Jack and Mary Jane Breen, alumni of John Carroll University. The Breen Chair enhances the Jesuit and Catholic mission of John Carroll University by supporting the continued teaching and publication of Catholic systematic theology. The goal of the Breen Chair is to foster a better understanding of the Catholic theological tradition among John Carroll students, the other members of the John Carroll community, residents of the greater Cleveland area, and various national and international audiences.

The inaugural holder of the Breen Chair is Dr. Edward P. Hahnenberg. For further information about the Breen Chair, contact the director, at 216-397-1674, [ehahnenberg@jcu.edu](mailto:ehahnenberg@jcu.edu), or visit the website: <http://go.jcu.edu/Breen>.

#### **Walter and Mary Tuohy Chair in Interreligious Studies**

The Walter and Mary Tuohy Chair in Interreligious Studies was founded in 1966 in honor of the late Walter Tuohy and his wife, Mary. Mr. Tuohy was a dedicated Catholic layman, active member of the National Conference of Christians and Jews, and a zealous promoter of religious understanding. Established as an integral part of the Department of Theology & Religious Studies, the goal of the Tuohy Chair is to enhance the mission of John Carroll University by fostering interreligious dialogue among members of the University community, with other residents of the greater Cleveland area, and with wider national and international audiences.

Past Tuohy lecturers have included such major figures in theological scholarship as John Cobb, David Tracy, Theodore Stephanopoulos, Thomas Hopko, Demetrios Constantelos, Anglican Bishop R. C. P. Hanson, Michael A. Fahey, S.J., Martin McNamara, M.S.C., William H. C. Frend, Roderick A. F. Mackenzie, S.J., W. Norman Pittenger, Sophie Laws, Robert Eno, S.S., Fredrick W. Norris, Rabbi Arthur J. Lelyveld, Brian Daly, S.J., Charles S. McCoy, Joseph T. Lienhard, S.J., Alastair Campbell, Maria Harris, Francis Clooney, S.J., John Haughey, S.J., James Keenan, S.J., Diana L. Hayes, Robin Jensen, John Kelsay, William J. Harmless, S.J., Sidney H. Griffith, S.J., Joseph A. Bracken, S.J., Paul Heck, Anne Clifford, C.S.J., Kelley E. Spoerl, George M. Smiga, William S. Campbell, Thomas Michel, S.J., David Barr, Scott C. Alexander, Maria R. Heim, and Archbishop Michael Fitzgerald, M.Afr.

For more information about the Tuohy Chair and its programs, contact the office at 216-397-4700, [tuohy@jcu.edu](mailto:tuohy@jcu.edu), or visit the website: <http://go.jcu.edu/Tuohy>.

## THEOLOGY & RELIGIOUS STUDIES (TRS)

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### COURSE DESCRIPTIONS

**400. BIBLICAL INTERPRETATION 3 cr.** Problems of and approaches to understanding the Jewish and Christian scriptures. Special focus on the methods essential to exegesis and biblical interpretation; digital and text-based tools for biblical research; and contemporary uses of the scriptures.

**405. “REJECTED BOOKS” OF THE BIBLE 3 cr.** Introduction to the non-canonical writings of formative Judaism and early Christianity. Intensive study of selections from the intertestamental, apocryphal, and pseudepigraphical literature of the Old and New Testaments, the Mishnaic and later Talmudic literature, and the writings of early Christian authors.

**406. NEW TESTAMENT ETHICS FOR CONTEMPORARY CULTURE 3 cr.** Seminar centering on the ethical perspectives and prescriptions conveyed by the New Testament. The teaching and praxis of Jesus, including his concern for the poor and solidarity with the marginalized, provide the center of gravity for analysis of a cross-section of the paraenetic teaching and ethical traditions in the New Testament. Students develop sophisticated tools for understanding the New Testament’s contribution to contemporary ethical debates.

**408. LIFE AND LETTERS OF PAUL 3 cr.** Introduction to the cultural and historical background of the life and career of the Apostle Paul; examination of his major writings, writings in the Pauline traditions, their impact in their original historical-cultural settings, and uses of these texts in other settings today.

**420. THE RISE OF CHRISTIANITY 3 cr.** Emergence and growth of Christianity into the Greek and Roman world from the first to the sixth centuries. Key topics include: establishment of Trinitarian theology and Christology; relations of church and state; roles of women; origins of monasticism; interaction with pagan culture; establishment of ecclesiastical structures; early Christian art; major figures (Constantine, Athanasius, Augustine); and the Church’s growing self-understanding.

**421. CRADLE OF CHRISTIANITY: EARLY CHRISTIANITY IN SYRIA & ASIA MINOR 3 cr.** Exploration of the rise of Christianity in the Roman provinces of Syria and Asia Minor (modern Turkey) through study of literature and significant sites. Traces the route of Christian development from northern Palestine through Cappadocia and Anatolia, to the coastal city of Ephesus, the “metropolis of Asia.” Often done “on location” in conjunction with a study tour of Syria, Turkey, and/or Greece.

**422. AUGUSTINE OF HIPPO: LIFE, THEOLOGY, INFLUENCE 3 cr.** Introduction to the life, theology, and influence of Augustine of Hippo (CE 354–431), a magisterial figure in the history of Christian thought who remains significant for contemporary Christianity. Topics include Augustine’s views of church and state, marriage and sexuality, original sin, dynamics of human freedom.

**430. SYSTEMATIC THEOLOGY 3 cr.** Consideration of key concepts necessary for understanding how theology works: faith, revelation, scripture, symbol, tradition, community, and method. Exploration of how these concepts work in the writings of a few significant theologians contextualized within their historical and cultural worlds. Tools and methods for research in systematic theology.

**431. FEMINIST THEOLOGY 3 cr.** Exploration of the ways in which the feminist movement has affected the articulation of Christian doctrine through a reading and analysis of the works of contemporary feminist theologians. Includes a survey of feminist theory from the late 18<sup>th</sup> century to the present.

**445. FAITHS OF ABRAHAM: JUDAISM, CHRISTIANITY, AND ISLAM 3 cr.** Cross-cultural approach to the study of Judaism, Christianity, and Islam, all of which claim Abraham, the Biblical patriarch, as their “father in faith.” Uses American and selected international religious communities as case studies.

**451. PILGRIMAGE 3 cr.** Study of the phenomenon of pilgrimage as a unifying theme in world religions and as a key component of religious life. Treats pilgrimage as a perspective on the unity of spirit, mind, and body as an expression of the inseparability of individuals and larger religious communities. Uses pilgrimage to investigate symbols, rituals, myths, laws, doctrines, faiths, and visions manifested in world religions. Sometimes offered with a travel component.

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## THEOLOGY & RELIGIOUS STUDIES (TRS)

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**471. RELIGIOUS EXPERIENCE 3 cr.** Study of the authentic and inauthentic manifestations of religious experience and the biblically-based criteria that might be applied to validate Christian religious experience. Draws on the theoretical readings of Jonathan Edwards, William James, Rufus Jones, and Evelyn Underhill and the recorded experiences of Dionysius the Areopagite, Meister Eckhart, John of the Cross, Elizabeth of the Trinity, and Simone Weil.

**472. THEOLOGY OF THE *SPIRITUAL EXERCISES* I (ISI 401) 3 cr.** Prerequisite: acceptance into the Ignatian Spirituality Institute. First of a two-part sequence exploring the theological foundations of Ignatius of Loyola's *Spiritual Exercises*. Focuses on theological themes underlying the First Principle and Foundation and the First Week of the *Exercises*: creation, the nature and images of God, theological anthropology (human nature, grace, and sin), and a theology of prayer. Emphasis on practical application to directing the *Exercises*.

**473. THEOLOGY OF THE *SPIRITUAL EXERCISES* II (ISI 402) 3 cr.** Prerequisite: TRS 472 or ISI 401. Second of a two-part sequence exploring the theological foundations of Ignatius of Loyola's *Spiritual Exercises*. Focuses on theological themes underlying the Second, Third, and Fourth Weeks of the *Spiritual Exercises*: the reality of Jesus, human and divine; the historical Jesus and the Risen Christ of faith; the passion, death, and resurrection of Christ; an introduction to exegetical skills necessary for spiritual direction.

**474–475. PRACTICUM IN SPIRITUAL DIRECTION** Prerequisite: TRS 473 or ISI 402. A praxis approach to the ministry of spiritual direction, this supervised internship is combined with readings and seminar discussions exploring the broader areas of knowledge that have an impact on that practice: discernment of spirits, ethical issues, adult psychological and faith development, and sexual and gender differences.

**474. PRACTICUM IN SPIRITUAL DIRECTION I (ISI 403) 2 cr.** Prerequisite: TRS 473 or ISI 402. The first semester of the supervised spiritual-direction internship that constitutes the culmination of the student's work leading to the Ignatian Spirituality Institute certificate.

**475. PRACTICUM IN SPIRITUAL DIRECTION II (ISI 404) 2 cr.** Prerequisite: TRS 474 or ISI 403. The last semester of the supervised spiritual-direction internship that constitutes the culmination of the student's work leading to the Ignatian Spirituality Institute certificate.

**491. INTERNSHIP 0–4 cr.** Prerequisites: permission of department chair and instructor; completion of Internship Contract Form. A practical internship experience in the field(s) of ministry, religious studies, and/or theology. Supervised work at a religiously affiliated institution or agency engaged in direct service and/or advocacy in the Cleveland community, based on individual skills and interests. Approval for the course should be obtained no later than three weeks prior to the semester in which the student wishes to enroll.

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

**501. OLD TESTAMENT EXEGESIS 3 cr.** Detailed exegetical analysis of a major Hebrew Bible text that will be specified when the course is offered.

**505. NEW TESTAMENT EXEGESIS 3 cr.** Detailed exegetical analysis of a major New Testament book that will be specified when the course is offered.

**506. JESUS IN FILM AND HISTORY 3 cr.** History of research on the historical Jesus from David Friedrich Strauss through Wilhelm Wrede and Albert Schweitzer to the present. Analysis of the primary data using the standard criteria of authenticity. Comparisons with contemporary appropriations of the figure of Jesus in visual media, especially film. Examination of the value of historical Jesus research for contemporary Christology.

**507. SYNOPTIC GOSPELS 3 cr.** In-depth analysis of current research on theories of synoptic relations; the relationship of the Synoptic Gospels to such non-canonical gospels as the *Gospel of Peter* and *Gospel of Thomas*; and the literary and theological characteristics of each of the Synoptic Gospels.

**508. HEALING IN EARLY CHRISTIANITY & THE GRECO-ROMAN WORLD 3 cr.** Exploration of understandings of health and healing in the gospels and other early Christian traditions, and of Jesus' role as healer,

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in comparison to contemporaneous Greco-Roman religious traditions (e.g., Galen, the author of the most influential medical textbook in the western world, and the Asclepius cult, the world's first system of holistic medicine).

**509. SPECIAL TOPICS IN BIBLICAL STUDIES 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.

**519. SPECIAL TOPICS IN JEWISH STUDIES 1–3 cr.** Selected topics relating to the history, culture, faith, and practice of the Jewish people. Specific content and number of credits to be announced when offered.

**521. WHAT HAPPENED AT VATICAN II 3 cr.** Study of the Second Vatican Council (1962-1965) as an historical, sociological, and theological event. Explores what happened at Vatican II, in particular, its causes and effects in the life of the Roman Catholic Church.

**522. WOMEN IN CHRISTIAN TRADITION 3 cr.** Lives and writings of prominent women within the Christian tradition from the viewpoint of contemporary feminist theology. Emphasis on women's contribution to theology in light of their historical context.

**525. GOD AND RADICAL EVIL 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, scientific, and philosophical approaches; theological responses.

**529. SPECIAL TOPICS IN CHRISTIAN HISTORY 1–3 cr.** Selected topics on the history of the Christian community in its various manifestations. Specific content and number of credits to be announced when offered.

**530. GOD IN CONTEMPORARY THEOLOGY 3 cr.** Investigation into the various ways in which the classic Christian confession of a Triune God has been explored in recent theological reflection.

**531. SIN, GRACE AND WHOLENESS 3 cr.** Introduction to theological anthropology, the study of the human being in relation to God and in conflict with evil, in order to secure a doctrinal foundation for the understanding of Christian spirituality. Readings include the Jewish Scriptures, Paul, Augustine, Julian of Norwich, Thomas Aquinas, Martin Luther, the Council of Trent, Karl Rahner, and feminist and liberation theology.

**532. CHRISTOLOGY 3 cr.** Study of the principal developments in theological reflection on the meaning and significance of Jesus Christ in the New Testament and in later church tradition; consideration of how contemporary Christology is both affected by and responds to some crucial concerns of today's culture.

**533. THEOLOGY OF THE CHURCH 3 cr.** Study of the 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.

**534. SACRAMENTS 3 cr.** Introduction to the concept and nature of "sacrament" and to the historical, liturgical and theological development of the seven sacraments. Emphasis upon sacraments of initiation (baptism, confirmation/chrismation, Eucharist) with consideration of sacraments of healing (penance, healing of the sick) and of Church service/government (matrimony, holy orders). Also examines the "sacramental imagination" as a way to understand theological assumptions that play a large part in Catholic spiritual tradition.

**536. CHURCH AND MINISTRY 3 cr.** Study of the theology of church and ministry. Taking into account the biblical background and historical developments, the course focuses on issues and ideas surrounding ministry today. With an emphasis on the Roman Catholic experience, the course locates ministry and church mission within a broadly Christian ecumenical perspective.

**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.

**541. ISLAM IN AMERICA 3 cr.** Introduction to the history of Islam and its arrival in the New World. The experience of American Muslims, including African-Americans, immigrants, and new American converts. Considers all levels of the Muslim public sphere in the U.S. and current U.S. relations with Muslim countries.

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**542. ISLAM AND THE ENVIRONMENT 3 cr.** Overview of environmental issues and Islamic approaches to these challenges based on the major sources of Islam: the Qur'an and the Hadith. Islamic principles regarding the natural world and humanity's place within it, and Islamic legal strictures to protect the environment. Special emphasis on contemporary Islamic activism to protect the natural world.

**544. 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, as well as an examination of the writings of historical and contemporary Muslim mystical figures.

**549. SPECIAL TOPICS IN ISLAMIC STUDIES 1–3 cr.** Selected topics relating to the Qur'an and/or the history, faith, and practice of the Muslim community. Specific content and number of credits to be announced when offered.

**550. INTER-RELIGIOUS STUDIES 1–3 cr.** A course offered by a visiting Tuohy scholar. Specific content and number of credits to be announced when offered.

**551. BUDDHISM 3 cr.** Begins with the Indian contexts and messages of the life story of the historical Buddha, and traces the evolutions of Buddhist thought in India. Explores Theravada, Mahayana, and tantric Buddhist theories and practices in selected Asian contexts in Tibet, China, Japan, and Southeast Asia.

**559. SPECIAL TOPICS IN ASIAN RELIGIONS 1–3 cr.** Selected topics relating to the religions of Asia and/or manifestations of western religions in an Asian context. Specific content and number of credits to be announced when offered.

**561. LIBERATION ETHICS 3 cr.** Focuses on the ethics that arose out of the moral indignation of Latin Americans, Africans, and Asians in response to injustices. This ethics begins with the concrete reality of the poor and oppressed and moves towards the transformation of persons and structures as its goal. Includes reflection on a people's experience in light of social-scientific analysis and scripture.

**562. RELIGION, ETHICS, AND PUBLIC POLICY 3 cr.** Focuses on debates about the role religion should play in the formulation of public policy in the United States. Considers works of Rawls, Hauerwas, Stout, and others.

**563. BIOETHICS 3 cr.** Examines the ethical principles and forms of moral reasoning that typically guide decisions in health care and frame public policy debates generated by contemporary biomedicine. Includes materials from both religious and secular traditions of thought, with particular attention given to Catholic teaching on bioethical issues. Issues to be covered include: assisted reproductive technology, euthanasia, and stem cell research.

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

**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.

**570. 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 may include: Pseudo-Dionysius, Catherine of Siena, Ignatius of Loyola, Teresa of Ávila, Evelyn Underhill, Pierre Teilhard de Chardin, and Henri Nouwen. Specific texts and authors to be announced when offered.

**571. IGNATIAN SPIRITUALITY: ORIGINS AND DEVELOPMENT 3 cr.** Study of the life and writings of Ignatius Loyola and the spirituality that emerged from his religious experience, the dissemination of Ignatian spirituality across the globe through the creation of the Jesuit order, the mission and ministry of the first Jesuits, the development of Ignatian spirituality through the centuries, and a focus on its contemporary relevance.

**579. SPECIAL TOPICS IN SPIRITUALITY 1–3 cr.** Selected topics relating to the work of great spiritual leaders and/or to spiritual practices such as prayer, worship, and meditation. Specific content and number of credits to be announced when offered.

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**582. SPIRIT & PSYCHE (CG 582) 3 cr.** Prerequisite: permission of program coordinator. Draws from works of literature, psychology, and religion to investigate the role of spirit and psyche in the development of a healthy individual. Students compare spiritual and psychological developmental theories, assess individual development from a psychological and spiritual perspective, and compose a personal narrative of psycho-spiritual development.

**583. TRADITION & THEORY (CG 583) 3 cr.** Prerequisite: permission of program coordinator. Reviews major religious traditions and major psychological theories. Students explore the religious traditions, which have influenced their clients, and/or patients, summarize and explain major psychological theories, and analyze potential conflicts between a particular spiritual tradition and a specific psychological theory. Attention will be given to discriminating between the roles of spiritual guide and psychological helper.

**584. HOLINESS & WHOLENESS (CG 584) 3 cr.** Prerequisite: permission of program coordinator. Investigates religious and spiritual views of human wholeness, identifies impediments to spiritual and psychological growth, and distinguishes between a spiritual and psychological crisis. Students learn how to discern when an individual needs to be referred for either spiritual or psychological guidance.

**585. ENLIGHTENED SELF-CENTERING (CG 585) 3 cr.** Prerequisite: permission of program coordinator. Focuses on the responsibility for caregivers to attend to their own needs in order to avoid undermining their effectiveness, falling into ethical lapses, or suffering from compassion fatigue. Students will demonstrate an understanding of their ethical responsibility for self-care by designing a program to guard against caregiver burnout.

**586. ENCOUNTERING EACH OTHER (CG 586) 3 cr.** Prerequisite: permission of program coordinator. A capstone course in which students return to their professional settings to apply what they have learned by implementing a personally designed project or conducting a case study. Faculty and peers provide mentorship and support throughout this process. Students analyze and assess the effectiveness of their interventions. Concludes with students designing a personal development plan to continue their professional and personal growth.

**589. SPECIAL TOPICS IN PRACTICAL THEOLOGY 1–3 cr.** Selected topics relating to pastoral ministry, pedagogy, and other practical contexts for application of contemporary theology. Specific content and number of credits to be announced when offered.

**592. INDEPENDENT RESEARCH 1–3 cr.** Prerequisites: permission of department chair and instructor; completion of Independent Study Contract Form. Directed research on a topic selected by the student, in consultation with a faculty member who will supervise the project, and culminating in one or more papers. Approval for the course should be obtained no later than three weeks prior to the semester in which the student wishes to enroll.

**593. M.A. ESSAY 0–3 cr.** Culmination of the work leading to the Master of Arts degree. A research essay or creative project designed to show skills at analysis, organization, and expression. Research is less extensive than that for the thesis. The essay or project must be approved by one faculty reader.

**593A. M.A. ESSAY 3 cr.** Prerequisites: permission of department chair and instructor. Students should register for this course in the semester in which they intend to begin work on the M.A. essay. Approval for the course must be secured no less than three weeks prior to the semester in which the student wishes to enroll, and requires completion of the M.A. Essay Contract form, <http://webmedia.jcu.edu/trs/files/2015/06/2015.0601-TRS-MA-Essay-Registration-Form.pdf>.

**593B. CONTINUING M.A. RESEARCH 0 cr.** Prerequisite: TRS 593A. Continuation of work on the M.A. essay. Required if the M.A. essay is not completed in the first semester during which the student takes TRS 593. Students must continue to enroll in TRS 593B each semester until the M.A. essay is completed, approved, and accepted toward the Master of Arts degree.

**599. M.A. THESIS 6 cr.** Prerequisite: approval of thesis topic. As a demonstration of a student's research ability, the M.A. thesis is expected to show originality, clarity of thought, and power of mature expression. It may bring new facts to light, organize facts available in standard sources, or evaluate critically a technique, method, or trend. The completed thesis must be approved by the thesis advisor and an additional faculty reader.

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**599A. M.A. THESIS I 3 cr.** Prerequisites: acceptance into Track A of the TRS Master of Arts program and permission of department chair and instructor. The first semester of work on the M.A. thesis, which constitutes the culmination of the student's work leading to the Master of Arts degree. Approval for the course must be secured no less than three weeks prior to the semester in which the student wishes to enroll, and requires completion of the M.A. Thesis Contract form, <http://webmedia.jcu.edu/trs/files/2013/11/TRS-599-MA-Thesis-Contract.pdf>.

**599B. CONTINUING M.A. THESIS RESEARCH 0 cr.** Prerequisite: TRS 599A. Continuation of work on the M.A. thesis. Required if the student anticipates that the thesis will not be completed in the first semester following TRS 599A. Students must continue to enroll in TRS 599B each semester until the M.A. thesis is completed, approved, and accepted toward the Master of Arts degree.

**599C. M.A. THESIS II 3 cr.** Prerequisites: TRS 599A and permission of the department chair and thesis advisor.



## **JOINT ACADEMIC PROGRAMS**

### **Boler School of Business**

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

#### **Communication Management**

#### **Nonprofit Administration**

The joint academic programs are interdisciplinary programs sponsored by both the Boler School of Business and the College of Arts & Sciences. Administration of the programs (application, admission, and graduation) is housed in the College of Arts & Sciences.





## COMMUNICATION MANAGEMENT

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### **Communication Faculty**

Margaret Finucane	Department Chair; Communication Theory
Mary E. Beadle	Program Coordinator; Media Ethics
Douglas R. Bruce	Research Methods; Communications Theory
Carrie Buchanan	Communication Law
Jacqueline Schmidt	Communication Theory

### **School of Business Faculty**

Scott Allen	Leadership and Managerial Skills
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**Please Note:** We are not currently accepting students into the Communication Management program.

The Tim Russert Department of Communication and Theatre Arts offers an interdisciplinary program leading to a Master of Arts degree in Communications Management. Combining advanced coursework in communications with selected, related coursework 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 Integrated Marketing Communication.

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## NONPROFIT ADMINISTRATION

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Tina Facca-Miess	Director, Nonprofit Administration Program; Associate Professor of Marketing
Simran K. Kahai	Associate Professor of Economics
Walter Simmons	Associate Dean; Professor of Economics
Elizabeth Stiles	Associate Professor of Political Science

### PROGRAMS OFFERED

The Nonprofit Administration Program shapes experienced service providers of today into the administrators of the nonprofit organizations of tomorrow. The program prepares students to serve their organizations and their communities by teaching approaches to leadership, team-building skills, ethical values and practices, nonprofit financial and resource management models, and strategic planning procedures, among other practical administrative tools used in nonprofit organizations.

The program develops the ability to address issues related to the pluralistic environment in which we live. Nonprofits play increasingly important roles in today's society, often filling the gaps in human and social services. The administrators of these organizations must have the necessary leadership skills that this program provides.

The Nonprofit Administration Program is a complete learning experience. It involves exposure to the field, practical instruction, case-based learning, and learning experiences that are necessary to link theoretical instruction to applied settings. Since the intended outcome is to train leaders for community organizations, the curricular components of the program include mentorship, team-building, crisis management, and strategic planning.

John Carroll offers a Master of Arts in Nonprofit Administration, a Certificate in Nonprofit Management, and a 5<sup>th</sup>-Year Master of Arts Program in Nonprofit Administration.

**The Master of Arts (M.A.) in Nonprofit Administration** is an interdisciplinary professional degree program housed in the social sciences. Coursework in the program is offered by faculty from both the Boler School of Business and the College of Arts and Sciences. The program is intended for those who have or expect to have careers managing or administering nonprofit organizations in areas in which direct assistance is provided to people in need.

**The Certificate of Nonprofit Management (CNM)** is designed for professionals with an M.B.A. or the equivalent who desire specialized training relevant to nonprofit administration. The certificate program is designed to be flexible so as to be adapted to the specific needs and interests of the student. A customized program plan of 15-18 credits will be devised by the student and NPA program director.

**The 5<sup>th</sup>-Year B.S.B.A./M.A. Program in Nonprofit Administration** will allow students pursuing an undergraduate degree to complete either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in any major and an M.A. in Nonprofit Administration within a five-year time frame. The program is designed so that students meet all of the requirements for graduation in both programs. Students can complete an undergraduate major, apply for admission to the M.A. program in their junior year, begin taking graduate courses in their senior year, and complete the M.A. in their 5<sup>th</sup> year.

The Baldwin-Wallace University and John Carroll University Partnership in Nonprofit Leadership B.A./M.A. allows students a seamless transition from a B.A. in Organizational Leadership to an M.A. in Nonprofit Administration. The minimum number of credit hours for the degree is normally 36. Through this collaborative arrangement between JCU and B-W, students who either have graduated from or are in the final semesters of the B-W Organizational Leadership bachelor's program may qualify for a reduction of as many as six hours of this requirement. Students should consult with the director of the Nonprofit Administration Program.

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# NONPROFIT ADMINISTRATION

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## **Program Learning Goals for Nonprofit Administration (M.A. and certificate)**

Students will:

1. Develop an understanding of contemporary ethical issues in the nonprofit sector and normative frameworks for addressing these challenges.
  2. Communicate effectively using multiple forms of expression appropriate to nonprofit settings.
  3. Have and use knowledge of functional areas of particular relevance in the nonprofit sector (e.g., human resources, financial management, resource development, evaluation, executive leadership) and management skills essential for building effective and efficient organizations.
  4. Have critical thinking and problem-solving skills; and have leadership and collaborative skills relevant to organizations addressing growing social needs and resource constraints.
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### **Admission Requirements for Master of Arts and Certificate Program**

- Completed application.
- Official transcripts from all institutions attended.
- Two letters of recommendation, one of which is preferably from a professional in a nonprofit organization.
- Written statement that addresses the applicant's interest in the program, career goals, and experience (including internships and service activity) in the nonprofit sector.
- Professional resume.
- A minimum 3.0 undergraduate GPA with a 3.2 in the major (for full acceptance).

### **Admission Requirements for 5<sup>th</sup>-Year Program**

Prospective JCU students should apply for the program in their junior year. *In addition to the first five admission requirements above, 5<sup>th</sup>-Year Program applicants will be evaluated based on a combination of pertinent training and experience, academic records, and standardized test scores, including:*

- Demonstration of significant interest in service and/or nonprofit organizations
  - A minimum 3.4 cumulative GPA (for full acceptance)
  - GRE (optional; may help students whose GPA does not meet the minimum requirements)
  - Completion of or registration in the following courses:
    - Organizational Behavior (MN 325) or Industrial and Organizational Psychology (PS 359)
    - A Research Methods course (e.g., SC 350 and 351; PO 300; EC 207; EC 208; MK 402; PS 301 and PS 301L)
    - Statistics (MT 122 or MT 228)
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## **PROGRAM REQUIREMENTS**

### **Master of Arts**

Candidates for the M.A. are required to successfully complete the 36-hour program as described below and in the terms defined by the Graduate Studies Office of John Carroll University. All courses listed here are three-credit courses.

**Required Courses** – All courses listed and their prerequisites must be taken (24 hours).

AC 572 Accounting & Tax Issues for Nonprofit Organizations  
EC 501 Economics for Nonprofit Managers  
MN 550 Leadership & Managerial Skills  
MN 591 Ethics and Business Environmental Issues: Section on Nonprofit Organizations  
NP 501 Overview of Nonprofit Administration  
NP 520 Advocacy for Nonprofit Organizations

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## NONPROFIT ADMINISTRATION

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NP 530 Professional Communications for Nonprofit Administrators  
NP 595 Integrative Capstone Project

Elective Courses – Students select four courses from the following (12 Hours):

MK 521 Principles of Marketing  
MN 588 Strategic Human Resource Management, OR  
MN 589 Contemporary Issues in Human Resource Management  
NP 504 Social Entrepreneurship  
NP 510 Internship in Nonprofit Administration  
NP 540 Fundraising for Nonprofit Administrators  
NP 541 Advanced Fundraising for Nonprofit Administrators  
NP 550 Policy Analysis & Program Evaluation for Nonprofits  
NP 555 Cultural Diversity Training  
NP 560 Quantitative and Qualitative Analysis for Nonprofit Administrators  
NP 565 Technology & Social Media for Nonprofit Administration  
NP 570 Strategic Planning for Nonprofit Administrators\*  
NP 580 Independent Study

\*A research methodology course is a requirement of the program. For students who did not complete a research methods course prior to enrolling, NP 560 (Quantitative and Qualitative Analysis) meets the research methodology requirements and will count as a program elective. If a research methods class was completed prior to entering the program, students may choose to take NP 560 as an elective.

### Certificate Program

Candidates for the Certificate (CNM) are required to take NP 501 (Overview of Nonprofit Administration) and NP 595 (Integrative Capstone Project) and choose 3 or 4 electives from the following nonprofit courses: AC 572, EC 501, MN 550, MN 591, NP 504; NP 520, NP 530, MK 521, MN 588, NP 510, NP 540, NP 550, NP 555, NP 565; NP 570; NP 580.

### Opt-Out Policy

At the director's discretion, students may opt out of one required course and substitute an elective in its place. For example, an economics major may not believe that completing a course in Economics for Nonprofit Managers would be beneficial. Students may opt out of a required course if they have: 1) majored in the course material, and 2) graduated with a GPA of at least 3.2 in the major. Before petitioning to opt out, students should consider whether completing a course in their major that specifically focuses on nonprofit aspects would be beneficial. To opt out of a required course, a student needs to petition the director demonstrating that the requirements for opting out have been met (include college transcript).

## COURSE DESCRIPTIONS

**AC 572. ACCOUNTING AND TAX ISSUES FOR NONPROFIT ORGANIZATIONS 3 cr.** Addresses selected accounting and tax issues for nonprofits. Topics include fundamentals of fund accounting, financial statements, cash management, performance management, organization and donor tax issues, and other topics related to the financial and tax management of a nonprofit organization.

**EC 501. ECONOMICS FOR NONPROFITS 3 cr.** Application of the field of economics to study the activities of nonprofit organizations. Examines the ways in which economics affects every organization, even those that do not set out to earn a profit, and provides an understanding of basic principles of microeconomic analysis, such as opportunity costs, marginal analysis, elasticity, externalities, and public goods with which to analyze policies, programs, and operations. Theories of why nonprofit organizations exist and how they behave will be studied.

**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.

## NONPROFIT ADMINISTRATION

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

**MN 588. STRATEGIC HUMAN RESOURCE MANAGEMENT 3 cr.** Focuses on how organizations achieve success through human resource management. Topics may include manpower planning, training, performance appraisals, and compensations systems. A case methodology will be involved.

**MN 589. CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT 3 cr.** Focuses 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.

**NP 501. OVERVIEW OF NONPROFIT ADMINISTRATION 3 cr.** Introduction 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.

**NP 504. SOCIAL ENTREPRENEURSHIP 3 cr.** Introduces the meaning and importance of social entrepreneurship in the modern economy and demonstrates how entrepreneurial orientation can assist in the attainment of nonprofit and social objectives as a means to obtain social justice. Students will research effects of social enterprises on varying populations and cultures.

**NP 510. INTERNSHIP IN NONPROFIT ADMINISTRATION 3 cr.** Field placement in a mentored administrative-related position in an appropriate nonprofit organization. Goals include learning about nonprofit management issues and the importance of leadership in administrative action. This placement is intended for students with limited career experience in nonprofit organizations, and is by prior permission only.

**NP 520. ADVOCACY AND NONPROFIT ADMINISTRATION 3 cr.** Theories about interest groups and their place in a democratic society, hands-on information about methods of advocacy, and ethical concerns regarding advocacy. The practical discussion for nonprofit administrators includes legal constraints on lobbying and best practices from experienced lobbyists. The focus on ethical issues emphasizes effectiveness within a system driven by influence without becoming corrupted.

**NP 530. PROFESSIONAL COMMUNICATIONS FOR NONPROFIT ADMINISTRATORS 3 cr.** Familiarizes nonprofit administrators with communication theory, emphasizing persuasion and communication in organizational settings. Provides the opportunity to refine talents in writing and presenting speeches, including the effective use of technology in presentations on issues pertinent to nonprofit administrators.

**NP 540. FUNDRAISING FOR NONPROFIT ADMINISTRATORS 3 cr.** Prepares students to help nonprofit organizations secure the contributed resources necessary to advance organizational mission and objectives. Students gain an understanding of key concepts and strategies related to fund development. Topics include motivations for giving, funding models, case statement preparation, relationship building, and various approaches to raising funds, e.g., grant proposal development, mail solicitations, and special events.

**NP 541. ADVANCED FUNDRAISING FOR NONPROFIT ADMINISTRATORS 3 cr.** Prerequisite: NP 540 or equivalent. Expands on fundraising basics from NP 540. Focuses on skills needed to become the leaders and managers of nonprofit development initiatives. Legal and ethical aspects of fundraising; larger theoretical issues and trends; expanded facets of fundraising, e.g., special events, annual funds, capital campaigns, planned giving, funding diversification, board development, developing donor databases, and evaluating fundraising software.

**NP 550. POLICY ANALYSIS & PROGRAM EVALUATION FOR NONPROFITS 3 cr.** Analysis of government action for its impact on nonprofit organizations and society more generally. Policy analysis is an essential tool in understanding the interaction of government actions and the interests of nonprofit organizations. Evaluation addresses legislative actions, how those actions are translated into enforceable rules, and how they are implemented by local service providers. Demonstrates how nonprofit administrators participate in that process.

## NONPROFIT ADMINISTRATION

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**NP 555. CULTURAL DIVERSITY TRAINING 3 cr.** Overview of the complexities of diversity in nonprofit management designed to enhance students' cultural sensitivity and competence. Students become more responsive to diverse groups of people in order to create common ground for furthering mutual goals among colleagues and clients. Guest experts, classroom discussions, case-based simulations, and in-depth readings will help further understanding of age, disability, gender, race, sexual orientation, and socioeconomic backgrounds.

**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 565. TECHNOLOGY AND SOCIAL MEDIA FOR NONPROFIT ADMINISTRATORS 3 cr.** Overview of information technology concepts and skills necessary for professionals working in nonprofit administration. Analysis of technology landscape in the nonprofit sector. Discussions on how to assess different technologies in light of nonprofit's budget, staff, audience, and mission. Familiarizes nonprofit administrators with hardware and software basics; operating systems; file management; software installation and configuration; basic PC applications; information systems concepts, development, and evaluation; Internet and Web concepts, tools, and applications; database software for nonprofits; social media use for nonprofits; and emerging technologies.

**NP 570. STRATEGIC PLANNING FOR NONPROFIT ADMINISTRATORS 3 cr.** Study of strategic planning as a dynamic, multifaceted, and ongoing organizational practice. Evaluation, assessment, and inquiry of theories, processes, and approaches that assist in planning and design. Research methodology used in strategic planning applied in relation to the goals of nonprofit organizations. Students apply and practice course content and contribute to the strategic planning process of an organization.

**NP 580. INDEPENDENT STUDY 1-3 cr.** Individual project under supervision. Approval of program coordinator and associate dean of graduate studies required.

**NP 595. INTEGRATIVE CAPSTONE PROJECT 3 cr.** One-semester case study in a field setting. Students identify, analyze, and address an issue, problem, or objective in a client nonprofit organization, then utilize a team approach to present findings and recommendations to the client and a review board of faculty.



## **University Information**







Robert L. Niehoff, S.J., Ph.D.  
President, John Carroll University



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## FACULTY

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(Date is that of appointment to University faculty)

RYAN A. ALLEN (2008)  
Associate Professor of Education  
Ph.D., Ball State University

SCOTT J. ALLEN (2006)  
Associate Professor of Management  
Ph.D., Antioch University

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Associate Professor of Spanish  
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