



**GRADUATE  
CATALOG  
2017-2019**



**Ursuline** 

**VALUES · VOICE · VISION**

**Accredited by:**

**The Higher Learning Commission of the North Central Association of Colleges and Schools**

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1413

1 800 621 7440

**hlcommission.org**



Alteration and/or unauthorized use prohibited.

Ursuline College does not discriminate on the basis of race, religion, sex, ethnic origin or handicap in the administration of its policies of admissions, access to, treatment, or employment in its programs, activities and practices.

# Ursuline College Graduate Catalog

## 2017-2019

A graduate education at Ursuline College is an opportunity for transformation. It equips students with the knowledge and skills they need for a new career or a new direction in life. Since 1871, Ursuline College has been widely recognized for its quality education. Ursuline's graduate programs are rigorous and challenging. At Ursuline, students benefit from small, interactive classes with faculty who are experts in their fields. These teacher-mentors bring vast knowledge and experience to the classroom, as well as a genuine commitment to each and every student's success.

All graduate programs at Ursuline include hands-on experiences, where students apply classroom learning to the field. Most programs require a culminating or capstone project that integrates and applies all that the students have learned.

To fit within the busy lifestyle of working adults, classes are conveniently scheduled with a choice of programs meeting on weekdays, evenings and weekends; semester-long and executive formats; as well as hybrid courses that combine both in-class and online learning. Taking courses for enrichment, lifelong learning, and/or certificates is also possible.

Ursuline's graduate programs are designed to promote academic, personal and professional growth. The reflective, values-based education brings students a new appreciation of who they are and what they can do in the world.

### Directory of Contact Information

#### ADDRESS:

Ursuline College  
2550 Lander Road  
Pepper Pike, Ohio 44124-4398

Dean's Office: 440 646 8120

Office of Graduate Admission: 440 646 8119

E-mail: [graduateadmissions@ursuline.edu](mailto:graduateadmissions@ursuline.edu)

Director of Graduate Admission: 440 646 8146

Fax: 440 684 6138

Counseling and Art Therapy Program: 440 646 8139

Fax: 440 684 6135

Education (MAP) Program: 440 684 6005

Fax: 440 646 8328

Educational Administration Program: 440 449 3413

Fax: 440 646 8328

Historic Preservation Program: 440 646 8135  
Fax: 440 684 6088

Liberal Studies Program: 440 646 8389  
Fax: 440 684 6088

MBA Program: 440 720 3864  
Fax: 440 684 6088

Graduate Theological and Pastoral Studies Program: 440 646 8191  
Fax: 440 684 6088

Graduate Nursing Programs: 440 684 6051  
Fax: 440 684 6053

**CONTACT INFORMATION FOR OTHER COLLEGE OFFICES:**

Ursuline College Main: 440 449 4200

Website: [www.ursuline.edu](http://www.ursuline.edu)

Student Service Center: 440 646 8309

Academic Affairs: 440 646 8107

Business Office: 440 646 8310

Office of Counseling and Career Services: 440 646 8322

Financial Aid: 440 646 8309

Library: 440 449 4202

Registrar: 440 646 8126

**Table of Contents**

The information in this graduate bulletin is provided for the graduate student. It is accurate at the time of printing but is subject to revision as deemed appropriate by Ursuline College in order to fulfill its role and mission. Any such revisions may be implemented without prior notice and without obligation and, unless specified otherwise, revisions are effective when made. Current information and updates can be found on the College website at [www.ursuline.edu](http://www.ursuline.edu).

**About Ursuline College**

[Introduction](#)

[Directory of Contact Information](#)

[Contents](#)

[Accreditations](#)

[Alumnae](#)

[Assessment of Student Learning](#)

[Family Educational Rights and Privacy](#)

[History](#)

[Memberships](#)

[Mission](#)

[Non-discrimination Policies](#)

[Philosophy](#)  
[Ursuline Sponsorship Statement](#)  
[Vision and Core Values](#)

### **The Campus**

[Directions](#)  
[Campus Map](#)  
[Campus Map Buildings and Parking](#)  
[Buildings Description](#)

### **Student Services**

[Bookstore](#)  
[Campus Ministry](#)  
[Computer Information Technology](#)  
[Counseling and Career Services](#)  
[Food Service](#)  
[Library: Ralph M. Besse Library](#)  
[The Office of Inclusion, Equity and Multicultural Affairs](#)

### **Admission to Graduate Studies**

[Admission to Graduate Programs](#)  
[Admission Requirements – General](#)  
[Admission – International Students](#)  
[Admission Status](#)

### **Financial Information**

[Tuition](#)  
[Financial Aid](#)  
[Employer Reimbursement](#)  
[Payment Plans](#)  
[Tuition Assistance for Graduate Students](#)

### **Academic Calendar**

[Academic Calendar](#)

### **Academic Support Services - URSA**

[Academic Support and Disabilities Services](#)

### **Academic Policies**

[Academic Dismissal](#)  
[Academic Policies and Procedures](#)  
[Academic Load](#)  
[Academic Standing](#)  
[Academic Advising](#)

[Applying for Graduation](#)  
[Catalog Courses Taken Independently](#)  
[Conferral of Degrees](#)  
[Course Cancellation](#)  
[Course Change – Drop/Add Course](#)  
[Course Withdrawals](#)  
[Course Registration](#)  
[Dismissal from the College](#)  
[Drop/Add Course](#)  
[Grading System](#)  
[Grade of Incomplete](#)  
[Graduation Requirements](#)  
[Independent Study](#)  
[Petitions for Exceptions to Policies and Requirements](#)  
[Probation and Dismissal](#)  
[Prior Learning Experience – Alternative Credit Option](#)  
[Readmission](#)  
[Registration](#)  
[Repeating Courses](#)  
[Thesis/Research Project](#)  
[Transcripts](#)  
[Transfer of Credits](#)  
[Withdrawal from Course](#)  
[Withdrawal from Program](#)  
[Withholding of Degree](#)

### **Academic Integrity**

[Academic Integrity](#)  
[Dismissal from the Program](#)  
[Dismissal from the College](#)  
[Procedures for Addressing Academic Integrity Violations](#)  
[Sanctions for Violations of Academic Integrity](#)

### **Academic Appeals**

[Appealing Grades](#)  
[Appealing Grades for Clinical Experiences](#)  
[Appealing Program Dismissals](#)  
[Appealing Academic Dismissal from the College](#)

### **Graduate Academic Programs**

[Degrees](#)  
[Certificates, Licenses, and Endorsements](#)  
[Continuing Education](#)  
[Bridge Programs](#)

[Counseling and Art Therapy](#)  
[Education Programs](#)  
[Educational Administration](#)  
[Master Apprenticeship Program \(MAP\)](#)  
[Historic Preservation](#)  
[Liberal Studies \(MALS\)](#)  
[MBA](#)  
[Nursing](#)  
[Theological and Pastoral Studies](#)

**[Board of Trustees](#)**

**[Administration and Faculty](#)**

**[Accreditations & Memberships](#)**

**Ursuline Sponsorship Statement**

Though Ursuline College is organized as a private corporation with its own independent Board of Trustees, the institution maintains close ties to its founding religious congregation, the Ursuline Sisters of Cleveland. This relationship is formally acknowledged through a sponsorship arrangement whereby the religious congregation engages in ongoing interactions with members of the College community. The following statement expresses the characteristics of this relationship.

*The Ursuline Sisters of Cleveland, Ohio, are committed to the transformation of society by spreading the Gospel message of Jesus Christ. Acting as God's instruments we reconcile and empower others to be Good News for all God's people, giving special emphasis to families, women, the economically poor, and the powerless. We stand as a sign of hope and healing in our world.*

True to St. Angela's charism to be open to the Spirit, dynamically adaptable to society's changing needs and sensitive to women's needs, we see our individual ministries as well as our service in sponsored institutions as characterized by the Gospel values of:

**Contemplation:**

2. Grounding our ministry in prayer
3. Fostering a contemplative stance toward life
4. Faith-sharing of common vision

**Justice:**

- Ministering with and to the poor and powerless
- Initiating and/or influencing systemic change
- Collaborating with others in ministry
- Using resources responsibly

**Compassion:**

- Sharing our love of God through an openness to others and their needs

- Supporting others in developing a sense of self-worth
- Reverencing the dignity of each person
- Extending hospitality

### **History**

The heritage of Ursuline College, a Catholic liberal arts institution, dates back to 1535 when Angela Merici founded a community of religious women unique for its integration of contemplation and service and for its flexible adaptation to the changing circumstances of time and place. Angela and her companions were known as Ursulines. Together they strove to revitalize a decadent society through an educational endeavor unheard of up to that time, the education of young girls. In 1850 the charism and mission of Saint Angela were brought to Cleveland by Ursulines from France. Remaining true to the vision of their foundress, the Ursuline Nuns in the person of Mother Mary of the Annunciation Beaumont in 1871 obtained a charter from the state to establish the first women's college in Ohio and to "confer all such degrees and honors as are conferred by colleges and universities in the United States." Begun as an undergraduate institution for young women, the college has maintained its emphasis on the baccalaureate degree but has more recently developed graduate programs. Today, supported by the commitment of the Ursuline Nuns of Cleveland, Ursuline College's primary thrust remains the education of women and men for roles of responsibility and leadership in society.

### **MISSION STATEMENT**

Ursuline College offers holistic education that transforms students for service, leadership and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:

- Catholic and Ursuline heritage
- Women-centered learning
- Values-based curricula
- Inclusive, global perspective

### **VISION STATEMENT**

A premier Catholic institution of higher learning that provides transformative experiences and inspires greatness in our graduates

### **OUR CORE VALUES**

Student Focus

Spirituality

Respect

Collaboration

### **PHILOSOPHY**

Ursuline College helps students to achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching.



In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus, a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

Acknowledging that the liberal arts are life arts, we help students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. Our career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

The primary focus of the institution is on the academic preparation of students through an emphasis on excellence in teaching and on scholarship that supports teaching. The College seeks for its faculty women and men who are professionally competent, who are committed to developing a learning community, and who can contribute to its distinctively Ursuline character. As a corollary of our emphasis on shared responsibility, the College seeks to foster a climate of collegiality in which all members have opportunity to influence and to participate in decision-making.

Today we serve students who reflect a wide range of ages, of economic, social and academic backgrounds, and of religions. We make a special effort to assess and meet the needs of our diverse clientele by providing flexible scheduling and a variety of approaches to learning. Ursuline College also serves the local community by offering programs and facilities for social, cultural, and spiritual enrichment.

In all of our services we strive for the integration of the intellectual, aesthetic, social, psychological, physical and spiritual dimensions of life – the heart of any endeavor to initiate and sustain a search for wisdom. Our mission then is to further this life of wisdom in contemporary society and thus contribute to the building up in history of the Reign of God.

#### **URSULINE COLLEGE NON-DISCRIMINATION POLICIES**

Ursuline College is committed to maintaining an atmosphere in which diversity is appreciated and each member of the College community is respected. The College administers its admission policies, programs, services, and activities in a nondiscriminatory manner. No person will be denied educational services, access to programs, or participation in activities because of race, color, national origin, religion, age, sex, gender identity or expression, disability, genetic information, marital or veteran status, or any other basis prohibited by federal, state, or local laws.

Title IX of the Education Amendments of 1972 prohibits sex/gender discrimination in all activities and programs of institutions receiving federal financial assistance. Title IX also prohibits retaliation against individuals who file a complaint of sex-based

harassment/discrimination or assist in the filing, investigation, or resolution of such complaints. As a private and predominantly single-sex institution, Ursuline College is exempt from the admission requirements of Title IX.

To ensure compliance with Title IX and other federal and state civil rights laws, Ursuline College has developed policies and procedures that prohibit all forms of sex-based harassment, discrimination, and retaliation. Ursuline College has also designated one or more College officials (see Student Handbook) to coordinate and oversee its Title IX compliance efforts, to address concerns regarding Title IX, and to investigate and resolve any complaints alleging actions prohibited by Title IX. Prohibited actions include all forms of sexual harassment/discrimination, including sexual assault, domestic and dating violence, and stalking, as well as retaliation.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified disabled/handicapped individuals. Under Section 504, students with documented disabilities may be entitled to reasonable accommodations to ensure nondiscrimination in programs, services, and activities. Ursuline College has designated one or more College officials (see Student Handbook) to coordinate and oversee its compliance efforts with Section 504, to address concerns regarding Section 504, and to investigate and resolve any complaints alleging actions prohibited by Section 504.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

Ursuline College affords students all rights under FERPA and has designated the Registrar as the official responsible for FERPA compliance. Please see the Ursuline College Student Handbook for further information or contact the office of the Vice President for Student Affairs about student rights conferred by FERPA.

#### **ACCREDITATIONS**

Ursuline College is accredited by the Higher Learning Commission. Degree programs are approved by the Ohio Department of Education and/or the Ohio Board of Regents. The Education Unit is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the National Council for Accreditation of Teacher Education (NCATE); information regarding the recognition of individual education program areas is noted under those program headings. The Counseling and Art Therapy program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is approved by the Ohio Counselor, Social Worker and Marriage & Family Therapist Board and the American Art Therapy Association. The Nursing program is accredited by the American Association of Colleges of Nursing through its Commission on Collegiate Nursing Education agency.

#### **MEMBERSHIPS**

Ursuline College accreditations and memberships are listed on pages 105 – 108. In addition, graduate programs and faculty hold memberships in a variety of academic and professional organizations, including: American Art Therapy Association, American Counseling Association, American Association for Marriage and Family Therapy, Association for Counselor Education and Supervision, Buckeye Art Therapy Association, North Central Association for Counselor Education and Supervision, Ohio Counseling Association, Ohio

Association for Counselor Education and Supervision, Ohio Association for Marriage and Family Therapy, the National Organization of Nurse Practitioner Faculties, the Ohio Association of Advanced Practice Nurses, the Association of Graduate Programs in Ministry, the National Association of Lay Ministry, the Catholic Association of Theological Field Education, the Association for Theological Field Education, the Association of Graduate Liberal Studies Programs, the Association for General and Liberal Studies, the National Trust for Historic Preservation, the National Council for Preservation Education, Ohio Association for Private Colleges of Teacher Education, Ohio College Professors of Educational Administration, the National Catholic Education Association, the American Association of School Administrators, the National Association of Secondary School Principals, the Ohio Association of Secondary School Administrators, the Ohio Association of Elementary School Administrators, and the Association for Supervision and Curriculum Development.

### **ALUMNAE**

Membership to the Ursuline College Alumnae Association is automatic and life-long for all graduates. If requested, students who do not graduate from the college but do complete at least one year at Ursuline, may be added to the Alumnae Association's mailing list.

The Association is a dedicated group that promotes continued affiliation with the college by sponsoring throughout the year, events that focus on the social, professional, spiritual, and educational development of both alumnae and students. In addition, the Association partners with a variety of academic departments to provide continuing enrichment activities.

Ursuline alumnae and friends receive the College Magazine, *Voices* (which includes updates on the college and other alumnae twice per year), regular invitations to events, and occasional notices regarding services available to alumnae. In order to receive this information, the Alumnae Office must have proper mailing information for graduates. This can be done by phone, email or via the alumnae section of the Ursuline website. The website is also a reliable source for event/activity information and general updates.

### **ASSESSMENT OF STUDENT LEARNING**

To assure that academic programs fulfill the Mission of Ursuline College, faculty and administrators have designed a plan for the assessment of student learning (ASL).

Faculty members in each academic program have identified various strategies to assess student learning and achievement of goals, core outcomes, and the objectives of program-specific curricula. Examples of assessment strategies include the utilization of outcomes from rubric-guided analysis, portfolio evaluation; administration of nationally-developed examinations; review of student experiences in culminating departmental seminars; and success rates of licensure exams, graduate school placements, and employment placements. Because ASL is a living, dynamic process, each program/department annually reviews goals, outcomes, objectives, and strategies, making revisions as necessary.

At the end of each academic year, documented results of all assessments are analyzed by each program/department and submitted to respective School Deans. Each Dean reviews and summarizes these results in an annual report to the ASL Coordinator, who summarizes the reports for the Vice President for Academic Affairs. The ASL Coordinator oversees College-wide

assessment processes and plans and chairs the ASL committee, an academic committee comprised of College faculty, staff and administrators.

**DIRECTIONS**

2550 Lander Road  
Pepper Pike, OH 44124  
440 449 4200

Ursuline is 30 minutes from downtown Cleveland and 45 minutes from Akron.

**From the Ohio Turnpike (Driving from West of Cleveland)**

Take the Ohio Turnpike east to Exit 187. Go East on I-480 to I-271 North. Stay on

I-271 to Exit 32, the Brainard Road/Cedar Road East. Do not take the first immediate right on the off ramp. Go straight but stay in the right lane. Turn right on Brainard Road and immediately get in the left lane to turn left onto Cedar Road at the traffic light. Proceed on Cedar Road, then right onto Lander Road to the College entrance, approximately one-quarter mile on your right.

**From the Ohio Turnpike (Driving from East of Cleveland)**

Take the Ohio Turnpike west to Exit 187. Go West on I-480 to I-271 North. Stay on I-271 to Exit 32, the Brainard Road/Cedar Road East. Do not take the first immediate right on the off ramp. Go straight but stay in the right lane. Turn right on Brainard Road and immediately get in the left lane to turn left onto Cedar Road at the traffic light. Proceed on Cedar Road, then right onto Lander Road to the College entrance, approximately one-quarter mile on your right.

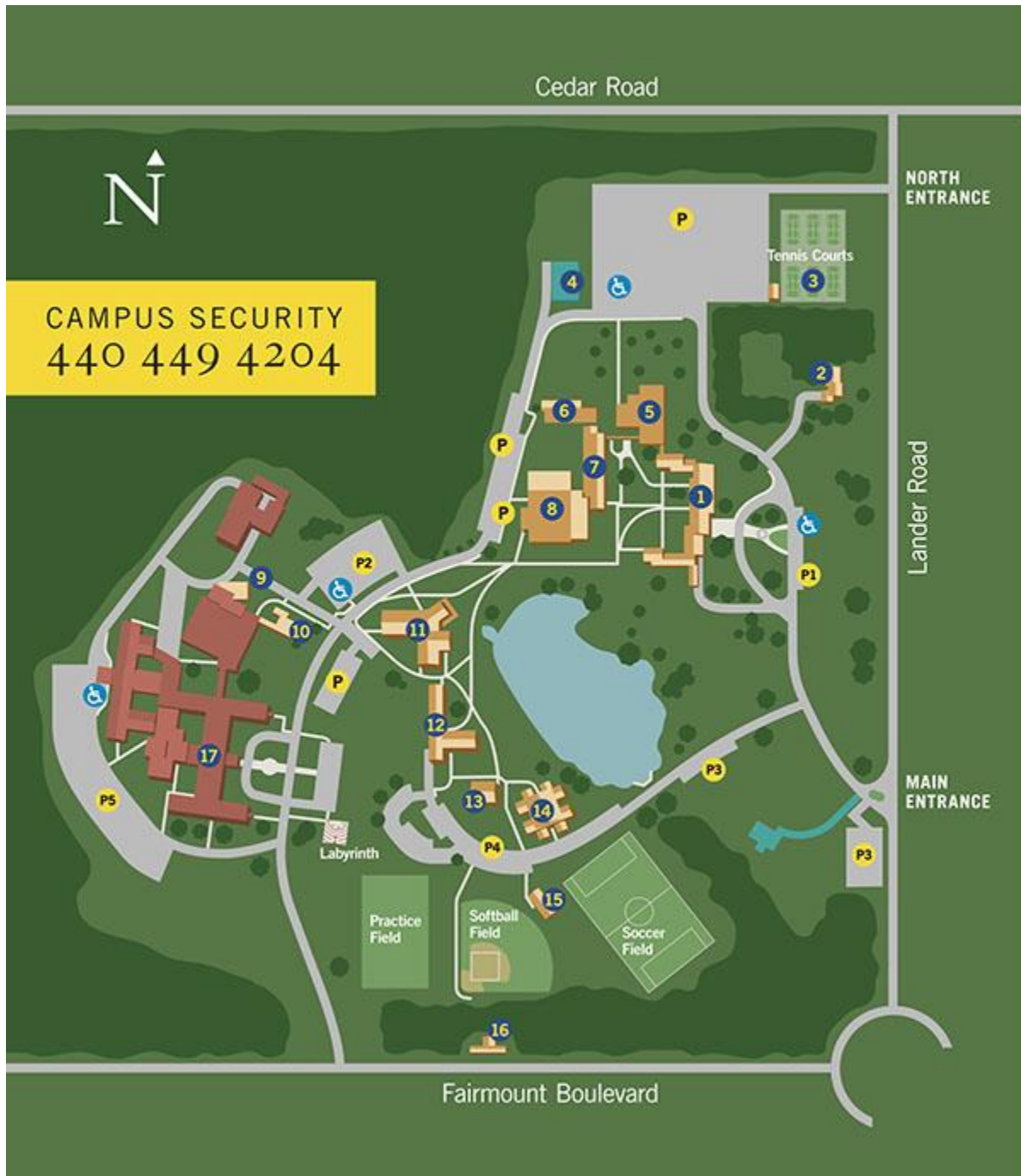
**From I-90 East or West**

Take I-90 to I-271 South. Stay on I-271 to Exit 32, the Brainard Road/Cedar Road East. At the end of the exit ramp turn left on Brainard Road and stay in left lane to turn left onto Cedar Road at the traffic light. Turn right on Lander Road to the College entrance, approximately one-quarter mile on your right.

**From I-480 East or West**

Take I-480 to I-271 north. Stay on I-271 to Exit 32, the Brainard Road/Cedar Road East. Do not take the first immediate right on the off ramp. Go straight but stay in the right lane. Turn right on Brainard Road and immediately get in the left lane to turn left onto Cedar Road at the traffic light. Proceed on Cedar Road, then right onto Lander Road to the College entrance, approximately one-quarter mile on your right.

## CAMPUS MAP



### CAMPUS MAP BUILDINGS

1. Mullen Academic Center (*Admission, Little Theatre and St. Angela Chapel*)
2. St. Mark Center
3. Tennis Courts/Restrooms
4. Maintenance Garage
5. Besse Library
6. Parker Hannifin Center for Creative & Healing Arts & Sciences

7. Dauby Science Center
8. Stano Athletic Center
9. Fritzsche Center (*Daley Hall*)
10. Wasmer Gallery
11. Pilla Student Learning Center (*Admission Visit Center*)
12. Grace Residence Hall
13. Murphy Residence Hall
14. Smith Residence Hall
15. Athletic Pavilion/Restrooms
16. St. Ursula House
17. Ursuline Educational Center (*Chapel of The Most Holy Trinity and Klyn Hall*)

### **CAMPUS MAP PARKING**

- P. General Parking
- P1. Mullen Academic Center (*Visitor*)
- P2. Admission Visit Center
- P3. Athletic Fields
- P4. Residence Hall
- P5. Klyn Hall

### **BUILDINGS**

**Bishop Anthony M. Pilla Student Learning Center** is the main classroom building as well as the home of the bookstore, the Piazza Libera, student and College community dining facilities, the Psychology Department, Digital Learning Center, and the UCAP offices.

**Joseph J. Mullen Academic Center** provides classrooms, administrative and faculty offices, Student Services, the Commuter Lounge, St. Angela Chapel, the Little Theatre, and computer labs.

**Nathan L. Dauby Science Center** houses the Biology and Chemistry Departments and laboratories, Republic Steel Lecture Hall, special laboratories for advanced research projects, seminar classrooms, the Fashion Department, and faculty offices.

**Florence O'Donnell Wasmer Gallery** provides an aesthetic extension of the Art Department. The gallery holds high-caliber art shows and extended education programs.

**Allan W. Fritzsche Center** has event facilities for the entire College community. In addition, the Art Department, featuring workshops, craft rooms, and offices, are located on the first two floors.

**Grace Residence Hall** overlooks the campus lake and contains 59 double rooms and 4 single Resident Assistant rooms. There are lounges on each floor and recreational, kitchen and laundry facilities on the ground level. In addition to a computer lab in the residence hall, computer drops and cable television are provided in each room.

**Gladys Murphy Hall** is adjacent to Grace Hall. It contains 20 double rooms and 10 single rooms. There are lounges and laundry facilities on two floors, a kitchen on the ground level, and a computer lab. Computer drops and cable television are provided in each room.

**Smith Residence Hall** is a suite-style residence hall with 18 suites. Each suite has 4 private bedrooms, a living room with cable television, a kitchenette, and a bathroom. There is a community lounge, computer lab, and kitchen space on the third floor. This hall is not available for freshman.

**The Ralph M. Besse Library** is located between the Mullen Academic Building and the Dauby Science Center. The Library complex includes the Sister Dorothy Kazel Center for Global Awareness and Justice, a stamp room, an archives collection, study carrels, the curriculum collection, other special collections; and snack, study, and lounge areas.

**The Media Center**, located within the library, offers media carrels, in addition to a collection of multi-media materials with limited circulation.

The **Parker Hannifin Center for the Creative and Healing Arts & Sciences**, is located adjacent to the Dauby Science Center and Besse Library. This building houses the Art Therapy and Counseling Program as well as nursing labs and the Graduate Nursing Department.

**The St. Mark Faculty Residence** is located on the northeastern corner of the campus and serves as the residence for many of the Ursuline Sisters who serve the College community.

**The Maintenance Building**, located on the west end of the north parking lot, provides offices for both maintenance and security personnel.

The **Athletic Center** is located adjacent to the Dauby Science Center and is the home for athletic facilities. The lower floor includes a double-sized gymnasium, locker rooms, training room and fitness center. The second floor includes offices.

**The St. Ursula House**, located adjacent to the campus, serves as a guest house and a gathering space for College meetings and social events.

**An Athletic Pavilion**, with restrooms and concession facilities serves three athletic fields: a soccer/lacrosse field, a softball field, and a practice field.

**Tennis Courts** are located on the north side of the campus with 6 courts and a field house with restrooms and vending.

## BOOKSTORE

The Ursuline Bookstore, operated by the Follett Higher Education Group and located in the Pilla Center, carries textbooks, course supplies, Ursuline imprinted clothing and gift items, and convenience items. Standard operating hours during the academic year are:

DAY	HOURS
-----	-------

<b>MONDAY THROUGH THURSDAY</b>	9:00am–6:00pm
<b>FRIDAY</b>	9:00am-3:00pm
<b>SATURDAY</b>	Closed
<b>SUNDAY</b>	Closed

Hours are adjusted over the summer and during breaks.

Faculty are responsible for choosing textbooks, but prices of the books are determined by the publishers. Textbooks are arranged by department and course for self-service, **but** the bookstore staff is available to assist you. Students may also use Follett’s on-line ordering system for convenience: [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com) . Phone: (440) 449-5368.

Books may also be purchased or rented (where applicable) online at [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com). Books ordered on the website can be shipped directly to your home or held at the store for future pick up. Any refund requests after the first week of the semester **MUST** be accompanied by the receipt and written proof that you have dropped or withdrawn from the course. Payment for purchases may be made through personal checks to Ursuline Bookstore or through Master Card, Visa, Discover, or American Express. Students eligible for financial aid may use those funds at the bookstore by obtaining a book voucher from the Student Service Center before coming to the store to purchase books.

Books are returnable during the first week of classes **ONLY** with the original sales receipt. They must be in the same condition as when they were originally purchased. If the shrink-wrap is broken or access codes opened, the cost of the book is not refundable. Refunds are payable in the same tender that was used at the time of purchase. Books that are rented must be returned by the due date that is stated on the receipt (last day of finals). If the book is not returned, the bookstore will charge the difference between the rental cost and the cost of the book to the collateral credit card number that is on file. Fees on the receipt will also be charged. If the credit card on file cannot be charged, the balance will be sent to debt collection.

## **CAMPUS MINISTRY**

### Mission Statement

The Office of Campus Ministry invites students, faculty and staff of Ursuline College to participate in a community of faith held together by prayer, sacrament, scripture, celebration, hospitality and service. Inspired by the charism of the Ursuline Sisters of Cleveland, the Office of Campus Ministry at Ursuline College seeks to serve the college community by providing opportunities for contemplation, justice and compassion.

### Contemplation

Reflecting traditions of Roman Catholic and Ursuline spirituality, the Office of Campus Ministry is dedicated to proclaiming and sharing the Word of God through liturgy, public prayer, moments of reflection and retreats.



### Justice

Reflecting vibrant and challenging Catholic Social Teaching, the Office of Campus Ministry is dedicated to providing programming and experiences that help inform the individual conscience for making decisions regarding public policy, distribution of wealth and resources, and the transformation of society.

### Compassion

Reflecting the Corporal Works of Mercy and the preferential option for the poor, the Office of Campus Ministry is dedicated to providing opportunities for the college community to serve the poor, the disenfranchised and the voiceless.

## **COMPUTER INFORMATION TECHNOLOGY**

Ursuline College provides each student with access to the College high-speed data network, college-owned PCs, laptops and printers. Computer equipment and printers are located in many campus locations for the convenience of students to use in their studies at the College. All PCs and laptops are attached to the local network and the Internet.

The college also provides wireless Wi-Fi access to the Internet in all instructional spaces, library, classrooms, and common areas.

The Besse Library and the Digital Learning Center have a laptop loaning program where students can pick up a laptop to use for the day.

Many courses at the college use the college's learning management system, and web-based materials. The college portal provides convenient access to student records, grades, bills, and online registration among other services.

Microsoft Office is the College's standard software package. The Office suite of programs includes Word, Excel, PowerPoint, and Access. Microsoft Office is found on all public-access computers on campus. The College e-mail is available via the Web. All students will receive their Ursuline login information in their packet once they are admitted.

Specific locations on campus where computers are available for student use include: Mullen Building MU140, Pilla Digital Learning Center PC 226 and Besse Library. A lab for art classes uses Apple Macs, and several other departments maintain specialized computer labs with software related to their courses of study. Residential students will find several public-access computers in the residence halls. In all, the College maintains approximately 70 desktop computers and 80 laptops for student use.

## **COUNSELING AND CAREER SERVICES**

The mission of the Office of Counseling and Career Services is to educate Ursuline College's diverse population, past and present, by providing the tools required to achieve personal and career success.

Our goal is to promote continuous holistic growth and learning based on the college core values as well as the expected academic outcomes of an Ursuline College education. We interact both individually and within the classroom with students, administrators, faculty, and staff as well as the employment community to cultivate future leaders in the workforce. Professional staff provides a variety of services to promote student development and assist them in articulating their skills, talents and abilities through participation in the following:

- Career Assessments (Myers-Briggs Type Indicator and Strong Interest Inventory)
- Academic Internships
- Assistance in preparing professional resumes and cover letters
- On and off-campus access to potential employers
- Electronic access to jobs and internships
- Mentoring opportunities
- Interview coaching
- Job Search advice
- Career Counseling
- Personal Counseling (private and confidential)

### **Employers seek graduates who can**

- Communicate effectively (verbally and in writing)
- Demonstrate a strong work ethic
- Work well in teams

### **As a result of interaction with the Office of Counseling and Career Services, students will be able to:**

- Self-Identify their skills, talents, knowledge, and abilities
- Choose an appropriate job or internship description best suited to them
- Communicate effectively via a well-written cover letter and resume
- Articulate their knowledge, skills, talents, and abilities within the interview

Graduates of Ursuline College are hired at percentages which consistently far exceed the national average. The Office of Counseling and Career Services is located in the Student Affairs Center, Mullen 130. The College Psychologist is located in MU 317. Contact (440) 646-8322 for further information or to arrange an appointment.

## **FOOD SERVICE**

The dining hall facility is located in the Pilla Student Learning Center and open only when the College is in session for the regular academic year. Commuters, faculty, administrators, staff, friends, and family are welcome to enjoy the dining facilities. Resident students are required to

purchase a meal plan. Hours of service can be found at the Food Court entrance (across from the Bookstore) and on the College website.

### **RALPH M. BESSE LIBRARY**

The Ralph M. Besse Library serves the College community with both print and non-print resources. Located between the Mullen and Dauby academic buildings, it houses 138,000 volumes of books and periodicals, and 8,660 audio visual resources. Institutional memberships include OhioLINK, Online Computer Library Center (OCLC), the American Library Association, and the Academic Library Association of Ohio. The Library offers circulation of materials, reference assistance, research classes, and interlibrary loans. Access to the collection is provided by an on-line public catalog. The library web page provides links to research guides, forms, library hours, the library catalog, and other tools for successful information gathering ([www.ursuline.edu/Library/](http://www.ursuline.edu/Library/)). The Library's participation in OhioLINK provides students with direct access to over 46 million items in the collections of 121 academic libraries throughout the state of Ohio. OhioLINK also provides a comprehensive array of 100 electronic research databases and numerous full-text resources, including 120,000 electronic books. These resources, along with over 10,000 electronic journals and 59,300 electronic videos are available to Ursuline students in the Library or through remote access from off campus computers. Computers with comfortable seating and appropriate software are located on the first and second floors of the building. URSA study rooms may be reserved at the reference desk. A Learning Lab on the lower level provides a teaching facility and open lab space. Laptop computers and iPads may be checked out from the circulation desk.

The **Curriculum Collection**, housed on the second floor, consists of elementary and secondary texts. There also is a collection of **Juvenile** literature on the second floor.

The **Media Center**, located on the lower level of the Library, provides viewing carrels, AV equipment, and the collection of audio visual materials (with limited circulation). Media items can be viewed by advance reservation when the Media Center is closed. There is a student Snack Area and "play" lounge outside the Media Center, for student relaxation.

The **College Archives**, located on the lower level of the Library, collects, organizes, describes, makes available and preserves materials of historical, legal, fiscal and/or administrative value to Ursuline College from its beginnings in the middle nineteenth century. The collection includes office, school and department records, as well as photographs, audiovisual materials, and publications. The Archives welcomes research requests. Photocopy, photo duplication, and scanning services are available.

### **THE OFFICE OF INCLUSION, EQUITY, AND MULTICULTURAL AFFAIRS**

The Mission of the Office of Inclusion, Equity and Multicultural Affairs is to heighten cultural, ethnic and social justice awareness. In addition to supporting the College core values, the office strives to provide visionary leadership and foster intergroup relations, including, but not limited to, expanding the institutional commitment to equal opportunity for students, staff and faculty success. This primarily occurs through program initiatives that celebrate and respect the rich diversity already present within the Ursuline College campus community.

The ultimate goal is to affirm the inherent dignity and value of every person; educate, collaborate and communicate with human resources and college leaders to maintain a positive work climate; and to help ensure a fair and equitable workplace. The Director of Inclusion, Equity and Multicultural Affairs will work with the Vice President of Academic Affairs, Vice President of Student Affairs and Human Resources as needed to assure compliance with applicable federal, state and local laws as well as enforce college policy, processes and procedures that inform and implement the College Strategic Plan, specifically in areas that relate to diversity.

### **ADMISSION TO GRADUATE PROGRAMS**

Admission applications are accepted throughout the year. Applicants are urged to initiate formal application as far as possible in advance of the semester or term in which they plan to enroll.

Applications for admission to graduate programs and all required documents must be sent to: Ursuline College, Office of Graduate Admission, 2550 Lander Road, Pepper Pike, OH 44124-4398. Questions about admission may be directed to the Office of Graduate Admission at 440 646 8119. Online application is available through [ursuline.edu](http://ursuline.edu). At the discretion of individual program directors or the Dean of Graduate and Professional Studies, prospective students may have to demonstrate completion of certain prerequisite courses. Admitted students may be required to take skills assessment tests and, depending on performance, may have to complete additional courses in research, reading or writing or other discipline-specific courses necessary for graduate study in their chosen field.

### **GENERAL ADMISSION REQUIREMENTS**

Students applying for admission must meet both the general requirements for admission to all graduate programs and the specific requirements of the particular program of study. For individual program admission requirements, please review the program information provided in this Catalog. General requirements include:

1. Official application for Graduate Studies including the essay of 500 – 1,000 words. Application for admission may be submitted in paper form or online at [ursuline.edu](http://ursuline.edu).
2. Non-refundable \$25 application fee.
3. All official transcript(s) for baccalaureate degree from an accredited institution and any additional undergraduate or graduate academic coursework whether or not credit was earned, the program was completed, or the credit appears as transfer credit on another transcript. Transcript(s) must be mailed to the Office of Graduate Admission directly by the issuing institution. Official transcripts may also be submitted to [graduateadmissions@ursuline.edu](mailto:graduateadmissions@ursuline.edu) directly by the issuing institution.

4. Evidence of ability to do graduate work as indicated by a recommended 3.0 GPA shown on applicant's transcript(s). Students may be asked to take the Graduate Record Examination (GRE) or provide other evidence of academic ability if their GPA is below a 3.0. At the discretion of the dean, students may be admitted conditionally if their GPA is below 3.0. See [Admission Status](#) for additional information about conditional status.
5. Three recommendations utilizing the required recommendation form. Recommendations should be written by appropriate professionals attesting to the suitability of the applicant for graduate work in the particular field. The recommendation form is available online at [ursuline.edu](http://ursuline.edu) or by request from the Office of Graduate Admission. Students applying for a certificate program must see program specific requirements for recommendations.
6. Successful completion of an interview with the program director.

### **INTERNATIONAL STUDENTS**

Students residing outside the United States or whose native language is not English must:

1. Demonstrate a high-level of competence in the use of the English language prior to admission, including reading, writing, speaking and listening, by achieving a score of at least 550 (paper-based) or 213 CBT or 80 iBT on the TOEFL (the Test of English as a Foreign Language). The TOEFL is administered by Educational Testing Service, Box 6155, Princeton, NJ 08541-6155, USA (phone: 609 921 9000, web: [www.ets.org/toefl](http://www.ets.org/toefl)). Applicants should make arrangements to take the test as soon as graduate study at Ursuline College is anticipated and should request the official test score to be forwarded directly to the Office of Graduate Admission at Ursuline College.
2. Provide official translations and evaluations of all transcripts or educational credentials. The World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745 (phone: 212 966 6311, web: [www.wes.org](http://www.wes.org)) must evaluate all foreign educational credentials.
3. Submit a statement of financial resources available for meeting the financial obligations incurred while attending Ursuline College.
4. Meet the general and specific requirements for admission to the graduate program and be accepted for full-time study (at least 6 semester credits).

### **ADMISSION STATUS**

DEGREE SEEKING:

CLEAR status is assigned to a student exhibiting excellence in scholarship and academic work, especially in the field of study in which she/he wishes to specialize, who meets the general and specific program admission requirements and has a completed student application file.

CONDITIONAL status is assigned to a student admitted to the degree program with deficiencies in the requirements for admission to a specific program. The conditions for obtaining clear admission and continuation in the program will be outlined in individual admission letters. Any limitations in coursework or number of hours are determined by the program director in consultation with the dean.

PROVISIONAL status is assigned to a student admitted to the degree program whose application is incomplete. Students admitted provisionally may be transferred to conditional status if the completed application materials indicate deficiencies for clear admission.

**NON-DEGREE SEEKING:**

Non-degree seeking students include those students who: are pursuing personal and/or professional goals through advanced study; are transient students from another institution; or are seeking courses toward certification or licensure. Registration of non-degree students is subject to the discretion of the program director, in consultation with the dean. People seeking to take courses as a non-degree seeking student should contact the appropriate program director directly.

Lifelong Learners are non-matriculating students who are Ursuline College alumnae or who are over 60 years of age. Lifelong learners may take one course per semester at a reduced tuition on a space-available basis. An exception to the age requirement will be made for women and men who have been accepted into the Cleveland Catholic Diocese's Pastoral Ministry Certification program. These students will be permitted to take one class per semester in the Master of Arts in Theological and Pastoral Studies program.

**READMISSION**

A student who withdraws voluntarily from any graduate program and then later returns within two years need not reapply for admission but must submit a re-admit form and any official transcripts of recent coursework to the Office of Graduate Admission. In addition, students may be required to fulfill particular program area requirements at the discretion of the program director. For students returning after two years, they must complete the full application process.

## **EXPENSES AND FINANCIAL AID**

### **TUITION AND FEES**

A list of tuition, fees and charges for the current academic year is available at [ursuline.edu](http://ursuline.edu) or from the Student Service Center at 440 646 8309. Please consult individual program websites for specific fees. The College reserves the right to adjust tuition and fees at the end of any academic term.

Tuition, residence hall charges and all fees are billed on a semester or term basis and are due by the first day of class. Checks should be made payable to Ursuline College and sent to the Student Service Center. Credit card payments can be made on-line through the student's MyUrsuline account. There is a 2.75% fee assessed for all credit card payments. ACH or electronic check payments are also available on-line for no fee. For information concerning payments or the Ursuline College payment plan, please contact the Student Service Center at 440 646 8309.

### **REFUND OF TUITION**

If a student must withdraw, a written request must be submitted to the Student Service Center and the Office of Graduate and Professional Studies. Verbal communication does not constitute official notice of withdrawal. The date of withdrawal from a class is deemed to be the date on which written notification is received from the student by the Student Service Center. Tuition and fees are refunded according to the Course Schedule Information booklet posted each semester on the College website. For resident students, the refund of room and board charges is prorated after a written notification of withdrawal from the Residence Hall is received by the Student Service Center from the Director of Residence Life.

### **FINANCIAL AID**

Degree-seeking graduate students may borrow money for their programs through the Federal Direct Stafford Student Loan and/or Private Alternative Student Loan Programs. Students working toward a graduate certificate programs *may* be eligible for Federal Student Loans, depending on the program. Contact the Student Service Center to determine if your certificate program is eligible for Federal Student Loans. Students in all certificate programs may borrow through Private Alternative Loan Programs (directly through a lender).

Eligibility for the Private Alternative Loan Programs is determined by a bank through credit checks and proof of income from the applicant. Eligibility for the Direct Stafford Loan Program is determined by completion of the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). Additional information is available in the Student Service Center in Mullen 203, by phone 440 646 8309 or online at [ursuline.edu](http://ursuline.edu).

Please note: It is the student's obligation to ensure that all applications for financial aid are submitted in a complete and timely manner. Ursuline College and the School of Graduate and Professional Studies assume no responsibility for the acts or omissions of any students,

government agencies or institutions with respect to the application, notification or distribution of financial aid awards.

For those who received financial aid through a federal student loan program, an exit interview—either in person or online – is required.

### **EMPLOYER REIMBURSEMENT AND DEFERMENT**

Students eligible for tuition reimbursement from their employers who elect to use the reimbursement to pay their tuition and fees must complete a Tuition Deferment Form/Application found in the Student Service Center. Funds must be paid to the college within 30 days following the conclusion of the semester to which the deferment is applied. There is a \$25 Enrollment Fee for the semester. For more information, visit the Student Service Center or call 440 646 8309.

### **PAYMENT PLANS**

The Ursuline College Monthly Tuition Pay Plan offers students the opportunity to spread tuition payments, interest-free, over 4 or 5 monthly installments, per semester. A \$25 fee is assessed each semester in which the payment plan is used. The payment plan is available for fall and spring semesters, and students need to sign up for the plan each semester they intend to use it. For additional information on the payment plan, call the Student Service Center at 440 646 8310.

### **TUITION ASSISTANCE FOR GRADUATE PROGRAMS**

**LIBERAL STUDIES:** Students enrolled in the Master of Arts in Liberal Studies program while employed as teachers, librarians or school administrators will receive a tuition reduction scholarship. Information is available from the program directors. The form is available at [www.ursuline.edu](http://www.ursuline.edu) on the Financial Aid page under Documents and Forms. Requests for this assistance must be renewed every semester.

**WORK STUDY:** Students on the graduate level are eligible to apply for College Work Study funds. The award is based on need and completion of the FAFSA will determine eligibility. Students in this program work part-time on campus.

**SCHOLARSHIPS:** The Helen Dineen Scholarship is awarded on an annual basis to graduate students who exhibit a high level of academic achievement, financial need and a desire to work with children. It is limited to degree-seeking students in full-tuition programs. To be considered, students must complete a FAFSA and Scholarship Application Form. Applications are available in the Office of Graduate and Professional Studies in September.

Students are encouraged to contact individual program directors about specific scholarships. Counseling and Art Therapy students may be eligible for the Graham Hunter Foundation Endowed Scholarship or the Sarah Scherer Memorial Scholarship. Historic Preservation students may be eligible for the Goudreau Scholarship.



**URSULINE COLLEGE ACADEMIC CALENDAR**

*Note: Check calendar annually for revisions.*

*Graduate Studies program schedules may vary from this calendar. Contact your department or advisor each semester.*

**Fifteen Week Programs****2017-2018 and 2018-2019****Fall Semester 2017**

Wednesday	August 23	Fall classes begin
Monday	September 4	Labor Day, no classes
Monday-Saturday	October 16-21	Fall midterm break, no classes
Monday	October 23	Classes resume
Wednesday-Saturday	November 22-25	Thanksgiving break
Monday	November 27	Classes resume
Tuesday-Saturday	December 12-16	Final Exams

**Spring Semester 2018**

Monday	January 15	Martin Luther King Day, no classes
Tuesday	January 16	Spring classes begin
Monday-Saturday	March 5-10	Spring midterm break, no classes
Monday	March 12	Classes resume
Thursday-Monday	March 29-April 2	Easter break
Tuesday	April 3	Classes resume
Monday-Saturday	May 7-12	Final Exams
Friday	May 18	Commencement Exercises

**Summer Semester 2018**

Monday	May 14	Summer I classes begin
Monday	May 28	Memorial Day, no classes
Saturday	June 16	Summer I ends
Monday	June 18	Summer II classes begin
Wednesday	July 4	Independence Day, no classes
Saturday	July 21	Summer II ends

**Fall Semester 2018**

Monday	August 20	Fall semester classes begin
Monday	September 3	Labor Day, no classes
Monday-Saturday	October 15-20	Fall midterm break, no classes

Monday	October 22	Classes resume
Wednesday-Saturday	November 21-24	Thanksgiving break, no classes
Monday-Thursday	December 17-20	Final Exams
<b>Spring Semester 2019</b>		
Monday	January 7	Spring semester classes begin
Monday	January 21	Martin Luther King Day, no classes
Monday-Saturday	March 11-16	Spring midterm break
Monday	March 18	Classes resume
Tuesday	April 23	Classes resume
Tuesday-Saturday	May 7-11	Final exams
Friday	May 17	Commencement Exercises
<b>Summer Semester 2019</b>		
Monday	May 13	Summer I classes begin
Monday	May 27	Memorial Day, no classes
Saturday	June 15	Summer I ends
Monday	June 17	Summer II classes begin
Thursday	July 4	Independence Day, no classes
Saturday	July 20	Summer II ends

### ACADEMIC SUPPORT AND DISABILITY SERVICES - URSA

Housed in URSA (Ursuline Resources for Success in Academics), the Office of Academic Support and Disability Services (ASDS) provides and coordinates professional tutorial assistance in several core academic subjects free of charge to all interested students. ASDS provides reasonable accommodations to qualified students with documented physical, psychological, or learning disabilities in accordance with Section 504 of the Rehabilitation Act of 1973. Students seeking a reasonable accommodation for a disability are responsible for initiating the process by completing an Accommodation Request Form, which can be obtained from ASDS and must be returned to ASDS. ASDS can answer questions related to the form or assist the student in properly completing the form. ASDS also reserves the right to require students to provide additional information or medical documentation from an appropriate health care provider in support of a request for a reasonable accommodation. Please see the Ursuline College Student Handbook for additional information about academic support and disability services. You can also contact the URSA office in Mullen 312 at 440.449-2049 for additional information.

## **ACADEMIC POLICIES AND PROCEDURES**

Graduate study at Ursuline College is governed by the Ursuline College Student Handbook, which defines the policies, practices and procedures of all members of the Ursuline community, by this Graduate Studies Catalog, and by the requirements, procedures and policies of individual degree programs as outlined in their respective program handbooks. Policies and procedures for graduate programs are intended to ensure the integrity of the degree granted, to facilitate the student's progress toward the degree, and to prevent delays and misunderstandings. Students are responsible for knowing all requirements for their degree program as set forth in the Student Handbook, the Graduate Studies Catalog and by the individual program, and every student is deemed to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy or disagreement, the regulations and requirements stated in this Catalog and any subsequent modifications or interpretations by the College will prevail. Students are responsible for fulfilling the requirements for graduation of the catalog in effect when they enrolled at Ursuline. However, the College reserves the right to terminate programs or to modify program content, requirements, and sequence of courses. Students who have not attended Ursuline for a period of 24 consecutive calendar months are bound by the requirements of the catalog in effect when they are readmitted. They must reapply for admission by completing a new application for admission.

The Student Handbook, Graduate Studies Catalog and Program Handbooks are available online at Ursuline.edu and by request from the Office of Graduate and Professional Studies. Periodic updates to the Academic Policies and Procedures can be found online at ursuline.edu. All graduate students are expected to read and comply with the information in these publications. A student's registration for courses in any semester will be construed as awareness of and consent to the contents of these publications and the policies, procedures and requirements of her or his individual degree program.

Questions regarding procedures or requirements should be addressed to the program director in the relevant discipline.

### **ACADEMIC LOAD**

Full-time status at the graduate level is defined as a minimum of six semester credits. An academic load of less than six semester credits is part-time.

### **ACADEMIC ADVISING**

Upon admission, every student is assigned an academic advisor who is a faculty member of Ursuline College and the program into which the student has been admitted. In consultation with their advisors, students will plan a course of study and review their progress throughout the program until graduation. All course registration and all course changes, including drop/adds, withdrawals, transient work and incompletes must be approved by the faculty advisor.

## **GRADUATION**

Applications for graduation are due on June 15 for December graduation and on January 31 for May or August graduation. Late applications for graduation may be granted at the discretion of the dean and the Vice President for Academic Affairs; a late processing fee will be imposed upon late graduation applications.

## **CONFERRAL OF DEGREES**

A student has a period of ten years to complete a graduate degree at Ursuline College. To become a candidate for the graduate degree, the student must file an application for graduation with her/his advisor by January 31 preceding May or August graduation, or by June 15 preceding December graduation. Students are eligible to apply for graduation when they have: completed all credit hours for the degree or are registered for such credits during the semester of graduation; have achieved a 3.0 GPA; have completed all final exams, thesis work or final projects prior to the end of the semester of graduation; have successfully completed all requirements for the program major; and have paid in full all tuition, fees and charges levied by the College.

Ursuline College confers degrees three times each year: January, May and August. Students who fail to meet coursework deadlines must reapply for the next graduation date following coursework completion. Ursuline's formal commencement ceremony takes place in May. Students who complete in the prior January or in May, or who have specific plans in place for August completion, may participate in the May commencement.

## **COURSE REGISTRATION PROCEDURES**

Admitted students in good academic standing must register for courses at the beginning of each semester or term. After meeting with her or his academic advisor and planning an appropriate schedule, a student may register for classes following the procedure noted on the Registrar's web page on the College website. Online course registration is available to returning graduate students, but students may only register online after consultation with the academic advisor. New students are registered through their program advisors.

## **CATALOG COURSES TAKEN INDEPENDENTLY**

Under special circumstances and for compelling reasons, students may take a regular catalog course on an independent basis.

## **INDEPENDENT STUDY**

The graduate programs offer students the opportunity to undertake individual projects supervised by a faculty member. To be eligible for independent study, a student must identify a faculty member who is willing to supervise the proposed project. Independent study programs are subject to the availability and expertise of College faculty; the College cannot guarantee that all students will be able to undertake an independent study.

To register for an independent study course, the student must submit an Independent Study Contract to the Office of Graduate and Professional Studies, signed by the supervising faculty

member, which outlines the course requirements and assignments. The Independent Study Contract must also be approved by the student's faculty advisor/program director, the Dean of Graduate and Professional Studies and the Vice President for Academic Affairs. Once the Contract has been approved, the student will be registered for the course.

The Independent Study Contract must detail a regular schedule for conferences and submission of work throughout the semester, including the date on which the final examination or assignment is due. Students may register for no more than six credits of independent study during their course of study for the master's degree. Students may register for one, two, or three credits of independent study during any semester.

### **PRIOR LEARNING EXPERIENCE**

Any degree-seeking graduate student currently enrolled at Ursuline College is eligible to apply for a maximum of six credit hours for prior learning experience. Prior learning experience is defined as learning that has occurred outside of the traditional classroom setting and that has not been applied toward the award of a baccalaureate or an advanced degree. In order to be considered for credit, the learning must be measurable, verifiable, and equivalent to graduate-level instruction. Information regarding Prior Learning Experience requests may be obtained from the Office of Graduate and Professional Studies. The maximum number of hours a student may apply toward a graduate degree through prior learning experience is six semester hours. A proposal for prior learning assessment must be completed within one academic year from the date on which a student is first enrolled at Ursuline College. A \$25.00 fee is assessed to individuals who apply for prior learning credit in addition to a per credit hour cost for credits awarded. The decision to award prior learning experience credits rests with the dean of Graduate and Professional Studies, in consultation with the graduate program director. All decisions of the dean are final and not subject to appeal.

Any student who writes a thesis, performs special research or completes a research project is responsible for initiating the work and securing an advisor to oversee the work. Students must follow program area guidelines for completing the thesis, submitting it for approval, defending it and preparing it for binding/publication. For research with human subjects, students are advised to seek approval from the Human Subjects Committee during the process of designing the research project. Any research with human subjects must obtain full approval from the Human Subjects Committee before any contact with the subjects is initiated.

### **TRANSCRIPTS**

Students must submit all Ursuline College official or unofficial transcript requests in writing. Forms may be downloaded from the Registrar's page of the Ursuline College website. Students or alums may mail, fax, email, or bring the completed Transcript Request Form into the Student Service Center to be processed. Transcripts are only released if the student has met all financial obligations to the College. There is a \$3 charge for each official transcript requested.

**TRANSFER OF CREDIT**

Students may request a transfer of a maximum of forty percent (40%) of the graduate program's credits required for the degree. No more than six credits may come from prior learning experience. The graduate course credit must be a grade of B or better to be eligible for assessment for transfer. However, no course will be transferred unless it is applicable to the program in which the student is enrolled. The program director and dean of Graduate and Professional Studies will rule on the transfer of credit; the program director will notify the applicant of the decision. Courses eligible for transfer include those taken at Ursuline College but outside the student's program or those transferred from another institution within ten years of admission to Ursuline.

Once enrolled at the College, students who wish to take a course from another institution to be applied to an Ursuline College graduate degree must secure the prior approval of the program director, including identifying the program requirement the course satisfies, and must submit a transient student form to the Office of Graduate and Professional Studies. The maximum number of hours a student may apply toward a degree through transfer credit and prior learning experience is forty percent (40%) of the graduate program's credits required for the degree.

**COURSE CANCELLATION**

Ursuline College reserves the right to limit the enrollment in any course and to cancel courses if there is insufficient enrollment.

**COURSE CHANGE: DROP/ADD COURSE**

Course change forms can be obtained from the Student Service Center, your advisor, or the Office of Graduate and Professional Studies. The student's faculty advisor and the student must sign all drop/add forms and they must be returned to the Student Service Center. A request via email from the student's account will suffice for the student's signature, provided there is evidence of the advisor's approval. A student may also drop and add courses using the online course registration system during the time that she or he has access to that system as defined by the registration schedule. This activity must be approved by the faculty advisor prior to being undertaken.

After the start of classes, drops must be processed in the student service center, and a \$15 fee may be charged for changes processed in the student service center after the student's initial registration. The final date for drop/adds and the refunds for dropped courses will follow the prorated schedule for refunds listed each semester in the course schedule information posted online on the Registrar's page. No refunds for dropped courses will be given after the last day to drop.

**WITHDRAWAL FROM COURSE**

Students may initiate procedures to withdraw from a course in writing or via email. Students are considered in attendance until they have completed all required withdrawal procedures. Students may withdraw no later than the date determined by the registrar, which is listed each

semester in the schedule of course offerings and posted on the College website. Students who withdraw from the course prior to the deadline will receive a W grade. Students who withdraw after the deadline will receive the letter grade they have earned based on their performance in the class, including attendance.

Students who wish to withdraw from a course must complete a **Course Changes and Withdrawal** form available from your advisor or the Student Service Center; the form must be signed by the student and the advisor. (In lieu of original signatures, an email directive will suffice for authentication.) A \$15 processing fee will be charged to the student's account. The withdrawal date will be the date on which the course change form is received by the Student Service Center. Students who withdraw from a course without following these procedures will not be considered officially withdrawn and may receive the grade of "F" for the course.

### **WITHDRAWAL FROM PROGRAM**

Students who wish to withdraw from any graduate program must complete a **Course Changes and Withdrawal** form available from your advisor or from the Student Service Center; the form must be signed by the student and the advisor. (In lieu of original signatures, an email directive will suffice for authentication.) Failure to comply with this policy may result in the grade of "F" being given for all courses in which the student remains enrolled.

### **ACADEMIC STANDING**

#### **PROBATION**

Graduate students must maintain a 3.0 grade point average to remain in good academic standing. Students with a GPA lower than 3.0 will be placed on academic probation. Students on probation must raise their GPA to a 3.0 within two enrolled semesters or face dismissal. Students with a GPA lower than 3.0 are encouraged to meet with their advisor to determine how to proceed.

#### **REPEATING COURSES**

In addition to maintaining a 3.0 GPA, students must retake any course in which they have received a grade lower than a B-; particular requirements for retaking courses are subject to approval by the dean. When students retake a course, the prior grade will remain on students' transcripts but will not be reflected in their GPA. Courses may only be retaken once. No more than two courses may be repeated within a program. Individual programs may establish additional specific grade requirements for core courses.

#### **ACADEMIC DISMISSAL**

Students who have been placed on academic probation and do not raise their GPA to the 3.0 level within the time specified in the probation letter are subject to dismissal from graduate studies for failure to make sufficient progress toward the degree.

#### **WITHHOLDING OF DEGREE**

The College will not award a master's degree to students who do not earn the mandatory 3.0 GPA at the completion of their coursework. At the discretion of the dean, a student may be

allowed one or more semesters to retake selected courses to meet the 3.0 GPA requirement for earning the degree.

### **GRADE SYSTEM**

Grades are valued in quality points on a 4.0 scale

Grade	Percentage	Quality Points
A	95-100%	4.0 points
A-	93-94%	3.7 points
B+	91-92%	3.3 points
B	87-90%	3.0 points
B-	85-86%	2.7 points
C+	83-84%	2.3 points
C	78-82%	2.0 points
C-	76-77%	1.7 points
D	70-75%	1.0 points
F	69 and below	0.0

I = Incomplete

P = Passing, not counted in grade-point average.

P represents a grade of B- or above

NC = No credit

W = Withdrawal with permission until the date set each semester by the Registrar

R= Repeated Course

AD= Audit

### **A GRADE OF INCOMPLETE**

It is necessary for students to take a grade of incomplete in their coursework in rare circumstances when severe illness or personal situations make it impossible for them to complete the necessary coursework within the semester. An incomplete should not be used as a substitute for withdrawal or for a student's failure to meet course deadlines. Rather, an incomplete may only be granted in rare circumstances when the student has completed the large majority of assignments during the semester. When students determine that they are unable to complete their coursework due to illness or unusual personal circumstances, they must initiate the request for an incomplete grade. If the student has not submitted the completed and signed Incomplete Form to the instructor before the end of the semester, the instructor shall grade the student on coursework already submitted.

The course of action to obtain a grade of incomplete is as follows:

The student must first discuss with the instructor the need for an incomplete grade. The instructor will determine whether or not circumstances warrant the granting of an incomplete. The instructor may request proof of any claimed medical emergency.

If the instructor determines that the granting of an incomplete is appropriate, the student must complete the Incomplete Grade Request with the instructor. The student and instructor will record the reason for the Incomplete Grade, list the coursework or examination(s) to be



completed, negotiate a deadline for completion of the necessary work, and record that date in the appropriate space on the form. The request for incomplete should then be signed by both the student and the instructor and submitted to the Registrar. This step must be completed before the last day of the exam period for the semester or within one week after the last day of class, whichever occurs sooner. The instructor must notify the student's academic advisor.

For incompletes granted for fall courses, work must be completed no later than the end of the following spring semester, according to the official College Calendar published on the College website. For example, if an incomplete is taken in the fall of 2017, the deadline established by the instructor and student must fall before the end of the spring of 2018 semester.

For incompletes granted for spring and summer courses, work must be completed no later than the end of the following fall semester, according to the office College Calendar published on the College website. For example, if an incomplete is taken in the spring of 2018, the deadline established by the instructor and student must fall before the end of the fall 2018 semester. If an incomplete is taken in the summer of 2018, the deadline for completion of the work in question must occur before the end of the fall 2018 semester as well.

If the coursework is not completed by the deadline negotiated, the grade for the course will automatically revert to a grade of "F."

In lieu of personal conferences and original signatures, email communications sent and received from the student's Ursuline email account are acceptable when they are attached and submitted with an Incomplete Form.

In very rare circumstances, when for personal reasons a student is unable to complete the work for an incomplete by the negotiated deadline, an extension may be requested by the student and granted at the discretion of the instructor, the program director, the dean, and the VPAA. The student must complete the Request for an Extension for an Incomplete Grade form with the instructor and submit the form for signature to the dean and the VPAA. The instructor must notify the student's advisor.

Students who have applied to graduate, but receive a grade of incomplete, may not participate in May commencement ceremonies unless they have agreed to complete their coursework by the end of August. In that situation, the degree conferral date will be August 31. If the student and faculty member agree that the work will not be completed in August, they may agree to a later date. The diploma will be issued at the date of degree conferral following the completion of the coursework. A student graduating in December must have no incompletes. If they do, they will need to reapply for May graduation.

### **PETITIONS FOR EXCEPTIONS TO POLICIES AND REQUIREMENTS**

Exceptions to policies or requirements are rarely made. A student who believes an exception is justified may petition his/her appropriate dean, the Dean of Graduate and Professional Studies or the Dean of the Breen School of Nursing and should state exactly what exception is being requested, the reasons for the exception and the date by which action must be taken. The

student's advisor must countersign the petition, indicating her/his knowledge of the request. Petitions should be submitted at least two weeks in advance of the time the student wishes the exception to go into effect. The decision of the dean on exceptions is final and not subject to appeal.

### **DISMISSAL FROM THE PROGRAM**

Students may be dismissed from the program for failure to meet the specific requirements of the program. For further information, consult the program director.

### **DISMISSAL FROM THE COLLEGE**

The College reserves the right to dismiss any student for failure to meet the Academic Standards of the College (see [Academic Dismissal](#)) and/or for any violation of Institutional Rules of Conduct (Disciplinary Dismissal) as set forth in the Student Handbook.

Except as otherwise required by law, the College also reserves the right to dismiss a student with a disability or medical condition if the student poses a direct threat to her/himself or others, or if the student cannot perform the essential requirements of the program, even with reasonable accommodations.

The complete details of these policies are published in the Ursuline College Student Handbook and are available at [ursuline.edu](http://ursuline.edu). These guidelines will be followed by the staff, faculty and administrators in Graduate and Professional Studies.

### **ACADEMIC INTEGRITY**

Learning requires collaboration with others, whether through the incorporation of another's work or intellectual property into one's own product, or through dialogue, discussion and cooperative learning activities. Ultimately, however, a fundamental goal of education is for students to develop their own autonomous thinking so that they may contribute substantively to the knowledge of the greater community. The College requires students to follow the Academic Integrity Policy, whereby students are bound to do all academic work in an honest manner. By this policy, students are required to credit the use of another's work or intellectual property, to refrain from collaboration when inappropriate or so instructed and to refrain from all other illicit behaviors, aides and fabrications that compromise the integrity of one's work and intellectual growth. In addition, instructors are encouraged to include course and assignment specific expectations and requirements for academic integrity in their syllabi. Students, however, are finally responsible for knowing which actions constitute violations of academic integrity. Although not an exhaustive list, some common examples of violations of academic integrity are listed below.

### **DEFINITIONS AND EXAMPLES OF ACADEMIC INTEGRITY VIOLATIONS**

**1. Test-taking violations** occur when students do not do their own work on exams or quizzes. Examples include:

- a. Copying from someone else's test or letting someone copy from the student's test.
- b. Bringing notes secretly into an exam (e.g. writing on the student's hand or desk).
- c. Supplying, providing or informing students of test content.

d. Using electronic devices, such as text-messaging on cell phones, to secretly bring information into an examination.

**2. Plagiarism** involves taking and presenting the words of another as one's own ideas, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:

- a. Downloading papers or portions of papers from internet sources.
- b. Submitting portions of other students' papers.
- c. Directly quoting or utilizing sources or intellectual property without proper citation.
- d. Purchasing papers for submission.

**3. Fabrication** occurs when students make up or manipulate information to complete an academic assignment. Examples include:

- a. Creating citations from non-existent sources.
- b. Listing sources in the bibliography that were not actually used.
- c. Taking another student's test or writing another student's paper.
- d. Making up or manipulating data to support research.

**4. Multiple Submissions** occur when students submit the same work to more than one course without the prior approval of all instructors involved.

**5. Other Violations of Academic Integrity**

- a. Forging documents, records or signatures.
- b. Falsifying grades.
- c. Destroying, hiding and improperly removing library materials for the purpose of denying others access to them.
- d. Misrepresentation of academic information to college officials.

**SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY**

The determination of whether or not a violation of the academic integrity policy has occurred rests with the instructor, who will submit an Academic Offense form once she/he has determined a violation has occurred. At her or his discretion, the instructor may assess one of the following penalties:

1. Required re-test, re-draft or additional paper or project. Credit to be determined by the instructor.
2. A score of 0% on the test, paper or project that is the subject of the violation.
3. Failure in the course.

**Ursuline College reserves the right to assess additional penalties, over and above any assessed by the instructor, up to and including dismissal from the College, on any student who has been found in violation of the academic integrity policy on more than one occasion.**

## PROCEDURES FOR ADDRESSING VIOLATIONS OF THE POLICY

The administrative procedures for addressing violations of the academic integrity policy are shown on the flow chart on the next page and are found in the Ursuline College Student Handbook.

Approved by Faculty Assembly May 9, 2005.

Once an infraction has been made, a faculty member completes the Academic Student Offense Form. The student reviews and is requested to sign and acknowledge having read the form. The form is then submitted to the Dean of the school that houses the course in which the allegation occurred. Dean checks with Office of VPAA to see whether there have been previous violations of the policy. Dean contacts student to arrange a meeting to discuss what constitutes violations of the academic integrity policy.

If student does not attend the meeting with the Dean, they consequently waive right to appeal allegation. Dean indicates on the Dean-Student Meeting Form that the student refused to meet. Dean sends letter to student acknowledging student's refusal to meet, explaining the seriousness of the offense, and what constitutes violations of academic integrity policy. A copy of the letter is submitted to Office of VPAA.

If student attends the meeting with the Dean to discuss violations of academic integrity policy, Dean and student sign Dean-Student-Meeting Form. Student reassess allegation.

If student does not contest allegation, Academic Student Offense & Dean – Student Meeting Forms are submitted to Office of VPAA for storage and potential further response from the College. Committee accepts allegation.

If student contests allegation, student follows College guidelines of academic appeals process. Academic Appeals Committee renders a final decision. Committee then accepts or rejects allegation. If Committee rejects allegation, all records of allegation are destroyed.

## ACADEMIC APPEALS

### Appealing Course Grades

An instructor's evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation or other faculty decision should consult first with the instructor **within one month** following receipt of the decision or the posting of the final grade on the student's transcript to determine if an error was made in computing or recording the grade or if other circumstances warrant a change. An instructor's assessment of the quality of student work will not be overturned absent evidence of bias, discrimination or injustice.

If after consultation with the instructor the student remains dissatisfied, she/he should present the grievance to the program director who will make an appropriate recommendation. This step must be taken **within two weeks** after the student receives notice of the instructor's decision.

If the student remains dissatisfied after receiving the program director's recommendation, the student has one week to file a grievance with the dean of Graduate and Professional Studies. Appeals to the dean must include a written statement of the grounds for the appeal, the specific relief sought, copies of all relevant documents including the syllabus and the graded assignment(s) and any other relevant information. The statement and documentation must be submitted at least **one week** prior to any scheduled meeting between the student and the dean. The dean will consult with the student, the faculty member and any other person who has relevant information before rendering a decision, normally **within two weeks** of meeting with the student.

Any student who remains convinced of an injustice after receiving the dean's decision may present a formal statement to the Vice President for Academic Affairs, who will ask the Academic Standing and Appeals Board to meet and submit a recommendation. Appeal forms may be obtained in the Academic Affairs Office. This form must be presented **within one week** after the student receives notice of the dean's decision. The appeals process may extend beyond seven weeks following the issuance of grades only in exceptional circumstances and with the permission of the Vice President for Academic Affairs and the dean of Graduate and Professional Studies.

The Academic Standing and Appeals Board, consisting of faculty and student members, will review the student's appeal and determine if the appeal should be upheld or denied. The decision of the Appeals Board is final and not subject to further review.

#### **APPEALING GRADES FOR CLINICAL EXPERIENCES**

Students who are appealing failing grades in their clinical experiences (including but not limited to nursing clinicals and field experiences in the Counseling and Art Therapy and Education programs) may **not** continue in their clinical settings until the grade appeal has been heard or is withdrawn by the student. If as a result of the appeal a failing grade is changed to a passing grade, the student will be permitted to continue his/her clinical coursework when the course is next offered. This policy does not preclude individual programs from formulating their own internal policies and procedures for student grade appeals.

#### **APPEALING PROGRAM DISMISSALS**

Following the procedures listed above in "Academic Appeals," students may appeal dismissals from programs of the College. The first step of the appeal will be to the program director, next to the dean of Graduate and Professional Studies, then to the Appeals Board, as listed above. The decision of the Appeals Board relative to program dismissals will be final and not subject to appeal.

#### **APPEALING ACADEMIC DISMISSAL FROM THE COLLEGE**

A student who is dismissed from the college, and objects to that dismissal, may send a letter of appeal to the Vice President for Academic Affairs. The Academic Standing and Appeals Board will then meet to consider the student's request and forward a judgment to the Vice President. The decision of the Appeals Board is final and not subject to further appeal.

## Graduate Academic Programs

### DEGREES

The degrees conferred upon completion of the approved programs of graduate study are Master of Arts in Counseling and Art Therapy, Master of Arts in Educational Administration, Master of Arts in Education, Master of Arts in Historic Preservation, Master of Arts in Liberal Studies, Master of Business Administration, Master of Arts in Theological and Pastoral Studies, Master of Science in Nursing, and Doctor of Nursing Practice.

### CERTIFICATES, LICENSES AND ENDORSEMENTS

In addition to the master's degrees, our graduate programs prepare students to be eligible for a wide variety of state-issued certificates, professional licenses and endorsements. More detailed information can be found in the individual graduate program descriptions in this catalog.

**NURSING** – A Post-master's Certificate of Completion may be earned in the following fields: Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Acute Care Nurse Practitioner, Nursing Education and Palliative Care Practitioner.

**EDUCATION** – The Educational Administration program offers Superintendent Licensure and Principal Licensure preparation in Pre-K – Grade 6, Grades 4 – 9 and Grades 5 – 12. Through the Master Apprenticeship Program (MAP), students gain eligibility for Ohio state teaching licensure in the following areas: Early Childhood, Middle Childhood, Adolescent to Young Adult and Special Education and the Ohio Department of Education Endorsement in Reading.

**COUNSELING AND ART THERAPY Track** – Graduates meet the educational requirements for counseling licensure (LPC-Licensed Professional Counselor and LPCC-Licensed Professional Clinical Counselor) in Ohio, and the educational requirements for the National Certified Counselor through National Board for Certified Counselors. Graduates also meet the education requirements for national registration and certification for art therapists (ATR-BC) through the Art Therapy Credentials Board, and may meet requirements for art therapy licensure in some states. **Licensure laws vary from state to state**, so applicants are encouraged to check their individual state laws for licensure eligibility requirements.

**ART THERAPY Track**– Graduates meet the education requirements for national registration and certification for art therapists (ATR-BC) through the Art Therapy Credentials Board, and may meet the educational requirements for counselor and/or art therapy licensure in some states. **Licensure laws vary from state to state**, so applicants are encouraged to check their individual state laws for licensure eligibility requirements.

### CONTINUING EDUCATION

In association with Virtual Education Software Inc. (VESI), Ursuline College offers computer-based courses for graduate credit to teachers pursuing recertification, licensure renewal or pay scale advancement. Additional information on this program can be obtained on the College website at [ursuline.edu](http://ursuline.edu) by searching for "VESI" or through the Office of Graduate Admission.

## BRIDGE PROGRAMS

Ursuline College undergraduate students may be able to complete a master's degree in an accelerated time frame by participating in a bridge program that allows designated courses taken as an undergraduate to apply toward the graduate curriculum. Bridge programs are currently offered by programs in Business, Nursing, Counseling and Art Therapy, Historic Preservation, Liberal Studies, and Theological and Pastoral Studies. Bridge candidates must meet the criteria for admission to graduate studies at Ursuline and should consult with the graduate program director as early as possible in the undergraduate career.

## COUNSELING AND ART THERAPY

### MISSION

The Master of Arts in Counseling and Art Therapy Program provides education and training in professional clinical mental health counseling and art therapy. Students learn to aid clients in exploring personal potentials and problems through both visual and verbal expression. Graduates are prepared to work in a wide variety of clinical, educational and human service institutions, including hospitals, children's agencies, mental health and counseling centers, correctional and geriatric facilities, hospice care and wellness centers to name a few. At Ursuline, the individual professional development of each student is nurtured. A wide range of placements are available for internships, and students are encouraged to develop areas of expertise in line with their strengths and interests.

### DEGREE PROGRAMS

The Master of Arts in Counseling and Art Therapy offers two tracks:

#### *Counseling and Art Therapy Track - 65 credits*

Graduates meet the educational requirements for counseling licensure (LPC-Licensed Professional Counselor and LPCC-Licensed Professional Clinical Counselor) in Ohio, and the educational requirements for the National Certified Counselor (NCC) through the National Board of Certified Counselors. Graduates also meet the educational requirements for national registration and board certification for art therapists (ATR-BC) through the Art Therapy Credentials Board, and may meet the educational requirements for counselor and/or art therapy licensure in some states. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is approved by the Ohio Counselor, Social Worker, Marriage & Family Therapist Board, and by the American Art Therapy Association. **Licensure laws vary from state to state**, and applicants are encouraged to check their individual state laws for licensure eligibility requirements.

### ART THERAPY TRACK - 55 CREDITS

The 55-semester hour minimum degree program meets the educational standards for national registration and certification (ATR-BC) as an art therapist through the Art Therapy Credentials Board, and may meet the educational requirements for counselor and/or art therapy licensure

in some states. **Licensure laws vary from state to state**, and applicants are encouraged to check their individual state laws for licensure eligibility requirements. The program is approved by the American Art Therapy Association.

#### POST GRADUATE COURSEWORK

Candidates who possess a master's degree in a related field may take courses in the program to enhance their professional work. A course sequence may be designed to meet the educational standards for registration and certification as an art therapist, depending upon the current national standards of the Art Therapy Credentials Board [www.atcb.org](http://www.atcb.org)

#### ADMISSIONS REQUIREMENTS

Students applying for admission must meet both the [general requirements for admission](#) to all graduate programs and the specific requirements of the Counseling and Art Therapy program.

1. An undergraduate degree with a recommended grade point average of 3.0 or higher.
2. An interview with the Counseling and Art therapy department faculty. Telephone or Skype interviews may be arranged for out-of-state applicants.
3. A three to five-page essay in APA format discussing the following:
  - a. aptitude for working with people
  - b. motivation for pursuing a career in counseling and art therapy
  - c. the meaning of art in the applicant's life
  - d. areas of artistic strength and areas of possible artistic growthThis essay is in addition to the general essay on the graduate application form.
4. A portfolio brought to the interview prior to enrollment. Candidates completing prerequisite art courses must submit a partial portfolio for review, with follow-up work submitted after completing the art prerequisites. The portfolio should contain:
  - a. At least 24 works of art representing a variety of media and techniques
  - b. A separate index page listing works, and including the media, size, and date the work was completed
  - c. Digital images, slides, photos or actual works are all acceptable.
5. Prerequisite coursework in art and psychology are required. At least 12 hours of the studio art and at least 9 hours of the psychology must be completed prior to starting the program. The remaining prerequisites must be completed within the first year of the program.

These are to include:

- *18 semester hours in studio art which must include:*
  - Drawing
  - Painting
  - Ceramics
- *12 semester hours in psychology:*
  - General Psychology
  - Developmental Psychology (Human Growth and Development, Lifespan Development, Child and Adolescent, etc.)
  - Counseling Theory (or Theories of Personality, Personality Theory)



- Abnormal Psychology (or Psychopathology)

Some experience in working with people within a human service context is highly recommended.

## **CURRICULUM**

### **COUNSELING AND ART THERAPY TRACK - 65 CREDITS**

<b>Required Core Courses</b>	<b>CREDIT HOURS</b>
CAT 500 Professional, Ethical, and Legal Issues	3
CAT 501 History and Theory of Art Therapy	3
CAT 503 Treatment of Children and Adolescents	3
CAT 504 Human Growth and Development	3
CAT 505 Counseling Theories	3
CAT 507 Group Process	3
CAT 508 Family Systems	3
CAT 509 Psychopatholog	3
CAT 520 Projective Assessments	3
CAT 523 Cultural and Social Issues	3
CAT 544 Art Therapy Studio I	1
CAT 546 Clinical I: Counseling Techniques	3
CAT 547 Clinical II: Practicum	3
CAT 548 Appraisal	3
CAT 549 Internship I	2
CAT 550 Internship II	2
CAT 567 Techniques and Use of Media	2
CAT 591 Orientation to Research and Writing	1
CAT 594 Research and Evaluation	3
CAT 595 Thesis/Project	1
CAT 596 Thesis/Integrative Seminar	2
CAT 601 Life Style and Career Development	3
CAT 603 Diagnoses	3
CAT 648 Case Studies	2
CAT 650 Psychotropic Medications	1

**ART THERAPY TRACK - 55 CREDITS**

<b>Required Core Courses</b>	<b>CREDIT HOURS</b>
CAT 500 Professional, Ethical, and Legal Issues	3
CAT 501 History and Theory of Art Therapy	3
CAT 503 Treatment of Children and Adolescents	3
CAT 504 Human Growth and Development	3
CAT 505 Counseling Theories	3
CAT 507 Group Process	3
CAT 508 Family Systems	3
CAT 509 Psychopathology	3
CAT 520 Projective Assessments	3
CAT 523 Cultural and Social Issues	3
CAT 544 Art Therapy Studio I	1
CAT 546 Clinical I: Counseling Techniques	3
CAT 547 Clinical II: Practicum	3
CAT 548 Appraisal	3
CAT 549 Internship I	2
CAT 550 Internship II	2
CAT 567 Techniques and Use of Media	2
CAT 591 Orientation to Research and Writing	1
CAT 594 Research and Evaluation	3
CAT 595 Thesis/Project	1
CAT 596 Thesis/Integrative Seminar	2

*Elective Courses (3 credits of electives are required for the 65-credit program, 2 credits are required for the 55-credit program)*

<b>Course</b>	<b>CREDIT HOURS</b>
CAT 506 Creative Counseling Modalities	1,2
CAT 525 Special Settings and Populations	1,2
CAT 526 Educational Settings	1,2
CAT 527 Addictions and Treatment	1,2
CAT 528 Geriatrics	1,2
CAT 531 Spirituality, Wholeness and the Arts	1,2
CAT 545 Art Therapy Studio II	1,2
CAT 510-515 Workshops	1,2
CAT 585 Independent Study	1,2
CAT 649 Advanced Clinic	1,2

**COURSE DESCRIPTIONS***Required Courses**CAT 500 Professional, Legal, and Ethical Issues (3)*

This course is a study of the ethical principles, professional guidelines, and issues pertaining to counseling and art therapy. This course challenges students to consider how their values and backgrounds will influence their personal sets of ethics and developing a professional identity.

This course also will assist students to develop decision making skills when faced with ethical dilemmas. Additionally, the course provides information related to professional roles and responsibilities, professional organizations, state and national credentialing, and counselor advocacy and self-care. Furthermore, in-depth attention is given to the current version of the American Counseling Association (ACA) and the American Art Therapy Association (AATA) Ethical Principles and the Art Therapy Credentials Board (ATCB) Code of Ethics, Professional Practice and Disciplinary Procedures. Lastly, Ohio professional Counselor licensing act and regulation, Ohio Law and legal issues involved in the practice of counseling and art therapy will be thoroughly examined.

*CAT 501 History and Theory of the Art Therapy/Counseling (3 Credits)*

This course will examine the origin, history and theory of art therapy, its development as a therapeutic discipline, and its use in the treatment of mental and emotional disorders. The healing power of art and ritual, as well as theories of creativity and symbolism in art will be explored. An introduction to the early pioneers and the literature that shaped the field will be highlighted. Credentialing, licensure and current issues affecting the profession will be discussed. Developing one's identity as an art therapist and counselor, and the importance of joining state and national art therapy organizations will be stressed. Students will be expected to become members of The American Art Therapy Association (AATA) and The Buckeye Art Therapy Association (BATA).

*CAT 503 Treatment of Children and Adolescents (3 Credits)*

This course is designed to develop the knowledge and skills necessary to counsel with children and adolescents in various human service settings. Theoretical and practical interventions for helping children and adolescents in individual, group and family formats will be explored. Interviewing, assessing, developing strength-based individual service plans and designing treatment techniques/strategies tailored to meet client needs will be taught. Students will be exposed to various state of the art treatment/ counseling approaches including those inherent in the areas of play and art therapy as well as other expressive modalities. In addition, family, social and cultural contexts that impact on children and adolescents will be considered. Finally, special emphasis will be placed on knowledge of various areas of normal developmental stages in youth. *Prerequisites: CAT 500, 501.*

*CAT 504 Human Growth and Development (3 Credits)*

The goal of this course is to familiarize students with the biosocial, cognitive, and psychosocial development of human beings across the life span. Developmental theory will be studied and discussed in terms of its impact on counseling theory and the counseling process. Particular attention will be paid to the role of culture, belief systems, and socio-economic status on the developing individual.

*CAT 505 Counseling Theory (3 Credits)*

This course will focus on a study of selected counseling theories including psychodynamic, cognitive/behavioral, humanistic and systemic approaches along with current counseling trends including the use of postmodern approaches. Attention is given to the development of an integrated counseling approach sensitive to clients' and counselors' cultural backgrounds,

personal philosophies, a wellness orientation and current needs. Case presentations, videos and experiential exercises focus class discussions. Art therapy approaches relevant to the counseling theory are integrated into the curriculum.

*CAT 507 Group Process (3 Credits)*

Introduction to the theory and practice of group counseling and group art therapy in a multicultural society. Through didactic and experiential learning, students study various kinds of groups, their history, efficacy, and theoretical underpinnings. Principles of group dynamics, developmental models, leadership skills, and orientations to group are covered. Experimenting with the roles of leader and member, students sharpen skills while developing a deepening understanding of the purpose and power of group process. The impact of the creative process on group development is integrated into the curriculum. *Prerequisites: CAT 500, 501, 505, 591, 509, 548, 546*

*CAT 508 Family Systems (3 Credits)*

In this course students will gain a broad background in couple and family systems assessment, prevention, and intervention for a variety of family and/or behavioral health concerns. The course will cover the tenets of the systems orientation as well as number of models of family behavior and family counseling/therapy—including emerging scientifically based developments in the field of couple and family counseling/therapy. Family art therapy theory and intervention will also be examined through established family art therapy techniques. Ethnicity and other socio-cultural factors influences on family intervention are integrated within the material.

*Prerequisites: CAT 547, 503*

*CAT 509 Psychopathology, Personality and Abnormal Behavior (3 Credits)*

This course is designed to assist the counseling student in understanding abnormal behavior, psychopathological conditions and psychological disorders across the life span. Contextualized through an integrative review of the biological, psychological, social, cultural, historical, neuroscientific and systemic forces a review of the major categories of psychopathology will be initiated through class discussion, experiential activities, multimedia and assessment. The role of counseling in the treatment of mental and emotional disorders is also explored.

*Prerequisites: CAT 501, 505, 500, 591*

*CAT 520 Projective Assessments (3 Credits)*

This is an advanced course focusing on current and classic projective assessments. Students will acquire knowledge and skill in the selection, administration, and integration of a variety of state of the art clinical assessment tools. Students will utilize a field subject to practice, administering, interpreting and writing clinical assessment reports on a selection of the assessments studied. The course will culminate with the student integrating their report findings in a comprehensive assessment battery summary emphasizing the psychological personality profile of the subject. *Prerequisites: CAT 500, 501, 503, 504, 505, 509, 546, 548, 591*

*CAT 523 Cultural and Social Issues (3 Credits)*

This course promotes awareness and understanding of various cultural frameworks with a focus on current issues relevant to the professional practice of art therapy and counseling. Specific

applications of counseling and art therapy as related to multi-cultural client populations will be discussed. The impact of culture and cultural symbolism, gender, and socio-economic status will be considered. Professionals from the greater Cleveland area will share their experience and insights.

*CAT 544 Art Therapy Studio (1 Credit)*

An exploration of creativity and self-expression to involve students in their own personal art making. Content will focus on understanding the creative process, development of a personal symbolic language, the integration of a personal artist identity, and a commitment to ongoing artistic expression. *Prerequisite: CAT 567*

*CAT 546 Clinical I: Counseling Techniques (3 Credits)*

This course will focus on the basic skills and beginning level techniques of the counseling process. The development of counseling skills and understanding the characteristics and behaviors that influence the helping process will be featured in this course. Emphasis will be on the therapeutic process as well as the development of appropriate micro skills. The student will be introduced to various client settings and populations and learn the basics of assessment, documentation, and case conceptualization. There will be a 40-hour clinical component where students will learn group and individual counseling practices in a particular setting. Through reading, reflection, discussion, role play, observation, and feedback, students will develop an understanding of the counseling process and the role of the therapist in different settings. Students will receive training in basic core counseling techniques so as to begin to develop a personal style of counseling. Any student who receives less than a B in this course may face possible dismissal from the program, or may be required to repeat the course. *Prerequisites: CAT 500, 501, 505, 591, (509, 548 concurrently)*

*CAT 547 Clinical II: Practicum (3 Credits)*

This is a practical experience course where students are placed in settings for a 100-hour practicum designed in an agency, at least half of which are direct client contact. Student will participate in weekly supervision, both on site and in the classroom. The course will focus on the continued development of basic skills introduced in CAT 546 Counseling Techniques, with emphasis on the therapeutic relationship, therapeutic process, counselor micro-skills, treatment planning, art therapy interventions and documentation and utilization of supervision. Assessment and appraisal of the individual, chemical dependency, cultural considerations, and trauma and crisis intervention will be featured. Clinical supervision on site will be provided by an appropriate master's level professional with a minimum of two year's clinical experience, at the rate of one hour of supervision for every ten hours of client contact. Developmental supervision in class will be provided by a Licensed Professional Clinical Counselor (LPCC-S) and a Registered Art Therapist (ATR). Any student who receives lower than a B in this course may face possible dismissal from the program, or may be required to repeat the course. *Prerequisites: CAT 500, 509, 504, 546, 548*

*CAT 548 Appraisal (3 Credits)*

This course is a study of the selection, administration, scoring and interpretation of standardized tests and other assessment instruments used in counseling settings. The course

survey instruments used in assessing individuals in the following domains: cognitive, career and life planning, personality and mental health. Attention is also given to test/assessment construction, reliability and validity. Statistical concepts needed to understand and interpret tests and assessments are explained. The impact of culture, gender and socio-economic status on the administering and interpretation of assessment measures is discussed. *Prerequisites: CAT 500, 501, 505, 591*

*CAT 549, 550 Internship I, II (2 Credits, 2 Credits)*

Students will complete two internships, 549 & 550. For each of the internships, students will complete 350 hours of supervised experience. The course is co-taught by Licensed Professional Clinical Counselors (PCC-S) and Registered (ATR) and Board Certified Art Therapists (ATR-BC). Focus is on the further development of skills introduced in ATC 546 and ATC 547. Students will receive clinical site supervision from an appropriate master's level professional with a minimum of two years clinical experience at the rate of one hour of supervision for every ten hours of client contact, and developmental supervision in class from both a registered art therapist (ATR) and a supervising licensed professional clinical (PCC-s) counselor. Course material will vary based on the needs of the individual students and the populations served. Any student who receives less than a B in this course may face possible dismissal from the program, or may be required to repeat the course. *Prerequisite for Internship I: CAT 547, 507, 520, 548, 594 and 567 (503 & 603 concurrently). Prerequisites for Internship II: CAT 549, 603*

*CAT 567 Techniques and Use of Media (2 Credits)*

An examination of various intervention techniques. Emphasis is placed on a deeper understanding of the nature and characteristics of a variety of media. Further skill development in identifying problems, establishing goals and creating interventions appropriate for use with specific populations. Students will explore art materials and techniques, and develop skills in planning and implementing interventions that help clients achieve therapeutic goals.

*Prerequisites: CAT 500, 501, 505, 591, 509, 548, 546*

*CAT 591 Orientation to Research and Writing (1 Credit)*

This course will provide an overview of the program and the writing and communication skills necessary to be an effective graduate student. An introduction to the literature in the field and the resources of the Besse Library will be included. An introduction to the thesis/manuscript process will be featured. Emphasis will be on developing students' graduate school writing skills, APA style, and proficiency in writing research papers. Proficiency in APA, 6th ed. format is expected by the end of the course.

*CAT 594 Research and Evaluation (3 Credits)*

A study of varied research methods and reporting techniques, including quantitative, qualitative and mixed methods approaches. Particular emphasis will be given to developing the skills necessary to be both an astute consumer of published research and a capable producer of valid and useful research. Attention will be given to the statistical methods most commonly employed in counseling research. *Prerequisites: CAT 591, 546, 520, (520 may be taken concurrently)*

*CAT 595 Research: Thesis/Project (1 Credit)*

The conceptualization and writing of a major project or thesis that demonstrates the individual's ability to do independent research, to conduct creative and scholarly investigations and to communicate ideas effectively. Students enrolled in this class will have already completed the process of gathering data and doing the research required for their project. This class focuses on the writing of the thesis, not on gathering data or doing background research.

*Prerequisite: CAT 594, 549*

*CAT 596 Theses: Integrative Seminar (2 Credit)*

The major goals of this course are: refining the final thesis project through consultation with professionals in the community as well as with professors and colleagues in the classroom; preparation of research results for public oral presentation and for publication in written form; and participation in a professional gathering where each student will present her/his thesis research/project. Professional issues such as public policy, mental health mandates, managed care systems, administration, finance and accountability within the mental health system will also be highlighted. *Prerequisite: CAT 595*

*CAT 601 Lifestyle and Career Development (3 Credits)*

The goal of this course will be to familiarize students with the theory and process of career counseling. The history, theories, and techniques of career counseling will be explored, including study of career development theories and decision-making models, particularly vocational-choice theory; exploration of career, vocational, educational, occupational, and labor market information resources and career information; establishment of career program planning, organization, implementation, administration, and evaluation; exposure to interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; training in career and educational planning, placement, follow-up, and evaluation; and practice using career assessment tools and instruments. Students will learn career counseling processes, strategies, and resources specific to use with special populations. Moreover, students will leave the course prepared to work as career counselors in a variety of settings.

*CAT 603 Diagnoses (3 Credits)*

This course will cover the structure and uses of the current edition of the "Diagnostic and Statistical Manual for Mental Disorders (DSM)" and understanding of the "International Classification of Diseases (ICD). Additional focus will be on the development and recognition of a framework for identifying symptomology, etiology and psychodynamics of mental and emotional disorders. Course will also instruct on initial interview skills as well as conducting mental status examinations and diagnosis. The impact of biopsychosocial and spiritual/cultural factors in diagnosis will be identified. *Prerequisite: CAT 520, 547, (520, 547 may be taken concurrently)*

*CAT 648 Case Studies (2 Credits)*

Through the use of case materials, students will be guided through the process of treatment planning and counseling intervention. This course will consider the various treatment modalities for specific diagnoses and presenting concerns, the role of theoretical orientation in

conceptualizing etiology and treatment of clients concerns, as well as the importance of aligning treatment approach with diagnosis, client goals, and theoretical approaches. Students will learn how to develop and implement treatment plans, assess and report client progress, and collaborate with other professionals for referral and adjunctive treatment. Additionally, students will be trained in psychological first aid, a crisis intervention and treatment model. Moreover, students will review the basic elements of mental health program management, emergency management systems, program development, and service delivery. *Prerequisites: CAT 520, 549, and 603 (549B can be taken concurrently)*

*CAT 650 Psychotropic Medications (1 Credit)*

This course provides a framework for the counselor to understand the biological mechanisms behind the use of psychopharmacology, the different types of medication used in psychopharmacology such as antipsychotic medications, antidepressants, mood stabilizers, antianxiety medications and miscellaneous medications for the elderly and for children.

*Prerequisites: CAT 509*

*ELECTIVE COURSES:*

*CAT 506 Creative Counseling Modalities (1 or 2 Credits)*

A basic introduction to the creative arts used as counseling modalities. Exploration of the creative processes of the visual arts, music, dance, drama and poetry as applied to the counseling setting.

*CAT 510-515 Workshops in Art Therapy and Counseling (1 or 2 Credits)*

Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

*CAT 525 Special Settings and Populations (1 or 2 Credits)*

The practice of art therapy and counseling applied to varied settings and populations, such as service learning. Topics will be announced each semester.

*CAT 526 Educational Settings (1 or 2 Credits)*

Individual and group counseling and art therapy in a variety of educational facilities.

*CAT 527 Addictions and Treatment (1 or 2 Credits)*

An examination of current models for understanding addictions including the medical, psychodynamic, family systems and psycho spiritual models. Guest lecturers, discussions, slide presentations, case presentations and a variety of experiential strategies are integrated into the curriculum.

*CAT 528 Geriatrics (1 or 2 Credits)*

An overview of art therapy and counseling applications with geriatric populations. Various theoretical approaches will be explored and the physical and psychological processes of aging will be introduced through lectures, reading assignments and experiential exercises.

*CAT 531 Spirituality, Wholeness and the Arts (1 or 2 Credits)*



An interdisciplinary consideration of the spiritual component of wellness and an exploration of the creative process and art making as catalysts in promoting healing. An examination of spirituality and creativity within the counseling process.

*CAT 545 Art Therapy and Counseling Studio II (1 or 2 Credits)*

An in-depth exploration of specific methods of intervention and their applications in the art therapy and counseling process. Subject matter of the course will vary, and the topics will cover a broad range of creative modalities.

*CAT 585 Independent Study (1, 2, or 3 Credits)*

An opportunity to study in-depth some area of interest that may not be offered in the curriculum.

*CAT 649 Advanced Clinic (1 or 2 Credits)*

An advanced internship. Students must complete an application and have approval from their advisor and the clinical director to take this course.

*Ursuline College reserves the right to terminate internship experiences when circumstances are not beneficial to the goals of the program or for the good of an individual student. Students receiving below a B in any of the field work courses (CAT 546, 547, 549, and 550) may face possible dismissal from the program.*

Art work completed while in the program or as class assignments may be used for the educational or exhibit purposes of the College. Thesis work may also be used for educational purposes of the College.

## **EDUCATION PROGRAMS**

Ursuline College offers two graduate education programs leading to a Master of Arts in Education. These graduate programs are administered as part of the Ursuline College Education Unit, accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the National Council for Accreditation of Teacher Education (NCATE). Social Justice, Spirituality, Professionalism, and Democratic Living are the key pillars of the programs. Specifically, the Educational Administration Program is designed to prepare candidates to meet the requirements for a principal's license in the State of Ohio. The Master Apprenticeship Program (MAP) is designed to prepare candidates to meet the requirements for an initial teaching license in the State of Ohio and the Ohio Department of Education Endorsement in Reading.

## **EDUCATIONAL ADMINISTRATION**

The Master of Arts in Educational Administration prepares individuals to function as principle-centered leaders in a school setting, focusing on the unique challenges facing public, nonpublic and charter schools. The program's knowledge and skill base is found in the research on effective schools; best practices in teaching and learning; the principles of organizational development; and the principle-centered approach to leadership and administration.

The Educational Administration program emphasizes working with others through the

development of positive relationships, identifying values and operating out of a value-based system, developing personal and professional skills necessary for effective leadership, and understanding and integrating knowledge required for leading an effective school. This emphasis includes the unique mission and philosophy of both public and private education, leadership and management, curriculum and instruction, personnel and resource management, contract and state law, funding and fundraising along with state and federal funding, and educational theories within the unique environment of the private, nonpublic and charter school. Educational Administration is recommended for certificated or licensed educational personnel from public and nonpublic schools who wish to pursue a master’s degree focusing on school administration, all school personnel who desire to upgrade or renew teaching and administrative certificates, individuals who wish to obtain elementary, secondary, or alternative principal licensure, and teachers and administrators who are interested in service or professional growth beyond an earned degree.

All students must complete a minimum of 30 semester hours for the master’s degree and an additional 15 hours for the State of Ohio Principal Licensure. The program is designed so that it can be completed on a part-time basis. The program is NOT a cohort type program. Candidates may choose what course or courses fit into their schedule best each semester. Graduate courses are scheduled on evenings and Saturdays during the regular academic year and in the daytime during the summer sessions. Evening courses are held from 5:00 p.m. – 7:30 p.m. once a week for the duration of the semester. Saturday and summer school courses are scheduled from 8:00 a.m. – 4:00 p.m. for five days.

The Superintendent’s Licensure program IS a cohort type program. All courses must be taken in sequence. Students must complete 12 semester hours starting in fall or spring semesters of the academic year. Courses are scheduled evenings once a week from 5:00 – 7:30.

Superintendent Licensure Pre-requisites:

Candidate must have an Administrative License.

Candidate must have covered all of the courses/topics outlined in the Ursuline Principal licensure program; if not, the candidate may be required to complete additional courses.

The Educational Administration Program is fully accredited by CAEP and NCATE and Nationally Recognized by ELCC.

#### ADMISSION REQUIREMENTS

Students applying for admission must meet the [general requirements for admission](#) to all graduate programs

#### COURSE OF STUDY

<b>Required Core Courses</b>	<b>CREDIT HOURS</b>
ED 500 Principles of Educational Administration and Leadership I	3
ED 505 Principles of Supervision	3

ED 509 Field Experience I	3
ED 520 Instructional Leadership	3
ED 530 Curriculum Development	3
ED 536 School Climate	3
ED 554 Issues and Problems of the School Principal	3
ED 560 Educational Research	3
ED 575 School Law	3
ED 590 Integrating Seminar in Administration	3

<b>Post-Master Licensure Courses</b>	<b>CREDIT HOURS</b>
ED 510 Principles of Educational Administration and Leadership II	3
ED 519 Field Experience II/Internship	3
ED 541 Pupil Personnel Services	3
ED 549 Professional Staff Development	3
ED 589 Administrative and Instructional Uses of Technology	3

<b>Superintendent Licensure Courses</b>	<b>CREDIT HOURS</b>
ED 601 You as a Superintendent	3
ED 602 The Business of the School District	3
ED 603 Educating the Whole Child	3
ED 604 Superintendent Internship and Seminar	3

#### COURSE DESCRIPTIONS

##### ED 500 *Principles of Educational Administration and Leadership I (3 Credits)*

The focus of this course is on the understanding of administration, management and leadership. Emphasis is placed on the relationship-building skills of the principal. These skills include: understanding of the school community, its demographics and resources, data and information collection, data analysis, judgment, effective communication, building trust, consensus building, shared decision-making, effective problem solving and organizational development principles, including organizational oversight and organizational policy development. Significant theories of leadership, motivation and organizational development are introduced. The principal as a role model is emphasized. Methods of assuring that students, parents, faculty, staff and school community feel valued and important are studied. Strategies for recognizing and celebrating student, faculty and staff accomplishments are reviewed. Public relations and marketing strategies are discussed. Students continue to focus on the ELCC Standards and their role in the responsibilities of the school administrator.

##### ED 505 *Principles of Supervision (3 Credits)*

The differences between evaluation and supervision are clarified. Strategies for hiring, evaluating and assisting faculty and staff members are identified. Working with marginal teachers and staff members and the process of termination, if and when necessary, are discussed.

*ED 509 Field Experience I (3 Credits)*

This is planned in-school experience involving participation, observation, and discussion of the role and tasks of a school administrator. The in-school experiences are developed around eight specific administrative competencies: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curriculum and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance. Students work in their own school setting with their principal as well as with a mentor principal from another school. Class seminars emphasize the focus of each administrative competency as well as consensus building, time management, visibility, competence, role modeling, problem solving, trust building and judgment. The ELCC Standards for principals are introduced and studied.

*ED 510 Principles of Educational Administration and Leadership II (3 Credits)*

The application of organizational development and leadership theories, as they apply to educational administration and leadership including the principles of trust, trustworthiness, pathfinding, alignment, empowerment and modeling, are examined and applied.

The topics of personal values, shared decision-making, school governance and community relations, conflict management, collective bargaining and negotiations are addressed. Partnerships with the school community, community groups and area businesses are discussed. Current trends in educational administration are related to principles to assist students identify and assess their own values. The principal as facilitator and delegator is also studied. An emphasis is placed on students assessing their own effectiveness as leaders.

*ED 519 Field Experience II (3 Credits)*

This is a planned, in-school experience involving active participation in the application of knowledge and skills of administration to various responsibilities and challenges faced by school principals. The eight administrative competencies of: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curricular and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance are again utilized. The difference is the in-depth involvement in the activities and competencies that each student is expected to accomplish. Students work in their own school setting under the direction of their building principal as well as with a mentor principal from another school. Class seminars emphasize the application of each administrative competency as well as the examination of the components of a safe, secure and supportive learning environment, designing effective co-curricular programs and their evaluation and current technologies that support management functions. Candidates analyze the differences between high schools, middle schools and elementary schools plus the differences between urban and suburban schools. Class members also investigate the role of the assistant principal and the athletic director. *Prerequisite: Completion of a substantial portion of the Administrative Licensure Program.*

*ED 520 Instructional Leadership (3 Credits)*

The roles and functions of the principal as an instructional leader are studied with a strong emphasis on the best instructional practices and strategies for the early childhood and middle childhood student, along with the appropriate use of technology in teaching and learning. The belief that all students can learn is emphasized in conjunction with the research on continuous school improvement, early childhood and middle childhood growth and development, and the latest research on applied learning and teaching theories including multiple intelligences, brain research, and the best practices found in educational research.

*ED 530 Curriculum Development (3 Credits)*

The theories and application of curriculum development, design, alignment and evaluation are examined with practical application of federal, state and district curriculum guidelines for early childhood, middle childhood, adolescent and young adult students. Students understand major curriculum design models, interpret school district curricula, initiate needs analysis, adjust content as needs and conditions change, and understand the articulation of an entire school district curriculum. The relationship of curriculum to the school philosophy, personnel, outside agencies, research and school community resources are discussed and applied.

*ED 536 School Climate (3 Credits)*

The identification, implementation, assessment and evaluation of the unique culture of a school is developed along with an emphasis on faculty, parent and student collegiality and teamwork through the use of traditions, celebrations, ceremonies and other similar activities. An environment of high expectations of self, student and staff performance is cultivated. The importance of a caring school community is studied. Provision is made for the development of guidelines, techniques and practices which facilitate positive relationships between the school, the parents and the community.

*ED 541 Pupil Personnel Services (3 Credits)*

The role and function of various support staff and services which impact students and their parents are studied. Emphasis is placed on the non-academic services which are provided in the schools. These include: psychological services, school health services, guidance services, occupational therapy services, school social work services, special education services, speech and hearing therapy services, home schooling and alcohol and drug programming. Consideration is given to the influence of these services on other school personnel and parents. The role of intervention assistant teams is discussed. The Response to Intervention concept is studied. Confidentiality and privacy of school records are studied. Utilizing community resources to assist students in need is a focus of this course along with collaboration and communication with families.

*ED 549 Professional Staff Development (3 Credits)*

Adult learning strategies for professional staff development to improve student learning outcomes according to district and building parameters are studied. Change as a process is examined. Diversity and its implication for educational leadership are discussed. The importance of understanding parents and community groups whose values and opinions sometimes conflict is reviewed. The evaluation of professional development programs is

taught. The concept of life-long learning is stressed, along with risk-taking to improve schools. Working with parents, parent groups, special interest groups and the total school community are discussed.

*ED 554 Issues and Problems of the Public School Principal (3 Credits)*

Current issues and problems facing the school leader are examined and discussed. This approach means that different issues may be examined each semester depending on feedback from acting school administrators. Often these issues include but are not limited to safety and security concerns such as weapons in school, intruders at the school site, school fires and tornadoes, death at school and in the school family, preparation for emergency situations, and dealing with the grieving process at school. Decision making is a central focus of this course. Judgment and information collection are emphasized. Other concerns such as dealing with difficult parents, the achievement gap, diversity, poverty and its impact on school success, urban schools and their special problems, working with reluctant teachers, involving parents in the school and gaining their support and mobilizing the community on behalf of student learning are often studied. This course emphasizes the practical, current problems being faced by administrators in the schools.

*ED 560 Educational Research (3 Credits)*

The qualitative and quantitative methodologies and terminology of educational research are studied, along with evaluation and action research. Major emphasis is placed on developing a research proposal to conduct an individual action research project. The elements of the proposal include the identification of an action research topic; a review of the pertinent literature, both primary and secondary; the identification of a qualitative or quantitative research design; and a plan for the analysis of the data that will be gathered. Emphasis is placed on reading and interpreting present-day educational research that can be applied to the fields of administration, leadership, and curriculum and instruction.

*ED 575 School Law (3 Credits)*

The survey of laws and court decisions affecting education and school operations from the viewpoint of the school principal and the school district are reviewed. Selected principles of constitutional, statutory, case and common law affecting schools and school personnel with special reference to Ohio school law are studied. Contract law is reviewed as it applies to nonpublic schools. The importance of applying laws and procedures fairly, wisely and considerately is emphasized.

*ED 589 Instructional Use of Technology (3 credits)*

In this time of rapid change, school and district leaders are more important than ever. In the role of educational administrator, it is necessary to recognize the potential and necessity of technology. Further, it is critical that administrators recognize their dual role of instruction and technology leaders. The ISTE Standards for Administrators frames the role of the administrator in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape. Administrators must have competency and comfort in a wide array of technologies and their applications. In this course, students will

explore five areas where administrators can lead and transform educational technology: Visionary Leadership, Digital Age Learning Culture, Excellence in Professional Practice, Systemic Improvement and Digital Citizenship. This is an online course.

*ED 590 Integrating Seminar (3 Credits)*

Students develop a vision statement which commits the school and its services to total student learning and the highest possible standards of quality, productivity and continuous improvement. The knowledge, skills, attitudes and values of the educational administration program are synthesized. Covey's Seven Habits of Highly Effective People are studied in detail as a paradigm or model for personal and professional leadership. The habits of personal responsibility, personal mission statement, time and self management, respecting differences and diversity, effective teamwork, and empathic listening and taking care of oneself physically, mentally, emotionally, socially and spiritually enhance the basic code of ethics of the teaching and administrative profession. Students examine their own assumptions, beliefs and practices. Personal portfolio preparation, job search techniques, resume writing and interviewing skills are taught.

*ED 601 You as a Superintendent (3 credits)*

This course is designed to help the candidate come to understand what it means to be the leader, the Superintendent, of a school district. Candidates will investigate the various types of relationships that need to be established and how those relationships need to be cultivated. The candidates will then investigate the hiring process needed to secure the right type of employees. Candidates will then examine how new hires have to be developed so that they can grow in their positions. Management, delegation and leadership will be reviewed and examined from the perspective of the district leader. Integral to the superintendent's leadership will be strategic planning and how a district knows where it is going and what it is trying to achieve. The final major topic will be helping the candidate to recognize what he/she needs to do to secure the position and how to take care of himself/herself once the position has been secured.

*ED 602 The Business of the School District (3credits)*

The School Business Manager strives to achieve district goals by providing leadership and supervision in the district's program of fiscal management and in other assigned programs. This course provides superintendent candidates with an opportunity to gain substantive knowledge about major components related to school business management. This course overview includes topics related to school business management. Candidates seeking the superintendent licensure will be provided the opportunity to gain substantive knowledge about collective bargaining and labor relations, food service management, office administration, personnel management, purchasing, school finance, school law, risk management, transportation management and school plant management and operations. There is also an eight-hour field component required in this course. This course is considered to be part of the attainment of the Superintendent's licensure.

Prerequisites: ED 601- You as a Superintendent

*ED 603 Educating the Whole Child (3 credits)*

The demands and challenges of the 21st century require innovations on the part of teachers, administrators, schools, and communities to fully prepare students for college, career, and beyond. Educators who take on the whole child approach, which aims to ensure that each student is healthy, safe, engaged, supported, and challenged, set the standard for comprehensive, sustainable school improvement and provides students with the opportunity for long-term success. This course looks at how this approach works in relation to a school district leader's approach to academic achievement, culture and climate, curriculum and instruction, and impact of outside forces, which may or may not affect school district practices. These include the best practices found in educational research and school reform initiatives. There is also an eight hour field component required in this course. This course is considered to be part of the attainment of the Superintendent's licensure.

Prerequisites: ED 601- You as a Superintendent and ED 602- The Business of the School District

*ED 604 Superintendent Internship and Seminar (3 credits)*

This course is designed to develop candidates for school district leadership by providing opportunities to synthesize, practice, and apply knowledge from superintendent preparation coursework in the real-world setting of functioning schools. Practice-based coursework assignments related to each standard of district leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for district leadership.

During the internship, candidates will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences.

Candidates will be challenged and expected to: 1.) Think critically about the role of the superintendent and leading effective school districts, 2.) Engage in reflective thinking about the role of the superintendent and leading effective school districts, 3.) Integrate a variety of ideas regarding the role of the superintendent and leading effective schools, and 4.) Synthesize coursework into a meaningful framework of understanding about the role of the superintendent and leading effective schools. This course is considered to be a part of the attainment of the Superintendent's licensure.

Prerequisites: ED 601- You as a Superintendent, ED 602- The Business of the School District, and ED 603 Educating the Whole Child

**MASTER APPRENTICESHIP PROGRAM (MAP)**

The Master Apprenticeship Program is a site-based program leading to a Master of Arts Degree in Education and eligibility for state teaching licensure in one year. Intended for the recent college graduate or for those making a career change to education, this full-time, intensive program encompasses 45 or 57 semester hours of graduate course work. Candidates may choose to apply for the Early Childhood (45 hours), Middle Childhood (45 hours), or Adolescent to Young Adult(45 hours). Eligibility for the Special Education license requires 57 semester hours.



This full-time program begins with a ten week summer session in which candidates take courses in foundations, reading, human diversity and development and curriculum. The apprenticeship portion of the program consists of placement in classrooms, during which candidates work with mentor teachers for four days in the fall and early spring semesters, and five days in April. Coursework supports, complements and extends the apprenticeship experiences. Because of the intensive coursework and clinical teaching requirements, full-time students are not able to work during the program.

Please consult the Program Handbook for the most current information about the MAP program. Program Handbooks are available through the MAP director or by contacting the Office of Graduate and Professional Studies.

#### ADMISSION REQUIREMENTS

Students applying for admission must meet both the [general requirements for admission](#) to all graduate programs and the specific requirements of the MAP program noted below.

1. Demonstrate a 3.0 GPA in the chosen content specific area.
2. Take the Graduate Record Examination – may be required of candidates who have not earned a B or better in college math and composition courses, of candidates whose undergraduate GPA is less than 3.0 and of candidates whose content specific GPA is less than 3.0.
3. Complete all content area prerequisites to their course of study and pass the content-specific Ohio Assessment for Educators Exams before they are eligible for an Ohio teaching license. College transcripts are evaluated to ensure that pre-program licensure requirements are met. If candidates have not completed prerequisites when their transcripts are audited for admission, all prerequisite coursework must be completed before a candidate is eligible for licensure by the State of Ohio.

**COURSE OF STUDY**

<b>Early Childhood Licensure</b>	<b>CREDIT HOURS</b>
EDE 500 Foundations of Education	3
EDE 501 Skills for the 21st Century Educator	2
EDE 510 Introduction to Human Development and Learning	2
EDE 520 Systematic Phonics in the Integrated Language Arts	3
EDE 530 Curriculum, Materials & Methods I-Ohio Learning Standards & Planning for Instruction	3
EDE 527 Addressing the Diverse Learner	2
EDE 523 Reading Education and Literacy Perspectives	3
EDE 511 Advanced Studies in Development and Learning	3
EDE 525 Content Area Reading	3
EDE 531 Curriculum, Materials & Methods II – Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management	3
EDE 550 Professional Development Seminar I	3
EDE 560 Field Internship	3
EDE 521 Reading and Assessment	3
EDE 533 Curriculum, Materials & Methods III – Ohio Learning Standards for Teaching the Profession and Unit Planning	3
EDE 551 Professional Development Seminar II	3
EDE 578 Student Teaching	3

<b>Middle Childhood Licensure</b>	<b>CREDIT HOURS</b>
EDM 500 Foundations of Education	3
EDM 501 Skills for the 21st Century Educator	2
EDM 510 Introduction to Human Development and Learning	2
EDM 520 Systematic Phonics	3
EDM 523 Reading Education and Literacy Perspectives	3
EDM 527 Addressing the Diverse Learner	2
EDM 530 Curriculum, Materials & Methods I-Ohio Learning Standards & Planning for Instruction	3
EDM 512 Advanced Studies in Development and Learning	3
EDM 525 Content Area Reading	3
EDM 531 Curriculum, Materials & Methods II – Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management	3
EDM 550 Professional Development Seminar I	3
EDM 563 Field Internship	3
EDM 522 Reading and Assessment	3
EDM 533 Curriculum, Materials & Methods III – Ohio Learning Standards for Teaching the Profession and Unit Planning	3
EDM 551 Professional Development Seminar II	3
EDM 578 Student Teaching	3

<b>Adolescent to Young Adult Licensure</b>	<b>CREDIT HOURS</b>
EDA 500 Foundations of Education	3
EDA 501 Skills for the 21st Century Educator	2
EDA 509 Content Area Studies	3
EDA 510 Introduction to Human Development and Learning	2
EDA 527 Addressing the Diverse Learner	2
EDA 540 Curriculum, Materials & Methods I-Ohio Learning Standards & Planning for Instruction	3
EDA 540 Curriculum, Materials & Methods I-Ohio Learning Standards & Planning for Instruction	3
EDA 513 Advanced Studies in Development and Learning: Adolescent to Young Adult	3
EDA 520 Content Area Reading	3
EDA 541 Curriculum, Materials & Methods II – Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management	3
EDA 545 Integrated Methods for the Content Area I	3
EDA 550 Professional Development Seminar I	3
EDA 565 Field Internship	3
EDA 523 Reading and Assessment	3
EDA 545 Integrated Methods for the Content Area II	3
EDA 551 Professional Development Seminar II	3
EDA 578 Student Teaching	3

<b>Special Education Licensure</b>	<b>CREDIT HOURS</b>
EDS 500 Foundations of Education	3
EDS 501 Skills for the 21st Century Educator	2
EDS 510 Introduction to Human Development and Learning	2
EDS 520 Systematic Phonics in the Integrated Language Arts	3
EDS 523 Reading Education and Literacy Perspectives	3
EDS 527 Addressing the Diverse Learner	2
EDS 530 Curriculum, Materials & Methods I-Ohio Learning Standards & Planning for Instruction	3
EDS 570 Introduction to Special Education	3
EDS 513 Advanced Studies in Development and Learning	3
EDS 515 Language Development & Communication Disorders	3
EDS 525 Content Area Reading	3
EDS 550 Professional Development Seminar I	3
EDS 560 Field Internship	3
EDS 571 Introduction to Issues & Intervention in Behavior and Assessment for Students with M/M Needs	3
EDS 575 Intervention Specialist Block: Curriculum, Materials & Methods	3
EDS 521 Reading and Assessment	3
EDS 551 Professional Development Seminar II	3
EDS 572 Advanced Intervention in Behavior and Assessment	3
EDS 576 Consultation & Collaboration within School & Community	3
EDS 578 Student Teaching	3

#### COURSE DESCRIPTIONS

##### EDE, EDM, EDA, EDS 500 *Foundations of Education (3 Credits)*

This course encompasses a critical, reflective inquiry into the philosophical, historical and sociological theories that affect practice within the socio-cultural milieu of educational institutions. Critical pedagogy, constructivist theory, progressivism, interaction theory and labeling theory are key theoretical perspectives which underlie study in the course.

##### EDE, EDM, EDA, EDS 501 *Skills for the 21st Century Educator (2 Credits)*

This course encompasses the academic and technological skills needed for success in graduate study and for the pre K-12 teacher. The student will learn to create a web page, PowerPoint presentations, desk top publishing and electronic grade book preparation. Students will also learn to maximize their use of library resources and to refine their academic writing skills.

##### EDA 509 *Content Area Studies (3 Credits)*

Adolescent to Young Adult students bring their content area knowledge to a greater degree of sophistication as they continue to increase their depth of content area knowledge and to explore literature and standards from the learned organizations which inform that discipline. Their increasing expertise is demonstrated as they complete research in their content area. Along with content area knowledge, emphasis is placed on purpose, pedagogy, success, planning and materials.

EDE, EDM, EDA, EDS 510 *Introduction to Human Development and Learning (2 Credits)*

Designed to introduce graduate students to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

EDE 511, EDM 512, EDA 513, EDS 513 *Advanced Studies in Development and Learning (3 Credits)*

This course provides both theoretical background and substantive field experience. Students apply their knowledge of developmental influences and stages through actual work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive study of a student becomes the cornerstone of the course and becomes the vehicle through which theory and practice are explored.

EDS 515 *Language Development & Communication Disorders (3 Credits)*

This course studies language development in children from birth to age eight and the disorders that may arise, with emphasis on theories of cognition in relation to language development, application of theory, development of curriculum and materials, strategies for teaching, design in environments, and evaluation of language development in young children. Intervention in relation to language and communication disorders including the use of Augmentative and Alternative communication technology is explored.

EDE, EDM, EDS 520 *Systematic Phonics in the Integrated Language Arts (3 Credits)*

This course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and within meaning-centered reading and writing processes. Current research regarding phonics instruction, the integration of phonics into the language arts program and strategies and materials for applying theoretical perspectives in teaching practice will be included.

EDE 521, EDM 522, EDA 523, EDS 521 *Reading and Assessment (3 Credits)*

Application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and her/his needs and on the integration of reading, writing and the language arts. Age appropriate instruction, strategies and study skills in content areas will be explored. This course applies developmentally appropriate strategies for assessing students through observation, interaction and informal analysis.

EDE, EDM, EDS 523 *Reading Education and Literacy Perspectives (3 Credits)*

This course will focus on the application of current philosophies and practices in the teaching of reading with emphasis on the integration of reading, writing and the language arts. Attention will be given to issues of language and language acquisition, word attack skills, vocabulary development, levels of comprehension, critical and creative reading and reading and writing cross the curriculum. Students will be exposed to trade books, literature based basal texts and expository materials. Diagnostic and assessment procedures will be applied and methods for observation, reporting of progress and intervention strategies will be introduced.

EDE 525, EDM 525, EDA 520, EDS 525 *Content Area Reading (3 Credits)*

This course encompasses a survey of literature for children and young adults, covering a variety of literary genres. Special attention to criteria and procedures for teacher selection of literature will support a complex, literature-based curriculum.

EDE, EDM, EDA, EDS 527 *Addressing the Diverse Learner (2 Credits)*

This course orients apprentices to the range of diversity among learners. Diversities studied include cultural, linguistic, learning disabilities, special education and various exceptionalities. Apprentices learn to create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and specific abilities.

EDE, EDM, EDS 530 *Curriculum, Materials and Methods I - Ohio Learning Standards and Planning for Instruction* /EDE, EDM 531 *Curriculum, Materials and Methods II – Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management* /EDE, EDM 533 *Curriculum, Materials and Methods III – Ohio Learning Standards for Teaching the Profession and Unit Planning; (9 Credits)*

The methods-curriculum block begins with an introduction to models of teaching followed with a clinical practicum. As the graduate apprentices initiate practice models of instruction in their classroom placements, a survey of curriculum theory and design guides beginning lesson and theme planning. The courses progress with in-depth study of content areas within an integrated, theme-based curriculum, and the teaching of a theme or unit apprentices have designed and written. Special methods, peer observation, video-tape analysis and conferencing are features of this series.

EDA 540 *Curriculum, Materials and Methods I – Ohio Learning Standards and Planning for Instruction* and EDA 541 *Curriculum, Materials and Methods II – Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management (6 Credits)*

During this sequence of courses that spans the school year, apprentices participate in grade level placements aligning with licensure requirements. Apprentices work extensively with effective lesson planning which focuses on differentiation of instruction and professional reflection in order to develop effective pedagogical skills. A variety of instructional strategies are used to incorporate differing student approaches to learning. Instructional strategies for developing critical thinking, problem solving, and performance skills are practiced. Planning and management of instruction is strongly guided by knowledge of the content areas to be taught.

EDA 545 *Integrated Methods for the Content Areas I and II (3 credits)*

This methods course specifically emphasizes the methods inherent in teaching one's content area in grades seven through twelve. Apprentices build on their previous understanding of the tools of inquiry, principles of procedure, and methods of teaching the subject. They come to understand how goals and topics span a year-long curriculum and how to integrate short-term objectives within topical, integrated units. They apply this knowledge in lesson plans, clinical teaching, and mini-units. For their student teaching, they plan an extensive unit, following national, state, and school guidelines. The use of methods specific to their subject area is required.

*EDE, EDM, EDA, EDS 550/551 Professional Development Seminar I and II (6 Credits)*

Three philosophical themes are woven through this year-long seminar: purpose of schooling, pedagogy and success. Throughout the year, as apprentices observe, practice and reflect, they do so within the context of exploring the content and meaning of curriculum, of how learning goals are achieved and with a commitment to the success of every student. Individual advisement is a critical component of the seminar and serves as a vehicle for professional growth. Resume writing, job placement, an inclusive approach to differing school experiences, and the state mandated Ohio Assessment for Educators examinations are included components.

*EDE 560, EDM 563, EDA 565, EDS 560 Field Internship/EDE, EDM, EDA, EDS 578 Student Teaching (6 Credits)*

This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

*EDS 570 Introduction to Special Education (3 credits)*

This course explores the history, litigation and legislation, theories, ideologies, and methodologies which serve as the foundation for special education. The Council for Exceptional Children/NCATE standards will be reviewed and Standards #1, 2, 9 and 10 addressed for formal evaluation through Key Assessment #2-Special Education Website. Students will also continue to develop and design a personal and philosophical view of education, in light of the investigation and examination of exceptionality.

*EDS 571 Introduction to Issues & Intervention in Behavior and Assessment for Students with Mild to Moderate Needs (3 credits)*

This course is the first part of a two part course focusing on issues and intervention in behavior and assessment. This is the first part (I) and focuses on assessment, intervention, and reassessment. All aspects of assessment, including ethical and legal issues, are explored. Varied approaches to assessment which include collaboration with families and other professionals are covered. Informal, formal, and alternative methods are studied as well as the impact of current laws on student progress.

*EDS 572 Advanced Issues and Intervention in Behavior and Assessment of Students with Mild to Moderate Needs (3 credits)*

Specific behavior management techniques are discussed. School –wide behavioral support, functional behavioral analysis and wrap- around plans for students with emotional and behavioral disorders are considered. Ethical considerations and legal implications are included. Participation by families in the process is emphasized.

*EDS 575 Intervention Specialist Block: Curriculum, Materials, & Methods (3 credits)*

This course presents an intensive review of all facets of curriculum development and design of instructional strategies. Additionally, teacher candidates are provided with effective skills



required for teaching cognitive strategies to students. Included within the design of this course is the focus on independent living skills, vocational skills, career education programs, use of assistive devices, and transition services. Teacher candidates collaborate with the intervention specialist at their placement sites for lesson and unit planning, utilizing universal design and curriculum differentiation.

*EDS 576 Consultation and Collaboration in the Schools and Community (3 credits)*

Effective communication and collaboration among all constituencies (parents, school, community and agency personnel) are covered. Co-Teaching is reviewed and experienced. Development and discussion of interview skills, managing resistance/conflict and skills of negotiation, development of expert communication skills are part of this course. Working with paraprofessionals is explored. Team meetings and parent conferences are experienced, examined and analyzed.

### **HISTORIC PRESERVATION**

The master's program in Historic Preservation at Ursuline College prepares students to make sustainable and unique contributions to their world by preserving cultural memory and its lessons. Historic preservation supports and enhances the community by protecting and improving districts, neighborhoods, structures, works of art and other significant elements of material culture and cultural memory.

Ursuline offers an interdisciplinary degree program in which students connect directly with the rich heritage of northeastern Ohio. Students document historic buildings and sites and work with community and government leaders to prepare plans for the preservation, redevelopment and adaptive reuse of those sites. Students learn additional critical real-world skills by writing grant applications needed to fund those planned projects and documenting each portion of the process to provide a historic record for the community and future generations.

The National Council on Preservation Education has extended full membership to the Ursuline College Graduate Program in Historic Preservation since the program's inception in 2004 for fully meeting its standards for preservation education degree programs.

#### *Master of Arts*

The Master of Arts in Historic Preservation offers a 42 graduate credit hour degree program, consisting of three foundation courses, six bridge courses and five capstone courses. Students entering the graduate program should be prepared through an undergraduate degree in a related field, such as majors in American Studies, Archaeology, Architecture, Art History, Historic Preservation, History, Humanities, Interior Design, Material Culture Studies, Museum Studies, Restoration, Rural/Urban Studies or similar disciplines. Accepted students who do not have adequate preparation are required to take an architecture history course and a drafting/CAD course as prerequisites. These prerequisites must be completed by the end of the first year in the program, but they do not count toward the 42 credit hours to earn the master's degree. Students may pursue their master's in historic preservation either full or part-time.

*Five-Year Bachelor's Degree to Master's Degree*

The Master of Arts in Historic Preservation is also offered as a five-year program to Ursuline undergraduate students. At the end of the course of study, students will have earned both a bachelor's degree and a master's degree in Historic Preservation. Undergraduate students may apply to the "bridge" program in their junior year and will be accepted if they meet the criteria for admission to the School of Graduate and Professional Studies. These students will take the six bridge courses as part of their undergraduate degree and in doing so will have already completed that coursework. Only three graduate foundation courses and five capstone courses will be required for graduation with a master's degree.

**ADMISSION REQUIREMENTS**

Students applying for admission must meet both the [general requirements for admission](#) to all graduate programs and the specific requirements of the Historic Preservation program:

1. Writing sample that is the sole work of the applicant. This may be an independent research paper from previous college experience, summary of a design or research project, or other evidence of professional-level writing ability.
2. An interview with the Director of the Graduate Program in Historic Preservation.

**COURSE OF STUDY**

<b>Foundation Courses (9 Credit hours)</b>	<b>CREDIT HOURS</b>
MAHIP 589 Foundations in Preserving Cultural Memory	3
MAHIP 500 Research Methods in History and Historic Preservation I	3
MAHIP 504 Survey and Nomination	3
<b>Bridge Courses (18 Credit hours)</b>	<b>CREDIT HOURS</b>
HIP 425/525 Documenting and Recording Historic Properties	3
HIP 450/550 Issues and Ethics in Preserving Cultural Memory	3
HIP 455/555 Preservation Law	3
HIP 460/560 Conservation Studio	3
HIP 465/565 Preservation Planning	3
HIP 470/570 Adaptive Reuse	3
<b>Capstone Courses (15 Credit Hours)</b>	<b>CREDIT HOURS</b>
MAHIP 501 Methods	3
<b>Additional courses may be added as needed</b>	
MAHIP 502 Grant Writing	3
MAHIP 600 Thesis I	3
MAHIP 601 Thesis II	3
Elective Class/Internship/Independent Study	3

## COURSE DESCRIPTIONS

*Foundation Courses***MAHIP 589 *Foundations in Preserving Cultural Memory (3 Credits)***

This course introduces historic preservation in perspective to other public history professions. It provides a solid grounding in the history, theory, philosophy and practice of historic preservation with special focus on how historical significance is determined culturally and architecturally. Historic preservation is an interdisciplinary field that relies upon a broad variety of fields, including archaeology, architecture, history, landscape studies, public policy, real estate and business development and urban and rural planning. This class briefly investigates the implications of those involvements.

**MAHIP 500 *Research Methods in History and Historic Preservation I (3 Credits)***

Students explore historiography, historical theory and analysis and methods for cultural and historical research. Students are introduced to local archival/library repositories useful for research. Thesis development and writing skills are included.

**MAHIP 504 *Survey and Nomination (3 Credits)***

This course introduces Historic Resource Surveys/Inventories (including reconnaissance and intensive surveys) and National Register Nominations. Students will attain a working knowledge of these tools through individual experience in researching and writing for historic preservation projects. Students will also get practical experience in presenting their projects and information to audiences, both formally and informally. Although much of the work will be independent, there will be a series of classroom meetings and instructor appointments throughout the semester. *Prerequisites: MAHIP 500 and 589.*

*Bridge Courses***HIP 425/525 *Documenting and Recording Historic Properties (3 Credits)***

Students employ techniques for analyzing, documenting and recording the details of historic architecture and interiors using field investigation, interpretation of architectural evidence, construction chronology, restoration analysis, preparation of measured drawings, basic graphic representation and photography. *Prerequisites: MAHIP 500, 589, and Drafting/AutoCAD.*

**HIP 450/550 *Issues and Ethics in Preserving Cultural Memory (3 Credits)***

Students explore contemporary preservation issues, advocacy strategies and ethical standards in relation to the professional practice of preservation and public history. *Prerequisite: MAHIP 589.*

**HIP 455/555 *Preservation Law (3 Credits)***

This lecture/discussion course examines the history, theory and practice of preserving historic resources through the United States legal system. Students will analyze how laws are made in general; understand significant national, state and local preservation law; explore legal strategies for protecting historic sites and districts; investigate building codes and finance; and study preservation case law. Students examine the fundamentals of legal protection for and

regulation of historic cultural resources. Preservation is addressed in light of political systems that shape contemporary attitudes toward the historic environment. *Prerequisite: MAHIP 589.*

*HIP 460/560 Conservation Studio (3 Credits)*

This lecture/discussion/studio course covers the identification, conservation and restoration of historic building materials (wood, stone, brick, concrete, steel) plus architectural, furniture and decorative arts finishes (paints, varnishes, glazes, gilding, plating, coatings, etc.), their history (especially in America) and their components and applications. Appropriate conservation strategies and techniques are demonstrated. Students participate in discussions on the ethics and philosophy of surface conservation. *Prerequisite: MAHIP 589.*

*HIP 465/565 Preservation Planning (3 Credits)*

This lecture/discussion course examines practical and philosophical issues in planning for preservation and the methods for project implementation. Among the topics included are preservation surveys, zoning and conservation ordinances, easements, building codes, historic district and landmark designation, design review, roles of preservation agencies (local, state and national), preservation economics and incentives and tax credits and public relations. *Prerequisite: MAHIP 589.*

*HIP 470/570 Adaptive Use (3 Credits)*

This studio course presents specific historic sites in need of rehabilitation for continued use. Students are responsible for researching a site, conducting feasibility studies and generating design criteria goals and solutions. Particular emphasis is given to the Secretary of the Interior's Standards for the Rehabilitation of Historic Structures. Students combine design and drawing skills with technical knowledge in order to solve problems in creative, appropriate and economical ways. *Prerequisite: MAHIP 589.*

*Capstone Courses*

*MAHIP 501 Methods II (3 Credits)*

This seminar focuses on selecting, researching, analyzing, designing, organizing and writing the Historic Preservation thesis. Students learn how to select and research their thesis topic as well as prepare an outline, precis, annotated bibliography and prospectus. *Prerequisites: MAHIP500 and 589.*

In lieu of MAHIP 501, students may elect to take three combined credit hours of one credit hour specialized Methods 501 coursework selected from the following:

- MAHIP 501a *Application of Project Management Methods*
- MAHIP 501c *Cultural Landscapes Methods Practicum*
- MAHIP 501h *Heritage Writing Methods Practicum*
- MAHIP 501i *Heritage Interpretation Methods Practicum*
- MAHIP 501m *Museum Methods Practicum*

- MAHIP 501o *Oral History Methods Practicum*
- MAHIP 501p *Methods of Prospectus Preparation*
- MAHIP 501ps *Methods of Primary Source Research*
- MAHIP 501r *Archival Methods Practicum*
- MAHIP 501v *Video Documentary Methods Practicum*
- Additional courses may be added as needed

**MAHIP 502 *Grant Writing (3 Credits)***

Introduction to the role of the grant writer in the nonprofit sector. Emphasis on the ethics of fundraising and development and the attitudes and values associated with the act of asking for money. Provides an overview of the various types of fundraising. Student will write a proposal for a grant in Historic Preservation. The grant with complete budgetary information and time frame must be worthy of being funded in order to receive credit. Although most of the work will be independent, there will be a series of classroom meetings. *Prerequisites: MAHIP 500 and 589.*

**MAHIP 600/601 *Thesis (6 Credits)***

The final degree requirement is a research-intensive master's thesis. This two course sequence focuses on the development, research and writing of the thesis. With guidance from an advisor and a committee of readers, student will independently research and write an original thesis on a preservation topic of personal and professional interest using primary materials. The thesis builds on the specific student work from the courses in Methods II, Grant Writing and Survey/Nomination. *Prerequisite: MAHIP 501.*

**MAHIP 701 *Thesis III ( Credits) OPTIONAL***

Students who are unable to complete their thesis requirements within the 6 credit hours of MAHIP 600 and 601 register for up to 3 credit hours in 1 credit hour increments per semester of MAHIP 701 Thesis III to complete requirements. *Prerequisite: MAHIP 601.*

***Electives (3 Credits)***

Elective offerings vary according to student interests, projects, issues and local opportunities. These have previously included: Czech Your Public History, History of Architecture, Historic American Building Survey (HABS) and Historic Interior Objects.

**LIBERAL STUDIES**

The Master of Arts in Liberal Studies (MALS) is an interdisciplinary cross-cultural program that prepares students for a lifetime of learning in their personal and professional lives. A focus on values and their expressions in contemporary American society and its global context offers the advantages of a clear organizing principle, while an emphasis on critical thinking and analysis calls attention to the ethical and intellectual responsibilities that life in today's world entails. A Liberal Studies degree not only stimulates creative thinking for those who enjoy learning but also provides benefits across a wide spectrum of careers, from education to the humanities to

business and professional programs. It encourages ethical reflection, fosters public discourse and active citizenship and enhances leadership potential in every field.

Students may choose a thesis or essay option in pursuing a MALS degree. The 30 credit hour thesis option includes a six-credit thesis project. The 33 credit hour essay option includes a three-credit essay. Both options include two foundation courses (three credits each). Those choosing the thesis then take 18 elective credits and then the six-credit thesis project. Those opting for the essay take 24 elective credits and then the three-credit essay.

The foundation courses provide grounding in values, critical thinking, research and interdisciplinary study. The thesis or essay option includes faculty direction that contributes to a final work grounded in critical thinking.

Students may transfer graduate credit hours from other institutions of higher learning. See [Transfer of Credits](#).

Undergraduate students at Ursuline College may participate in the MALS bridge program. These students may earn up to six credits towards the MALS program.

#### ADMISSION REQUIREMENTS

Students applying for admission must meet the [general requirements for admission](#) to all graduate programs.

#### COURSE OF STUDY

The complete degree course of study is 30 or 33 credit hours, depending on the thesis or essay option chosen. In consultation with her/his academic advisor, a student may develop an individual concentration within the course of study by aligning twelve credit hours into a thematic focus. The concentration designation will be noted on the student's transcript.

<b>Required Courses</b>	<b>CREDIT HOURS</b>
MLS 501 Introduction to Liberal Studies	3
MLS 502 Values and Their Expressions	3
MLS 598 Capstone Tutorial I	3
MLS 599 Capstone Tutorial II	3
or	
MLS 597 The MALS Essay	3

*Elective Courses – 18 or 24 credit hours from MALS offerings. In addition the MALS Program often cross-lists with courses from other Graduate Programs (such as Theology and Pastoral Studies, Historic Preservation, Business Administration, Education, and Counseling and Art Therapy) as well as upper-level undergraduate courses.*

MLS 503 Cultural Literacy	3
---------------------------	---

MLS 505 Multiculturalism and American Values	3
MLS 506 End of Life issues and the Catholic Church	3
MLS 507 Men and Women: History of Costume, Gender, and Power	3
MLS 508 The American Cinema Since World War II	3
MLS 509 Transcultural Health Care Issues	3
MLS 510 U.S. Civil War: Present Day Implications	3
MLS 512 The Drug Culture in American Society	3
MLS 514 The Built Environment: Inside	3
MLS 515 Social Justice from a Christian Perspective	3
MLS 516 Values in Italian and Italian-American Movies of the Neorealistic and Post-Neorealistic Era: Portrayal of Woman	3
MLS 518 Family: A Christian Social Perspective	3
MLS 519 The Novel as Nexus for Cross Cultural Values	3
MLS 556 Women and Leadership	3
MLS 588 Special Topics/Readings	1, 2 or 3
MLS 589 Independent Study	1, 2 or 3

#### COURSE DESCRIPTIONS

##### MLS 501 *Introduction to Liberal Studies (3 Credits)*

This foundational course engages students in reflecting on the meaning of knowing and the processes by which we come to knowledge. It focuses on such topics as the social construction of knowledge, epistemological lenses, disciplinary methodology and liberal studies as a field of knowledge. Further, this course challenges students to think critically about their own knowing and to value themselves as knowers. These interdisciplinary approaches prepare students to examine values and their expressions in society.

##### MLS 502 *Values and Their Expressions (3 Credits)*

This course examines values and their expressions in contemporary American society from interdisciplinary, historical and cross-cultural perspectives. It introduces frameworks, based on ways of knowing, for understanding sources of values. Students will use values and their expressions as a lens to better understand behaviors and their implications for society and self through several “case studies.” Values and their expressions will provide the organizing principle for course work throughout the program.

##### MLS 503 *Cultural Literacy (3 Credits)*

Cultural Literacy examines the values that underlie literacy as an intellectual, social, political, and critical phenomenon. Seeking a broad range of definitions of the term, it investigates underlying assumptions about “reading and writing” across historical periods, geopolitical borders and disciplinary boundaries. It raises questions about access and inclusion as well as content and methodology, with a goal of understanding the ethical weight of literate practices.

##### MLS 505 *Multiculturalism and American Values (3 Credits)*

Taught from a sociological perspective, themes of values and social responsibility are explored by examining the different value systems of selected American subcultures and the ways these groups understand and fulfill their responsibility to society. This seminar challenges students to imagine ways in which their education can make them more fulfilled, productive and responsible in their lives, their careers and their world. The emphasis is on values analysis, values consciousness, values critique and values application in the student's life and in society.

*MLS 506 End of Life Issues and the Catholic Church (3 Credits)*

The course will examine selected moral issues commonly faced at the end of life and the values at risk. The perspective will be that of the moral tradition of Catholic teaching and practice. Tools for decision making on these important issues, based on the values of the Catholic tradition, will be learned and applied.

*MLS 507 Men and Women: History of Costume, Gender, and Power (3 Credits)*

The study of the differences and similarities and the freedom to choose and to create an image of self, whether in the tangible forms of appearance or the abstract qualities of self-concept, has been a celebrated source of self-expression and a chronic source of conflict for men and women.

*MLS 508 The American Cinema Since World War II (3 Credits)*

This course will focus on American film from the late 1940s through the present day from two perspectives: historical – film as a reflection of the attitudes and values of a certain period of time; and artistic – film as a reflection of the director's vision. As the world's leading film producing country, the United States experienced a boom in filmmaking following World War II. Audiences from all socio-economic backgrounds went to movies in record numbers. While subject matter and style vary widely, the films share the distinctly American theme of the individual struggling for identity.

*MLS 509 Transcultural Health Care Issues (3 Credits)*

This course will focus on health care policies, values, beliefs and life ways from a transcultural perspective. Health care beliefs, health behaviors and health policies will be compared and contrasted as to their ultimate effect on the health of the world. Through this course, the learner will better understand others and their health needs from a global perspective.

*MLS 510 The U.S. Civil War: Present Day Implications (3 Credits)*

This course draws on the previous knowledge and skills from MLS 501 and 502. In an interdisciplinary American Studies context, this course examines political, historical, economic, cultural and social aspects of the U.S. Civil War and how its values and beliefs continue to impact American thinking and society.

*MLS 512 The Drug Culture in American Society: Social, Political, and Health Problem Perspectives (3 Credits)*

This course is an examination of the drug subculture with American society. It includes a study of society's values and beliefs toward drug use, misuse, abuse and addiction. Misguided values



and beliefs create negative societal stereotypes causing health, social and political problems within American society.

*MLS 513 The Built Environment: Outside (3 Credits)*

This research and writing intensive course focuses on the themes of values and social responsibility as reflected in the built environment. Cities, their physical plans and individual structures – residential dwellings, public places, and commercial buildings – embody the values of the society which built them. Whether serving the needs of the general population or only a select few, the location, design, construction and maintenance of a city's architecture mirror the needs, values, priorities and culture of its builders and inhabitants.

*MLS 514 The Built Environment: Inside (3 Credits)*

This research and writing intensive course focuses on the themes of values and social responsibility as reflected in the furnishings and objects found and used inside the built environment. Interior architecture, furniture and decorative arts, tools and other objects embody the values of the society that made and used them. These objects will be identified and analyzed for the cultural, aesthetic and social values that they reveal. Solutions to perceived problems will be offered by students.

*MLS 515 Social Justice From a Christian Perspective (3 Credits)*

This course introduces the student to the social teaching tradition of the Catholic Church, Christian business ethics and the principles of Christian nonviolence. It provides a critical study of papal social encyclicals, writings of American bishops and contemporary Protestant ethicists on the economy, and writings on the development of a theory and practice of Christian nonviolence. This course is cross-listed with the Masters in Theological and Pastoral Studies program.

*MLS 516 Values in Italian and Italian-American Movies of the Neorealist and Post-Neorealist Era: Portrayal of Women (3 Credits)*

This course introduces students to cinematography and cineliteracy structured around the realism/formalism dichotomy. The unifying theme is the social and political awakening of the Italian and Italian-American women as reflected in selected movies. As a category of the oppressed, the topic of the plight and liberation issues concerning women in general will stretch from literature to movies as a continuation of the role of the arts in raising consciousness.

*MLS 518 Family: A Christian Social Perspective (3 Credits)*

This course seeks to introduce the students to teachings of Christianity on the family. This will include an understanding of what scripture, the Christian tradition and contemporary theology say about the family. The course also discusses the understanding of the family in the context of Christian social ethics, for example the relationship of the family to the common good. Finally, the course develops skills to critically apply the above material to discussions concerning contemporary family life and contemporary developments in family ministry. This course is cross-listed with the Masters in Theological and Pastoral Studies program.

*MLS 519 The Novel as Nexus for Cross Cultural Values (3 Credits)*

The novel has the virtue of communicating the concreteness of an experience of values in a way that is inaccessible in other forms of communication. It presents women and men as totally engaged in the project of discovering and creating values for themselves in the world. The “metaphysical” novel deals with the many basic issues, such as freedom, that affect us as humans in the ordinary language of lived experiences described by the author. This course analyzes metaphysical novels, each of which deals with questions of experience, particularly the experience of values. In the process, students will work at the development of criteria for the interpretation of the novels they read.

*MLS 556 Women and Leadership (3 Credits)*

This course is an introduction to women’s development and personal/professional values as they affect their leadership. Identification of traditional cultural expectations and biases that are often incompatible with women’s worldviews, experiences and values. Deconstruction of traditional notions of leadership and the exploration of the social responsibility of a democratic leader.

*MLS 588 Special Topics/Readings (3 Credits)*

This special topics/readings course includes assigned readings/projects and class discussion from a values perspective. Topics vary according to student needs. Past examples have included Ethics from a Values Perspective, Missionaries in El Salvador, the Age of Transcendentalism in America and Women in Leadership.

*MLS 589 Independent Study (1-3 Credits)*

This is an opportunity to study in depth some area of interest within one’s chosen specialization. Approval of the program director is required.

*MLS 597 The MALS Essay (3 Credits)*

In this course, students develop a final essay under the guidance of faculty members. The essay is based on materials from courses taken throughout the MALS Program. Students are expected to analyze, synthesize and integrate these materials using a framework based on values and their expressions. In the process, students are expected to clarify their own values.

*MLS 598 Capstone Tutorial I (3 Credits)*

This course prepares students for the culminating project that combines the student’s interest with the values approach to the program. The student may choose the traditional master’s thesis format or a creative expression such as a theatrical production, a film, video program, an exhibit, etc. with a thesis and written component. Students learn the research process in this course. They locate readers from the faculty and work closely with them throughout their culminating project. Students develop a research proposal and present it to interested students and faculty. Completion of the proposal presentation and approval by the readers signify completion of this course.

**MLS 599 Capstone Tutorial II (3 Credits)**

Students complete their culminating project under the direction of their readers. Students orally defend their project to the readers, make revisions when needed, obtain necessary signatures indicating approval of the thesis and present the completed product, with necessary fees, to the library for binding. MALS requires one copy of the thesis for the library. The Capstone Tutorial course, final product and accompanying procedures must be completed before a student is permitted to participate in commencement ceremonies and receive the degree. *Prerequisite: MLS 598*

**MBA DEGREE**

Ursuline College offers a Master's in Business Administration (MBA) program for students interested in pursuing graduate studies in business. The MBA is a 36 credit-hour degree program. This program is approved by the Ohio Board of Regents, and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The MBA program is also accredited by the International Accreditation Council for Business Education (IACBE).

**DISTINCTIVE PROGRAM FEATURES**

The mission of the MBA program at Ursuline is to prepare students to become socially-responsible managers and collaborative leaders from an ethical, values-based perspective. Primary goals of the program are to provide students with an opportunity to gain both a practical knowledge of modern business, as well as an understanding of the social, ethical, and human context in which business is conducted in a technology enhanced, dynamic environment. The balance between business theory and the application of theory to solve complex business problems is a hallmark of this program, which was designed to be convenient and flexible for working professionals.

Building on Ursuline's foundational heritage of providing a holistic, values-based education in the Catholic tradition, the MBA Program prepares tomorrow's leaders for the challenges and opportunities of the marketplace and emerging global economy. Working with Ursuline's professional business faculty, students gain a strong sense of corporate citizenship, ethical decision-making, business maturity and global understanding of business and culture. This preparation is accomplished through educational experiences that emphasize communication skills, independent thinking, creative problem solving, and professional integrity from a values-based business perspective.

Convenience and flexibility for working professionals are hallmarks of Ursuline's graduate business programs. The MBA program provides students with an opportunity to complete an MBA degree within a flexible time frame because students may enroll in the program on a full-time, or part-time basis. Courses are structured as hybrid and/or as online courses to reduce the number of on campus class sessions to provide convenience in scheduling times for working adult learners. MBA courses are typically offered one evening per week using an accelerated course format. These types of distinctive program design features, not only reduce the number of on campus class sessions, but also reduce the amount of lost time and unnecessary costs

associated with travel to and from campus. Also, reductions in commuting time and on campus sessions provide each student with more time to invest in completing course activities at home and at a time that is convenient for them. Equally important, the hybrid and online learning formats introduce students to technology enhanced communication processes and virtual teaming activities which are highly valuable 21st century skills that all future business leaders should master.

Another distinctive design feature is the four specialized areas of study that are available to students. Within the evening MBA program, the options are: Project Management, Health Services Management, Marketing and Communications Management, and Human Resources Management. Upon completion of the required courses in each program, graduates of these program will enhance their business knowledge, skills, and overall marketability for potential employment or promotion opportunities related to a specialized area of study in business.

#### PREREQUISITES FOR ADMISSION:

The MBA program depends on each student bringing managerial experience into the classroom. At least two years of managerial experience is expected for students who plan to enroll in the evening program. All candidates must be proficient in the use of word processing, spreadsheet software and presentation software. All students enrolled in Ursuline's MBA programs must have access to a computer, including internet access throughout the duration of the program.

#### MBA ADMISSION REQUIREMENTS

Students applying for admission to the graduate business programs must meet all of the [general requirements for graduate admission](#) at Ursuline. Application documents must be completed by August 1st for individuals who plan to start the program in fall semester or completed by December 1st for those who plan to start the program in the spring semester.

1. Completion of a bachelor's degree from an accredited institution.
2. Completion of Ursuline's Online Application Form for Admission (and \$25 application fee).
3. Submission of official transcripts from all undergraduate coursework showing evidence of the ability to do graduate coursework as indicated by an undergraduate grade point average of 3.0.
4. Completion of Ursuline's Recommendation Forms (from at least three different individuals who know the candidate in a professional capacity). Contact Office of Graduate Admission to obtain a copy of the form.
5. Submission of a current resume, including information related to managerial experience.
6. The GMAT may be required at the discretion of the program director, based on the applicant's prior academic performance or if the undergraduate major is not in a business related field. If the candidate has already taken the GRE, it may be substituted for the GMAT.
7. An assessment of statistical, accounting, finance and economics knowledge may be required of candidates who have not completed undergraduate course work in accounting or finance and/or who cannot demonstrate that they have completed work experience in the area of accounting or finance. Candidates should address this issue (how they have met this requirement) in the essay portion of the admission application form.

8. Courses may only be transferred into the program prior to the first semester.

### **MBA CURRICULUM AND REQUIRED COURSES**

**Project Management:** The specialized track of study in project management prepares students with a broad based understanding of the legal, ethical and social issues of management. Upon completion students will be able to describe how to manage and lead change in various dimensions of an organization; comprehend how systems thinking concepts are used to enhance decision making processes, appreciate the interconnectedness of business and society and how a decision made by a leader, manager or organization impacts a broad range of stakeholders including employees, the community, the environment and future generations. Students will also be able to understand the principles of project management which focuses on the importance of effectively managing complex business process issues and, if they desire, will be equipped with the knowledge and skills to eventually pursue additional professional certification processes in Project Management (PMP Designation).

#### **MBA Degree: Project Management Track**

<b>Course Requirements</b>	<b>CREDIT HOURS</b>
MBA 505: The Socially Conscious Economy	3
MBA 501: Leadership Issues in Management	3
MBA 554: Integrated Project Management	3
MBA 561: Financial Reporting and Statement Analysis	3
or	
MBA 511: Fundamentals of Financial Accounting: Theory and Research	3
MBA 571: Management Accounting and Professional Ethics	3
MBA 601: Marketing and E-Commerce	3
MBA 602: Operations Management	3
MBA 605: Human Resource Management	3
MBA 664: Project Quality and Resource Management	3
MBA 665: Project Communications and Risk Management	3
MBA 666: Project Procurement and Professional Responsibilities	3
MBA 651: Strategic Management	3

**Health Services Management:** The specialized track of study in health services management provides a set of unique courses that focuses on leadership issues in the health care industry and health related professions. Upon completion, students will be able to demonstrate an in-depth understanding of how ethical, financial, legal and social consequences of a rapidly changing, technology enhanced, and global environment affect health service decisions.

#### **MBA Degree: Health Services Management Track**

Course Requirements	(36 Credit Hours)
MBA 505: The Socially Conscious Economy	3
MBA 501: Leadership Issues in Management	3

MBA 554: Integrated Project Management	3
MBA 561: Financial Reporting and Statement Analysis	3
or	
MBA 511: Fundamentals of Financial Accounting: Theory and Research	3
MBA 571: Management Accounting and Professional Ethics	3
MBA 601: Marketing and E-Commerce	3
MBA 602: Operations Management	3
MBA 605: Human Resource Management	3
MBA 641: Managing Health Service Organizations	3
MBA 642: Economics and Finance in Health Services Management	3
MBA 643: Ethical and Legal Issues in Health Care	3
MBA 651: Strategic Management	3

**Marketing and Communications Management:** The integrated specialization area of study in marketing and communications management focuses on the managerial knowledge and skills needed to explain how market forces impact operating strategies and procedures. Upon completion, students will know how to create a brand and evaluate the effectiveness of policies that are designed to create value for customers; analyze the impact that globalization has on the marketing of a product or service, and gain a deeper appreciation of the value of collaborating with diverse team members to develop strategies to enhance corporate social responsibility procedures.

#### **MBA Degree: Marketing and Communications Management Track**

Course Requirements	(36 Credit Hours)
MBA 505: The Socially Conscious Economy	3
MBA 501: Leadership Issues in Management	3
MBA 554: Integrated Project Management	3
MBA 561: Financial Reporting and Statement Analysis	3
or	
MBA 511: Fundamentals of Financial Accounting: Theory and Research	3
MBA 571: Management Accounting and Professional Ethics	3
MBA 601: Marketing and E-Commerce	3
MBA 602: Operations Management	3
MBA 605: Human Resource Management	3
MBA 603: International Business and Globalization	3
MBA 631: Global Marketing	3
MBA 633: Management and Marketing Innovations	3
MBA 651: Strategic Management	3

**Human Resource Management:** The specialization in human resource management focuses on the multidisciplinary nature of the human resources function in a wide variety of business organizations. Upon completion, students will be able to assess workplace environmental processes, explain the differences between human resource management,

human resource development, and human resource administration, develop leadership competencies and be able to analyze organizational alignment systems. If they desire, students will be equipped with the foundational knowledge and skills to eventually pursue additional professional certification processes in Human Resource Management (HR Certificate).

### **MBA Degree: Human Resource Management Track**

Course Requirements	(36 Credit Hours)
MBA 505: The Socially Conscious Economy	3
MBA 501: Leadership Issues in Management	3
MBA 554: Integrated Project Management	3
MBA 561: Financial Reporting and Statement Analysis	3
or	
MBA 511: Fundamentals of Financial Accounting: Theory and Research	3
MBA 571: Management Accounting and Professional Ethics	3
MBA 601: Marketing and E-Commerce	3
MBA 602: Operations Management	3
MBA 605: Human Resource Management	3
MBA 611: Labor Relations and Compensation	3
MBA 612: Human Resource Strategy	3
MBA 632: Managing Creative People	3
MBA 651: Strategic Management	3

### **Bridge Program**

The MBA Bridge Program is an accelerated course of study for Ursuline College students seeking a Master of Business Administration (MBA) degree at Ursuline College. This program allows students to earn an MBA degree in a shortened time frame. The Bridge Program is structured to allow undergraduate business-related majors to earn up to a maximum of twelve graduate credit hours (4 courses) toward the thirty-six credit hour Master of Business Administration degree.

### **ADMISSION REQUIREMENTS**

In order to be eligible for admission into the MBA Bridge Program, students must:

- Be an undergraduate student majoring in a business-related area at Ursuline College (with junior or senior class standing)
- Have at least a 3.0 undergraduate cumulative GPA
- Have at least a 3.3 cumulative GPA in their undergraduate major
- Have submitted an online application form to the Office of Graduate Admissions that includes a brief essay on reasons for interest in pursuing a graduate business degree at Ursuline College (at least 500 to 700 words).
- Have completed at least 6 hours of undergraduate accounting or finance
- Have submitted three letters of recommendations using the specific form from the Office of Graduate Admissions
- Have submitted a current resume to the Office Graduate Admissions

- All candidates must be proficient in the use of word processing, spreadsheet software and presentation software.
- All students must have access to a computer, including internet access while enrolled in the MBA Program.

#### BUSINESS COURSE DESCRIPTIONS

##### MBA 501 *Leadership Issues in Management (3 Credits)*

This course provides students with an opportunity to learn how systems thinking concepts relate to managerial processes. This course is intended for individuals who aspire to become leaders or expect to deal with them in the business-socio-cultural system. While the primary focus of this course is on the development of an understanding and interpretation of the various theories and models of leadership, particular attention is given to examining leadership styles and managerial processes associated with the issues of ethics, power, justice, diversity and stewardship from a systems thinking perspective.

##### MBA 502 *The Organization as a System (3 Credits)*

This course focuses on systems thinking from an organizational behavior perspective. Topics covered will include: organizational theory and design; economic theory of organization; learning organizations; organizational behavior; management, and ethical leadership.

##### MBA 505 *The Socially Conscious Economy (3 Credits)*

This course is an overview of business and how it relates to the society we live in today. You have spent most of your life in organizations from schools, to sports, from workplaces to community activities. Your future work life will involve working with, in, or for organizations, and, quite possibly, at some point, creating your own business or service organization. However, we are living in an era of transition and often in our busy lives we find we don't have enough time to think about how our work lives and the organizations we are involved with fit into the bigger picture. This course carves a space in the midst of all the busy-ness to think about, discuss and grapple with big picture questions about our identities, the organizations we are part of and the vision of society we would like to create. The themes and topics that we will cover include an examination of the economic and political systems we live in, how politics, gender and the environment relate to business and how we can envision together a future that is sustainable for all.

##### MBA 507 *New Venture Creation (3 Credits)*

The purpose of this course is to provide students with the foundational knowledge of the driving forces of entrepreneurship and innovation. Emphasis will be placed on opportunity recognition; business plans/project plans; and resource requirements to support innovation. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the processes and procedures of new venture creation. The primary topics discussed include: developing an entrepreneurial mindset, defining the entrepreneurial process, integrating globalization and



technological innovation strategies, conducting market research, screening venture/project opportunities, developing a business/project plan and applying systems thinking concepts.

*MBA 511 Fundamentals of Financial Accounting: Theory and Research*

This course focuses on the fundamental theories and practices of financial accounting from an external reporting perspective. Throughout the course, students will learn how to apply theoretical concepts related to generally accepted accounting procedures (GAAP). Discussion topics will focus on: transaction analysis related to assets, liabilities, and stockholder's equity; application processes for using revenue and expense recognition principles; and preparation of detailed financial statements. The methods and rationale for disclosing financial information in financial reports will be examined. This course was designed primarily for MBA students who have not completed undergraduate course work in financial accounting with a grade of B- or higher and/or for those students whose undergraduate degree or major was not in a business-related area.

*MBA 512 Economics of Strategy (3 Credits)*

A primary goal of this course is to provide students with a deeper appreciation of those critical forces in the U.S. and global economy that shape management strategy, from an ethical, values-based perspective. Students will explore the concepts, methods and tools of economics with an emphasis on business decision-making in domestic and international settings. Topics discussed include: demand theory, supply, the price system, cost analysis, market structures, factor pricing, decision criteria and international economics. Ethical decision processes will also be discussed within the context of global business operations.

*MBA/ACC 545 Advanced Taxation (3 Credits)*

The purpose of this course is to provide students with an in-depth learning experience of the concepts, methods and regulations of advanced taxation. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and attitudes associated with an understanding of the federal tax laws for corporations, partnerships, estates and trusts. The primary topics discussed include: organization and capital structure, taxation of corporations and partnerships, distributions and liquidations, multi-state and international transactions, estate taxes and taxation of trusts and estates.

*MBA 554 Integrated Project Management (3 Credits)*

This course focuses on both the theoretical and practical application of integrated project management processes. These processes involve selecting, coordinating, and synchronizing projects in a company so that all the key factors for success are optimized. Primary topics discussed include: analyzing project business value; mobilizing team performance and dynamics; monitoring project implementation; resolving technical, resource and interpersonal conflicts; managing program interfaces and multitasking; identifying organizational constraints; determining accountability; and applying ethical procedures.

*MBA/ACC 561 Financial Reporting and Statement Analysis (3 Credits)*

This course explores the financial accounting process, its underlying concepts, and the techniques of preparing and analyzing financial statements. Topics discussed will include accounting for assets, liabilities and stockholders' equity, and revenue and expense recognition.

The course demonstrates the role of accounting information for users outside the firm, and the application of accounting concepts and procedures in financial analyses and market decisions. The methods and rationale for producing and disclosing financial information will be examined while learning generally accepted accounting principles. This course also enables students to understand the structure and substance of a firm's financial reports from a user's point of view. When they finish the course, students should be able to examine a set of financial statements and effectively analyze the firm's financial position, profitability and cash generating ability from an ethical decision making perspective.

*Prerequisite: Completion of at least 6 hours of undergraduate accounting or finance (with a final course grade of B- or higher); or permission of instructor. Students who have not completed the prerequisite requirement for this course should enroll in MBA 511 rather than MBA 561.*

#### *MBA 562 Financial Management (3 Credits)*

The purpose of this course is to provide students with an in-depth learning experience of the concepts and methods of financial management and financial statement analysis. The central theme is developing a managerial perspective for key financial decisions while creating shareholder value. Topics discussed include: working capital management, the time value of money, cash flow analysis, budgeting, capital structures, dividend policies, financial statement analysis, financial ethics, global decision making and valuation of debt and equity securities.

*Prerequisite: MBA 511 or 561; or permission of instructor*

#### *MBA 571 Managerial Accounting and Professional Ethics (3 Credits)*

The primary goal of this course is to provide students with an in-depth learning experience of the concepts and methods of managerial accounting and financial management. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the process of financial and managerial decision making. This process consists of analyzing and evaluating a set of decisions and actions that are used to achieve the strategic objectives of an organization when it is operating in a constantly changing, technologically enhanced, global environment. The primary topics discussed include: accounting terminology, ethical decision making, cost analysis, job-order costing, process costing, profit analysis, variable costing, budgeting methods, standard variance analysis and professional ethics associated with financial reporting.

*Prerequisite: MBA 511 or 561; or permission of instructor*

#### *MBA 601 Marketing and E-Commerce (3 Credits)*

This course focuses on the development, evaluation, and implementation of marketing management strategies and policies in a complex global environment. Topics discussed will include: gathering information and conducting market research; developing marketing strategies and plans; creating customer value; enhancing brand identity; and competing in a global environment. The course will provide students with a systematic framework for understanding marketing management and strategic decision making from an ethical, values-based perspective.

#### *MBA 602 Operations Management (3 Credits)*

The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts and methods of operations management. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills, attitudes and values associated with an understanding of the process of using various operations management concepts to enhance the efficiency and effectiveness of maintaining a manufacturing or service organization. This process consists of analyzing and evaluating a set of decisions and actions that are used to achieve the objectives of an organization when it is operating in a constantly changing, technologically enhanced, global environment. The primary topics discussed include: operations strategy, capacity planning, manufacturing processes, supply chain strategies, logistics, linear programming, queuing theory, forecasting, regression analysis and inventory control. *Prerequisite: MBA 501 or 502; and 511 or 561; or permission of instructor*

*MBA 603 International Business and Globalization (3 Credits)*

The need for international business management has increased with the rise in the globalization of business and is now considered to be an integral part of any business. International business management is strategically involved and directly responsible for working with companies outside of the USA. Managers must understand the cultural differences, work ethics and legal environment of the countries and workers. This course will help the student gain an in-depth understanding about international trade and investment policies, strategic planning, organization, implementation, control of financial, marketing, services and logistics and supply chain management. Ethical decision-making processes will be emphasized throughout the course.

*Prerequisite: MBA 501 or 502; or permission of instructor*

*MBA 604 Quantitative Methods for Decision Making in Business (3 Credits)*

The primary focus of the quantitative methods in business course is on the application of quantitative reasoning methods in the area of financial management as required to support decision-making situations in business organizations. Emphasis is on the fundamental concepts associated with linear programming techniques, simulation methods, decision theory, inventory control models, queuing theory and forecasting methods. *Prerequisite: MBA 511 or 561; or permission of instructor.*

*MBA 605 Human Resource Management (3 Credits)*

This course will provide the student with an in-depth analysis of management issues for human resources from a research perspective. It is important for all professional, supervisory, and management employees to understand and be able to employ fundamental human resource concepts and techniques, as well as be able to appreciate what can be expected from a human resources department in an organization in terms of policy, legal and ethical related issues.

*Prerequisite: MBA 501 or 502; or permission of instructor*

*MBA 611 Labor Relations, Compensation and Global Systems (3 Credits)*

This course provides students with a complete, comprehensive review/overview of essential personnel management concepts and techniques. Course content is designed to introduce and familiarize students with categories of proficiency and the six major functional areas in the field

of Human Resources. Categories of proficiency include human resources, business, leadership and learning. Functional areas include (1) Strategic Management, (2) Workforce Planning and Employment, and (3) Human Resource Development, (4) Total Rewards, (5) Employee and Labor Relations, and (6) Risk Management. This course also addresses issues in HR management in both domestic and global contexts.

*MBA 612 Human Resource Strategy, Planning and Development (3 Credits)*

The purpose of this course is to provide students with an in-depth examination of the Human Resource Body of Knowledge (HR-BOK) and their applications for the HR practitioner: (1) Strategic HR Management, (2) Workforce Planning and Employment, and (3) Human Resource Development. Using multiple teaching and learning strategies – case analysis, guided discussions, testing, online and in-class instructor–led interactive class sessions – relevant course concepts and their applications will be reviewed reinforced and assessed.

*MBA/ACC 613 Governmental and Non-Profit Accounting (3 Credits)*

The purpose of this course is to provide students with a knowledge base of accounting for governmental and non-profit organizations. The primary topics discussed include: accounting concepts for government and not-for-profit entities; budgetary accounting; capital assets and capital projects; fiduciary activities and debt service; general funds and special reserve; and auditing and reporting issues. *Prerequisite:* MBA 511 or 561, and 571; or permission of instructor.

*MBA/ACC 614 International Accounting and Professional Ethics (3 Credits)*

The purpose of this course is to provide students with a knowledge base of both the fundamental concepts of international accounting and professional ethics. The primary topics discussed include: worldwide accounting diversity issues; international harmonization and financial reporting standards; comparative statements; foreign currency issues; taxation and auditing; principles of accounting ethics; and code of professional conduct. *Prerequisite:* MBA 511 or 561, and 571; or permission of instructor.

*MBA/ACC 615 Research Seminar in Advanced Financial Accounting (3 Credits)*

The purpose of this course is to provide students with the knowledge of advanced financial accounting concepts used to support decision making processes associated with financial reporting requirements. Primary topics discussed include: ethical issues in accounting; fraudulent financial reporting; partnerships, branches and joint ventures; liquidations, bankruptcy and reorganization; consolidated financial statements; foreign currency issues and accounting research methods.

*Prerequisite:* MBA 511 or 561, and 571; or permission of instructor.

*MBA 621 Financial Planning: Theory, Practice and Ethics (3 Credits)*

This course focuses on the fundamental theories of financial planning, emphasizing goal and priority setting and data analysis. Topics covered include: financial plans; ethical codes of conduct; financial planning standards; financial statements, cash flow management, financing strategies, ownership of assets, and time value of money, annuity options and financial

regulations. This course also provides the foundational principles for personal income tax planning, risk management and insurance, investment planning, retirement and estate tax planning.

*Prerequisite:* MBA 511 or 561, and 571; or permission of instructor.

*MBA 622 Retirement Planning and Employee Benefits (3 Credits)*

This course focuses on how to plan, implement and monitor individual and business-sponsored retirement plans. It also focuses on how to perform retirement needs analysis, what regulatory issues surround retirement planning and benefits, and what tax issues come into play. The employee benefits section of the course focuses on the analysis of financial planning strategies associated with Social Security and Medicare, civil service, group life, disability, dental and health insurance.

*Prerequisite:* MBA 621; or permission of instructor.

*MBA 623 Insurance Planning and Risk Management (3 Credits)*

This course introduces students to the theory and application of insurance planning from a financial planning perspective. Emphasis is on identification of risk exposure, legal aspects of insurance, property and liability policy analysis, life insurance policy analysis, health insurance policy analysis, employee benefits, social insurance, insurance regulation and principles of insurance taxation.

*Prerequisite:* MBA 621; or permission of instructor.

*MBA 624 Investment Planning (3 Credits)*

This course covers the theory and practice of investment planning as specifically related to field of personal financial planning. The purpose of this course is to provide students with an in-depth understanding of the concepts of investment regulation, client assessment, investment theory, environment and financial markets, investment strategies and modern portfolio theory.

*Prerequisite:* MBA 621; or permission of instructor.

*MBA 625 Tax Planning (3 Credits)*

This course focuses on a comprehensive analysis of income and estate tax laws from a financial planning perspective. Topics discussed include the federal income tax system, capital gains/losses, and taxation of business entities, trusts, and estates. Students will also learn the procedures of income and estate tax planning which include the timing of income and deductions, conversion of income, stock options, charitable giving, and probate consequences.

*Prerequisite:* MBA 621; or permission of instructor.

*MBA 631 Global Marketing (3 Credits)*

This course examines international marketing operations and issues systematically and in depth. It draws on foundational knowledge in a number of areas, such as finance, marketing, investment and competitive industry analysis. This course investigates the issues a manager may face as she/he oversees global marketing activities in the increasingly competitive environment. The fundamentals of marketing and its management in competitive global

environments and diverse national economies are discussed. Major topics to be covered include: the global marketing environment, analyzing and targeting global market opportunities, global marketing strategy, creating global marketing programs and managing the global marketing program.

Emphasis will be placed on practical problem solving and marketing tactics, as well as on the systematic process of strategic analysis and planning. All course materials and lectures will focus on global, regional and international markets.

*MBA 632 Managing Creative People (3 Credits)*

This course analyzes the managerial skills needed to inspire innovation and creativity in the human resources comprising an organization. Topics discussed will include how to reward performance, foster idea creation, embrace risk and failure, and cultivate managerial patience to let ideas grow. The course demonstrates the role of the manager and/or account executive in motivating creative employees and the application of techniques that will spur creative marketing objectives that are aligned with the overall business objectives of an organization. This course also enables students to understand the structure of creative and innovative businesses.

*Prerequisite: MBA 601 or 631, or permission of instructor*

*MBA 633 Management and Marketing of Innovations (3 Credits)*

Innovation, whether its form is new product or process development, is vital for a company's success in the marketplace. In order to grow, most companies must strive for a sustainable competitive advantage and one way to achieve that advantage is through innovation. This course will stress the management issues associated with innovation. Areas that will be addressed will include new product development basics, the basics of innovations and what makes some innovations successful and some fail, the characteristics of innovations that can be disruptive or sustaining, and the management issues that pertain to innovations. Protection of new ideas and intellectual property protection will also be discussed.

*Prerequisite: MBA 601 or 631, or permission of instructor*

*MBA 634 Ethical and Legal Issues in Business (3 Credits)*

The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts related to ethical, legal and social issues in business. Upon completion of a variety of assignments and activities, students will enhance their knowledge and skills related to ethics, legal principles in management, risk allocation, and the regulatory environment in health care, marketing or financial business sectors.

*Prerequisite: MBA 601 or 631, or permission of instructor*

*MBA 635 Communication Strategies for a Global Marketplace (3 Credits)*

This course is an applied investigation of communication strategies and the managerial tactics used to implement these strategies, including practice in advanced writing techniques for a variety of media. The course explores the principles of scientific inquiry and its application to researching audiences and a framework which can be used to understand and develop managerial tactics. Students will apply writing, online communication and social networking

strategies, in addition to learning about online managerial tactics for market research.

*Prerequisite:* MBA 501 or 502; or permission of instructor.

*MBA 641 Managing Health Service Organizations (3 Credits)*

This course is a formal study of industry benchmarks and best practice standards of excellence in the management of health services within a dynamic health care market for the 21<sup>st</sup> Century. A successful health services manager must be able to coordinate and integrate both clinicians and business professionals towards the achievement of organizational goals and objectives. Students will acquire knowledge of applied management theories in addressing issues related to existing and new government regulations, medical technologies, changing patient demographics, increased competition through system consolidations, heightened patient expectations and greater demands for accountability concerning increasing financial constraints in the use and allocation of resources.

*Prerequisite:* MBA 501 or 502; or permission of instructor.

*MBA 642 Economics and Finance in Health Services Management (3 Credits)*

The purpose of this course is to extend and develop the knowledge acquired in managerial economics and managerial finance by exploring the unique characteristics of the modern healthcare environment and applying economic and financial concepts. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills, attitudes and values associated with an understanding of the basic financial and economic issues related to health care and healthcare management.

*MBA 643 Ethical and Legal Issues in Healthcare (3 Credits)*

The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts related to ethical and legal issues in healthcare. This course explores ethical theories and legal content and provides the student with a clearer understanding of how ethics and law are intertwined in health care dilemmas and the health care setting.

*MBA 651 Strategic Management (3 Credits)*

The purpose of this capstone course is to provide students with an in-depth learning experience of the concepts and methods of strategic management. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and attitudes associated with an understanding of the process of strategic decision making. This process consists of analyzing and evaluating a set of decisions and actions that are used to achieve the objectives of an organization when it is operating in a constantly changing, technologically enhanced, global environment. The primary topics discussed include: strategic analysis; global environments social responsibility; business ethics; strategic planning; internal and external audit analysis; and implementation and control strategies.

*Prerequisites:* MBA 501 or 502; and 511 or 561; and 601 or 631; or permission of instructor

*MBA 664 Project Quality and Human Resource Management (3 Credits)*

This course focuses on both the theoretical and practical application of relationships between project quality management and human resource management. Primary topics discussed include: the quality management approach; determining quality polices; planning for quality;

implementation and evaluation; applying human resources practices and organizational theory; developing staffing management plans; managing staff acquisitions; developing project teams and examining project results.

*Prerequisite: MBA 554*

*MBA 665 Communications and Risk Management (3 Credits)*

The course focuses on both the theoretical and practical application of the relationship between project communications management and risk management. Primary topics discussed include: managing project communications; creating communications plans; preparing for information distribution; reporting project performance; managing risk; creating risk management plans; conducting qualitative and quantitative risk analysis; monitoring and control assurance; and examining project results.

*Prerequisite: MBA 554*

*MBA 666 Project Procurement and Professional Responsibilities (3 Credits)*

This course focuses on both the theoretical and practical application of the relationship among project procurement management, project management and ethical responsibilities of project managers. Primary topics discussed include: managing project procurement; solicitation planning; evaluation criteria; examining results; professional and ethical responsibilities; complying with rules and policies; and the professional code of conduct.

*Prerequisite: MBA 554*

*MBA 668 Entrepreneurship and Innovation (3 Credits)*

The purpose of this course is to build upon the foundational knowledge of entrepreneurship that was covered in New Venture Creation (MBA 507), which serves as a prerequisite to this course. Emphasis is placed on an in-depth analysis of the resource requirements needed to create a new business. Students will prepare a detailed marketing communications plan for launching a new business endeavor. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the concepts, methods and tools of entrepreneurship. The primary topics discussed include: analyzing resource requirements, legal and ethical issues, determining entrepreneurial finance strategies, securing venture capital, evaluating debt capital, developing communication processes, implementing customer relationship management, preparing a communications plan and applying systems thinking concepts.

*Prerequisite: MBA 501 or 502; and MBA 507; or permission of instructor.*

*MBA 669 Ethical and Entrepreneurial Leadership (3 Credits)*

The purpose of this course is to provide students with an understanding of how to become entrepreneurial leaders and how to build an entrepreneurial organization, from an ethical, values-based perspective. Emphasis is placed on strategic planning alternatives to secure long term viability of new businesses or new project endeavors. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the methods and tools of entrepreneurial leadership. The



primary topics discussed include: developing entrepreneurial leaders, building an entrepreneurial organization, valuing personal ethics, allocating resource requirements, determining growth and divesture strategies, conducting strategic planning and applying systems thinking concepts.

*Prerequisite: MBA 501 or 502; or permission of instructor.*

#### **MBA 671-A/B Independent Research Projects (3 to 6 Credits)**

Independent research (three to six credit hours) requires each student to work on an in-depth applied research project that relates to business concepts covered throughout their coursework in the program. The project is predominately a self-directed learning project. *Prerequisite: MBA 501 or 502; or permission of instructor.*

### **THEOLOGICAL AND PASTORAL STUDIES**

The Master of Arts in Theological and Pastoral Studies program at Ursuline is designed to prepare both ordained and non-ordained persons for professional ministerial work in the church and in society. The program provides an integration of academic course work, related experiential education, and spiritual development which enables graduates to work in a variety of ministerial settings. The program uses a creative adult-learning model which allows individuals with full-time work and/or family commitments to fulfill the program requirements.

Initial coursework addresses the theological foundations of ministry within the context of the church and its mission in the world. The core courses draw on theology, psychology, spirituality, and culture to develop a holistic notion of ministry. Students also develop the pastoral skills and knowledge needed by the professional in the field. A final practicum experience enables the students to apply their studies and develop specific ministerial skills. The final practicum, which is completed in the student's final full year of study, requires the development and implementation of an original ministry project in the student's area of specialization. The written project constitutes the master's thesis.

The Master of Arts in Theological and Pastoral Studies requires 36 credit hours of graduate work. Coursework is generally offered in a traditional semester format. Fall and spring courses are offered in the late afternoons and evenings, following the regular academic calendar. Courses offered during the summer are structured in an intensive format designed to meet the needs of working adults. At least once a semester, students meet with an advisor and evaluate the goals they set at the time of their assessment in the areas of academic course work, pastoral skill development and spiritual growth.

The Theological and Pastoral Studies courses are offered at a discount thanks in part to the Joseph Nearon and Margaret A. Jarc Ministry Funds. These funds have been contributed to reduce tuition for all Theological and Pastoral Studies graduate students.

### **ADMISSION REQUIREMENTS**

Students applying for admission must meet the [general requirements for admission](#) to all graduate programs.

COURSE OF STUDY	CREDIT HOURS
The complete degree course of study is 36 credit hours	
<i>Core Requirements (19 credits)</i>	
TPS 610 Foundations of Theology	3
TPS 641 Christian Scriptures	3
TPS 642 Hebrew Scriptures	3
TPS 643 Pastoral Care and Counseling I	3
TPS 644 Liturgy and Sacraments	3
TPS 700 Final Integration Project	3
<i>Specialization Core Requirements (6 credits)</i>	
TPS 654 Ministry and Spirituality	3
TPS 655 Pastoral Care and Counseling II	3
<i>Dedicated Electives (9 credits)</i>	
<i>Theology – 3 credits of the following:</i>	
TPS 661 Christology	3
TPS 662 Christian Anthropology	3
TPS 663 Ecclesiology	3
<i>History – 3 credits of the following:</i>	
TPS 670 Church History	3
TPS 671 History of the Ecumenical Movement	3
<i>Ethics – 3 credits of the following:</i>	
TPS 680 Social Justice	3
TPS 681 Moral Theology	3
<i>General Electives – 2 credits of the following:</i>	
TPS 601w Annual Workshop	1
TPS 611 Palliative Care	2
TPS 682 Canon Law	3
Other electives are offered on a rotating basis	1, 2 or 3

## COURSE DESCRIPTIONS

### TPS 610 *Foundations of Theology (3 Credits)*

This course is designed to provide students with an introduction to the academic study of theology, as well as to the discipline of theological reflection. The course serves as an orientation to the graduate program in Theological and Pastoral Studies, acquainting its students with the program's philosophy, content and methodology, and with its academic resources. This course also provides students with a solid academic foundation upon which to build as they pursue a graduate degree in Theological and Pastoral Studies. Topics covered include the following areas: theological method, scripture and tradition, Revelation, Christian Anthropology, Christology, ecclesiology, and sacramental theology. The course provides students with exposure to the primary writings as well as to secondary interpretations of a number of key contemporary theologians.

*TPS 641 The Christian Scriptures (3 Credits)*

This course introduces the student to the study of the Christian Scriptures. It addresses the nature of revelation, inspiration and hermeneutics. Students are given an overview of the Christian Scriptures and of the methodologies used to approach the scriptures.

*TPS 642 The Hebrew Scriptures (3 Credits)* This course deals with the texts and contexts of the Hebrew Scriptures. It will employ methods of contemporary biblical scholarship to trace the origins and development of biblical writings from the events through the oral tradition to their final written form in the Bible.

*TPS 643 Pastoral Care & Counseling I (3 Credits)*

The course work enables students to identify, articulate and explore pastoral issues. Class sessions are devoted to identifying, developing and practicing pastoral counseling skills in a supervised setting.

*TPS 644 Liturgy and Sacraments (3 Credits)*

Students will study the liturgical act, ritual and symbol and their communal context. The theology of sacraments will include their historical understandings and development as well as current questions reflecting issues in various cultural contexts.

*TPS 654 Ministry and Spirituality (3 Credits)*

This course will explore how the primary responsibilities of the minister are inextricably tied to the minister's spiritual life, namely her/his struggle to live in the light of the Gospel. It will trace the history of spirituality that underlies contemporary ministry in the church through a discussion of the following themes: scripture, journeying, contemplation and lectio divina, asceticism, mysticism, solitude and community, friendship and Eucharist.

*TPS 655 Pastoral Care & Counseling II (3 Credits)*

The purpose of this course is the formation of ministerial identity, the practice of theological reflection and the acquisition of specific ministerial skills related to the focus of the practicum. It involves a ministerial/learning contract, a mentor, supervision and regular seminars. It may be taken any time after the second summer session.

*TPS 661 Christology (3 Credits)*

This theological study of the person, mission and ministry of Jesus will begin with testimony of the Christian scriptures and continue throughout the historical developments that shaped the classical formulations of Jesus' identity and the Church's faith. Contemporary thought from liberationist, feminist and global perspectives will also be included. Throughout the course the implications for ministry will be sought.

*TPS 662 Christian Anthropology (3 Credits)*

This course is directed to a study of what it means to be human: the relationship of human beings to God, to the world and to one another, the problems of evil and suffering and the

foundations of hope offered by Christian faith in this context and the fundamental issues of creation, sin and grace.

*TPS 663 Ecclesiology (3 Credits)*

A study of the theology of church, or ecclesiology, will lay the foundation for a deeper understanding of the origins and nature of the church and its mission in today's world.

*TPS 670 Church History (3 Credits)*

This is a graduate level survey course that will introduce students to the major religious, cultural, and political figures and events that have shaped the history of Christianity. The course will provide students with an overview of the history of Christianity from the origins of the church through the present day.

*TPS 671 History of the Ecumenical Movement (3 Credits)*

This course will provide students with an historical and theological foundation for understanding the ecumenical movement. Students will acquire knowledge of the major theological issues and concerns driving the movement. They will also acquire an appreciation for the implications of those concerns for ecumenical dialogue as a form of praxis, as well as for their own unique practice of ministry.

*TPS 680 Social Justice (3 Credits)*

Social Justice will introduce students to the theology and practice of social justice, primarily through the lens of Catholic social teachings. Learning in the course will focus on foundational theological issues such as scriptural and natural law sources of authority, the contribution of the social sciences to social justice solutions, and the principles of Catholic social teaching.

*TPS 681 Moral Theology (3 Credits)*

This course examines the moral framework of Christian life, its constitutive elements and various approaches. Church teaching, norms and guidelines along with current issues and questions will be presented. Applications to the ministerial context will be emphasized.

*TPS 682 Canon Law (3 Credits)*

This course examines the legal system of the Roman Catholic Church. In addition to an historical overview of the science of canon law, lectures address selected canonical issues and their pastoral implications. Topical lectures identify and examine pertinent canons of the Code of Canon Law.

*TPS 600-09 Special Topics (1-3 Credits)*

Special topic workshops will be offered to non-matriculating students seeking enrichment and/or professional updating opportunities as well as graduate students who wish to focus on a special area.

*TPS 700 Final Integration Project (3 Credits)*

This practicum involves the design and implementation of a project which meets a ministerial need in a particular setting. The project is to make a contribution to the community and reflect the integration of the knowledge and skills acquired in the course of the ministry program. Class meetings will address theology of ministry and the practice of theological reflection. When completed the project and its written report must give evidence of a level of proficiency that meets the requirement and competencies of the Master of Arts in Theological and Pastoral Studies Program.

## **NURSING**

The Breen School of Nursing offers a Master of Science degree in Nursing in the following areas of study: Adult-Gerontology Clinical Nurse Specialist, Adult –Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner. Nurses may also select a subspecialty in Palliative Care or Nursing Education.

The mission statement of the MSN program is: “Transforming the health of the community through reflection and healing interaction with individuals and organizations.” Graduate nursing courses are presented in Ursuline’s value-based framework and emphasize the clinical components of advanced practice nursing. All students enrolled in the program take the master’s core courses to enhance critical thinking and problem solving. Through the advanced practice core, students develop the knowledge and skills to become advanced practice nurses. Please consult the Program Handbook for the most current information about the Nursing program. Program Handbooks are available through the Graduate Nursing Office or on the Graduate Nursing program website.

### **Post-Master’s Certificates**

A post master’s Certificate of Completion may be obtained as an Adult-Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and Adult-Gerontology Clinical Nurse Specialist, Palliative Care, or Nursing Education. To obtain a post master’s Certificate of Completion in the advanced practice tracks, a student must take the associated specialty courses. In addition, a student must document completion of the following advanced practice Core Courses: Advanced Pathophysiology, Advanced Health Assessment and Advanced Pharmacology as required.

Two letters of recommendation are required for a Post-Master’s certificate admission application along with transcripts documenting master’s degree completion.

### **ADMISSION REQUIREMENTS**

1. Official transcripts from all nursing programs attended, including one that verifies completion of an accredited baccalaureate program in nursing.
2. Evidence of ability to complete graduate work as indicated by a 3.0 average shown on applicant’s transcript from the baccalaureate nursing program.
3. Three letters of recommendation (confidential recommendation form required) attesting to the suitability of the applicant for graduate work in the particular program. (Suggested

references include: one from a previous instructor, one from an Advanced Practice Nurse and one from a clinical manager).

4. Completion of an interview, if requested, with the program director and/or graduate faculty.
5. Current licensure or eligibility for licensure as a registered nurse in Ohio.
6. Documentation of work experience as an RN within the past two years is required.
7. A minimum of one year work experience as a registered nurse.

<b>COURSE OF STUDY</b>	<b>CREDIT HOURS</b>
<i>Core Courses (29 Credit Hours)</i>	
NR 532 Introduction to Evidence-Based Practice	3
NR 533 Application of Evidence-Based Practice	3
NR 535 Health Care Informatics	2
NR 540 Advanced Physiology/Pathology	3
NR 541 Advanced Health Assessment	3
NR 542 Advanced Pharmacology	4
NR 620 Health Promotion, Maintenance, and Restoration	3
NR 636 Adult Health Management	3
NR 650a Health Care Policies	1
NR 650b Health Care Organization and Finance	1
NR 650c Advanced Practice Ethical and Legal Responsibilities	1
NR 650d Advanced Practice Roles and Responsibilities with Social Justice (Diversity) with a Culminating Project	2

### **Adult-Gerontology Primary Care Nurse Practitioner (39 Credits Total)**

An Adult-Gerontology Primary Care Nurse Practitioner (AGNP) provides primary care either independently or as part of an adult care team. There is an emphasis on health maintenance, disease prevention, counseling, and patient education. In addition to the core courses listed above, the courses for the AGNP are as follows:

NR 615 Advanced Diagnostics	3
NR 635 Focused Populations: Gender Specific Health Issues, Geriatrics, and Adolescents	3
NR 616, 617, 618, 619 Clinical Management Courses/Practicum	4

### **Adult-Gerontology Acute Care Nurse Practitioner (45 credits)**

NR 615 Advanced Diagnostics	3
NR 644 Acute Care Management	5
Focused Acute Care Populations	5
NR 616, NR 617, NR 618 Clinical Management Courses/Practicum	3

### **Family Nurse Practitioner (43 Credits Total)**

The Family Nurse Practitioner (FNP) track builds on the content from the Adult-Gerontology Nurse Practitioner course work and prepares students to provide primary health care to individuals and families across the life cycle. The FNP student must complete all course work for the Adult-Gerontology Nurse Practitioner with the addition of the following course:

NR 638 Pediatrics with Clinicals 4

### **Adult-Gerontology Clinical Nurse Specialist (39 Credits Total)**

This track incorporates all the core courses of the MSN with three specialty courses in Adult Health Management, Disease Management, and Teaching and Evaluation. Graduates are prepared to assume roles as Clinical Nurse Specialists (CNS) to integrate care across the continuum while working to continuously improve patient outcomes and nursing care. In addition to the core courses listed above, the courses for the CNS are as follows:

NR 601 Adult-Gerontology Health Management	3
NR 640 Teaching and Evaluation	3
NR 611, 612, 613, 614 Clinical Care Management/Practicum	4

### **Palliative Care Practitioner**

The Palliative Care subspecialty is offered to students preparing for advanced practice roles or as a post master's for MSN prepared nurses.

### **Palliative Care as a Subspecialty**

NR 633 Foundations of Palliative Care with clinical hours	4
---	---

### **Post Master's in Palliative Care**

NR 633 Foundations of Palliative Care (Post MSN only)	4
---	---

### **Nursing Education**

The Nursing Education subspecialty is offered for students preparing to be an Adult-Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist. A post master's nurse may also take the education courses to receive a Nurse Educator Certificate of Completion. The courses required for the Nurse Educator subspecialty are listed below:

NR 639 Curriculum	3
NR 640 Teaching and Evaluation	3
NR 641 Teaching Practicum	3

### **COURSE DESCRIPTIONS**

#### **NR 532 *Introduction to Evidence-Based Practice (3 Credits)***

This course guides the student in the research process and its relevance to the advancement of nursing theory and practice. Students will advance as participants in the research process and as consumers of nursing research. *Prerequisite: Graduate level.*

#### **NR 533 *Application of Evidence-Based Practice (3 Credits)***

This course guides the student in the research process and its relevance to the advancement of evidence-based nursing practice. Students will develop skills related to generation, synthesis and translation of nursing research evidence for use in clinical practice. *Prerequisite: NR 532.*

#### **NR 535 *Health Care Informatics (2 Credits)***

Health Care Informatics builds on the student's beginning computer skills and the student's knowledge. The student reviews and applies pertinent theory, learns advanced computer skill sets, is introduced to specific systems to assist with administrative decisions and learns to use knowledge obtained from data queries in clinical decision-making. The current state of health information systems is discussed and the effect of technology on communication is explored.

*Prerequisite or co-requisite: graduate status or permission of Graduate Director.*

**NR 540 *Advanced Physiology and Pathology (3 Credits)***

This course explores underlying mechanisms of the pathogenesis of human disease as a consequence of aberrations at the cellular and molecular level.

*Prerequisite or co-requisite: Graduate status or permission of Graduate Director.*

**NR 541 *Advanced Health Assessment (3 Credits)***

This course focuses on utilizing assessment skills necessary for advanced practice nursing appropriate to the age of the patient. Emphasis will be on integrating physical, psychosocial and health assessments to determine appropriate health promotion strategies, differential diagnoses and advanced practice nursing interventions across the life span. Critical decision making for the appropriate use of diagnostic testing will be stressed.

*Prerequisite or co-requisite: NR 540.*

**NR 542 *Advanced Pharmacology (4 Credits)***

This course focuses on the advanced pharmacologic principles of pharmacokinetics, pharmacodynamics, pharmacotherapeutics and drug interactions. This course examines all broad categories of pharmacological agents. It will also include the analysis of the relationship between pharmacologic agents and pathophysiologic response. Emphasis will be on the appropriate selection of pharmacologic agents for the treatment of common disorders. Client variations in pharmacologic responses will be considered.

*Prerequisite or co-requisite: NR 540.*

**NR 601 *CNS 1 Adult-Gerontology Health Management (3 Credits)***

This course is intended to provide a comprehensive overview of the roles and responsibilities of the Adult-Gerontology Clinical Nurse Specialist (CNS). The essence of CNS practice is clinical nursing expertise that focuses on achieving cost effective patient focused outcomes. The course will emphasize the CNS roles: practitioner, educator, consultant, researcher, leader, change agent and case manager. Concepts related to outcomes management, systems theory, quality improvement, patient centered care and financial analysis within an integrated model of care management will be critiqued. *Prerequisite: Level I courses.*

**NR 611, 612, 613 & 614 *Clinical Nurse Specialist/Practicum (4 Credits)***

Students have the opportunity to work with advanced practice nurses in clinical specialty, in quality improvement, care management and education as described in CNS roles. They have direct experience in resource management, disease management and outcomes management as they relate to care of an individual client, group of clients. Students focus on care of the clients across the continuum: wellness to illness.



*Prerequisites or co-requisites: NR 601, NR 636, NR 620, NR 640.*

**NR 615 *Advanced Diagnostics (3 Credits)***

This course focuses on the principles of efficient and cost-effective use of diagnostic testing to aid in effective treatment of illness and disease. The course will enable advanced practice nurses to appreciate rationale for the use of diagnostic tests and it will prepare nurses to know when to correctly order and interpret diagnostic tests for optimizing patient outcomes.

*Prerequisite or corequisite: Level I course work.*

**NR 616 *Diagnostics AGNP/FNP Practicum (1 Credit)***

This course is the introductory practicum course for the novice APN student, which focuses on the application of advanced clinical practice as it relates to the assessment, diagnosis, planning and treatment of common illnesses and disease.

*Prerequisite or co-requisite: NR 615 or permission of Graduate Director.*

**NR 617 *Adult-Gerontology Health Management AGNP/FNP Practicum (1 Credit)***

This course serves to develop the student preparing to function as an Adult-Gerontology or Family Nurse Practitioner. Students will apply fundamental concepts of assessment, diagnosis, planning, implementation and evaluation to adults, children and families. Focus will be on role application as a clinician in primary care, consultant, educator, administrator and researcher.

*Prerequisite or co-requisite: NR 636 or permission of Graduate Director.*

**NR 618 *Health Promotion, Maintenance and Restoration AGNP/FNP Practicum (1 Credit)***

This course builds upon concepts and principles in prior practicum and graduate courses. Students will apply their knowledge of health promotion, maintenance and restoration in individuals throughout their lifespan.

*Prerequisite or co-requisite: NR 620 or permission of Graduate Director.*

**NR 619 *Focused Populations: Geriatrics, Women's Health, Adolescents AGNP/FNP Practicum (1 Credit)***

This course builds upon concepts and principles in prior practicum and graduate courses. Students will apply their knowledge of common health problems that may occur in focused populations. Emphasis will be on role application as a clinician in primary care, consultant, educator, administrator and researcher as it applies to disease specific populations such as women's health topics, gender specific health topics, and gerontology.

*Prerequisite or corequisite: NR 635.*

**NR 620 *Health Promotion, Maintenance and Restoration (3 Credits)***

This course introduces the student to conceptual frameworks underlying health promotion, maintenance and restoration throughout the lifespan. It utilizes lifespan development, health risk appraisal and healing interaction frameworks for therapeutic management of common health problems. The concept of "transforming the health of the community" is explored using research and epidemiological principles in relation to various practice populations. Values, ethics, and policies will be examined within the context of quality of life. The role of the

advance practice nurse in partnership with individuals and family systems will be explored within the context of the individual's culture and environment.

*NR 633 Foundations of Palliative Care (4 Credits)*

Students have an opportunity to analyze personal attitudes toward progressive illness, dying and death and how these can influence the care of terminally ill people and their families. Professional boundaries and personal wellness is emphasized, ethical issues are explored in relation to treatment decisions and quality of life. This course integrates pathophysiology, pharmacology, psychosocial issues and spirituality in the assessment and management of symptoms in the person with a terminal illness. Loss, grief, and bereavement are also explored as they relate to the terminally ill person and the family. Communication and counseling techniques are woven throughout this course. Current research in palliative care is analyzed and applied in the clinical setting. The student's individualized research project progresses throughout the course.

*Prerequisites: NR 636 and NR 620, or permission from Graduate Director.*

*NR 635 Focused Populations: Geriatrics, Women's Health, and Adolescents (3 Credits)*

This course will introduce the graduate nursing student to the principles of primary healthcare for focused populations across the lifespan. Focused populations include: adolescents, gender-specific and geriatric clients. Major focus areas will be health promotion, disease prevention and the therapeutic management of common health problems in focused populations.

*NR 636 Adult-Gerontology Health Disease Management (3 Credits)*

This course builds on principles introduced in NR 615 to enable the student to apply fundamental concepts to the diagnosis and management of common acute and chronic health problems in the adolescent, adult and gerontology populations. It emphasizes the use of healing interaction communication combined with principles of diagnostic reasoning and advanced therapeutic management of common acute and chronic health problems of the adolescent, adult and geriatric patient and their families. Integration of pathophysiology, assessment and pharmacology will be necessary. *Prerequisite: NR 615.*

*NR 638 Advanced Pediatrics (4 Credits)*

This course builds upon concepts and principles in prior graduate courses and serves to complete the study of the student preparing to function as a family nurse practitioner. Students will apply the fundamental concepts of assessment, diagnosis, planning, implementation and evaluation to the child through late adolescence. Focus will address role application as a clinician in primary care, consultant, educator, administrator and researcher. A developmental approach to the health promotion and maintenance of the individual child within the family system will be examined and applied. Previous concepts of pathology, advanced health assessment, pharmacology, diagnostic reasoning and disease management will be emphasized and applied to the child in the primary care setting.

*NR 639 Curriculum (3 Credits)*

This course is an introduction to learning theories, curriculum development and faculty role in nursing education for a diverse society. Students will examine external accrediting bodies, legal and ethical issues and program assessment. Field placement is a component of this course with work focused on curriculum development, assessment, and alignment with accreditation standards.

*Prerequisite: Graduate Level or permission of the Graduate Director.*

**NR 640 Teaching and Evaluation (3 Credits)**

Teaching strategies and assessment methodologies are developed and analyzed. Application will be made to the classroom and clinical setting. Teaching practicum with mentorship is a component of this course. *Prerequisite: Graduate Level or permission of the Graduate Director.*

**NR 641 Teaching Practicum (3 Credits)**

Students have an opportunity to teach a one-semester course with a designated faculty member/preceptor. Students participate in course preparation, delivery and evaluation; preparation for, participation in and evaluation of clinical experiences, simulations and online teaching methods.

*Prerequisite: NR 640.*

**NR 644 Acute Care Management (5 credits)**

This course builds on principles introduced in NR 615 to enable the student to apply fundamental theoretical and clinical concepts to the diagnosis and management of common acute and chronic health problems in the adult and geriatric populations. Students will explore the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care. Students will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts and current evidence based practice for collaborative management of adult health problems. Required clinical hours are included in this course.

**NR 645 Focused Populations for Acute Care Nurse Practitioners (5)**

This course will build upon NR 644 to enable students to further apply fundamental theoretical and clinical concepts to the diagnosis and management of common acute and chronic health problems in focused adult and geriatric populations, including care provided in critical care areas, ERs, and other acute care venues. Students will explore the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care areas. Students will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts and current evidence based practice for collaborative management of adult health problems. Required clinical hours are included in this course.

**NR 650a Health Care Policy: Implications for Advanced Practice (1 Credit)**

In this course, students develop knowledge of health policy and its impact on clinical practice. Current issues and trends are discussed and analyzed from the perspective of the policy maker, the APN and the public. *Prerequisite: Level I course work.*

*NR 650b Health Care Organization and Finance (1 Credit)*

This course introduces students to business concepts that will allow them to take leadership roles in providing quality cost-effective care. Students discuss and apply basic health care economics in the context of advanced practice nursing. *Prerequisite: Level I course work.*

*NR 650c Advanced Practice Ethical and Legal Responsibilities (1 Credit)*

Students will develop and understanding of the principles, personal values and beliefs that provide a framework for nursing practice. This course will highlight legal issues as they relate to the APN. *Prerequisite: Level I course work.*

*NR 650d Advanced Practice Nursing: Roles, Responsibilities and Social Justice (Diversity) (2 Credits)*

Health care and clinical practice issues and trends are identified and discussed as well as roles of the advanced practice nurse in the changing health care environment. Course content is evaluated based upon ethical concepts from a personal and organizational perspective. A culminating project, representing the student's graduate work, is a part of this course. *Prerequisite: Level I course work.*

**THE DOCTOR OF NURSING PRACTICE (DNP)**

The Doctor of Nursing Practice (DNP) is an advanced-level practice, terminal degree that focuses on the clinical aspects of nursing rather than academic research. The Breen School of Nursing, Doctor of Nursing Practice (DNP) program emphasizes development of nurse leaders who use evidence-based practice for optimizing health care delivery through effective systems transformation. The curriculum for the DNP degree includes advanced practice, leadership, and application of clinical research. Graduates with this terminal practice degree will be prepared for roles in direct care or indirect, systems-focused care.

**DNP PROGRAM MISSION STATEMENT**

The Breen School of Nursing, Doctor of Nursing Practice (DNP) program focuses on the development of nurse leaders who use evidence-based practice for optimizing health care delivery through effective systems transformation. As DNP graduates plan and implement their practice with individuals and populations, they learn to integrate the spiritual, biological, social, psychological, and cultural factors that influence human responses to health and illness. The goal of DNP practice, in addition to providing excellent care to patients, is to optimize health care delivery through effective systems transformation, or planned change.

**DNP PROGRAM OUTCOMES**

The DNP graduate will:

- Implement the highest levels of advanced nursing care.
- Provide leadership in healthcare organizations for the promotion of comprehensive, holistic patient care.
- Implement change within integrated healthcare systems.
- Make decisions based on the integration of a strong knowledge base, personal and professional values, and diverse cultural, religious, spiritual and ethical perspectives.

- Utilize evidence-based practice, including the use of informatics, in meeting the health promotion, maintenance, and restoration needs of individuals, families, groups, systems, and communities.
- Implement policy-based approaches to healthcare that advance population health.
- Function in independent and interdependent roles as the colleagues of other health professionals in various healthcare settings.

**ADMISSIONS CRITERIA AND APPLICATION MATERIALS FOR DNP PROGRAM**

1. Current resume or curriculum vitae.
2. Current license to practice as a Registered Nurse in the state of Ohio or state of residency. Official transcripts from all colleges and universities attended; must include an official transcript that indicates completion of a master’s degree program in nursing from a CCNE or ACEN accredited program.
3. Minimum graduate Grade Point Average (GPA) of 3.0 on a 4.0 scale.
4. Two letters of recommendation from previous faculty members and/or employers focusing on the applicant’s previous work and potential for successfully completing the DNP program.
5. A succinctly written statement of clearly defined career goals consistent with expectations for DNP educational preparation (no more than two pages double-spaced); address proposed area of interest for capstone project.
6. After an initial screening of candidates, and at the request of the DNP program admissions committee, applicants will be asked to complete a personal interview with faculty. The purpose of the interview is to assess educational interests and motivation for successful completion of doctoral study in the DNP program.
7. Applicants accepted into the DNP program must be ready to start coursework in fall or spring semester (typically the last weeks of August or middle of January). Applicants who delay must register for courses within two (2) years of acceptance into the DNP program or the acceptance is voided.
8. Students wishing to transfer into the DNP program must be in good academic standing at their current institutions. Acceptable transfer credits are determined by the college. At this time a maximum of 6 credits carrying only an A or B grade for courses taken within ten years of applying to the program, may be transferred into the DNP program.
9. International students, in addition to the above criteria, must also demonstrate proficiency in written and oral English, and must achieve a minimum score of 550 (paper-based score or equivalent computer-based score) on the Test of English as a Foreign Language (TOEFL). In addition, international students must also comply with Ursuline College procedures for acceptance as an international student.

**DNP Post Master’s Curriculum**

CORE COURSES	CREDIT HOURS
NR 700 a, b, c Scientific Writing for Professional Nurses	3
NR 701 Biostatistics for Outcomes Management and Evaluation	3

NR 702 Scientific & Theoretical Foundations for Advanced Nursing Practice	3
NR 703 Epidemiology for Population Health	3
NR 704 Analysis of Evidence for Advanced Nursing Practice	3
NR 705 Methods for Conducting Evidence-Based Projects	3
NR 706 Advanced Healthcare Management & Policy	3
NR 707 Interdisciplinary Organizational leadership	3
NR 708 Advanced Healthcare Informatics	3
NR 709 Evaluation Strategies for Quality Improvement	3
NR 800 CAPSTONE Project Identification/DNP Residency	2
NR 801 CAPSTONE Project Proposal/DNP Residency	2
NR 802 CAPSTONE Project Implementation/DNP Residency	2
NR 803 CAPSTONE Project Dissemination/DNP Residency	2
<ul style="list-style-type: none"> <li>Note: A total of 1000 DNP residency hours must be documented for degree completion, up to 500 clinical hours from a prior MSN program in which advanced clinical practice hours were completed may be transferred into the program</li> </ul>	

Total Credits 38

#### COURSE DESCRIPTIONS

##### NR 700 a, b, c *Scientific Writing for Professional Nurses (1 credit each)*

This course provides an introduction to scientific writing for nurses pursuing graduate education in nursing. Through the course students will learn skills for scientific writing in the dissemination of nursing research, implementation of evidence-based projects, project narratives, for the purpose of building nursing science in practice; other examples of scientific writing include articles for peer reviewed journals, grant proposals, and theses/dissertations/Capstone projects in the sciences.

*Prerequisite: Doctoral level or permission of graduate nursing program director*

##### NR 701 *Biostatistics for Outcomes Management & Evaluation (3 credits)*

This course is an introduction to biostatistics for students in nursing and the health sciences. The course is designed to provide knowledge for effective use of biostatistics in translational research to include: descriptive and inferential statistical analyses, probability theory, hypothesis testing, and measures of central tendency, parametric and nonparametric analyses. Skills acquired by the student will assist in the critical appraisal of research for evidence-based practice with a focus on comprehension of consistency between research designs and statistical tests (correlation, regression, t-tests, analysis of variance and nonparametric tests). Additional skills include use of statistical software packages to practice analysis and interpretation of statistical tests. *Prerequisite: Doctoral level or permission of graduate nursing program director*

##### NR 702 *Scientific & Theoretical Foundations for Advanced Nursing Practice (3 credits)*

This course focuses on the relationship between theory and methods of inquiry. Selected theories, concepts, and issues related to nursing and health are explored; application of theory to nursing practice is emphasized. Course content includes inquiry based on interaction of theory, research, and practice in the development of nursing knowledge and the improvement of clinical outcomes. Students also explore and examine the ways in which nursing philosophy

and nursing knowledge impact professional nursing. The final project of this course involves a concept analysis linking theory to practice in areas related to the students' advanced practices.

*Prerequisite: Doctoral level or permission of graduate nursing program director*

**NR 703 *Epidemiology for Population Health (3)***

This course introduces students to the principles and methods of epidemiological investigations. Infectious and noninfectious disease examples are utilized. The focus involves epidemiological research methods and their practical applications to the study of determinants and distributions of disease. *Prerequisite: Doctoral level and NR 701 or equivalent doctoral level statistics course*

**NR 704 *Analysis of Evidence for Advanced Nursing Practice (3 credits)***

This course assists the student in learning principles and processes of evidence-based practice (EBP) for analyzing research and other forms of evidence. The evidence is then validated and selected for use in advanced nursing practice. Evidence-based nursing models are reviewed and students learn how to ask and develop practice-related questions. Computerized literature searches form the basis for finding, critically assessing, and selecting the best available evidence for implementation and evaluation in practice. This foundational course provides students with the skills necessary to synthesize evidence relevant to their practice and to propose an EBP implementation project with a plan for evaluating patient outcomes.

*Prerequisite: Doctoral level and NR 702 or equivalent doctoral level theory course*

**NR 705 *Methods for Conducting Evidence-Based Projects (3 credits)***

This course focuses on the analysis and adaptation of research methods relevant to evidence based practice (EBP) projects. The course will include a review of qualitative research designs and quantitative research designs with associated statistics and corresponding levels of evidence. Additional research methods content will include: samples and sampling techniques, measurement principles and instrument psychometrics, intervention protocols, data collection procedures, human subjects review, and scientific integrity. Students will analyze the cohesion of their EBP clinical questions with methods used to collect, enter, and analyze to augment their project evaluation. The course prepares students to build upon principles learned in the previous course, NR 704: Analysis of Evidence for Advanced Nursing Practice; and this course supplements NR 709: Evaluation Strategies for Quality Improvement.

*Prerequisite: Doctoral level and NR 704*

**NR 706 *Advanced Healthcare Management & Policy (3 credits)***

This course provides students with the advanced skills and knowledge to analyze and evaluate current health policies and contribute to the development of new policy using evidence and research. Budgetary planning and management as well as the general fiscal analysis of health care projects, programs, and systems are also addressed. Finally, legal aspects of management and legislation in healthcare, including the interrelationships among policy, financing, legal issues, and legislation are analyzed.

*Prerequisite/Co-requisite Courses: NR 701 or equivalent course*

*NR 707 Interdisciplinary Organizational Leadership (3 Credits)*

This course will prepare nursing students for intraprofessional and interprofessional leadership through an interdisciplinary perspective that includes leadership psychology, an understanding of organization behavior and politics, as well as reflective practice to appreciate the impact of personal spirituality, ethics, and values on leadership roles and effectiveness. Students will examine the psychology of leadership by studying the personal qualities of successful leaders and the inner drive for power. Particular attention will be given to the ways in which culture and gender influence individuals and groups and their identities and dynamics. Throughout the semester, students will integrate values, cultural sensitivity, and spirituality into health leadership and ethical decisions to promote comprehensive, holistic care as the foundation of a just society. *Prerequisite: Doctoral level or permission of graduate nursing program director*

*NR 708 Advanced Healthcare Informatics (3 credits)*

This course provides DNP students with the knowledge and skills to use information technology for augmenting the evaluation of nursing practice and healthcare outcomes. Students will learn to design databases for the collection and analysis of data, especially for the examination of patterns/trends; determination of variances in practice, and the evaluation of research, programs, and practices using national benchmarks. *Prerequisite: Doctoral level or permission of graduate nursing program director*

*NR 709 Evaluation Strategies for Quality Improvement (3 credits)*

This course will prepare DNP students to evaluate patient outcomes through quality improvement methodologies emphasizing the promotion of safe, effective, and efficient patient-centered care. Each student will learn to design and implement an evaluation plan involving data extraction from practice, information systems, and databases for the monitoring and evaluation of quality patient outcomes. *Prerequisite: Doctoral level or permission of graduate nursing program director.*

*NR 800 CAPSTONE Project Identification/DNP Residency (2 credits)*

This course guides DNP students in identifying their capstone projects with an advisor and two committee members. At the completion of the course, students will have a clearly stated, measurable, evidence-based practice (EBP) question supported with a thorough literature review, and project framework. In addition, students will begin their DNP Residencies. Post-MSN student are given credit for previous hours achieved in their MSN program. A total of a minimum of 1000 residency hours are completed for the identified capstone project throughout the capstone courses. *Prerequisite: Completion of all other DNP didactic course work.*

*NR 801 CAPSTONE Proposal Development /DNP Residency (2 credits)*

This course guides DNP students in developing the proposal for their capstone projects to include: EBP question/purpose/specific aims, review of literature, project framework, methods (sample, instruments, measures, intervention, data collection procedures), and an evaluation



plan. At the completion of the course, students will be prepared to defend their proposals to their appropriate capstone project committees, and seek institutional review board approval. In addition, students will continue with their DNP Residencies. Progress must be documented toward completion of the required 1000 DNP residency hours.

*Prerequisite: Completion of NR 800*

*NR 802 CAPSTONE Project Implementation/DNP Residency (2 Credits)*

This course guides DNP students with the implementation of their capstone projects. At the completion of the course, students will have implemented the project and collected data for evaluating the project. Writing for dissemination will progress. Students will continue their DNP Residencies with progression toward completing the required 1000 residency hours.

*Prerequisite: Completion of NR 801*

*NR 803 CAPSTONE Project Evaluation & Dissemination/DNP Residency (2 credits)*

This course guides DNP students with the evaluation and dissemination of their capstone projects. At the completion of the course, students will have evaluated the projects based on their evaluation plans and complete the writing of a publishable paper for dissemination of the projects' outcomes. Students will bring their DNP Residencies to termination. At a minimum, the student must have completed a total of 1000 residency hours. *Prerequisite: Completion of NR 802*

*\*DNP Residency clinical hours required by each individual student will be determined based on previous education and experience in conjunction with the selected specialty practice requirements. NR 803 will remain incomplete until the final DNP project presentation and scholarly paper is completed.*

**Ursuline College Board of Trustees (2016-2017)**

John M. Newman, Jr., **Chair**

Teri Hermann Corletzi '90, **Vice Chair**

Carol Anton

Mhoire McGrath Cade

Sister Jennifer Corlett, O.S.U. '71

Marcia Cuyler-Lewis '04

Dixie Lee Davis

Sister Christine De Vinne, O.S.U. '73

Sister Susan Durkin, O.S.U. '85

Sister Kathleen Flanagan, O.S.U. '70

George J. Goudreau, Jr.

Sister Joanne Gross, O.S.U. '78

Jeffrey Heinen

Lisa Into '06

Mary Khouri

William Koeblitz

Jay Masurekar

Sister Maureen McCarthy, O.S.U. '60SJ

Janet L. Miller

Sister Martha Mooney, O.S.U. '63

Kimberley Osborne-Milstein '98

Anthony Panzica

Rajanee Shendure

Michael Silvestro

Thomas G. Smith

Lisa D. Sutton

Sister Ritamary Welsh, O.S.U.'SJ68

**Administration and Faculty**

**COLLEGE ADMINISTRATION**

Christine DeVinne, O.S.U., Ph.D.

*President*

Terry M. Billups, J.D.

*General Counsel*

Kathryn M. LaFontana, Ph.D.

*Vice President for Academic Affairs and Academic Dean*

Timothy J. Reardon, B.B.A.

*Vice President for Finance and Chief Financial Officer*

Richard Konisiewicz, M.Div., B.F.A.  
*Vice President for Institutional Advancement*

Deanne Hurley, M.S.  
*Vice President for Enrollment Management and Student Affairs*

June Gracyk, M.B.A.  
*Vice President for Operations and Facilities Management*

**SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES ADMINISTRATION**

James V. Connell, Ph.D.  
*Interim Dean for Graduate and Professional Studies*

Rose Call  
*Secretary, MAP*

Kimberly A. Cefaratti , A.A.B.  
*Education Unit Data Coordinator*

Barbara Dussing  
*Secretary, Graduate Nursing*

Patricia Janosko, B.B.A.  
*Secretary, Counseling and Art Therapy*

Jo Mann, B.A.  
*Administrative Assistant, Office of Graduate and Professional Studies*

Melanie Steele, M.B.A.  
*Director, Graduate Admission*

Rachel Stucke, B.A.  
*Secretary, Education Unit and Advanced Programs*

**GRADUATE FACULTY**

Janet Baker, DNP, APRN, CNS,  
CPHQ, CNE  
*Associate Dean, Graduate Nursing*  
*Assistant Professor of Graduate Nursing*  
DNP, Case Western Reserve University  
M.S.N., B.S.N., Ursuline College

Connie Beal, M.S.N.  
*Instructor of Nursing*  
M.S.N., Ursuline College  
B.S.N., Pennsylvania State University

Lisa Marie Belz, O.S.U., Ph.D.  
*Assistant Professor of Religious Studies*  
Ph.D., Loyola University  
M.T.S., University of Notre Dame  
M.A., Boston College  
B.A., Ursuline College

Anne Murphy Brown, J.D.  
*Director, Legal Studies Program*  
*Associate Professor of Legal Studies*  
J.D., University of Illinois  
B.A., John Carroll University

Anthony Cafarelli, Ph.D.  
*Associate Professor of Business*  
Ph.D., M.P.A., Cleveland State University  
B.S.S.W., Ohio State University

Mary Jo Cherry, Ph.D.  
*Professor of Education*  
Ph.D., Kent State University  
M.Ed., University of Maryland  
B.S., Villa Maria College

James V. Connell, Ph.D.  
*Interim Dean for Graduate and Professional Studies*  
*Program Director, Educational Administration*  
*Associate Professor of Education*  
Ph.D., Kent State University  
M.A., B.A., John Carroll University

Denise Crowther, J.D., M.S.N.  
*Assistant Professor of Nursing*  
J.D., Cleveland Marshall College of Law  
M.S.N., B.S.N., Ursuline College

Peter S. Finnerty, M.S., LPCC-S  
*Assistant Professor of Counseling and Art Therapy*  
M.S., B.A., California State University

Debra L. Fleming, D.B.A., C.P.A., M.B.A.  
*Executive Director of Business Programs*  
*Professor of Business*  
D.B.A., Nova Southeastern University  
M.B.A., Xavier University  
B.S.B.A., Ohio State University  
C.P.A., Ohio

Marc Gray, Jr., Ed.D.  
*Program Director, MAP*  
*Associate Professor of Educational Administration*  
Ed.D., University of Akron  
M. Ed., Kent State University  
B.S. Ed, Cleveland State University

Laura Hammel, Ph.D.  
*Associate Professor of Public Relations*  
*Fellow PRSA*  
Ph.D., Cleveland State University  
M.B.A., Baldwin Wallace College  
M.A., Ursuline College  
B.S., Miami University

Leighanne Hustak, D.N.P.  
*Assistant Professor of Nursing*  
D.N.P., M.S.N., Case Western Reserve University  
B.S., John Carroll University  
Katherine Jackson, Ph.D., ATR  
*Assistant Professor of Counseling and Art  
Therapy*  
Ph.D., Institute of Transpersonal Psychology  
M.A., University of Louisville  
B.A., University of Cincinnati

Lisa Johnson, Ph.D.  
*Assistant Professor of Education*  
Ph.D., Hampton University  
M.A., John Carroll University  
B.S., Eastern Michigan University

DoHee Kim-Appel, Ph.D., LPCC-S, LIMFT-S, LFCDC, NCC, ATR  
*Associate Professor of Counseling and Art Therapy*  
Ph.D., M.Ed., University of Akron

M.A., Ursuline College  
B.A. Seoul Woman's University

Timothy K. Kinsella, Ph.D.  
*Program Director, Liberal Studies*  
*Professor of History and Liberal Studies*  
Ph.D., Case Western Reserve University  
M.A., University of South Carolina  
M.A., B.A., John Carroll University

Lisa Kuhen, D.N.P.  
Assistant Professor of Nursing  
D.N.P., M.S.N., B.S.N., Ursuline College

Karen E. Link, M.S.N.  
*Instructor of Nursing*  
M.S.N., Kent State University  
B.S.N., The Ohio State University

Linda Martin, Ph.D.  
*Co-Director, Theological and Pastoral Studies*  
*Associate Professor of Theological and Pastoral Studies*  
M.Phil., Ph.D., Drew University  
M. Div., Vanderbilt Divinity School  
B.A., Grove City College

George S. Matejka, Ph.D.  
*Professor of Philosophy*  
Ph.D., Duquesne University  
S.T.L., The Gregorian University, Rome, Italy  
M.A., The Catholic University of America

Murray Mayo, Ph.D.  
*Assistant Professor of Nursing*  
Ph.D., Kent State University  
M.S.N., Case Western Reserve University  
B.S.N., University of Washington

Gail Rule-Hoffman, M.Ed., LPC-S,  
ATR-BC, LICDC-S  
*Program Director, Counseling and Art Therapy*  
*Professor of Counseling and Art Therapy*  
M.Ed., Cleveland State University  
B.F.A., Northern Michigan University

Bari Oyler Stith, Ph.D.  
*Program Director, Historic Preservation*  
*Assistant Professor of Historic Preservation*  
Ph.D., M.A., Case Western Reserve University  
B.S., Lake Erie College

Sandra Stratman, D.N.P.  
*Assistant Professor of Graduate Nursing*  
D.N.P., Case Western Reserve University  
M.S.N., B.S.N., Ursuline College

Kathryn A. Tuohey, Ed.D.  
*Assistant Professor of Education*  
Ed.D., Nova Southeastern University  
M.E., Cleveland State University  
B.A., University of Dayton  
Teresa Washington, M.S.N.  
*Instructor of Nursing*  
M.S.N., B.S.N., University of Akron

Natalie Kertes Weaver, Ph.D.  
*Co-Director and Professor of*  
*Theological and Pastoral Studies*  
Ph.D., Loyola University of Chicago  
M.A., Pepperdine University  
B.A., John Carroll University

Mary Beth Zeni, Sc.D., RN  
*Associate Professor of Graduate Nursing*  
Sc.D., University of Pittsburgh  
M.S.N., Marquette University  
B.S.N., College of Mount St. Joseph

### **Accreditations and Memberships**

*Ursuline College is accredited by the Higher Learning Commission of the North Central Association (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-744 [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)).*

*The Education Unit at Ursuline College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org), and the Council for Accreditation of Educator Preparation (CAEP), [www.caepnet.org](http://www.caepnet.org). This accreditation covers initial teacher and advanced educator preparation programs.*

## **ACCREDITATIONS & APPROVALS**

American Art Therapy Association  
American Association of Colleges of Nursing  
American Bar Association  
Art Therapy Credentials Board  
Commission on Collegiate Nursing Education  
Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
Council on Social Work Education (*Accreditation is for a baccalaureate level of education*)  
Council for Accreditation of Educator Preparation (CAEP)  
Higher Learning Commission  
International Assembly for Collegiate Business Education  
Ohio Board of Regents  
Ohio Counselor, Social Worker, and Marriage and Family Therapy Board  
National Council for Accreditation of Teacher Education  
Public Relations Society of America, APR  
State of Ohio Board of Nursing  
State of Ohio Department of Education

## **MEMBERSHIPS**

Academic Library Association of Ohio  
American Art Therapy Association  
American Association for the Advancement of Science  
American Association of Colleges for Nursing  
American Association of Collegiate Registrars and Admission Officers  
American Association for Paralegal Education  
American Association of School Administrators  
American College Counseling Association  
American College Personnel Association  
American Council on Education  
American Counseling Association  
American Educational Research Association  
American Historical Association  
American Library Association  
American Society of Interior Designers  
Association of Baccalaureate Social Work Program Directors  
Association for Continuing Higher Education  
Association for General and Liberal Studies  
Association of American Colleges and Universities  
Association of Catholic Colleges and Universities  
Association of College and Research Libraries  
Association of College and University Housing Officers International  
Association of Governing Boards  
Association of Graduate Liberal Studies Programs  
Association of Graduate Programs in Ministry



Association of Independent Colleges and Universities of Ohio  
Association for Student Affairs at Catholic Colleges and Universities  
Association for Supervision and Curriculum Development  
Association for Theological Field Education  
Buckeye Art Therapy Association  
Catholic Association of Theological Field Education  
Catholic Campus Ministry Association  
Catholic Charities, U.S.A.  
Catholic Community Connection  
Central Association of College and University Business Officers  
Cleveland Association of Paralegals  
Cleveland Metropolitan Bar Association  
College Board  
College English Association of Ohio  
Costume Society of America  
Council for Advancement and Support of Education  
Council of Independent Colleges  
Council of Higher Education Association  
Educational Leadership Constituent Council (ELCC)  
Innovative Users Group  
International Paralegal Managers Association  
LOEX (Library Orientation & Instruction Exchange)  
Michigan Association for College Admissions Counselors  
Midwest Archives Conference  
National Association of College Admissions Counselors  
National Association of College and University Attorneys (NACUA)  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities  
National Association of Lay Ministry  
National Association of Legal Assistants  
National Association of Secondary School Principals  
National Association of Student Personnel Administrators  
National Catholic Educational Association  
National Council for Preservation Education  
National Federation of Paralegal Associations  
National Organization of Nurse Practitioner Faculty (NONPF)  
National Trust for Historic Preservation  
Northeast Ohio English Department Consortium  
Northeast Ohio Software Association  
Ohio Association of Advanced Practice Nurses  
Ohio Association of Colleges for Teacher Education  
Ohio Association of Collegiate Registrars and Admissions Officers  
Ohio Association of Elementary School Administrators  
Ohio Association of Student Personnel Administrators

Ohio Association of Private Colleges for Teacher Education  
Ohio Association of Secondary School Administrators  
Ohio College Association  
Ohio College Association of Social Work Educators  
Ohio College Personnel Association  
Ohio College Professors of Educational Administration  
Ohio Counseling Association  
Ohio Foundation of Independent Colleges  
OhioLINK  
Ohio Middle School  
OHIONET  
OCA Ohio College Personnel Association  
Ohio State Bar Association  
Online Computer Library Center (OCLC)  
Pennsylvania Association of Secondary School and College Admissions Counselors  
Religious Education Association  
Society of American Archivists  
Society of European and American Stage Authors and Composers  
The American Society of Composers, Authors, and Publishers

#### **URSULINE EDUCATORS SERVICES**

*Ursuline College is a member of the **Ursuline Educators Services** which includes the following colleges and schools:*

#### **Colleges**

##### *United States*

Illinois: Springfield College of Illinois  
Kentucky: Brescia College  
Ohio: Ursuline College; Chatfield College  
New York: College of New Rochelle

##### *Canada*

Quebec: College Merici  
Trois Rivieres: College Lafleche

#### **Secondary Schools**

##### *United States*

California: Ursuline High School, Santa Rosa  
Texas: Ursuline Academy, Dallas  
Louisiana: Ursuline Academy, New Orleans  
Missouri: Ursuline Academy, St. Louis  
Illinois: St. Teresa High School, Decatur; Ursuline Academy, Springfield  
Kentucky: Sacred Heart Academy, Louisville

Ohio: Beaumont School, Cleveland;  
St. Ursula Academy, Toledo;  
Ursuline Academy of Cincinnati;  
Ursuline High School, Youngstown  
Delaware: Ursuline Academy, Wilmington  
New York: Academy of Mount St. Ursula, Bronx; The Ursuline School, New Rochelle  
Massachusetts: Ursuline Academy, Dedham

*Canada*

L'Ecole des Ursulines de Quebec  
College Marie de l'Incarnation, Trois Rivieres  
Pensionnat des Ursulines, Stanstead, Province of Quebec  
St. Angela's Academy, Prelate, Saskatchewan

*Mexico*

Collegio Union, A.C., Puebla