

2019-2020

Undergraduate
Course
Catalog



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Ursuline College 

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HISTORY, MISSION, AND PHILOSOPHY

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:

- Grounding our ministry in prayer
- Fostering a contemplative stance toward life
- 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 OF URSULINE COLLEGE

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

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.

CORE VALUES

Student Focus

- Demonstrate that students are our priority
- Support student learning
- Measure our success by the success of each student
- Empower students to take responsibility for their own education and future

Spirituality

- Balance action with contemplation
- Develop awareness of spirituality, faith, and religion
- Increase awareness and clarity about personal and professional values
- Leave the world a better place

Respect

- Demonstrate dignity and respect for everyone
- Value, trust, and help each other
- Strive for justice and fairness in all relationships
- Recognize and acknowledge achievement on every level

Collaboration

- Involve others to multiply effectiveness
- Achieve goals through productive cooperation in the college and world community
- Appreciate synergy that comes with involvement from multiple perspectives
- Model collaboration in all of our activities and endeavors.

PHILOSOPHY OF URSULINE COLLEGE

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 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.

CAMPUS AND AUXILIARY OFFICES

CAMPUS

Ursuline College's location offers students benefits on two levels: first, life on a beautiful, suburban campus, and second, the cultural and social advantages of a major American city. Located in Pepper Pike with easy access to the Ohio Turnpike and Interstate 271 (Cedar-Brainard interchange), the College is a one-half hour driving time from Akron and Cleveland; one hour from Youngstown; less than two hours from Erie, Pennsylvania; and three hours from Columbus and Pittsburgh. For commuting students, bus service (RTA terminus number 32) originates at the University-Cedar Station of the Cleveland Rapid Transit, with stops on Cedar Road for cross town transfers between the station and the campus. Out-of-town students may take advantage of rapid-transit service from Cleveland-Hopkins International Airport to the downtown area.

The center of Cleveland is home to The Theater District, a complex of theaters that sponsor plays, opera, and musical productions; two stadiums and an arena for major athletic events; world-renowned medical institutions; the Great Lakes Science Museum; the Rock and Roll Hall of Fame; the Greater Cleveland Aquarium; Cleveland Metroparks, an extensive system of nature preserves and trails inland and on the Lake Erie shore; and the Cleveland Metroparks Zoo. The Cleveland Public Library is one of the largest public libraries in the country. The Cleveland Playhouse, noted as one of the oldest resident regional theaters in the country, operates three theaters that attract professional actors and actresses. Karamu House, a unique interracial community institution, is a center for art, music, and theater groups.

In the University Circle area on Cleveland's East Side is one of the world's great museums, the Cleveland Museum of Art. Nearby are Severance Hall, home of the Cleveland Orchestra; the Western Reserve Historical Society Museum; and the Natural Science Museum, which includes a Planetarium and Observatory; and the Children's Science Museum. For students who expect their college years to combine the quiet, academic life with the intellectual and cultural excitement only a major city can offer, Ursuline College provides these unique advantages.

BUILDINGS

Bishop Anthony M. Pilla Student Learning Center and Student Union (PC) 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, the Student Success Center, and the Women's Center.

Joseph J. Mullen Academic Center (MU) 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 (DB) 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, in Daley Hall (DH), 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 are provided in each room, and there is WIFI access.

Gladys Murphy Residence Hall is adjacent to Grace Hall. It contains 20 double rooms, 10 single rooms, and 2 single Resident Assistant rooms. There are lounges on two floors, laundry facilities on all three floors, a kitchen on the ground level, and a computer lab. Computer drops are provided in each room, and there is WIFI access.

Smith Residence Hall is a suite-style residence hall with 18 suites. Each suite has 4 private bedrooms, a living room, 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 Learning Commons, a stamp room, an archives collection, study rooms, 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 (PH) 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 Sr. Diana Stano 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.

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.

ALUMNAE/I

The Mission of the Alumnae/i Association of St. John~Ursuline College is to represent the interests and needs of our diverse alumnae/i by affirming the mission, history, traditions and excellence of the College through innovative programs and services to strengthen alumnae/i ties and encourage lifelong support of the College. The Association's advisory board is a dedicated group that promotes continued affiliation with the College by sponsoring throughout the year, events focused on the social, professional, spiritual, and educational development of both alums and students. In addition, the Association partners with a variety of academic departments to provide continuing enrichment activities.

Membership to the St. John~Ursuline College Alumnae/i 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 Association's mailing list.

Each year the Association honors both alumnae/i and students. The Gonzaga Medal, named in honor of Sr. M. Gonzaga Haessly, OSU, is awarded to a senior student considered to best exemplify the personal qualities of refinement, dignity, integrity and sincere concern for others. The recipient is chosen from nominations submitted by faculty, staff and fellow seniors. The Association honors alumnae/i with a number of awards each year including: the Amadeus Rappe Award, Crystal Award and the Rising Arrow Award. These recipients are chosen from nominations submitted by faculty, staff & fellow alums.

Alumnae/i and friends receive the College Magazine, *Voices*, which includes updates on the College and other alums, invitations to events and programs, and notices regarding services available to alums. In order to receive this information, the Alumnae/i Office must have current contact information for graduates. Alums can update their information by phone, email or via the alumnae/i section of the Ursuline College website. The website is also a reliable source for event/activity information and general updates.

Alumnae/i Office:

Mullen, Room 238 (8:30 am-5 pm, M-F)

Phone: 440-646-8375

Email: alumnae@ursuline.edu

Website: www.ursuline.edu/alumnae

Address files and pertinent data on our alums are maintained by the Alumnae/i Office and remain confidential.

ATHLETICS

The Arrows compete in volleyball, basketball, golf, soccer, softball, tennis, cross country, track/field, swimming, lacrosse, and bowling. The Athletic Department is a NCAA Division II member that competes in the Great Midwest Athletic Conference. The department prides itself in having an experienced coaching staff that understands and is committed to the balance between academics and athletics. In 2015 the Sr. Diana Stano Athletic Center was built. It houses the John P. Murphy Foundation Fitness Center, the Jane & Lee Seidman Gymnasium, a training room, film room, two conference rooms, multiple locker rooms, and the St. Joseph Athletic Office Suite where all the athletic staff and coaches are housed.

The Athletic Center, fields, and tennis courts serve as the home sites for the Arrows. The gym and tennis courts are available for student, staff and faculty use when not being used for athletic events. The fitness center is open for use by students, staff and faculty during open hours after signing a waiver. All information regarding use of facilities can be found on the athletic website www.ursulinearrows.com.

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:

Monday through Thursday - 9:00 am - 6:00 pm

Friday - 9:00 am - 3:00 pm

Saturday - Closed

Sunday - 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 online ordering system for convenience: www.ursuline.bkstr.com. Phone: 440-449-5368.

Books may also be purchased or rented (where applicable) online at 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 (No phone orders allowed). 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; any balance after the book voucher has to be paid in full by student.

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

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.

INFORMATION TECHNOLOGY

Ursuline College prioritizes providing students with easy to use and up to date technology to support your educational goals. The following sections outline some of the resources available to you, more details can be found online.

MyUrsuline

MyUrsuline is the central hub where you can find links to all other systems, news and upcoming events, your grades, and more. Whether you need to see the menu for Metz Café, or you are looking for a writing tutor, MyUrsuline should always be your first stop.

To access MyUrsuline, visit the “Student Login” link at the bottom of the Ursuline College website at <https://www.ursuline.edu> or go directly to <https://my.ursuline.edu>.

Once logged in, you will see links to different systems and services on the left-hand side of the page. Click on the desired link and you will be directed and logged-in automatically to the system.

Desire2Learn

Desire2Learn (D2L) is Ursuline College’s Learning Management System where your instructors post their syllabi, course materials, and grade books.

You can access D2L by logging in to MyUrsuline and click on the “Desire2Learn” link under the “Quick Links” section located on the left-hand side of the page. You can also log-in directly by navigating to: <https://ursuline.desire2learn.com>

It is important to check D2L frequently, but you will not have access to D2L until your first course is active.

Computer Labs and Printing

Besse Library provides computers that are available to use at any time during the library’s hours. Please refer to: <https://www.ursuline.edu/library/hours> for up to date hours. Additional computers are available in room 226 of the Pilla Student Union during normal college hours.

Ursuline College provides access to printer/copier machines. The printers are in the following areas:

- Besse Library – each floor
- Pilla Student Union – each floor
- Mullen – next to 140 Computer Room and One-Stop
- Dorm Halls – Computer labs

To print, choose one of the “Find-Me BW/Color” printers. Click print, then head over the printer and tap your Ursuline College ID on the badge reader on the printer. Not all printers have the same printing cost and capabilities. Printing charges and capabilities are posted at each device. Additional information about your copy allotment is available on MyUrsuline or at <http://print.ursuline.edu>.

COUNSELING

Ursuline’s Office of Counseling Services provides an intake assessment and personal counseling by licensed clinicians. All counseling services are private, confidential, and at no additional charge. Should the assessment process determine that your mental health needs require more intensive treatment or a specialized approach to wellness, our clinicians will make community referrals in an attempt to best meet your needs. Offices are in Pilla 206 and Mullen 317.

CAREER SERVICES

The College partners with the experts at Future Plans to provide assessment, coaching, and the ability to earn certification in key professional skills.

The assessment matches your aptitudes, values, interests and personality with high-demand careers. You’ll meet one-on-one with a Career Coach consultant who will help you understand assessment results and explore possible career paths. This data will be shared with academic advisors, coaches and other campus leaders who will support you in being intentional about planning your future.

You will enroll in up to five online professional skills certification courses. Successful completion of these will result in certification in each area, providing employers with evidence of your preparation for the work world.

The assessments, coaching and skills certification complement existing resources, including academic advising services and your access to a database of job opportunities.

Career Services at Ursuline are available to students in all years and at all levels. The Office of Career Services is in the Student Affairs Center on the second floor of Pilla.

FOOD SERVICE

The dining hall facility is located in the Pilla Student Learning Center and Student Union 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.

OFFICE OF DIVERSITY

The Mission of the Office of Diversity 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 Assistant Dean for Diversity 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.

The Office of Diversity is located in MU 155. Contact 440-684-6085 for further information or to arrange an appointment.

STUDENT ACTIVITIES

Women's leadership starts here. Ursuline's Office of Student Activities educates, encourages and empowers student leaders through campus programs and traditions.

You have so much to contribute – to your world and the larger one. Start on campus by joining an organization (or several) that share in your values. You may even decide to explore leadership opportunities by participating in committees, engaging in leadership development and cultivating relationships with staff, all while leaving your influence on the tradition and culture of Ursuline.

Student Organizations: Get involved in campus life by joining one of 20+ student organizations. Or, with four other students, start your own! It's a great way to make a difference, develop management and leadership skills while you're at it, and perhaps best of all, make new friends.

For more information, stop by Pilla 209 or call 440-646-8325.

WOMEN'S CENTER

Mission Statement

The Women's Center will empower and engage students, faculty, and staff in two significant ways:

- The Center will provide services and resources to address women's needs and promote their personal and career development.
- The Center will serve as a platform for women's leadership development to impact the broader community.

Offerings

- Provide a comfortable space (couch, small fridge, microwave, bathroom, and computer) where students can relax, study, reserve for group meetings, and engage in conversations about issues impacting women.
- Bring prominent women leaders to campus to talk about their leadership journey and inspire students to achieve their goals.
- Provide expansive list of campus and community resources on the Women's Center page on the Ursuline Intranet.
- Sponsor students to attend local and regional conferences where they can expand and strengthen their leadership skills and network with women in their prospective fields.
- Offer employment and opportunities for research.

The Women's Center is located in Pilla 212; for more information contact <https://www.ursuline.edu/student-life/womens-center>.

LEGAL POLICIES

For a complete description of all policies governing Ursuline College, the programs and students, please consult the *Student Handbook*, at https://my.ursuline.edu/ADA_Student_Handbook_19-20.pdf. Selected policies are highlighted below.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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.

URSULINE COLLEGE NON-DISCRIMINATION POLICIES

Ursuline College is committed to maintaining an atmosphere in which diversity is appreciated and each member of the College 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 requirement 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.

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 in the areas of academics

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

2019 – 2020 ACADEMIC CALENDAR

	5-week	10-week	15-week	Holiday(s)
Fall 1	Aug 19 - Sept 21	Aug 19 - Nov 2	Aug 19 - Dec 14	Labor Day (Sept 2)
Fall 2	Sept 23 - Nov 2	Sept 23 - Dec 14		Break Week (Oct 14-19)
Fall 3	Nov 4 - Dec 14			Thanksgiving (Nov 27-30)
Spring 1	Jan 13 - Feb 15	Jan 13 - Mar 28	Jan 13 - May 9	MLK Day (Jan 20)
Spring 2	Feb 17 - Mar 28	Feb 17 - May 9		Break Week (Mar 9-14)
Spring 3	Mar 30 - May 9			Easter (Apr 8-13)
Summer 1	May 11 - Jun 13	May 11 - Jul 18	May 11 - Aug 22	
Summer 2	Jun 15 - July 18	Jun 15 - Aug 22		Independence Day (Jul 4)
Summer 3	Jul 20 - Aug 22			

ACADEMIC SUPPORT SERVICES FOR STUDENTS

ACADEMIC ORIENTATION

Academic Orientation is for all new and transfer students. This program provides students with needed information for their transition to college and includes registration for their first semester.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Ursuline College 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 submitting documentation to the Disability Specialist. The Disability Specialist can answer questions related to the documentation that is necessary to determine eligibility for accommodations. The Disability Specialist 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.

The Disability Specialist will engage in open dialogue with the student and the faculty member, department head, program director, or dean (as appropriate) to determine what accommodations, if any, are warranted. This process is also referred to as “the interactive process.” After engaging in the interactive process and gathering all necessary information and documentation in support of the student’s accommodation request, the Disability Specialist will provide written notice to both the student and the

faculty member, department head, program director, or dean (as appropriate) as to what accommodations, if any, are to be provided to the student.

If an accommodation is warranted, the College is required only to provide a reasonable and effective accommodation. The College is not obligated to provide the specific accommodation desired or requested by the student. Instead, the College may choose any effective accommodation and may consider cost and convenience in deciding how to accommodate the student.

Possible accommodations may include, but are not limited to:

- Extended time on exams
- Testing in a quiet, reduced distraction environment
- Note-takers, scribes, interpreters, readers
- Texts in alternative format
- Permission to record lectures
- Course substitution
- Reduced course load
- Priority registration

To continue receiving reasonable accommodations, the student must schedule an appointment to meet with the Disability Specialist at the beginning of each semester to renew accommodations.

If a faculty member or a student wishes to challenge/appeal an accommodation decision, she or he can file a complaint with the College's Disability Coordinator, who will review the complaint in a timely manner. While the decision of the College's Disability Coordinator is not appealable internally, a faculty member or a student may contact external agencies (e.g., Office of Civil Rights) for filing a formal grievance.

For more information about any of these services, please contact the Disability Specialist at 440-449-2046 or stop into Mullen 316.

Course Modification or Substitution

Ursuline College recognizes the need to make reasonable accommodations for students with documented disabilities to assure that they have the opportunity to succeed in their academic programs. On occasion, individual faculty may be able to modify assignments in specific courses, or department heads and program directors may modify requirements in academic majors. Modifications may involve changing requirements within an individual course or substituting one course for another.

The general principle that governs Ursuline College's actions in this area is that students will be given the opportunity to demonstrate mastery of the content or skill required in an academic course without damaging the integrity or fundamentally altering the essential requirements or nature of the course or program. Faculty will consider carefully whether alternate assignments might allow the student to demonstrate

competence; faculty will also distinguish between preferred and essential elements of pedagogy used to measure competency. When a certain pedagogical method is deemed essential for measuring competence, a request for an accommodation that will fundamentally alter such method of measurement will be denied.

A similar principle will govern reasonable accommodation requests for substitution of courses. Requirements will be waived only when it is impossible to substitute a course for the one normally required of all students. Substitute courses must be closely aligned to the academic requirements of the course in question, such as substituting a logic, science, or computer course in the place of math. The faculty will determine whether a course or courses included in a program are essential to the program, and whether other course(s) may be substituted without damaging the integrity or fundamentally altering the essential requirements or nature of the program. Reasonable effort will be made to find substitutions. When a course contains materials on which future coursework rests, and when that material is essential to the academic program being pursued or to any directly related licensing requirement, a request for an accommodation that will fundamentally alter such materials will be denied. Course requirements will be waived only when it is impossible to substitute a course for the one normally required of all students and the waiver of the course does not fundamentally alter the essential requirements or nature of the student's program of study or academic major.

FOCUS: Program for Students with Disabilities

The FOCUS Program is a fee-based comprehensive program for students with disabilities that goes beyond the College's obligation to provide students with reasonable accommodations. The goals of FOCUS include providing a smooth transition to college life, helping students learn to apply the most appropriate learning strategies in college courses, and teaching self-advocacy skills. There are four stages to the FOCUS program providing different levels of support to better meet the needs of individual students. Students in all levels of the FOCUS program receive priority registration, tutoring in writing, science, math, and co-advising. Interested students are encouraged to contact the Disability Specialist at (440) 449- 2046 or stop into Mullen 316 for additional information.

ACADEMIC ADVISING

Each student attending Ursuline College is assigned an academic advisor, a faculty member who meets regularly with the student to assist in planning the academic program, choosing specific courses, fulfilling degree and certificate requirements and identifying alternative options to fulfill credit requirements. Each student is responsible for keeping a record of courses taken and requirements still needed. The student reviews this before each semester and makes out a tentative schedule. After meeting with the advisor, the student obtains the advisor's approval to proceed to register for classes. A student who has questions about academic advising or who wishes to

change an advisor should contact the advisors in Learning Commons. UCAP students will be advised by the UCAP Academic Advisor located in MU 130E.

RALPH M. BESSE LIBRARY AND LEARNING COMMONS

The Ralph M. Besse Library serves the College community with both print and non-print resources. Located between the Mullen and Dauby academic buildings, provides access to 119,000 print volumes, 335,000 eBooks, 5100 audio visual resources, and 67,500 online journals. Institutional memberships include OhioLINK, Ohio Private Academic Libraries (OPAL), Online Computer Library Center (OCLC), the American Library Association, and the Academic Library Association of Ohio. The Library offers circulation of materials, one on one research assistance, and research classes. Access to the collection is provided by an on-line public catalog. The library web site provides access to over 100 research databases, online research guides, the library catalog, and other tools and resources allowing student success (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. Access to all resources is provided to users on and off campus. Study rooms and collaboration spaces are available on all floors and may be reserved online. A lab on the main floor provides a teaching facility and open lab space. Laptop computers may be checked out from the circulation desk.

The **Learning Commons**, located on the main floor of the Library, is home to Academic Advising, Instructional Design, IT Service Desk, Research Services, and Tutoring. Flexible study and group meeting spaces are available, along with a computer lab. A café is also located in this area for a quick meal or beverage.

The Audio-Visual Services Department, 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, and equipment can be borrowed by advance reservation when the AV Department is closed. There is a student Snack Area and "play" lounge outside the AV Department, 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.

STUDENT SUCCESS OFFICE

The Student Success Office provides on-going advising and support to students about academic programs, schedules, and alternative credit options. The Success Office also offers programs and workshops for students to enhance their transition to college and to support them in attaining their ultimate goal of graduating. Programs include LEAD for

first-generation college students, RAISE for students who have experienced academic difficulties, and Keys to Success for new students admitted conditionally.

This Office coordinates an Early Intervention effort in which staff follow up with students who are identified to be at risk by faculty early in the semester and a New Student Interview in which staff coordinate optional interviews with all students new to Ursuline to give them an opportunity to discuss their transition experiences and any concerns they may have. Advisors in this office also assist students who receive Midterm Warnings. Staff in the office serve as regular academic advisors to pre-nursing students and students who have not decided on a major.

The Student Success Office is in Pilla 224 and can be reached at 440-449-5842.

TUTORING

The Office of Tutoring provides free tutorial assistance in most subject areas including biology, chemistry, physics, math, writing, and psychology. Workshops on such things as note-taking, test-taking, and time management are conducted from time to time.

One-on-one tutoring sessions are offered. Students may sign-up for tutoring at the Tutoring office, in the Learning Commons, online or by directly contacting the tutors.

The Office of Tutoring is located in Learning Commons within the Library and can be reached at 440-646-8123.

ADMISSION

Ursuline College serves students of diverse ages, educational backgrounds, religions, and experiences. The Office of Admission works with all students to identify and assist candidates who demonstrate potential for success in rigorous academic work.

ADMISSION REQUIREMENTS

The degree programs at Ursuline College require solid academic preparation in high school. The high school transcripts of applicants must show the completion of at least 17 academic courses. The following distribution of courses is highly recommended:

- 4 years of English
- 3 years of math
- 3 years of science
- 3 years of history, social studies, or social sciences
- 2 years of the same foreign language
- 1 year of fine and/or performing arts
- 1 year of physical education/health

Each student is strongly encouraged to have completed the following: algebra, geometry, biology with a lab, chemistry and computer literacy coursework or experience. Further, the student must show evidence of strong writing skills.

An on-site interview is also encouraged of applicants to all programs. This time on campus provides the student with an opportunity to become familiar with both the College and the faculty.

APPLICATION PROCEDURES

The application for admission may be submitted online at ursuline.edu/apply or via commonapp.org. Normally, applicants are notified of their acceptance within two weeks of receipt of all credentials.

For admission to the Ursuline College Accelerated Program, contact the UCAP Office at 440.684.6130 or apply online at ursuline.edu/apply. For admission to the Graduate School, contact the Office of Graduate Admission at 440.646.8119, or apply online at ursuline.edu/apply.

Ursuline College admits those candidates who demonstrate potential for success in rigorous academic work. Qualified applicants are admitted regardless of race, color, national origin, religion, age, sex, gender identity or expression, disability, genetics, martial or veteran status, or any other basis prohibited by federal, state or local laws. The credentials of each applicant are individually evaluated, with consideration given to academic record, entrance examination scores and evidence of motivation for college studies. The College reserves the right to deny admission to any applicant, except as otherwise prohibited by federal, state or local laws.

Students considering Ursuline College are encouraged to apply as early as possible, in order to secure a place in the incoming class and to receive full consideration for institutional scholarships, grants, and other financial aid awards.

The College requires the following credentials of applicants for admission:

First-time Freshmen Applicants

- Official application
- Official high school transcript or GED
- Official ACT or SAT scores
- Official college transcript(s) if applicable
- Written personal statement or essay
- *Teacher recommendation is optional*

Transfer Non-Nursing Applicants

- Official application
- Official high school transcript or GED (see #1 below)
- Official ACT or SAT scores (see #2 below)
- Official college transcript(s) if applicable

Transfer BSN Nursing Applicants

- Official application
- Official high school transcript or GED (see #1 below)
- Official ACT or SAT scores (see #2 below)
- Official college transcript(s) if applicable
- A letter of recommendation, or written personal statement, or essay or resume
- A Letter of Good Standing if previously enrolled in any nursing program. This letter should come from the Dean or Program Director at the former institution.

1. NOT REQUIRED if an applicant has completed 45 quarter hours or 30 semester hours with a 2.5 GPA from an accredited college or university.
2. NOT REQUIRED if an applicant has completed 45 quarter hours or 30 semester hours OR if the applicant is over the age of 23 at time of admission. ACT or SAT scores printed on an 'official' transcript will be considered 'official' scores. Ursuline College also 'Super Scores' both the ACT and SAT, considering only the highest sub-scores regardless of test date.

All applications are reviewed on a need-blind basis, which means admission decisions are based solely on a student's academic and extra-curricular merits, not on his or her family's financial circumstances.

Students interested in applying for Nursing, Law 3+3 Partnerships, Pharmacy Partnerships, or UCAP should refer to the **Admission to Specific Programs** section of this catalog.

Registered nurses (RNs) who choose to attend Ursuline College to receive a Bachelor of Arts degree (rather than a Bachelor of Science in Nursing) may receive 20 credit hours for work done at the institution through which they earned their RN under the following conditions:

- The student provides documentation that s/he completed the program with satisfactory grades.
- The student provides proof of the RN license.
- The student completes 20 credit hours at Ursuline College with a minimum GPA of 2.5 in those 20 credits. Twelve of those hours must be in the Ursuline Core Curriculum.

ADMISSION DECISIONS

Upon receipt of all necessary credentials the applicant's file is reviewed for approval. The Admission Committee carefully and holistically examines the application and academic preparation of every candidate for admission. The goal of the Admission Committee is to identify and admit students who will add to the quality and character of our community and are prepared for success in Ursuline's rigorous curriculum. While no minimum scores are defined as a part of the holistic review process, the committee will evaluate applications for admission based on the following:

- All recommended course units are fulfilled (see listing above)
- Grades, grade trends, and academic rigor of the curriculum
- Results from the ACT or SAT show evidence of college readiness
- Strong writing skills, as evidenced by the quality of the personal statement/essay, grades in English coursework, and/or relevant standardized test sub-scores
- Personal qualities that will add to the character of the Ursuline community

Clear Admission

A student may be admitted as **CLEAR** with no restrictions when the above factors clearly indicate that a student is prepared for academic success in college. See **ADMISSION TO NURSING PROGRAM** for program admission requirements.

Conditional Admission

A student may be admitted on a **CONDITIONAL** basis if the potential for success in college cannot be clearly established and s/he is not selected for clear admission. Students admitted on a conditional basis may be limited to a maximum of 12 credit hours per semester for the first year and be required to attend UrsulineFIT, which

assists students make the transition to college. UrsulineFIT students will attend a three-day Immersion Camp before Freshman Orientation in August, and two hours per week of required academic support. After earning 24 credits in good standing at Ursuline College, conditionally admitted students may take more than 12 credits per semester.

The average profile of a student selected for conditional admission in 2019 was:

GPA:	2.95
ACT:	17
SAT (VR+M):	870

Provisional Admission

A student may be admitted on a **PROVISIONAL** basis when a partial or unofficial transcript has been received or when the student is unable to complete the assessments required for placement in classes. Provisional students may register for classes for one semester; however, they **MUST** have a complete file, complete assessments, and be officially accepted to the College before registering for any subsequent semester. When the student's file is complete, her/his admission status will be changed to **CLEAR** or **CONDITIONAL**.

Non-Degree-Seeking Admission

A student may be admitted with **NON-DEGREE** seeking status when s/he wishes to earn credit without completing a baccalaureate degree. A student who enters with Non-Degree status and subsequently wishes to pursue a degree must make formal application according to the procedure outlined in Admission to Ursuline College (including completion of assessments). When the student's file is complete, her/his admission status will be changed to **CLEAR** or **CONDITIONAL**.

TRANSFER ADMISSION

Ursuline College offers a liberal transfer policy and welcomes transfer students. A student who wishes to transfer from another accredited college must follow the regular admission procedures. In addition, the student must present a complete, official transcript of college credits from each college previously attended. Transfer students are expected to have a cumulative grade point average of 2.5 or higher for clear admission. Students with less than 45 quarter hours or 30 semester hours may be asked to provide a copy of official high school transcripts or GED and ACT or SAT scores if under the age of 23. Transcripts are considered official when they are mailed directly to Ursuline College from the student's transferring institution.

TRANSIENT ADMISSION

A student who is officially enrolled in credit work at another accredited college or university and who wishes to register for a credit course at Ursuline College is classified as a transient student. Transient students may register for credit courses at Ursuline by submitting a transient student form or other authorization issued by their home

institution. This form should verify that the student is in good academic standing (2.0 GPA or above) and has permission to enroll in a specific course or courses identified in the Ursuline College catalog by course number and title. Students should submit their enrollment form to the Registrar's Office at Ursuline College.

INTERNATIONAL ADMISSION

International students interested in attending Ursuline College should make application one year prior to their expected entrance date. For admission, a student is required to submit an application and appropriate fees, and all official school transcripts. All international transcripts must be evaluated course by course by the World Education Services (WES) at wes.org or Educational Credential Evaluators (ECE) at ece.org or Global Credential Evaluators at gceus.com. Students are also required to achieve a score of 61 on the computer-based TOEFL or 6.0 or higher on the IELTS. For specific information concerning these exams visit ets.org/toefl or ielts.org, if English is not the primary language and the student has not completed coursework at an English-speaking institution. The ACT or SAT may also be taken in lieu of the TOEFL or IELTS.

In addition, students must submit an affidavit of financial support for all tuition, fees, and expenses for the total years necessary to complete studies at Ursuline College. All credentials for admission must be received by Ursuline College before an I-20 form can be issued. For further information, international students must contact the Office of Admission.

ADVANCED PLACEMENT/IB/COLLEGE CREDIT PLUS

Ursuline College grants advanced placement and college credit to entering first-year students who have earned a score of 3, 4, or 5 on a College Advanced Placement Examination, or a score of 5 or higher on the IB HL exams. Students should have a report of the examination scores sent directly to the Office of Admission.

Ursuline also awards college credit to students who have taken college courses while in high school through the College Credit Plus program. Students will be required to submit an official transcript from the college attended before credit can be evaluated and awarded.

ADMISSION ASSESSMENT

Transfer students may be subject to placement testing in English if they have not yet completed at least three credits in English Composition with a grade of C or higher. Transfer students may be subject to placement testing in mathematics if they have taken any college mathematics credits with a grade of C or higher. To ensure academic success, students who score below the designated levels on any placement tests are required to register for developmental class/classes. After successful completion of the developmental class/classes, students may proceed to the next level of classes.

ADMISSION TO SPECIFIC PROGRAMS

Admission to the Breen School of Nursing

Prospective incoming freshman nursing students must:

- Send official high school transcript or GED
- Send official ACT or SAT scores* (NOTE: if ACT or SAT scores are printed on your “official” transcript, they will be considered “official scores”)
- Send official ACT or SAT scores*
- Submit an essay or personal statement

For direct admission to the Breen School of Nursing, students applying from high school are required* to have:

- Have a cumulative GPA of 2.75
- Have a composite ACT of 20 or SAT of 1030 (not including the writing portion of the test)
- Demonstrate a proficiency in algebra II, biology with a lab, and chemistry with a grade of C+ or higher in each of these courses.

*Applicants who have not demonstrated such proficiency may be admitted as Pre-Nursing students or be admitted to the College, but not to the nursing program.

Prospective incoming transfer nursing students must:

- Send official transcripts from all institutions in which credit bearing courses were completed including High School or GED if you are transferring fewer than 45 quarter hours or 30 semester hours
- Send one letter of recommendation or resume or personal statement or personal essay
- Send letter of “Good Standing” only if previously enrolled in any nursing program. This letter must come from the Dean or Program Director of your previous program.
- Earn a cumulative GPA of 2.5 in all college courses.
- Required sciences (anatomy & physiology, general chemistry, organic/biochemistry and microbiology) may be attempted only twice, including courses taken at any previous schools.
- All science courses being transferred to Ursuline College must be taken within the last seven years. This includes anatomy & physiology, general chemistry, organic/biochemistry and microbiology.

Please refer to the most current edition of the BSN Handbook for more information.

Admission to the Education Program

In addition to meeting the other criteria for admission to Ursuline College, students currently enrolled in undergraduate education majors leading to teacher licensure are required to demonstrate proficiency in mathematics, reading, and writing as demonstrated in specific ACT, SAT, or Praxis® Core Academic Skills for Educators (Core) scores, as outlined in the Department of Education Student Handbook. Admission and retention are based upon several criteria, in addition to these scores, including a department interview and GPA, as outlined in the Teacher Education Handbook. For further information contact the Education Department, 440-646-8147.

Admission to the Law 3+3 Partnership

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue one of Ursuline's Law 3+3 Partnerships must qualify for clear admission. Conditional students may be offered admission into a Pre-Law track but will be unable to complete the Law 3+3 timeline due to their limited course load.

Admission to Pharmacy 3+4 Partnership

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue Ursuline's Pharmacy 3+4 Partnership must qualify for clear admission and demonstrate minimum proficiencies and the additional materials as follows:

- SAT score of 1160 or higher/ ACT total score of 24 or higher on the Math and Critical Reading Sections
- GPA of 3.0 or higher
- Demonstrates evidence of leadership potential, community service, and involvement
- Provided a letter of recommendation from a high school teacher or guidance counselor

Students who do not meet these criteria maybe offered admission into a Pre-Pharmacy track.

Admission to Ursuline College Accelerated Program (UCAP):

- Official application
- Official college transcript(s) from all schools previously attended
- Official high school transcript or GED if transferring less than 45 quarter hours/30 semester hours

Formal admission to UCAP as a degree-seeking candidate is granted only after all admission materials have been received and all requirements have been met.

UCAP Admission decisions include the following:

UCAP Clear Admission

A student may be admitted as **CLEAR** with no restrictions when the above factors clearly indicate that a student is prepared for academic success.

UCAP Conditional Admission

A student may be admitted on a **CONDITIONAL** basis if the potential for success in college cannot be clearly established and are not selected for clear admission. Students admitted on a conditional basis will be limited to 9 credit hours for the first semester. After earning 9 credit hours with a 2.5 CGPA at Ursuline College, their status will be changed to **CLEAR** or **PROVISIONAL**.

UCAP Provisional Admission

A student may be admitted on a **PROVISIONAL** basis when a partial or unofficial transcript has been received. Provisional students may register for classes for one semester; however, they **MUST** have a complete file and be officially accepted to the College before registering for any subsequent semester. When the student's file is complete, their admission status will be changed to **CLEAR** or **CONDITIONAL**.

TUITION AND EXPENSES

FEES AND CHARGES

The College reserves the right to alter tuition, room and board charges, and fees at the end of any academic year. A list of fees and charges for the current academic year is available from the Student Service Center or at <https://www.ursuline.edu/cost-aid/tuition-costs>.

FINANCIAL ARRANGEMENTS

Tuition, residence hall charges, and all fees are payable per semester on the first day of class. Payment should be made payable to Ursuline College and sent to the Business Office. Students may take advantage of a Budget Payment Plan. This plan allows students to pay college fees in monthly payments commencing in August. The cost of the plan is \$25.00 per semester. Information about this plan may be obtained by calling 440-646-8310.

TUITION DEPOSITS

Upon acceptance, students are required to confirm their place in class by sending a tuition deposit to the Office of Admission by November 1 for the spring semester and May 1 for the fall semester. The tuition deposit is credited toward the student's account and is refundable until those deadlines. After these dates, tuition deposits are forfeited. Because enrollment in particular majors may be limited, students are encouraged to send their tuition deposit as soon as possible.

ROOM DEPOSITS

Students wishing to reserve a room in a residence hall must submit a room deposit by December 1 for the spring semester and July 1 for the fall semester. The room deposit is credited toward the student's account and is refundable until those deadlines. Male housing is available in Grace Residence Hall and Smith Residence Hall. All students

interested in housing must send a housing deposit as soon as possible because space is limited and rooms are guaranteed based on deposit date. New students send their room deposit to the Office of Admission; returning students send their room deposit to the Office of Residence Life. Returning students must make advance payments by July 1 for the fall semester and January 1 for the spring semester. Ursuline College makes no guarantee of room availability to any student who has not paid her/his required advance deposit.

REFUNDS

Refund policies apply in conjunction with the procedures for “Withdrawal from a Course.” The date of withdrawal is the date on which the student submits a properly completed *Change of Course* form to the Student Service Center.

Please refer to the [refund schedule](#).

Students may be released from the Residence Hall Contract under the following circumstances:

- Completion of degree requirements at mid-year
- Withdraw from the College
- Due to extenuating circumstances as granted by a Housing Release Committee (members comprised of staff members from Financial Aid, Business Office and Student Affairs).

Students who withdraw from the contract prior to July 1 will not be charged the room and board costs for the semester. The housing deposit will be forfeited. Room and board charges will be applied to students’ bills on the July 1 preferred housing deadline. Students who withdraw from the contract after July 1 will not receive a refund for room or board charges for the remainder of the contract term unless the student meets one of the above criteria.

For students completely withdrawing from all classes, refunds to federal and state financial aid programs are governed by their respective regulations. The complete refund policy is included in the Schedule of Classes posted each semester by the Registrar’s Office or on the Documents and Forms page of the Financial Aid Office website at <https://www.ursuline.edu/cost-aid/documents-and-forms>. Generally, financial aid that must be refunded to federal programs will be allocated in the following order: Direct Lending Loan, Perkins Loan (NDSL), PLUS/Grad PLUS Loans, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), TEACH Grant, other Title IV aid programs, and other aid.

Tuition deposits are refundable until December 1 (for spring semester) and May 1 (for fall semester). After these dates, tuition deposits are forfeited.

For Graduate Studies, please consult the Graduate Catalog at www.ursuline.edu/students/gradcatalog.pdf.

For UCAP refunds, please contact the UCAP office at 440-684-6130.

FINANCIAL AID

Although the primary responsibility for financing a college education belongs to the student and her/his family, the College may provide assistance to supplement family contributions. The amount of aid varies with the need of each student. Awards may be renewed each year on the basis of continuing financial need and satisfactory academic progress.

APPLYING FOR FINANCIAL AID

All students must file the Free Application for Federal Student Aid (FAFSA) each year to apply for federal, state, and need-based institutional aid. This can be done by one of the following:

1. FAFSA on the Web at <https://fafsa.ed.gov>.
 - a. Print and complete the Pre-Application Worksheet before entering your information online.
 - b. If you do not have a Federal Student Aid (FSA) ID and password, you must apply for one a <https://fsaid.ed.gov/npas/index.htm>. Both parents and students must apply for FSA ID's and passwords to use them as "signatures" on the FAFSA on the Web.
2. A paper FAFSA Application. Paper FAFSA's are available only by calling 1-800-433-3243

FAFSA processing (electronically) takes approximately 2 - 5 days. The results will automatically be forwarded to Ursuline College by the federal processor as long as **Ursuline College's School Code (003134)** is listed on the application.

TYPES OF STUDENT AID

Ursuline College participates in all federal and state programs including the Federal Pell Grant, Supplemental Educational Opportunity Grant, TEACH Grant, Federal Work Study, and Ohio College Opportunity Grant. The FAFSA form is the application for all of these funds and is also the application for need-based Institutional Grants from the College.

Federal Funds

- **Pell Grant:** For full- or part-time undergraduate students who demonstrate financial need. Students who have not exceeded their aggregate limit (an equivalent of 12 full-time semesters) currently may receive up to \$6,195 for the 2019-20 year.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** For full- or part-time undergraduate students who demonstrate financial need. Students currently receive an average of \$500 per year.

- **Federal Work Study (FWS):** For full or part time undergraduate and graduate students who demonstrate financial need. Current average award is \$1,000 per year.
- **Direct Stafford Loan (subsidized and unsubsidized):** For any student who attends at least half-time. Amounts vary depending on grade level. Must be repaid.
- **Direct Parent Loan to Undergraduate Student (PLUS):** For parents of dependent students. Interest rates vary.
- **TEACH Grant:** For students planning to teach in certain subject shortage areas. An agreement to serve (teach) must be signed each year with the Department of Education. Students who do not meet the agreement requirements after graduation will have this grant converted to a Direct Stafford Unsubsidized Loan.

State Funds

Ohio College Opportunity Grant: For full or part-time undergraduate students who demonstrate financial need. Current award for the 2019-20 academic year is \$3,000.

Merit-Based Institutional Scholarships

Various scholarships are awarded to incoming new and transfer students who demonstrate academic excellence or leadership qualities. All students who are clearly admitted to the College are automatically considered for an Academic Scholarship. Transfer students with a cumulative GPA of at least a 3.0 will also be considered. These scholarships and awards can be renewed for a total of four years for new students and three years for transfer students, provided students attend full-time and maintain good academic standing at Ursuline College. Specific questions regarding eligibility can be found on the Ursuline College website at <https://www.ursuline.edu/cost-aid/scholarships> or through the Office of Admission.

Outside Awards

Ursuline College makes available applications for a limited number of scholarships, grants and loans from agencies, foundations and hospitals. The Internet is also a good option for finding additional funding through search engines such as <https://www.fastweb.com/>. For more information, contact the Student Service Center at 440- 646-8309.

Satisfactory Academic Progress

Federal Regulations require that Ursuline College establish and implement a policy to measure whether students applying for and/or receiving financial aid are making satisfactory academic progress (SAP) toward a degree. This rule applies to all students applying for aid, whether or not financial aid has been previously received. There are both quantitative (maximum time frame/completion rate) and qualitative (cumulative grade point average) measures in determining SAP for federal, state, and institutional financial aid. **Not meeting these requirements may result in loss of all financial aid.**

The complete Academic Progress Policy is available in the Student Service Center (Mullen 203), on line at <https://www.ursuline.edu/cost-aid/documents-and-forms> or through Net Partner.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC STANDING

Ursuline students are said to be in *Good Academic Standing* if they hold a career (cumulative) grade point average of at least 2.0.

PROBATION AND SUSPENSION

All undergraduate students must maintain a minimum cumulative grade point average (GPA) of 2.0 in order to remain in good academic standing. Transcripts are evaluated for academic standing after the grade due date each fall and spring semester. Academic standing determinations are based solely on grades and grade point averages earned at Ursuline College. (Note: A minimum cumulative grade point average of 2.0 is required for graduation.)

Academic standing is determined only after a student has completed at least two semesters at Ursuline College. Students who have earned a GPA of less than 2.0 and have fewer than two semesters will be sent a letter to notify them that their academic standing is at risk.

Students will remain in good academic standing if their institutional cumulative GPA and semester GPA remain at or above 2.00. Students will be placed on initial, continued, or final probation based on the conditions listed below. In severe cases, students may be suspended from the College for a designated period of time.

The Registrar may place holds preventing registration in subsequent terms on the records of students who do not abide by the terms of probation.

Academic Warning

An undergraduate student is placed on Academic Warning under any of the following conditions:

- The student earns a GPA between 1.0 and 2.0 during her or his first semester.
- The student has a cumulative GPA of 2.0 or higher but earns a semester GPA between 1.0 and 2.0.
- The student at the end of her or his second semester has a cumulative GPA between 1.0 and 2.0, but earns a semester GPA of 2.0 or higher.

Initial Probation

Students will be placed on initial probation if the following condition exists:

- Cumulative GPA between 1.0 and 2.0 with no previous probationary status

Students placed on initial probation must meet once every other week with an assigned academic advisor to monitor progress and assure intervention as needed. In addition, students may not register for more than 13 semester credits (nine credits for UCAP students) during the probationary term. Students on probation are not eligible to participate in athletics.

Continued Probation

Students will be placed on continued probation if either of the following conditions exist:

- Failure to achieve a cumulative GPA of 2.0 or higher after first semester on probation
- Good standing was achieved after previous probationary term, but cumulative GPA again falls below 2.0

Students placed on continued probation must meet once every other week with an assigned academic advisor to monitor progress and assure intervention as needed. In addition, students may not register for more than 13 semester credits (nine credits for UCAP students) during the probationary term. Students on probation are not eligible to participate in athletics.

Final Probation

Students may be placed on final probation if any of the following conditions exist (students may be placed directly on final probation without having been on probation previously):

- Failure to achieve cumulative GPA of 2.0 or better after a term on continued probation (consecutive or non-consecutive)
- Semester GPA 1.0 or below
- Cumulative GPA 1.0 or below

Students placed on final probation must meet once every other week with an assigned academic advisor to monitor progress and assure intervention as needed. In addition, students may not register for more than 13 semester credits (nine credits for UCAP students) during the probationary term. Students on probation are not eligible to participate in athletics.

Suspension

Students may be suspended from Ursuline for a period of one year if any of the following conditions exist:

- Failure to achieve semester or cumulative GPA of 2.0 or better after term on final probation

Readmission after Suspension

Students must apply in writing to the Vice President for Academic Affairs for readmission to the College. To be readmitted, the student must show evidence that she or he has made changes that will foster success in academic studies. The readmission decision, made by the Academic Standing and Appeals Board, is final.

COURSES FAILED IN THE MAJOR

Students who fail a course in the major may repeat the course only once; if they fail the course a second time, they will not be permitted to continue in the major. Students also will not be allowed to continue in a major if they receive a failing grade in two different courses in the major. Individual programs may have requirements that are stricter than those in this catalog. In those cases, the program policy takes precedence.

ATTENDANCE

A student who enrolls at Ursuline College assumes the responsibility of attending classes and fulfilling all course requirements. Due to unforeseen circumstances, occasionally professors are late to their classes. At the earliest indication of potential lateness, professors will make every effort to contact someone in their department and/or security to inform students of their situation. However, unless instructed otherwise by an appropriate representative of the professor, students are expected to wait a minimum of twenty minutes. If students are informed that a professor is en route, they are expected to wait until the professor arrives.

Faculty members may require attendance in any course; students who do not fulfill this requirement will be penalized. Students in programs that require participation in a work setting as part of the curriculum, such as nursing, education, social work, studio courses, or laboratories, are required to participate in the work setting to which they have been assigned by their faculty.

Students who anticipate being absent from their classes for a short period of time should notify their professors. In the event of prolonged absence (two weeks or more for a fifteen-week class) due to illness, both the Vice President for Academic Affairs and Vice President for Student Affairs should be notified. Upon their return to class, students are responsible to contact the instructor and to make up all course work.

Nursing

Nursing students are required to attend clinical/community laboratories, as per the Ohio Board of Nursing. The full policy regarding attendance requirements for Nursing students may be found in the Nursing Handbook.

Education

Education students are required to participate in fieldwork and student teaching to achieve the required number of hours for certification eligibility. Additional information about attendance may be obtained from the Education faculty.

UCAP

Due to the accelerated nature of the program, UCAP classes have stricter attendance policies than do 15-week classes. UCAP students are expected to attend all classes. Absences due to emergency situations will be dealt with on a case by case basis by the instructor. Additional information about attendance may be obtained from the UCAP office.

Online Courses

Attendance in an online course means regular weekly participation in discussion boards and other online course-related activities. Failure to participate in any given week is viewed as an absence.

ATHLETE MISSED CLASS POLICY

1. All student-athletes are expected to attend all classes.
2. All student-athletes are expected to provide their instructors at the beginning of the semester with a list of game dates on which they need to leave class early or not attend class that day. Games and tournaments are the only excuses for student-athletes to miss class. Student athletes are not excused for practices. Any changes to these dates must be reported immediately to the instructor.
3. Students are responsible for obtaining information and for completing any assignments given.
4. If assignments were due the day they missed class, the assignments should be turned in prior to their leaving for the contest.

A faculty member with questions about the policy should seek clarification with the School Dean, the Faculty Athletic Representative, or the Athletic Director.

SCHOOL CLOSING POLICY

In the event of extreme weather conditions or other emergency situations, including power or water outages, the decision to cancel classes and/or close the college will be made by the Vice President for Academic Affairs in consultation with the President. Decisions to close the College will be made and communicated as follows: ALL-DAY Closings, including both Day and Evening sessions will usually be announced by 6:00 a.m. EVENING Closings will usually be announced by 2:00 p.m. Every attempt will be made to give at least two hours advanced notice of closings or delays. Sources for official announcements: Phone - 440-449-4200; Internet - www.ursuline.edu; URSAlert, TV and Radio - Most Cleveland radio stations and all local TV stations.

If classes on campus are canceled, faculty members will still expect students to make up the work for the classes missed. Instructors should let students know how they will be contacted, either through D2L or by email, to continue instruction. If the internet connection goes down, instructors will ensure that the hours missed will be made up in some other way.

Everyone is advised to use their own judgment for their personal safety.

CERTIFICATES

Certificate of Completion

Students who have already earned a Bachelor's degree may matriculate at Ursuline for the purpose of obtaining a Certificate of Completion in an undergraduate major. To obtain a Certificate of Completion, they must successfully complete all of the coursework required for the program as described in this catalog. Half of the coursework must be completed at Ursuline. The transcripts of these students will have entered on them: "Certificate of Completion."

No certificate can be granted without the authorization and signature of the Vice President of Academic Affairs.

Certificate of Proficiency

Ursuline students may earn a Certificate of Proficiency. These are groups of courses offered in some disciplines that embody the core foundational theory of the field. These programs have fewer courses than a major in the same discipline. See specific programs for course requirements to earn a Certificate of Proficiency.

CLASSIFICATION OF STUDENTS

A **full-time student** is defined as someone who carries a minimum of 12 semester credits. A course load of 19 or more hours requires approval from the Office of Academic Affairs.

A **part-time student** is one who carries fewer than 12 semester hours.

Non-degree-seeking students are those who register for credit but are not candidates for degrees.

Provisional students are those who have not submitted all requirements for admission to the Office of Admission, including outstanding transcripts, letters of recommendation, and essays. Students may maintain Provisional status for no longer than one semester.

Transient students are students from other colleges who are enrolled temporarily at Ursuline College.

Conditional students are those who are limited to 12-13 credit hours during their first semester at Ursuline College. If they earn a 2.0 GPA during their first semester at Ursuline, they may enroll in no more than 16 credits during the second semester. Otherwise, they will be limited to 12-13 credit hours during the second semester as well.

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.

Class Standing

Students who have earned fewer than 32 hours have freshman standing. Students who have earned 32 or more credits but fewer than 64 credits have earned sophomore standing. Students who have earned 64 credits or more but fewer than 96 have earned junior standing. Students with 96 or more credits have earned senior standing.

Concurrent enrollment

Matriculated students who are in good academic standing may, in certain cases and with prior permission, take courses at other institutions during the regular semester or in the summer. However, these courses will not be accepted for credit unless the student has completed a Transient Student Form that includes a signature of approval from the School Dean or Vice President for Academic Affairs. The Transient Student Form must be completed prior to enrolling in the off-campus course. In order for the course(s) to be accepted for credit at Ursuline College, students must earn a grade of “C” or better. (A grade of C- does not transfer.) Ursuline students who have received approval to enroll in courses at other accredited colleges and universities are responsible for having an official transcript of their course work sent to the Office of the Registrar upon the completion of their academic work. In the semester prior to expected graduation, students may not take transient courses.

DEVELOPMENTAL COURSES

Ursuline College has developed courses to assist students to enhance their opportunities for success, if prior testing, grades, or placement tests have indicated the need.

Support Courses

Ursuline College offers courses in English and Mathematics that are designed to help students succeed in reaching professional and personal goals, regardless of past experience in the traditional classroom environment. On the basis of placement exams, ACT/SAT scores, or grades in college courses, students **may be required** to enroll in these courses in their first semester:

EN 123 and EN 124 College Reading and Writing (replaces EN 125)

- High school seniors who have a composite ACT score lower than 20 (and/or lower than 18 in English and Reading, and/or lower than 8 in Writing) are required to take placement tests in Reading and Writing after they are admitted to the college
- High school seniors who have a composite SAT score lower than 1410 (with less than 470 in Math, Critical Reading, and Writing) are required to take placement tests in Reading and Writing after they are admitted to the college.

- Transfer students are required to take placement tests in Reading and Writing if they have not completed any transferable college credits (grade of C or higher) in College Composition/Writing.
- Placement test results determine whether or not a student will be required to enroll in EN 123 and EN 124 rather than EN 125. Other factors that may be taken into consideration in requiring EN 123/124 are the following:
 - Missing college prep classes in high school
 - High school or college GPA below 2.5
 - Personal experience: strengths and weaknesses

MAT 100 Basic Algebra

- High school seniors with a Mathematics ACT score 13-17 and/or a Mathematics SAT score 350-470 are required to take MAT 100.
- Transfer students who have not completed any college credits (grade of C or higher) in a math course that is equivalent to MAT 100 or higher are required to take a placement test in math. The decision about whether or not a student will take MAT 100 will be based on the placement test results.

Students who are required to take **MAT 100** must complete the class before enrolling in the required math class (i.e., MAT 100 must be passed before the student takes the math required of all students, MAT 125, or MAT 212, or MAT 131). If the course is not passed, it must be repeated at Ursuline College. MAT 100 must be passed in two attempts. Students will not be permitted to return to Ursuline College if this course is failed twice.

EN 123/124 and **MAT 100** are graded, not Pass/No credit courses.

These courses will be counted toward a student's semester credit hour load, including financial aid requirements. These courses will also count toward the 126 credit graduation requirement.

DISMISSAL FROM THE COLLEGE

The College reserves the right to dismiss any student for failure to meet the Academic Standards of the College (Academic Suspension) and/or for any violation of Institutional Rules of Conduct (disciplinary Dismissal). For further information regarding dismissal, please consult the Vice President for Academic Affairs or Vice President for Student Affairs.

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.

Please consult the Vice President for Student Affairs, other sections of this *Catalog*, and *Student Handbook* for additional information on the grounds for dismissal and the process by which dismissal decisions are made.

DISSECTION POLICY

At Ursuline College dissection is not required in any class or laboratory. Alternative assignments are given to students who object to dissection.

FINAL EXAMINATIONS

Final examinations are scheduled during the last week of the semester. Unexcused absence from a final examination constitutes a failure in the course. An excused absence, authorized by the faculty member for a serious reason such as severe illness, is recorded as an Incomplete. Faculty members establish deadlines for making up the exam; in no case will the deadline extend beyond mid-semester of the next 15-week semester.

GRADES

Grade Reports

During the semester, grades can be accessed through the Desire2Learn gradebook. Midterm warnings are given to all students who at midterm are receiving a grade of C-, D+, D, D-, or F for work completed up to that time. Final semester grades can be accessed online through the College website's student portal, MyUrsuline.

Grading System

Grades are valued in quality points on a 4.0 scale:

GRADE	PERCENTAGE	QUALITY POINTS
A	95 - 100%	4.0
A-	91 - 94%	3.7
B+	88 - 90%	3.3
B	85 - 87%	3.0
B-	82 - 84%	2.7
C+	79 - 81%	2.3
C	76 - 78%	2.0
C-	72 - 75%	1.7
D+	69 - 71%	1.3
D	66 - 68%	1.0
D-	61 - 65%	0.7

F	Below 61%	0.0
I	Incomplete	
P	Passing, not counted in GPA. P represents a grade of C or higher	
PA, PB, PC	Passing, not counting in GPA, but performed at A, B, or C grade level.	
NC	No Credit	
W	Withdrawal with permission before last date to withdraw (published by Registrar, occurring when approximately 75% of course is complete)	
NR	Not reported	
R	Repeated Course	
AD	Audit	

Incomplete Grades

At the discretion of the faculty member, students may be given grades of Incomplete in one of only two specific situations. A grade of Incomplete may be given to students who have an excused absence from the final exam. An Incomplete may also be given to students who, **after the final date to withdraw from a course**, experience a serious problem, such as severe illness, and for that reason are unable to complete the final work of the course. In that situation, students may be given an incomplete **only if all** of the following conditions exist:

- The student failed to complete some portion of the required course work due to an emergency.
- The student successfully completed previous assignments with a passing grade.
- The student can complete the missing work without further class attendance.

Faculty establish deadlines for completing missing work; those deadlines will generally not extend beyond midterm of the next 15-week semester. (Will not extend beyond three weeks for UCAP students.) *Applications for Extension of an Incomplete* must be completed by the faculty member teaching the course, and must provide clear rationale and the date by which coursework is due. Students who fail to complete the missing work and have not received approval for an extension will receive a grade of *F*.

Extension of an Incomplete

1. Ordinarily, a course for which an Incomplete is approved must be completed by the end of midterm break the following semester. If an extension is approved, the course must be completed within one academic year from the end date of the semester or UCAP term during which the course was first taken.

2. A student carrying more than six credits of Incomplete or Incomplete Extension at any given time cannot register for additional credits until the incomplete credits are resolved.
3. The instructor must obtain approval of the Dean of the respective School and the VP for Academic Affairs when a student requests an Incomplete Grade Extension.
4. Instructors must notify advisors when giving a grade of Incomplete or an extension of a grade of Incomplete.

Students who have applied to graduate but receive a grade of *Incomplete* may not participate in commencement ceremonies unless they have agreed to complete their coursework by the end of August. The diploma will not be issued until after all the coursework is completed.

Pass/no credit courses

To encourage students to explore new areas and broaden their interests, sophomores, juniors, and seniors have the option of taking six courses during their studies under the Pass/No Credit System. They must be elective courses outside both the Ursuline Core and the student's major and, in the case of nursing students, outside the required natural and behavioral sciences courses. Students may take one course per semester on this option.

Students who wish to make use of this option must acquire the approval of their academic advisors.

The grade P (Pass) is recorded for work meriting letter grades of A, A-, B+, B, B-, C+, or C. The P credit is counted as hours toward the degree but will not be used in determining the cumulative grade point average. The grade NC (No Credit) is recorded for C-, D+, D, D-, or F work.

A student enrolls for the Pass/No Credit option at the time of registration. A student who registers for a course either for a letter grade or for the Pass/No Credit option may change the option (either way) at any time before 50% of the course has been completed. A student who takes a course on the Pass/No Credit option has the same assignments and responsibilities as those who are taking the course for a letter grade.

GRADUATION REQUIREMENTS

- A minimum of 126 credit hours is currently required for Bachelor of Arts degrees and 128 credit hours for Bachelor of Science in Nursing degrees. For Bachelor of Arts degree recipients who will graduate after January 1, 2021, 120 credit hours are required. For Bachelor of Science in Nursing degree recipients who enter the program on or after May 1, 2019, the requirement is 122 credit hours.

- A GPA of 2.0 in the major and a cumulative GPA of 2.0 in all work completed at Ursuline. Certain programs may have more stringent GPA requirements.
- A minimum of 32 credit hours must be completed at Ursuline, as well as half of the credit requirements for the student's major.
- Prior Learning Assessment (CLEP examinations, department test-outs, portfolio-based assessment, military, and workplace training cannot be counted as part of the 32-hour minimum residency requirement.
- Completion and submission of all CLEP Test scores and Work-Related Learning by the semester prior to the last semester before graduation. Generally, this means an October deadline for students graduating in May. Students must register for all test-outs by the semester prior to the one in which they plan to graduate.
- Successful completion of all requirements for an academic major as described in the catalog under which the student matriculated.
- Successful completion of the Ursuline Core curriculum.
- Certification by the academic advisor and the Registrar's Office.

Satisfaction of financial obligations to the College, including tuition, graduation processing fee, and library fees/fines. Students may not participate in the commencement ceremonies if their financial obligations have not been met.

Graduation: Conferral of Degree

Ursuline College confers degrees three times each year: January, May and August. All coursework must be completed by the deadline for each conferral date in order to receive a diploma. Students who fail to meet coursework deadlines must reapply for the next graduation date following coursework completion.

A graduation application (form available online) must be completed, signed by the student and the student's advisor, and submitted to the Office of the Registrar by the designated date (August 15th for January conferral, December 15 for May conferral, and March 15 for August conferral).

Ursuline's formal commencement ceremony takes place in May. Students who have completed their coursework in the prior January or in May, or who have specific plans in place for August completion, may participate in the May commencement.

Reordering Diplomas

Information about the process of reordering a copy of a diploma is available by emailing the Registrar. Diplomas must be ordered either in person by the graduate, or the graduate must submit a signed, written consent form.

Multiple Degrees

Ursuline students may pursue more than one major simultaneously while they are enrolled at Ursuline. If those majors lead to different undergraduate degrees, including

Bachelor of Arts and Bachelor of Science in Nursing, the student may receive more than one degree, and will receive more than one diploma. However, if both majors lead to a Bachelor of Arts degree, only one degree and one diploma are awarded.

Academic Awards

In recognition of outstanding accomplishment, the College annually confers a series of awards. Among them are the following awards for graduating seniors:

Academic Achievement Award: This honor is presented by the College to the graduating senior with the highest average based on credits taken at Ursuline College.

Gonzaga Medal: The Gonzaga Medal is awarded to a graduating senior considered to best exemplify the personal qualities of refinement, dignity, integrity and sincere concern for others.

St. Catherine Medal for Student Achievement: The St. Catherine Medal is awarded to a graduating senior who demonstrates outstanding leadership and service to the College.

Sr. Dorothy Kazel, OSU, Award for Community Service and Social Justice: The Sr. Dorothy Kazel, OSU Award, is given to a graduating senior who demonstrates a commitment to serving the community and promoting social justice.

Sr. Diana Stano, OSU, Ph.D., Award for Excellence in Academics, Leadership, and Service: The Sr. Diana Stano, OSU, Ph.D. Award is given to a graduating senior who demonstrates excellence in academics, leadership, and service.

In addition, there are several honorary societies as well as departmental awards recognizing graduating seniors.

Internships

Academic Internships are typically project-oriented experiences in the student's program of study, lasting one semester. Students are supervised on-site by an employee as well as a faculty advisor, who assigns a grade upon completion of the experience. Each internship is designed to suit the academic needs of the student as well as the practical needs of the participating company or organization. Students must have a job description that is approved by the faculty advisor and develop learning objectives that are relevant to their academic program. One academic credit is earned for each forty hours at the internship. Students typically earn three credits per semester and may be eligible to earn up to six internship credits, not necessarily at the same internship site. Interns are typically juniors and seniors.

Although not required in every program, all students should consider completing an internship in order to apply theory to practice and to immerse themselves in a workforce environment that may mirror their career choice at graduation. Students should begin pursuing an internship at least three to six months prior to the beginning of the semester in which they wish to participate in the program. In order to ensure that all students

interested can take part, all paperwork must be completed prior to the final semester of their senior year. Special circumstances will be considered by the dean and chair of the specific department.

Prior to beginning an internship, a letter of agreement is signed by the student, the employer, the faculty member and the Coordinator of Experiential Education to solidify the academic relationship between the student, Ursuline College, and the employer. A handbook covering all rules, regulations and expectations regarding Experiential Education options at Ursuline College are available on the Counseling and Career Services website.

President's and Deans' List

Full-time students (those carrying a minimum of 12 semester credits at Ursuline College) who attain a 4.0 semester grade point average and have no incompletes will be listed on the President's List. Developmental courses will not be included in the 12 full time credits required for President's and Dean's list.

Students who attain a 3.50 semester grade point average and have no incompletes are eligible to be listed on the Dean's List. Developmental courses, including SC 099 and SC 100L, will not be included in the 12 full-time credits required for President's and Dean's list.

PRIOR LEARNING ASSESSMENT/ALTERNATIVE CREDIT OPTIONS

Ursuline College allows students to pursue college credit outside the traditional classroom setting through alternative credit options. In keeping with Ursuline's personal approach to education, the College recognizes the unique experiences of each individual by providing students the opportunity to receive credit for what has already been learned.

Prior Learning Assessment/Alternative Credit options include: Portfolio-Based Assessment (PBA), Military and/or Workplace training credits, Ursuline College Test-outs, and CLEP testing. A student is eligible to earn a total of 43 alternative option credits and may use any or all of these options combined to do so; however, they may only earn a maximum of 20 credits through the PBA and Military and/or Workplace training options combined. Students must complete alternative credit options **before** their last semester of attendance.

College Level Examination Program (CLEP)

Ursuline College permits students to earn credit by taking subject exams through the College Board's College Level Examination Program (CLEP) in subjects for which the student has not received Ursuline College credit. CLEP is a national, standardized testing program. Students take the exams at an authorized CLEP testing site and have their reports sent to Ursuline College. Preparation for these exams is entirely independent, although study guides are available in the Besse Library and on the CLEP website. Students earning the minimum required exam score of 50 (roughly equivalent

to 70%) are granted credits based upon the recommendations of the American Council on Education

CLEP tests are accepted at Ursuline but are not administered on campus. Students must register to test on The College Board website: <https://clep.collegeboard.org/exams> and pay a fee of \$89 to The College Board. When registering to make a testing appointment, students must have Ursuline's CLEP College Code, 1848, in order to have the results sent to the College. Additionally, Ursuline College must be selected as the score recipient when the test is actually taken. If the students pass the exam, they must pay a fee of \$10 to have the grade officially transferred to their record. Students who do not pass a CLEP test the first time may take it a second time, but must wait 6 months before doing so. The Library continues to purchase and circulate materials to prepare for the CLEP exam.

Test-Outs

As a validation of prior learning, Ursuline College also offers students the option of taking challenging exams based on specific catalog courses. Students who took a similar course at a non-accredited institution, or who took a course that did not transfer, or students who have substantial knowledge in a particular subject may apply to take a test-out under the terms and procedures described below. Specific regulations regarding test-outs are as follows:

1. The department chair, or their designee, is responsible for recommending courses in which test-outs are appropriate, determining a student's eligibility for test-outs, designing tests and assigning grades for all tests given for that department.
2. In order to test out of a course, a student must have previous knowledge in that field or have taken an appropriate course for which credit has not been given.
3. All currently enrolled, degree-seeking students are eligible to test out of authorized catalog courses for which test-outs are available.
4. External Learning Assessment credit should be given, rather than test-out credit, for learning that is based on an individual student's experience rather than knowledge of a particular course's content.
5. Most test-outs are multiple-choice.
6. Students are not permitted to take a test-out in their final semester.
7. A study guide is often available through the department in which the course is offered. Many study guides can be found on the Ursuline College website under Alternative Credit Options. The guides state the areas of emphasis, requirements, and helpful information.
8. Students register for test-outs at the same time and in the same manner that they register for classes:
 - a. At registration time the test-out is listed with other courses on the registration form. A test-out is listed by course number followed by T88 in the section column, e.g., PS 230 T88.

- b. After the initial registration, should a test-out be added to the schedule, the student completes a course change form and adds the test-out course number followed by T88.
9. All test-out grades are officially shown and reported to the student and to the Registrar on a Pass/No Credit basis. Pass is awarded if the student earns a “C” (76%) or better.
10. No report will be made if the student does not complete the test-out or does not achieve a grade of at least C. These will automatically be dropped from the student’s record prior to the end of the semester. A processing fee is charged, however.
11. Students taking test-outs will be assessed \$35.00 per credit hour on the tuition bill. Payment is made in the same manner as for courses taken. Should a student not take the test or not complete it successfully, the payment, less \$15, will appear as a credit on her/his tuition account (providing payment was made previously).
12. Test-outs can only be attempted once; they may not be repeated.

Test-outs are administered through the Academic Advising, Learning Commons, ext. 2049.

Portfolio-Based Assessment (PBA)

Any student who is currently enrolled and has successfully completed at least one semester/term at Ursuline College is eligible to apply for credit through Portfolio-Based Assessment, which may be defined as learning that has occurred outside of the traditional classroom setting, for which the student has not received previous college credit. Credits earned through the portfolio assessment are applied toward elective credit hours and cannot replace major or Ursuline Core requirements. However, if the department chair determines that a student’s work experiences duplicate a course requirement, s/he may allow the student to complete a portfolio to earn the credit for that course. When this is the case, the department chair must complete a course substitution form and may require an additional course.

To begin the process of Portfolio-Based Assessment, the following criteria must be met:

- The learning must be equivalent to college-level instruction, measurable, and verifiable.
- Students must have a cumulative GPA of at least 2.0 at Ursuline College.
- Students must have completed at least one semester or term at Ursuline.
- Students must meet with their academic advisor to determine how portfolio credit will fit into their degree program.
- Students must meet with the Coordinator of Alternative Credit Options.

A faculty evaluator with expertise in the area about which the student is writing is identified, and the student meets with him/her for permission to proceed. A \$100 non-refundable registration fee is required of all students pursuing this option. This fee is applied to the credit hour fee if/when the credits are awarded. Students are not guaranteed a certain number of credits before the evaluation process. Students are assessed a \$100 per-credit-hour fee, based upon the number of credit hours awarded for the project. Students must submit the portfolio for evaluation within one calendar year of the date they completed the registration process. Credits earned through portfolio-based assessment must be posted to the student's permanent record before s/he registers for his/her final semester of classes.

NOTE: Students may earn a combined total of 20 credits through PBA and Military and/or Workplace Training Credit.

Military Training Credit

In order for a student to receive credit for military training in the Army, Navy, Marine Corps, and Coast Guard, the student must have a JST (Joint Services Transcript) that can be accessed by the college registrar. For Air Force military transcripts, the USAF, through the Community College of the Air Force (CCAF), provides a transcript detailing ACE recommended credit. Both these transcripts are reviewed, and credits are awarded by the college based on the American Council on Education (ACE) recommendations posted on the transcript. Credits cannot replace Ursuline Core requirements but may be used as elective credits. If the department chair determines that a student's military training duplicates a course required in the major, s/he may approve that training to replace the course. When this is the case, the department chair must complete a course substitution form and may require an additional course in the major. All Military Training credits must be posted to students' permanent records before they register for their final semester of classes. No posting fee is required.

Workplace Training Credit

In order for a student to receive credit for a formal training experience, it must first be reviewed by the American Council on Education's CREDIT College Credit Recommendation Service. A student must provide the College with an official ACE transcript in order to receive credit. Credit earned through this method may be used for elective credits only and cannot be used to replace major or core curriculum requirements. The credits are reviewed and accepted the same way transfer credits are from any accredited college or university if the student supplies the ACE transcript at matriculation. If the student submits this transcript after matriculation, the student is assessed a \$10 fee per course to post the credits to the transcript. All ACE credits must be posted to students' permanent records before they register for their final semester of classes.

NOTE: *Students may earn a combined total of 20 credits through PBA and Military and/or Workplace Training Credit and External Learning Assessment.*

Service Learning Credit

The Service Learning Credit program at Ursuline College promotes awareness of community needs and builds in its students a commitment to serving people in their communities. The Service Learning Program is an experiential education opportunity that provides the link between the classroom and civic engagement. It allows students to gain academic credit for volunteer service done in conjunction with their academic courses.

Benefits

While helping the student to develop a spirit of service, the service learning program also allows students to recognize and develop an appreciation for their contribution to society, identify and reflect on the complexity of the real world, and supplement their learning.

Academic Policy

- Students are allowed to earn one free service learning credit per year, up to a maximum of four credits that count toward the 126-hour graduation requirement.
- Credits must be in three different areas of study.
- Service learning credits must be tied to an existing course and can be added to the course with permission from the faculty instructor of the course.
- Projects done at the Service Learning site make up part of the grade for the one Service Learning credit, not the grade for the course. Students must work a minimum of 30 clock hours for a single academic credit.
- The service learning credit is given a grade of *Pass (P)* or *No Credit (NC)*.
- Students must complete an Application for Service Learning Credit.

Tuition for Credits

There is no tuition charge for the Service Learning credit.

Service Learning Manual and Application

The Service Learning Manual and Application can be found on the Campus Ministry Web Page of the Ursuline College Web Site at www.ursuline.edu.

REGISTRATION

Registration is held prior to the beginning of each term. After meeting with an Academic Advisor and planning an appropriate schedule, the student may register for classes as stated in the Schedule of Classes each semester.

AUDITING COURSES

Students may audit a course by registering for audit status at the time of registration. Audited courses will be identified by an AU on the transcript and will not be counted toward the requirements for the degree. Students may receive credit for a course that was designated as audited if they change from audit to credit status before 50% of the course has been completed. This must be done through the Registrar's office.

COURSE CANCELLATION

The college reserves the right to limit the enrollment in any course and to cancel any course for which there is insufficient enrollment.

COURSE DELIVERY SYSTEMS

Ursuline College provides a variety of options, including the traditional semester format, the Ursuline College Accelerated Program (UCAP) format, online courses, and hybrid courses. Not all options are available in all majors. Please refer to specific degree programs to determine delivery options.

Traditional Semester Format: Courses meeting the requirements of a degree program are offered in the conventional semester format including fall, spring, and summer. Courses are offered during the day and evening typically in 15-week semesters.

Online Courses: Ursuline College offers online and hybrid (partially online; partially face-to-face) courses in a variety of departments each semester. Check the semester schedule to see online offerings for that term.

Ursuline College Accelerated Program (UCAP): UCAP provides working adults the opportunity to complete a degree in an accelerated format. UCAP courses are offered in 5 and 10-week terms. Students may choose from a variety of in-class evening or weekend courses that meet once per week, online, or hybrid courses. There are nine consecutive 5-week sessions offered each year. Students have step-in and step-out flexibility with this option. Please note that there are specific admission requirements for the UCAP program and accelerated courses can only be taken by students in the traditional programs with permission from their academic advisor, the dean of the school their program is in, athletic director (if athlete) and the UCAP Director.

SEMESTER HOURS

Traditionally, a semester hour of credit is the successful pursuit of a course requiring one hour (fifty minutes) of class time per week for a semester. A minimum of one double period in a science laboratory or applied arts studio is recorded as one credit hour.

In programs in which classroom time varies from the traditional format, such as hybrid and online courses, credit hours will be granted based on completion of course goals equivalent to those existing for classroom-based formats.

CREDIT HOUR LOAD

The normal full-time student load is 12-18 hours of credit per semester. No full-time degree candidate may carry less than 12 hours per semester. Certain scholarship recipients must carry 14-16 hours per semester. An upper-class student of superior ability may carry more than 18 hours with the permission of the Vice President for Academic Affairs.

UCAP students are strongly advised to take one course every 5 or 10-week session. If a student wants to double-up or take classes concurrently, two classes per 5 or 10-week session, s/he must maintain a grade point average of 3.5 and have permission from his/her academic advisor and college dean.

CROSS-REGISTRATION

Full-time students at Ursuline who are in good academic standing (cumulative GPA of 2.0 or higher) may cross-register for one course per semester at any of the other cooperating area institutions and pay Ursuline College tuition. Admission is granted on a space-available basis during the academic year only. Under this program, transfer credit is granted for courses taken at Baldwin-Wallace University, Case Western Reserve University, Cleveland Institute of Art, Cleveland Institute of Music, Cleveland State University, Cuyahoga Community College, Hiram College, John Carroll University, Kent State University, Lake Erie College, Lakeland Community College, Lorain County Community College, Notre Dame College, Oberlin College, and the University of Akron. Cross registration forms are available in the Registrar's Office.

Independent Study Courses:

Catalog Courses Taken Independently: Under special circumstances and for compelling reasons, students may take a regular catalog course independently. A *Catalog Course Taken Independently Form* must be submitted to the Registrar with appropriate signatures, including the school dean and the faculty member teaching the course.

Independent Study: Independent Study courses are directed study and research on selected topics that are not offered as catalog courses. Approval of the department chair is required. Students must have sophomore standing in order to register for an independent study. An *Independent Study Form* must be completed and submitted to the Registrar before registering for the course.

Repeating Courses

A student who receives a grade of "C" or lower in a course or courses taken in any prior semester at Ursuline may elect to repeat the same course(s). The letter "R" will replace the original grade on the official transcript. The new grade, hours earned, and quality points earned in the repeated course are then recorded and used in the computation of the GPA. The original course **and** the repeated course appear on the transcript, but only the repeat course is used to calculate the GPA. A course may be repeated only once,

and no more than a total of four courses may be repeated. All repeated courses must be taken at Ursuline College. Some departments also limit the number of times a student may attempt the same course.

Transient Coursework

Students wishing to take a course or courses at another college or university after matriculating at Ursuline College must fill out a Transient Student Form and obtain the approval and signature of their advisor and the dean. Only students who are in good standing are eligible to take transient courses. No courses from the core curriculum may be taken at other colleges after matriculating at Ursuline. Students must achieve at least a C in a course for it to be accepted in transfer. (C- will not be accepted.)

Withdrawal from a Course

During the first week of the semester students may drop courses with the approval of their advisors. Students who officially withdraw from courses within the first week of the semester will not be given a grade of *W* for the course; the course will not appear at all on the transcript. Withdrawal after that time will be designated as a *Withdraw (W)* on the permanent record.

Students are considered enrolled in a course until they have completed all of the prescribed withdrawal procedures. It is the student's responsibility to withdraw officially from a course. Students who wish to withdraw from a course must:

1. Obtain a Course Change form from the Student Service Center.
2. Complete the course change form and obtain the required advisor's signature.
3. Return the completed Course Change form to the Service Center. The withdrawal date will be the date the Course Change form is received by the Student Service Center.

Students who withdraw from a course without following all of the proper procedures will not be considered officially withdrawn and will receive the grade of F for the course.

In nursing courses, a withdrawal is considered an "attempt." A student may "attempt" the same nursing course twice. "Attempt" means: take a course for credit, repeat the course, and/or register for the course and withdraw from it.

UCAP Course Withdrawals

Students must withdraw from a 5-week class prior to the 4th class session, and a 10-week class prior to the 7th class session. Dropping a class may affect a student's financial aid award. If students fail to withdraw according to the guidelines listed above, they will not receive a withdrawal grade of "W," but will receive the grade that they have earned in the course.

WITHDRAWAL FROM THE COLLEGE

Students withdrawing from the College during the course of a semester must complete a Course Change form, which can be obtained from the Student Service Center. Failure

to comply with this policy will result in the grade of F being given for all courses in which the student remains enrolled. All students who withdraw, either during a semester or at its conclusion, must meet with an advisor in the Academic Advising, Learning Commons for a withdrawal interview.

Students who withdraw from Ursuline College must reapply within two years of the withdrawal date in order to maintain the status held at the time of withdrawal. Students who return after being away for 2 years or longer, will be required to complete the curricula in place at the time of their return.

Additional restrictions may be placed on students withdrawing from the nursing program.

SECOND DEGREES

Ursuline College permits students who already have a baccalaureate degree to complete a second degree without earning another full set of credit hours. The following policies govern second degrees:

A student who 1) holds a Bachelor's degree, 2) received the degree from a college other than Ursuline, and 3) wants to pursue a BA or BSN degree from Ursuline, must complete the following requirements:

1. All course work in the academic major, at least half of which must be taken at Ursuline
2. UC 401, Capstone Seminar
3. A 300 or 400-level Philosophy course that fulfills the Ursuline Core requirement in Philosophy OR a 300 or 400-level Religious Studies course that fulfills a Religious Studies requirement. *
4. The 32 credit residency requirement and all other criteria found in the Graduation Requirements section of this catalog

Students who have been awarded one Ursuline Bachelor's degree and return to seek a different Bachelor's degree are required to complete only requirement 1 above.

Students who have a Bachelor of Arts degree from another college or university and wish to pursue a BSN or BFA degree from Ursuline, must complete the following requirements at Ursuline College:

1. All courses in the current program of studies, half of which must be completed at Ursuline
2. UC 401 Capstone Seminar (Students pursuing a BSN must also complete PH 260 Bioethics.)

*NOTE: Students may transfer in credit for upper division courses taken previously in Religious Studies and Philosophy if they were taken at an institution with a mission similar to Ursuline. If courses are needed, however, they must be taken at Ursuline.

TRANSCRIPTS

Students must submit all Ursuline College official or unofficial transcript requests in writing. The Transcript Request Form is available in the Student Service Center in Mullen 203. The completed form is returned to the Student Service Center to be processed. Transcripts may be ordered online from the Registrar's page of the Ursuline College website at <https://www.ursuline.edu/academics/registrar> under Forms. 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 CREDITS

All credits in transfer will be accepted by Ursuline if earned in a college or university that has been accredited by one of the following recognized regional accrediting commissions: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, Higher Learning Commission of North Central Association, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, Western Association of Schools and Colleges, or the American Council on Education guidelines for foreign transcripts. Ursuline has entered into formal articulation agreements with the University of Toledo, Cleveland State University, Cuyahoga Community College and Lakeland Community College.

Any grade lower than a "C" will not be accepted in transfer. The College will accept up to 20 credits of vocational/technical courses from other institutions; generally, these may be used as elective credit only. Students wishing to have such courses count in their major must apply in writing to the Department Chair. Courses taken prior to students' matriculation at Ursuline may not be used to satisfy Ursuline Core common course requirements, but they may be used to satisfy other core course requirements. However, once students matriculate, they may not take courses at other institutions with the intention of substituting them for core courses.

ACADEMIC INTEGRITY

ACADEMIC INTEGRITY POLICY STATEMENT

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. As such, Ursuline 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 ultimately responsible for knowing which actions constitute violations of academic integrity.

DEFINITIONS AND EXAMPLES OF VIOLATIONS

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

- Copying from someone else's test or letting someone copy from your test.
- Bringing notes secretly into an exam (writing on your hand or desk).
- Supplying, providing, or informing students of test content.
- Using electronic devices, such as text-messaging on cell phones to illicitly bring information into an examination.

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

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

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

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

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

Other Violations of Academic Integrity

- Forging documents, records or signatures.
- Falsifying grades.
- Destroying, hiding, or improperly removing library materials, and thereby denying others access to them.
- 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 instructors, who will submit an Academic Offense form once they have determined a violation has occurred.

At their discretion, the instructors may assess one of the following:

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

Ursuline College reserves the right to assess additional penalties, in addition to 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 found in the Ursuline College Student Handbook.

Approved by Faculty Assembly May 2019.

ACADEMIC APPEALS

Ursuline College reserves the right to discipline or dismiss a student who fails to meet the college's academic standards.

Any student who remains convinced of the injustice of a given evaluation 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's notification of the Dean's recommendation. The appeals process may extend beyond seven weeks only with the written permission of the Vice President for Academic Affairs.

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 recommended or denied. The decision of the Appeals Board is final and not subject to further appeal.

APPEALING A COURSE GRADE

An instructor's evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation should consult first with the instructor **within one month** after the end of the semester to determine if an error was made in computing or recording the grade or if other circumstances warrant a change.

If after consultation with the instructor the student remains dissatisfied, she/he should present her/his grievance to the Dean who will make an appropriate recommendation. This step must be taken **within two weeks** of the student's initial contact with the instructor.

If the student is not satisfied with the decision of the dean, she/he may submit a letter of appeal to the Vice President for Academic Affairs. This letter must be submitted **within one week** of the student's notification of the Dean's recommendation. The Academic Standing and Appeals Board will consider the student's request and present a judgment to the Vice President for Academic Affairs. This decision is final and not subject to further appeal.

APPEALING PROGRAM DISMISSAL

Following the procedures listed above in "Academic Appeals," students may appeal dismissals from programs or majors of the College. The first step of the appeal will be to the program director or department chair; next, to the School Dean; and then to the Appeals Board, as listed above. The decision of the Appeals Board relative to program dismissals is final and not subject to further 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.

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 Social Work and Art Therapy and Counseling), may **not** continue in their clinical settings until the grade appeal has been heard. If as a result of the appeal, a failing grade is changed to a passing grade, the student will be permitted to continue 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.

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 the dean of Graduate and Professional Studies and should state exactly what exception is being requested, the reasons for the exception, and the date by which the action must be taken. The student's advisor must countersign the petition, indicating his/her 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.

URSULINE CORE CURRICULUM

The heart of an undergraduate education at Ursuline College is the Ursuline Core Curriculum.

Three common courses, in conjunction with courses from the School of Arts and Sciences, form the basis of a liberal arts education and serve as the foundation for all undergraduate majors the college offers. The Ursuline Core Curriculum is designed to provide the breadth of a liberal arts foundation, while maintaining a commitment to our Catholic heritage and meeting our mission to offer a **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.

The Ursuline Core Curriculum seeks to develop certain abilities that help students to excel in academics and in life. Seven learning outcomes, supported by five literacies, integrated vertically and horizontally through the core (common courses + distribution courses) and through major requirements, delineate the skills and dispositions expected of every Ursuline College graduate.

LEARNING OUTCOMES

- **Analyze and Synthesize** by examining and distinguishing constituent elements and combining parts or elements into a whole.
- **Communicate Effectively** by exchanging ideas, thoughts, opinions or feelings among multiple cultural groups, including one's own, using language, symbols, signs, gestures and engaging in electronic collaboration appropriate for everyday living.
- **Demonstrate Intercultural Knowledge** by engaging in behavior that encourages effective relationships in both one-to-one and group situations while respecting intercultural and cultural differences.
- **Make Decisions Based on Values** by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful, and true.
- **Cultivate Understanding of Human Expression** by integrating individual spiritual, cognitive, and affective responses to experience of the arts.
- **Solve Problems** by finding solutions to complex questions or situations that present uncertainty or difficulty.
- **Take Responsibility for Society** by accepting the obligation to act in response to unjust or oppressive social situation.

LITERACIES

Information Literacy is the ability to access, evaluate, apply, integrate, communicate, and transfer information appropriate to a specific social or disciplinary context. This

includes using current, available technology to retrieve, interpret, and present information.

Qualitative Literacy is the ability to interpret, identify characteristics, and detect and distinguish among patterns in experience within and across social, historical, religious, and philosophical contexts.

Quantitative Literacy is the ability to interact with, interpret, and manipulate patterns, numbers, and data in order to draw logical inferences and develop applications.

Scientific Literacy is the ability to design questions, collect and study evidence, and objectively evaluate and apply findings to reassess previous knowledge and assumptions about the natural world.

Aesthetic/Artistic/Creative Literacy is the ability to identify and participate in, as well as acknowledge and respond to the technical, emotional, and spiritual qualities of creative human expression.

COMMON COURSES

The common courses integrate the learning outcomes and literacies of the core curriculum.

All first-degree-seeking students enrolled at Ursuline College must complete the entire core curriculum as described in the *College Catalog*. Any student who has a break in enrollment for four or more semesters must re-apply and complete the core curriculum as described in the current *College Catalog*.

Course Descriptions

UC 101 First Year Seminar (3)

UC 101 serves as a rigorous introduction to the Ursuline College experience. This seminar is writing-intensive and requires students to read and interpret challenging texts; requires students to engage in values analysis; offers diversified learning activities that will strengthen students' ability to speak and write effectively; advances leadership skills; and heightens students' sense of social awareness. Semester themes will vary, but course elements will include the following:

- Social relevance and currency
- Experiential learning
- Local/Cleveland/NEO connection

A service learning option is strongly encouraged. The academic focus of the course will be complemented by a series of workshops designed to enhance students' emotional preparedness, a major factor to students' success during their first year of college. "Emotional preparedness" is defined as the ability to take care of oneself, adapt to new environments, manage conflict, develop resilience, and build positive relationships.

UC 201 Identity, Diversity, and Community (3)

In keeping with the counsels of St. Angela Merici, UC 201 Identity, Diversity, and Community approaches all learners through their distinct identities, values, and

experiences. St. Angela’s inclusive, democratic approach to spirituality emphasizes looking both into the self and to the larger world. This seminar takes St. Angela’s counsels and the Ursuline mission as a framework to contemplate the intersection of our individuality with our group identities. Every social interaction requires us to access and make use of our own particular ethnicity, race, gender, sexual orientation, language(s), material wealth, social capital, age, religious affiliation, citizenship, etc. Students will investigate and discuss ways by which to access their own backgrounds to help one another achieve greater success and a global perspective.

UC 401 Capstone Seminar (3)

This common course of the Ursuline Core is a writing intensive, interdisciplinary course with a focus on Values and Social Responsibility. Seminars will take various approaches to these themes depending on the topic and content developed by course instructors. The course challenges students to take a four-part approach to Values (analysis, consciousness, critique and application) as a way to identify and manage change and to explore potential responses to the personal and collective meanings of Social Responsibility.

DISTRIBUTION COURSES

The distribution courses provide the breadth of a liberal arts education

DISTRIBUTION COURSE REQUIREMENTS	CREDIT HOURS
EN 123 College Composition (3) and EN 124 College Research (3) OR	6
EN 125 College Composition & Research	3
Science with a lab	4
Math	3
Psychology OR Sociology	3
English Literature	3
History OR Political Science	3
Art OR Art Therapy OR Music	3
Philosophy**	3
Religious Studies ***	6
TOTAL	31 - 34

**PH MUST BE TAKEN AT THE 300-LEVEL OR ABOVE

***AT LEAST ONE OF THE RS COURSES MUST BE TAKEN AT THE 300-LEVEL OR ABOVE

In order to ensure that students get the breadth of cultural experience in the distribution courses, current designations of AM (American), WE (Western), and WO (World) will remain in place. All students, including transfer students, must take, at minimum, one course in each of these designations.

TOTAL CORE CREDIT LOAD

	Credit Hours
Common Courses	6 - 9

Distribution Courses	31 - 34
TOTAL	37 - 43

CORE TRANSFER POLICIES

Common Courses

- Students are expected to complete the 100- level, 200-level and 400-level common courses for the Ursuline Core Curriculum, as placement dictates.
- Students who transfer in 6 semester credit hours of English composition completed within the last 10 years, or who have earned an Associate Degree (AA, AS, AAB, AAS) including 2 Introductory English composition courses completed within the last 10 years, will be exempt from the First Year Seminar (UC 101) and EN 125. Students who already hold baccalaureate degrees will be exempt from both the First Year Seminar (UC 101) and Identity, Diversity, and Community (UC 201).
- Students who transfer in 12 or fewer credit hours will complete the First Year Seminar. Students who transfer in more than 12 semester hours and have earned a B average in 6 semester hours of English composition completed within the last 10 years will complete Identity, Diversity, and Community (UC 201).
- Courses taken prior to students' matriculation at Ursuline College may not be used to fulfill common course requirements.
- Once students matriculate at Ursuline College they may not fulfill common course requirements elsewhere by substitution or equivalency.
- Advanced placement courses, alternative credit options (CLEP exams, test-outs, Eternal Learning Assessment, Workplace Training Credit, and independent study activities may not be used to fulfill common course requirements, nor are common course offered independently.

Distribution Courses:

- Courses taken prior to students' matriculation at Ursuline College may be used to fulfill Ursuline Core Curriculum distribution course requirements.
- Once students matriculate at Ursuline College they may not take courses at other institutions with the intention of substituting them for Ursuline Core Curriculum distribution courses.
- Generally, distribution courses in Religious Studies and Philosophy must be taken at Ursuline College. Students who have passing grades for upper-level Religious Studies and Philosophy courses from

colleges with missions similar to that of Ursuline may apply for an exception to this policy.

- Students may use a passing score on an approved CLEP exam for a distribution course in the Ursuline Core Curriculum.
- Students who qualify under the Articulation Agreements with Cuyahoga Community College and Lakeland Community College may be eligible to have two distribution classes waived.
- Students with high school Advanced Placement courses equivalent to approved Ursuline Core Curriculum distribution courses may use these courses either to fulfill Ursuline Core Curriculum distribution requirements or for elective credit.
- Advanced placement courses, prior learning assessment (CLEP exams, test-outs, Portfolio-Based Assessment, Military Training Credit, and Workplace Training Credit), and independent study activities may not be used to fulfill common course requirements, nor are common courses offered independently

ACADEMIC PROGRAMS AT URSULINE COLLEGE

BREEN SCHOOL OF NURSING

- Accelerated BSN Program (Second Degree Program)
- BSN (Major, Bridge to MSN)
- RN to BSN (offered only in accelerated online format, includes dual enrollment with Atech, Lakeland)

SCHOOL OF ARTS & SCIENCES

- Art and Design (Major, Minor, Bridge to Counseling and Art Therapy)
- Art Therapy (Major, Bridge to Counseling and Art Therapy)
- Biochemistry (Major)
- Biology (Major, Minor)
- Biology: Applied Science/Biotechnology (Major/Articulation with Lakeland C.C.)
- Biology: Life Science (Major)
- Biology: Life Science Medical Technology (Articulation with Cleveland Clinic)
- Chemistry (Major)
- Chemistry and Pharmacy (Articulations with Duquesne University and University of Toledo)
- Criminology (Major, Minor)
- English (Major, Minor)
- History and Civic Engagement (Major, Minor)
- Humanities* (Major, Minor)
- Interdisciplinary Studies (Major)
- Mathematics (Major, Minor)
- Pre-Med (Advising Program)
- Psychology* (Major, Minor, Bridge to Counseling and Art Therapy)
- Women's Studies (Minor)

SCHOOL OF PROFESSIONAL STUDIES

- Business: Accounting (*Certificate*)***
- Business: Health Care Administration (*Certificate, offered only in UCAP*)***
- Business: Human Resource Management (*Certificate, offered only in UCAP*)***
- Business: Integrated Business Management (*Major, Minor, Bridge to MBA*)
- Diocesan Lay Pastoral Ministry (*Certificate*)
- Education 4 + 1 (*Bridge to Master Apprenticeship Program*)

- Fashion Design (*Major, Minor*)
- Fashion Merchandising (*Major, Minor*)
- Historic Preservation (*Major, Minor, Bridge to M.A. Historic Preservation*)
- Legal Studies* (*Major, Minor, Post-Baccalaureate Certificate*)
- Pre-Law (*Advising Program*)
- Social Work (*Major*)
- Sport Management (*Major, Minor*)

*Offered in traditional 15-week and UCAP formats

Ursuline College offers a variety of academic programs to meet the diverse needs of its student body. Some programs such as Music, Philosophy, Physics, Religious Studies and Sociology are not degree programs but offer opportunities for supplemental courses to enrich a student's program of study.

CERTIFICATES

Among the programs Ursuline offers, a student may pursue a course of study that leads to one of the following:

- Diocesan Lay Pastoral Ministry Certification (Undergraduate and Graduate)
- Certificate of Completion
- Certificate of Proficiency

Certificate of Completion

Students who have already earned a Bachelor's degree may matriculate at Ursuline for the purpose of obtaining a Certificate of Completion in an undergraduate major. To obtain a Certificate of Completion, students must successfully complete all the coursework required for the program as described in this catalog and at least half of the courses must be completed at Ursuline. The transcript of these students will list the name of the program completed and state that it is a "Certificate of Completion."

Certificate of Proficiency

Students may also earn a Certificate of Proficiency in the following areas:

- Accounting***
- Health Care Administration***
- Human Resource Management***
- Legal Studies (Post-Baccalaureate students only)
- Diocesan Lay Ministry

*** For more information, please contact the UCAP office at 440-684-6130.

Diocesan Lay Pastoral Ministry Certification

The sixteen-credit core course from Scripture, systematic theology, moral theology and pastoral and ministerial skills required in the Cleveland Catholic Diocesan Program are available through Ursuline College. Certification is granted by the Diocesan Pastoral Ministry Program.

No certificate can be granted without the authorization and signature of the Vice President for Academic Affairs.

BREEN SCHOOL OF NURSING

PROGRAM NAME: BACHELOR OF SCIENCE IN NURSING

Program Overview:

MISSION OF THE BREEN SCHOOL OF NURSING

The Ursuline College Breen School of Nursing, founded in the Catholic tradition, is committed to a model of excellence in education that prepares students for diverse and changing roles as clinicians, teachers, and leaders. The Breen School of Nursing seeks to prepare students as competent, caring, and reflective professionals who provide values-based holistic nursing care in an increasingly complex and rapidly changing health care environment.

VISION STATEMENT

Educating future nurse leaders to positively influence a diverse population of health care recipients in a complex health care system.

SLOGAN

Honored past, dedicated present, brilliant future

MISSION OF THE BSN PROGRAM

Acknowledging the inherent dignity and worth of all persons, the Breen School of Nursing Bachelor of Science in Nursing Program excels in developing compassionate and competent nurse leaders.

Program Learning Outcomes:

- Integrates effective communication processes in collaboration with inter-disciplinary team members to coordinate and improve the delivery of health care.
- Synthesize concepts and theories from the arts, sciences and the discipline of nursing to promote the health and well-being of society.
- Provides compassionate and holistic nursing care across the lifespan based on clinical judgments within the functional capacity of individuals, families, groups, and populations.
- Assumes ethical, legal and professional accountability for the evidenced-based practice of nursing.

- Integrates leadership concepts to manage and coordinate delivery of safe and quality person-centered nursing care in collaboration with teams.
- Analyzes informatics and current healthcare technology in the provision of healthcare services.
- Evaluates the political, financial, and regulatory influences that impact health-care policy, and the business of health care.
- Respects human diversity in the provision of healthcare to populations of different race, gender, age, socioeconomic, religious, or cultural traditions.
- Integrates attitudes, values, and caring behaviors consistent with professional nursing practice.

Department Phone #: 440-646-8166

2019-2020 Program Chair: Kimberly Dillon-Bleich PhD, RN

Major Program Requirements:

- BI 214 Human Anatomy and Physiology I
- BI 214L Laboratory for Human Anatomy and Physiology I
- BI 215 Human Anatomy and Physiology II
- BI 215L Laboratory for Human Anatomy and Physiology II
- BI 232 Clinical Microbiology
- BI 232L Laboratory for Clinical Microbiology
- CH 108 Introduction to General, Organic and Biochemistry
- CH 108L Laboratory for Introduction to General, Organic and Biochemistry
- MAT 125 Quantitative Reasoning
- NU 104 Basic Nutrition
- PH 260 Bioethics
- PS 101 General Psychology
- PS 230 Lifespan Development
- SO 103 Introduction to Sociology:
- NR 205 Pathophysiologic Foundations for Nursing Practice
- NR 215 Foundations of Holistic Nursing Practice
- NR 235 Holistic Nursing Practice: Health Assessment of the Adult
- NR 245 Holistic Nursing Practice
- NR 255 Professional Nursing Practice with Adults I
- NR 265 Evidence-Based Professional Nursing Practice
- NR 275 Pharmacology and Therapeutics for Professional Nursing Practice
- NR 325 Professional Nursing Practice with Adults II

- NR 335 Clinical Experience: Professional Nursing Practice with Adults II
- NR 345 Professional Nursing Practice for Child-bearing and Child-rearing Families
- NR 355 Clinical Experience: Professional Nursing Practice for Child-bearing and Child-rearing Families
- NR 435 Healthcare Policy and Global Health Experiences
- NR 445 Professional Nursing Practice for Persons with Complex Psychiatric Needs
- NR 455 Professional Nursing Practice with Adults III
- NR 465 Professional Nursing Leadership Theory
- NR 404 Integrated Professional Nursing Practice

Other Requirements:

See program handbook for additional program requirements

SCHOOL OF ARTS AND SCIENCES

PROGRAM NAME: ART AND DESIGN

Program Overview:

The Art and Design program at Ursuline College bridges traditional means of making with contemporary technologies with the intent to produce students that are fully marketable in a variety of creative fields. With special emphasis placed upon the student's development of a working knowledge of traditional materials and concepts combined with emerging trends found throughout the contemporary design field, students enrolled in the program can anticipate a more substantive yet streamlined approach to obtaining their degree in the arts.

Program Learning Outcomes:

Upon graduation, students will possess:

- Technical skills, perceptual development, and understanding of design and other principles of visual organization sufficient to achieve basic visual communication using one or more media associated with design.
- The ability to communicate their ideas effectively in visual, verbal, and written form while utilizing relevant tools and technologies.
- The ability to demonstrate an understanding of the creative process: problem identification, research, information and inspiration gathering, sketching alternative solutions and execution.
- The ability to communicate a critical understanding of past and present works of art and visual objects from a diversity of cultures.

- The ability to assimilate knowledge by being able to make connections between art, design and other diverse fields.
- The ability to exhibit ethical leadership, community engagement and cultural competence as members of a broader community.
- Understanding of the various levels at which design problems can be formulated and addressed, and the ability to discern observable or potential consequences of specific design action in large, complex systems.
- Understanding of design process, including abilities to consider probable or potential future conditions, think divergently in the generation of multiple solutions, and use design principles and elements of the design process to converge on ideas and results that are effective in realizing project purposes.

Department Phone #: 440-684-6093

2019-2020 Program Chair: Sr. Rosaria Perna, OSU, MFA

Major Program Requirements:

- Art & Design Foundational Courses (18 credits)
- AR 107 Foundations Drawing
- AR 108 Foundations Painting
- AR 110 Foundations 2-Dimensional Art and Design
- AR 112 Digital Photography
- AR 116 Foundations 3-Dimensional Art and Design
- AR 360 Professional Practice
- Two Art History Elective Courses (6 credits)
- Intermediate & Advanced Electives (21 credits)
- Student will choose 5, 2 must be in same concentration
- Concentrations include: Ceramics and hand-building, Digital art and technology, drawing, metalcraft, and printmaking.

39 CREDITS REQUIRED FOR ART & DESIGN MAJOR

Minor Program Requirements:

- Art & Design Foundational Courses (9 credits)
- AR 110 Foundations 2-Dimensional Art and Design
- AR 116 Foundations 3-Dimensional Art and Design
- AR 107 Foundations Drawing or AR 108 Foundations Painting or AR 112 Digital Photography
- One Art History Elective Courses (3 credits)
- Intermediate & Advanced Electives (12 credits)
- Student will choose 3, 2 must be in same concentration

- Concentrations include: Ceramics and hand-building, Digital art and technology, drawing, metalcraft, and printmaking

21 CREDITS REQUIRED FOR ART & DESIGN Minor

Bridge Requirements:

3+3 Bridge to Counseling and Art Therapy. Please contact Department Chair.

Other Requirements:

Portfolio Review after completing foundational courses

See website for additional program policies.

PROGRAM NAME: ART THERAPY

Program Overview:

The Undergraduate Art Therapy major will provide students with both theoretical foundations and practical experience while learning the diverse application of art therapy. The curriculum prepares students well for entry into graduate level art therapy studies. Students may enter the bridge program, which prepares them for matriculation into the Ursuline Master of Arts in Counseling and Art Therapy, or they may choose to graduate with a Bachelor of Arts Degree.

Pursuing a degree in art therapy at Ursuline places the student in an environment that promotes the integration of the intellectual, aesthetic, social, psychological, physical, and spiritual dimensions of life. A program built upon a dynamic, broad-based liberal arts foundation provides the potential for developing the competence and compassion needed to become an effective human service professional in contemporary society. The program emphasizes the development of an emergent reflective practitioner capable of contemplation, articulate expression, and the ability to adapt to the changing needs of clients and society.

Graduates will be primarily focused on preparation for art therapy graduate studies, since the professional entry level is a Master's degree. However, the curriculum will prepare students to excel in entry level art facilitation positions that require the use of art media in the service of others. Graduates with a Bachelor's degree in art therapy have secured positions such as direct care staff in children or adolescent treatment agencies and as activities staff in nursing homes and similar organizations. They are strong candidates for art therapy related entry level positions, such as directing art programs at children's summer camps, or assisting therapists in a variety of health care, residential, and community based agencies. In addition, graduates will be prepared to begin a career as a visual artist as well as an art instructor.

Program Learning Outcomes:

Upon graduation, students will:

- Know and demonstrate understanding of the fundamental theoretical foundations of the profession
- Know the major pioneers and their contributions to the field of art therapy
- Know and demonstrate beginning level proficiency in a variety of media
- Utilize technology-based art therapy intervention methods
- Understand and demonstrate cultural sensitivity
- Purposefully and effectively use art media, skills and techniques for self-expression
- Utilize the creative process for ongoing personal and professional growth
- Demonstrate proficiency with academic writing conventions
- Create and present digital slide presentations
- Employ effective oral communication skills
- Begin to develop professional documentation skills
- Understand the application of art therapy with various populations
- Begin to understand the therapeutic process with emphasis on building a therapeutic relationship
- Demonstrate characteristics, skills and functions of an effective art activity leader
- Utilize supervision appropriately
- Remain open to feedback and develop ability to recognize strengths and limitations
- Critically read art therapy research and evaluate it through written report
- Know and practice art therapy ethics

Department Phone #: 440-484-7030

2019-2020 Program Chair: Jennifer Schwartz Mrazek, MAAT, ATR-BC, ATCS

Major Program Requirements:

Successful completion of 51 credit hours, including: AT 101, 250, 367, 410, 485; AR 107, 108, 110, 116; PS 101, 230, 330, 350; and one 200 level art history course, one 300 level art therapy course, one studio art course at the intermediate (300) level, and one advanced studio art course at the 400 level.

Minor Program Requirements:

Successful completion of 21 credit hours including: AT101, 250, AR110, 116, PS101, 330, and a 300 level Art Therapy elective.

Bridge Requirements:

OPTION 1: Requirements for the Bridge to the Counseling and Art Therapy Master's degree program: All of the requirements for the major listed above in addition to the following 9 credits: CAT 501, 505, 591, and one CAT 1-2 credit elective.

OPTION 2: 3+3 Bridge to Counseling and Art Therapy. Please contact Department Chair.

Other Requirements:

See website for additional program policies detailed within the Art Therapy Program Student Handbook.

PROGRAM NAME: BIOCHEMISTRY

Program Overview:

The Biochemistry program combines the strengths of the Ursuline chemistry and biology departments under the leadership of knowledgeable faculty and staff. The program includes hands-on laboratory experiences, strong technology integration throughout lecture and laboratory classes and an ethics-based instructional perspective. Biochemistry also provides students with an extensive knowledge base and the critical problem-solving skills, commitment to continued learning, and thorough computer competency necessary to excel in many careers critical to leadership in the 21st century. The Biochemistry program would also prepare students for graduate school in science and professional programs, such as medicine and law.

Program Learning Outcomes:

- To academically prepare students in biochemistry as a foundation for science based careers.
- To develop the student's ability to recognize, analyze and synthesize solutions to problems using the scientific method.
- To encourage students to contribute to scientific research.

Department Phone #: 440-684-6073 (chair), 440- 646-8125 (laboratory coordinator)

2019-2020 Program Chair: Sarah Preston, Ph.D.

Major Program Requirements:

CH 105/L, CH 106/L, CH 221/L, CH 222/L, CH 320/L, CH 410, CH 422/L, CH 423/L, PY 203/L, PY 204/L, MAT 221, MAT 222, MAT 223, BI200/L, and BI205/L. Additionally students choose either CH 487 Undergraduate Research or CH 475 Academic Internship. Students must also select 3 upper level courses: one must be a chemistry course, the others may be chemistry or BI 430/L, BI 335/L, or BI 380.

Other Requirements:

Prior to participation in any biochemistry laboratory, students must attend a safety training session, normally given during the first week of the lab schedules and must agree to follow the departmental safety policy.

To be recommended for graduation in the Department's degree program, a student must earn a grade of at least C- in any course from the major discipline that is to fulfill the degree requirement. No required science or math course may be taken on a Pass/No Credit basis. No required courses for the major may be taken at another institution without written approval by the Chemistry Department Chair.

All students majoring in biochemistry will undergo a review by department faculty at the completion of their sophomore level. Students must successfully complete the sophomore review in order to be accepted into the Department's program and continue studies in the Department. This review ensures that students initiate personal assessments of academic and career goals through a dialogue with the Biochemistry/Chemistry faculty. This also provides an opportunity for faculty and students to dialog on current interests and summer research opportunities. Students eligible for Sophomore Review must have sophomore standing and must have completed (or be in the process of completing) Organic Chemistry II and Physics II. Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in courses taken in the major concentration, (2) a minimum overall College GPA of 2.5, and (3) professional conduct of the student. If a student does not pass the sophomore review, the student will not be permitted to enroll in any further courses required for the program administered by the Department.

PROGRAM NAME: BIOLOGY

Program Overview:

The biology curriculum provides academic programs for the preparation and continued intellectual growth of persons involved in the discovery of new knowledge, the application of scientific principles, and the practice of professional skills in the area of biology and biotechnology. The student actively develops scientific literacy and technological competency - attributes that enable graduates in the field to make personal and ethical decisions related to biological issues using rational arguments based in evidence.

The undergraduate program in biology is designed to provide a comprehensive education in the basic areas of biology, providing excellent preparation for a wide variety of careers. These include traditional fields—such as academic research and teaching, medical research and practice, and applied research and training; contemporary fields – such as molecular biology and biotechnology, bioinformatics and biological computing, and environmental science and policy; and diverse fields – such as law, commerce, education, science writing, and management.

Program Learning Outcomes:

- The ability to solve problems using methods of scientific inquiry
- Proficiency in writing and oral communication
- A historical appreciation of Biology and nature of science
- An appreciation of the liberal arts as it relates to Biology and the processes of science
- The ability to make value-based judgements that enable one to function with ambiguity, to accept divergent methods of problem solving, and to formulate new questions, conjectures and proposals relevant to the surrounding world
- An appreciation of the natural world, biological diversity and the interrelationships between humankind and our environment
- An understanding of the unifying biological principles and fundamental concepts of the field.

Department Phone #: 440-449-3036

2019-2020 Program Chair: Mark A. Kyle, D.D.S.

Major Program Requirements:

Biology Major Fundamentals

Regardless of the area of specialization within biology, all students must complete BI 200, BI 200L, BI 205, BI 205L, one year of college chemistry and a qualifying course in mathematics.

Biology

The requirements for this course of study include the standard biology fundamentals sequence, CH 105 & 105L and CH 106 & 106L, and MAT 131. Biology courses required for completion include: BI 325 & 325L; BI 430 & 430L; BI 435 & 435L and 11 biology elective credits at or above the 300 level. Students also participate in a capstone seminar (BI 451), program evaluations including the Major Field Test in Biology, and service learning (BI 400).

Life Science

The Life Science course of study enables students to exercise more choice regarding the coursework required for the baccalaureate, allowing the graduate to pursue a variety of blended career opportunities as well as employment and future graduate work in biology. As such, this track also facilitates a student graduating with two majors—one in biology and another that is not in a natural science.

Entry requirements into this course of study include the biology fundamentals sequence, a year of college-level chemistry, and one college-level course in mathematics. The specialization component of this course of study enables a learner to choose one course within each of the following hierarchic levels of biology:

- As an environmental course: BI 206 & 206L, BI 313 & 313L, BI 325 & 325L, or BI 333 & 333L.
- As an organismal course: BI 206 & 206L, BI 207 & 207L, BI 214 & 214L and BI 215 & 215L, BI 320 & 320L, BI 350 & 350L, or BI 380.
- As a cellular biology course BI 232 & 232L, BI 333 & 333L, BI 380, BI 430 & 430L, BI 335 & 335L, or BI 420.
- The global biology perspective is satisfied by participation in a capstone seminar (BI 451). Program evaluations include the Major Field Test in Biology and service learning (BI 400).

Additionally, the student must complete 11 additional elective credits in biology at or above the 300 level.

Additional course work recommended for the individual who anticipates either attending graduate or medical school or entering technological fields includes a year of organic chemistry (CH 221, 221L, 222, & 222L), college physics (PY 201, 201L, 202, & 202L), and calculus (MAT 221 & 222).

Applied Science/ Bioscience Technology (2+2)

The requirements for entry into this major include an Associate of Applied Sciences in Bioscience Technology from Lakeland Community College. Upon matriculation to Ursuline College, the requirements include those courses in the core curriculum that were not taken at Lakeland, PH 260, BI 333 & 333L or BI 420, BI 400, BI 430 & 430L, BI 435 & 435L, BI 451, *and* 11

Biology elective credits (greater than 300 level) chosen with the approval of the biotechnology faculty advisor.

Biotechnology Program (3+1)

The Biotechnology program at Ursuline College is a joint program between Ursuline College and Lakeland Community College. It benefits students in the rapidly expanding field of biotechnology by combining hands-on technical experiences gained at Lakeland with the philosophical and traditional four-year experience gained at Ursuline. Biology majors gain extensive experience in utilizing key laboratory equipment and apparatus such as fluorescence microscopy, laminar flow cabinets for microbiological culturing, and biofermenters at Lakeland; in addition, PCR, DNA restriction digests and other biotechniques will be used at Ursuline College. This program was designed with members of the biotechnology industry in the Cleveland area who have requested that their employees have a Bachelor's degree. Academic internships and/or co-op opportunities are also associated with this program. Participants in this program may major in Applied Science/Bioscience Technology or complete a Biotechnology concentration within the Life Science major.

Biology Concentrations:

- Pre-Medicine Concentration: The course of study recommended by most medical professional schools includes a minimum of one year of

English (satisfied by Ursuline Studies Program requirements) two semesters of college Biology (BI 200, 200L, 205, & 205L), four semesters of college Chemistry (CH 105, 105L, 106, 106L, 221, 221L, 222, & 222L), two semesters of college Physics (PY 201, 201L, 202, & 202L), and two semesters of college calculus (MAT 221 & 222).

- **Medical Technology:** The medical technology concentration at Ursuline College is a joint program between Ursuline College and Cleveland Clinic School of Medical Technology. Ursuline students who complete pre-requisite courses for Cleveland Clinic's program are given priority consideration in the application process. This affiliation greatly benefits students in the demanding field of medical technology by combining the fundamental knowledge gained at Ursuline and the technical skills learned at Cleveland Clinic. The requirements for this concentration include the standard biology fundamental sequence plus one year of chemistry with biochemistry; BI 232 & BI 232L; environmental biology elective, BI 430 & BI 430L, BI 335 & BI 335L, BI 400, and completion of ASCP/ NCA national exam along with the requirements for Cleveland Clinic School of Medical Technology.
- **Biotechnology:** The biotechnology course of study is a concentration within the life science major. The requirements for completion include the standard biology fundamental sequence plus one year of chemistry with biochemistry; MAT 212; BI 333& 333L or BI 420, BI 400, BI 430& 430L, BI 335& 335L, BI 451, and eleven credits of Biology electives (greater than 300 level) along with the requirements for the Bioscience Technology certification from Lakeland Community College. Some of the entry-level courses in this certification program may be taken at Ursuline College, including courses taken via distance learning.

Minor Program Requirements:

Biology Minor

A Biology minor consisting of 24 biology credits is available as a supplement to a student's primary area of interest. It requires CH 103 & CH 103L or higher, the biology fundamental sequence, and 12 credits above BI 199 of which at least 4 must be above BI 313/L.

PROGRAM NAME: CHEMISTRY

Program Overview:

Chemistry provides students with an extensive knowledge base and the critical problem-solving skills, commitment to continued learning, and thorough computer competency necessary to excel in many careers. Addition of a few courses to the chemistry major core allows pre-medical students to prepare for entry into medical school.

Ursuline also offers a minor in Chemistry, available to any major.

In addition, courses offered in the Chemistry Department provide essential components of the Biology, Education, and Nursing majors and the Pre-Professional Program.

Program Learning Outcomes:

- To academically prepare students in chemistry as a foundation for science based careers.
- To develop the student's ability to recognize, analyze and synthesize solutions to problems using the scientific method.
- To encourage students to contribute to scientific research.

Department Phone #: 440-684-6073 (chair), 440-646-8125 (laboratory coordinator)

2019-2020 Program Chair: Sarah Preston, Ph.D.

Major Program Requirements:

- CH 105/L, CH 106/L, CH 221/L, CH 222/L, CH 320/L, CH 410, CH 422/L, PY 201/L, PY 202/L, PY 203/L, PY 204/L, MAT 221, MAT 222, and MAT 223. Additionally, students choose either CH 487 Undergraduate Research or CH 475 Academic Internship.
- Additional course work recommended for the individual who anticipates attending medical schools includes a year of biology: BI 200/L and BI 205/L.

Minor Program Requirements:

- Successful completion of 20 credit hours including CH 105 and 105L, CH 106 and 106L, CH 221 and 221L, CH 222 and 222L, and an upper-division elective. Half of the credits for the minor must be taken at Ursuline.

Other Requirements:

Prior to participation in any chemistry laboratory, students must attend a safety training session, normally given during the first week of the lab schedules and must agree to follow the departmental safety policy.

To be recommended for graduation in the Department's degree program, a student must earn a grade of at least C- in any course from the major discipline that is to fulfill the degree requirement. No required science or math course may be taken on a Pass/No Credit basis. No required courses for the major may be taken at another institution without written approval by the Chemistry Department Chair.

All students majoring in chemistry will undergo a review by department faculty at the completion of their sophomore level. Students must successfully complete the sophomore review in order to be accepted into the Department's program and continue their studies in the Department. This review ensures that students initiate personal

assessments of academic and career goals through a dialogue with the Chemistry faculty. This also provides an opportunity for faculty and students to dialog on current interests and summer research opportunities. Students eligible for Sophomore Review must have sophomore standing and must have completed (or be in the process of completing) Organic Chemistry II and Physics II. Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in courses taken in the major concentration, (2) a minimum overall College GPA of 2.5, and (3) professional conduct of the student. If a student does not pass the sophomore review, the student will not be allowed to enroll in any further courses required for the program administered by the Department.

PROGRAM NAME: CHEMISTRY AND PHARMACY

Program Overview:

Ursuline has partnerships with the University of Toledo and Duquesne University. The Pre-Pharmacy program at Ursuline provides students with at least two years of coursework in preparation for their application to professional pharmacy programs. See Program Chair for more information.

Department Phone #: 440-449-2227

2019-2020 Program Chair: Mary Kay Deley

PROGRAM NAME: CRIMINOLOGY

Program Overview:

This coursework examines the issues of diversity in criminology and sociology by integrating it within the program's curriculum. Students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations. For instance, criminology students are expected to learn about the nature and causes of crime, typologies, offenders and victims. They are expected to gain knowledge about criminal law, criminal procedures, prosecution, defense and court procedures. They learn about the development of correctional philosophy, incarceration, diversions, community-based corrections, and the treatment of offenders. And they study the quantitative, including statistics and qualitative methods for conducting and analyzing criminology research.

Program Learning Outcomes:

- Students should be able to describe the nature and causes of crime, typologies, offenders and victims (SO 319, 315, 230, 103)
- Students should be able to explain the kind of work criminologists do, including a description of how criminology is used in applied settings, and the value of criminological skills in the workplace (SO 319, 230)
- Students should be able to critically assess the empirical criminological research of others and be able to identify the assumptions and

limitations underlying particular research methodologies in criminology (SO 434, 319)

- Students should be able to understand the issue of diversity in criminology and explain how ethical perspectives and judgments apply criminological knowledge to related problems and changing fact situations. (SO 103, 323, 319, 325, 104)
- Students should be able to describe quantitative—including statistics and qualitative methods for conducting and analyzing criminology research (MA 212, SO 434, 319, LS 350)

Department Phone #: 440-646-8156

2019-2020 Program Chair: Gary Polster, Ph.D.

Major Program Requirements:

Required Courses:

- SO 103 Introduction to Sociology (3)
- SO 230 Organized & White Collar Crime (3)
- SO 315 Sociology of Gangs (3)
- SO 319 Criminology (3)
- SO 338 Sociological Theory (3)
- SO 434 Research Methods (3)
- SO 475 Academic Internship (3)
- MAT 212 Introductory Statistics (3)
- PS 330 Abnormal Psychology (3)
- PS 350 Theories of Personality (3)

Choose three courses from the following (9):

- PS 340 Forensic Psychology
- PS 365 Personality Disorders & Criminal Behavior
- PS 372 Psychological Profiling of Violence Offenders
- SO 361 Domestic Violence
- SO 360 Introduction to Addictions, SO 360
- LS 350 Criminal Law & Procedure

Total Credits for Major: 39

Minor Program Requirements:

Required courses:

- SO 103 Introduction to Sociology (3)
- SO 319 Criminology (3)
- SO 338 Sociological Theory (3)
- MAT 212 Introductory Statistics (3)

- SO 434 Research Methods (3)
- Choose 2 courses from the following (6):
- SO 230 Organized & White Collar Crime
- SO 315 Sociology of Gangs
- PS 330 Abnormal Psychology
- PS 365 Personality Disorders & Criminal Behavior
- PS 372 Psychological Profiling of Violent Offenders

Total Credits for Major: 21

PROGRAM NAME: ENGLISH

Program Overview:

The Department of English offers an undergraduate program leading to the Bachelor of Arts degree. The major provides a solid foundation in language studies.

Our focus on literary works and their interpretation prepares students for graduate studies or, in conjunction with education, classroom teaching. The department also offers a minor for those whose primary commitment is to another field.

Program Learning Outcomes:

Emphasis is on:

- developing the abilities of students to listen, read, speak, think, and write creatively and critically;
- on introducing students to works of literature that will enrich their lives;
- on providing students with learning experiences that provide insight into lasting human values;
- on preparing students for both the world of work and further professional education.

Department Phone #: 440-646-8354

2019-2020 Program Chair: Katharine G. Trostel

Major Program Requirements:

Choose one (3):

- EN 303 Creative Writing
- EN 340 Creative Nonfiction Writing

Choose one: (3)

- EN 328 World Mythology
- EN 348 Latin American Women's Literature
- EN 254 Postcolonial Literature

Choose one (3):

- EN 250 European Literature I
- EN 251 European Literature II

Required:

- EN 329 American Literature I (3)
- EN 330 American Literature II (3)
- EN 331 British Literature I (3)
- EN 332 British Literature II (3)
- EN 437 Shakespeare (3)
- EN 433 Intro. to the History of English Language (3)
- EN 463 Senior Seminar (3)

Choose 2 EN courses at the 200, 300, or 400 level, one of which must be at 300 or 400 level (6)

Total credits required English Major: 36

Minor Program Requirements:

Choose one (3):

- EN 331 British Literature I
- EN 332 British Literature II

Choose one (3):

- EN 329 American Literature I
- EN 330 American Literature II

Choose one (3):

- EN 303 Creative Writing
- EN 340 Creative Nonfiction Writing

Choose one: (3)

- EN 328 World Mythology
- EN 348 Latin American Women's Literature

Choose 2 EN courses at the 200, 300, or 400 level, one of which must be at 300 or 400 level (6)

Total credits required for English Minor: 18

Bridge Requirements: Note: Additional courses are needed for those students who intend to pursue our 4+1 bridge program in education.

PROGRAM NAME: HISTORY AND CIVIC ENGAGEMENT

Program Overview:

The History and Civic Engagement Program prepares students to understand the past through a civic engagement perspective, with a critical eye to the many lessons it offers for the present and future. Students develop critical thinking skills and become familiar with various research methodologies that allow for a clearer understanding of the past, identify major questions and enduring themes, and develop a capacity for critical judgment based on evidence. The Program encourages students to heed the past and its lessons, to know themselves and their value system, to understand the values of others in our diverse global society, and to engage in society as responsible citizens.

Ursuline Core Curriculum Outcomes

Analyze and Synthesize by examining and distinguishing constituent elements and combining parts or elements into a whole.

Make Decisions Based on Values by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful, and true.

Cultivate Understanding of Human Expression by integrating individual spiritual, cognitive, and affective responses to experience of the arts.

Solve Problems by finding solutions to complex questions or situations that present uncertainty or difficulty.

Take Responsibility for Society by accepting the obligation to act in response to unjust or oppressive social situation.

American Historical Association Outcomes

Develop ethical methods of inquiry.

Recognize the disciplinary reference for complexity.

Analyze with a critical and empathetic eye.

Create narratives through a variety of resources.

Apply historical knowledge to contemporary issues.

History and Civic Engagement Outcomes

Provide evidence of experience in civic engagement activities.

Demonstrate independent and team leadership of civic action.

Department Phone #: 440-646-8396

2019-2020 Program Chair: Pamela McVay, Ph.D.

Major Program Requirements:

PO 220 Civic Engagement (3)

HI 454 Research Methods (3)

One Introductory American Studies (3)

One Focused American Studies (3)

One European History (3)
One Non-Western History (3)
One Global Studies (3)
One Experiential Learning (3)
Two HI, PO Elective Courses 300 level (6)
Two HI,PO,PH,RS Elective Courses (6)

Minor Program Requirements:

A total of 18 semester hours of coursework in the following areas: World Culture (3), Western Culture (3), American Culture (3); and three History electives (9). At least three courses must be above the 300 level. Courses from other programs may be included in the minor at the discretion of the History faculty, however, students should have at least 12 hours of coursework within the department.

PROGRAM NAME: HUMANITIES

Program Overview:

The Humanities Program encourages students to take a broad and integrative view of the arts and the humanities. The curriculum includes the study of art, music, drama, foreign languages, history, philosophy, literature, and religion. As components of culture, these studies provide a deeper understanding of the individual and of the world.

Department Phone #: 440-646-8354

2019-2020 Program Chair: Katharine Trostel, Ph.D.

Major Program Requirements:

- 40-41 credit hours in the following areas. At least 50% of these credits must be taken at the 300-400 level.
- Art: 3 credits
- Drama: 3 credits from these courses: EN 218, EN 301, EN 437
- English: 6 credits in literature (1 American course and 1 British course)
- History: 6 credits (1 American course and 1 World Course)
- Music: 3 credits
- Philosophy: 6 credits
- Religious Studies: 6 credits
- Humanities: 1 credit Senior Thesis (HS 490)

Minor Program Requirements:

- 22 credit hours. At least 50% of these credits must be taken at the 300-400 level: Art: any 3-4 credits
- English: 3 credits in literature
- History: 3 credits,
- American or World Philosophy: any 3 credits
- Religious Studies: any 3 credits

- HU 315, Humanities 1 credit Reading Seminar
- Any 6 credits from the following: Drama, Modern Languages, Music

PROGRAM NAME: INTERDISCIPLINARY STUDIES

Program Overview:

Students may elect to pursue a major that bridges two or more traditional fields of study with a unifying theme. The student initiates and is responsible for the design of a major that will allow the student to explore a topic in depth, and to go beyond the normal departmental boundaries.

Department Phone #: 440-684-6018

2019-2020 Program Coordinator: Sister Virginia DeVinne, Academic Support

The proposal for an Interdisciplinary Studies Major must consist of 48 credits and must include:

- A unifying theme
- The intended fields of study
- A list of intended courses to apply to the proposed major, with the following criteria:
 - As is the case for all majors at Ursuline, a minimum of 50% of the major must be taken at Ursuline.
 - At least 50% of the courses must be at the 300-400 level.
 - Prior credits earned at Ursuline or other institutions are limited to at least 50% of the major being declared.
- A culminating, integrative project will be presented to demonstrate the integration of the student's learning. (Course IS 490)

Procedure for proposing an Interdisciplinary Studies Major:

- The interested student will contact the Academic Support Office, which will facilitate the process with the appropriate dean(s). The dean(s) identifies two faculty members to work with the student on the development of the academic proposal. A third faculty member may be added to this committee by the dean as needed. One of the members of the committee will assume the role of faculty advisor.
- The student will submit the required proposal for a course of study that consists of 48 credits with rationale for the major.
- The committee must unanimously approve the proposal in order for the student to be admitted to the Interdisciplinary Studies Major.
- A culminating project will be presented to demonstrate the integration of the student's learning.

- Once the proposal has been approved, the student and committee will draft a formal plan of study, in the form of an audit sheet, which will be signed and dated by the student, committee, and appropriate dean.

PROGRAM NAME: MATHEMATICS

Program Overview:

Mathematics is becoming more necessary in our modern society. Mathematicians work in many different fields such as astronomy and space exploration, climate study, medicine, biology, national security, robotics, animated films, teaching, and in a wide range of businesses. Important skills that mathematicians bring include modeling, critical thinking, solving problems, analyzing data, designing accurate models. The mathematics curriculum at Ursuline College offers small classes that encourage questions and participation, and interdisciplinary studies that constitute the liberal arts core work.

Please visit <http://www.ams.org/careers/> for more information about mathematics, careers, and a listing of career profiles of mathematicians working in nonacademic positions.

Program Learning Outcomes:

In the Mathematics major, students should develop effective thinking and communication skills, mathematical independence, and experience open-ended inquiry. Students should learn to use technological tools, link applications and theory, read, understand, analyze, and produce proofs at increasing depth as they progress through the major. The Mathematics major will include concepts and methods from data analysis and mathematical modeling and will present key ideas and concepts from a variety of perspectives and from complementary points of view to demonstrate the breadth of mathematics. Students majoring in Mathematics will also experience mathematics from the perspective of another discipline, study of at least one mathematical area in depth, and work independently or in a small group on a substantial mathematical project that involves techniques and concepts beyond the typical content of a single course.

Department Phone #: 440-946-8395

2019-2020 Program Chair: Michelle Wiggins

Major Program Requirements:

The mathematics major requires 43 credit hours. Students are required to take 37 credit hours of MAT 212, MAT 221, MAT 222, MAT 205, MAT 223, MAT 310, MAT 311, MAT 312, MAT 313, MAT 324, MAT 350, MAT 401 and choose 6 credit hours of electives to complete the 43 credits. These electives include MAT 206, MAT 412, and MAT 420. PY 201, PY 202, and EC 103 are recommended as additional electives.

Students desiring practical experience are encouraged to participate in the internship and/or cooperative education program.

Minor Program Requirements:

The mathematics minor requires 21 credit hours. Students are required to take 21 credit hours of MAT 221, MAT 222, MAT 223, MAT 212, MAT 313, and MAT 412.

PROGRAM NAME: PRE-MED

Program Overview:

Concentration Overview:

Ursuline College is an excellent place to prepare for successful admission into the professional health care occupations, including allopathic medicine, osteopathic medicine, dentistry, optometry and veterinary medicine. Medical schools encourage prospective applicants to obtain a broad undergraduate education. Students pursuing an undergraduate degree at Ursuline College gain exposure to the natural sciences, social sciences, humanities, and fine arts through Ursuline Core Curriculum requirements; in addition, successful candidates for the medical professions often major in biology.

The Professional Medicine Program at Ursuline College is not a defined major, but a concentrated course of study recommended by most professional medical schools. It includes 1 semester of English (satisfied by core curriculum), biology, and physics; 2 years of chemistry; and math (often through calculus) along with an undergraduate major. Students choosing a major in the natural sciences or in one of the allied health professions (such as nursing) are more successful in gaining admission to medical school than students who lack upper-level courses in the natural sciences.

Students wishing to gain entry into medical school are strongly encouraged to become involved in a research project. Such projects enable a student to demonstrate her/his ability to use reference materials, to think critically, to analyze, to solve problems, and to communicate skillfully with colleagues by means of both written and oral presentations. A biology major at Ursuline College encourages research as an integral part of the program.

In addition to a research experience, it is highly desirable that the student becomes involved in extracurricular activities that demonstrate interests beyond premedical course work. Some possibilities include sports or campus activities, student government, outside employment, hospital work, and volunteer and community service projects. Ursuline College has a science/pre-med student organization which plans career information events, professional seminars, and service projects throughout the year.

Medical schools are seeking well-rounded individuals with a variety of interests and an awareness of the medical profession. Activities which demonstrate leadership, organization and communication skills, volunteer service, and research experience are

most desirable. In order to make a well-informed career decision, premedical students should also seek firsthand exposure to the field of medicine and become knowledgeable about the current issues now facing the profession.

Students considering majoring in biology or adding the Professional Medicine concentration to a different major are urged to contact one of several advisors in the Ursuline College Biology Department as early as is feasible in their freshman or sophomore years.

Department Phone #: 440-684-6121

2019-2020 Program Coordinator: Lita Yu, Ph.D.

PROGRAM NAME: PSYCHOLOGY

Program Overview:

Ursuline's Psychology program is designed both for students who are planning to go into the job market after graduation and for those who are seeking solid preparation for graduate school. The psychology student is provided a strong general psychology background that leads to the development of a well-rounded graduate who has the breadth and depth of an Ursuline education and can find her/his niche in the marketplace upon graduation. For the student seeking a graduate school education, our program provides strong scholarly, scientific, and clinical content.

Program Learning Outcomes:

- Knowledge Base in Psychology
 - Describe key concepts, principles and overarching themes in psychology
 - Develop a working knowledge of psychology's content domains
 - Describe applications of psychology
- Scientific Inquiry and Critical Thinking
 - Use scientific reasoning to interpret psychological phenomena
 - Demonstrate psychology information literacy
 - Engage in innovative and integrative thinking and problem solving
 - Interpret, design, and conduct basic psychological research
 - Incorporate sociocultural factors in scientific inquiry
- Ethical and Social Responsibility in a Diverse World
 - Apply ethical standards to evaluate psychological science and practice
 - Build and enhance interpersonal relationships
 - Adopt values that build community at local, national, and global levels
- Communication
 - Demonstrate effective writing for different purposes
 - Exhibit effective presentation skills for different purposes

- Integrate effectively with others
- Professional Development
 - Apply psychological content and skills to career goals
 - Exhibit self-efficacy and self-regulation
 - Refine project management skills
 - Enhance teamwork capacity
 - Develop meaningful professional directions for life after graduation

Department Phone #: 440-449-3148

2019-2020 Program Chair: Christopher L. Edmonds, Ph.D.

Major Program Requirements:

- 39 credit hours required.
- Psychology Core Requirements:
- PS101 General Psychology (3)
- PS222 Behavioral Statistics (3)
- PS322 Research Methods I (3)
- PS330 Abnormal Psychology (3)
- PS350 Theories of Personality (3)
- PS490 Capstone in Psychology (3)
- Psychology Tracks: Select A or B
- A. Applied Track
- PS310 Autism Spectrum Disorders (3)
- PS335 Psychological Testing (3)
- Psychology electives to reach 39 credit hours
- B. Graduate School Track
- PS324 Research Methods II (5)
- PS380/L Human Memory & Cognition w/ Lab (4)
- PS430 Physiological Psychology (3)
- Psychology electives to reach 39 credit hours

Optional Course Clusters.

For students who wish to earn a B.A. in Psychology and focus their elective coursework in a particular area, we recommend completing the Graduate School Track and selecting elective courses from these content areas:

Clinical Forensic Psychology- Psychology applied to the legal system: PS335 Psychological Testing, PS348 Forensic Psychology, PS365 Personality Disorders and Criminal Behavior, PS372 Psychological Profiling of Violent Offenders

Experimental/Cognitive Psychology- Psychology applied to the human thought process: PS335 Psychological Testing, PS424 Research Methods III, PS461 Independent Study Research

Industrial/Organizational Psychology- Psychology applied to business: PS335 Psychological Testing, PS360 Industrial/Organizational Psychology, PS422 Social Psychology

School Psychology- Psychology applied to education: PS335 Psychological Testing, PS340 School Psychology, PS310 The Psychology of the Autism Spectrum Disorders

Minor Program Requirements:

- PS101 General Psychology
- PS222 Behavioral Statistics
- PS322 Research Methods I
- PS330 Abnormal Psychology
- PS350 Theories of Personality
- PS490 Capstone in Psychology

Additional Opportunities:

Psi Chi, The International Honor Society in Psychology
Departmental Honors in Psychology
Research experience
Conference participation

PROGRAM NAME: WOMEN'S STUDIES

Program Overview:

Through the Women's Studies minor, you'll study influential women leaders in art, history, literature, music, philosophy, and theology. You'll contemplate the impact society and its norms have on women, here in the U.S. and around the world. You'll research, read, and dialogue about contemporary women's issues as they relate to career, pay, family, healthcare, and more. You're going to become an advocate for the women you serve in the profession you choose.

Program Learning Outcomes:

- Provide students with a theoretical and practical knowledge base that includes research on gender issues and scholarship by and about women of various racial, ethnic, economic, and religious backgrounds;
- Incorporate an interdisciplinary approach that integrates coursework from multiple departments;
- Engender an empowered voice in students, with the hope that they will become more socially conscious, ethically-motivated citizens of their world.

Department Phone #: 440-646-8112

2019-2020 Program Chair: Mimi Pipino, Ph.D.

Minor Program Requirements:

18 credits, including WS 201 Introduction to Gender Studies and, if possible, a UC 401 that incorporates gender issues. Students must take their elective credits (excluding WS 201 and US/WS 401) in no fewer than three different departments. For information regarding currently approved electives, potential independent studies, or special topics courses, students should check with the chair. Courses available as electives include: AR 250 History of Women in the Arts; EN 219 United States Women's Literature; HI 216 History of African American Women; HI 240 Ordinary Women 1500 to the Present; HI 320 Women of the Renaissance; MU 233 Women and Music; PH 370 Philosophy of Women; PH 371 Women Philosophers; RS 366B Women's Spirituality; RS 366D Theology of the Family.

SCHOOL OF PROFESSIONAL STUDIES

PROGRAM NAME: INTEGRATED BUSINESS MANAGEMENT

Program Overview:

If you are interested in being well-prepared to work in the field of business, then the Integrated Business Management degree is what you want. This degree allows you to develop a solid foundation in all aspects of business. The business core consists of ten courses that are integral for having the foundation needed to expand your skills. Included in this degree are multiple areas of focus from which you choose two areas that will best meet your needs and your goals. The total degree is 60 or 63 credits depending upon the areas of focus that you choose.

Program Learning Objectives:

The Business Department has aligned its programs with the International Accreditation Council for Business Education (IACBE) and is accredited by this agency.

Department Phone #: 440-646-8383

2019-2020 Program Chair: Kevin Flynn

Major Program Requirements:

Students earn a BA in Integrated Business Management consisting of 30 core credits and either 15 credits in one concentration and 15 credits in a second concentration, or 15 credits in one concentration and 18 credits in a minor. The Integrated Business Management degree is a total of 60 or 63 credits depending upon which option is selected.

The Business Core consists of the following courses:

- BU 210 Principles of Management (3 credits)
- BU 220 Principles of Marketing (3 credits)
- AC 210 Intro to Financial Accounting (3 credits)
- AC 211 Intro to Managerial Accounting (3 credits)

- EC 202 Macroeconomics (3 credits)
- EC 203 Microeconomics (3 credits)
- BU 310 Business Finance (3 credits)
- BU 340 Business Law (3 credits)
- BU 375 Business Statistics (3 credits)
- BU 450 Business Policy (3 credits)

Each concentration for the Integrated Business Management major is 15 credits.

Each minor for the Integrated Business Management major is 18 credits.

Option A: Select two of the following concentrations:

- Accounting
- Leadership and Management
- Marketing (Traditional/Day Program)
- Human Resource Management (UCAP/Accelerated Evening)
- Health Care Administration (UCAP/Accelerated Evening)

Option B: Select one concentration from Option A and one minor from Option B:

- Fashion Merchandising (Traditional/Day Program)
- Legal Studies
- Sport Management (Traditional/Day Program)

Integrated Business Management students are required to take PH 355 Business Ethics to fill their Ursuline Core requirement.

Option A—Concentration Courses

Accounting*

The Accounting program will prepare students with the practical skills, theoretical knowledge and a strong business foundation necessary for success in a competitive business environment. Exceeding all 18 industry standards of excellence in business education, the program has achieved specialized accreditation through the International Accreditation Council for Business Education (IACBE).

- AC 315 Intermediate Accounting I (3 credits)
- AC 316 Intermediate Accounting II (3 credits)
- AC 325 Cost Accounting (3 credits)
- AC 345 Tax Accounting (3 credits)
- AC 340 Auditing (3 credits) or AC 350 Forensic Accounting (3credits)

Health Care Administration (UCAP only)

The Health Care Administration concentration was designed to provide fundamental business acumen along with a broad understanding of management in a health care setting. Students develop critical-thinking skills through the core curriculum and

enhance their problem-solving abilities through case-study analysis and assessment of problematic situations commonly faced in health service organizations.

- HCA 350 Operations and Systems Management of Health Care (3 credits)
- HCA 360 Health Care Economics (3 credits)
- HCA 370 Legal Aspects of Health Care Administration (3 credits)
- HCA 430 Financial Management of Health Care (3 credits)
- HCA 450 Health Care Policy Formation (3 credits)

Human Resource Management (UCAP only)**

The Human Resource management concentration is designed for working adults seeking to advance their career and play a critical role in a business organization. The program provides a strong liberal arts foundation, supported by a combination of coursework in business, management and psychology to develop an interdisciplinary background necessary for the field. Students learn the human side of business and its importance to a holistic organization.

- BU 330 Human Resource Management (3 credits)
- BU 335 Compensation (3 credits)
- BU 352 Recruiting and Hiring (3 credits)
- BU 354 Training and Development (3 credits)
- BU 356 Communication, Conflict and Negotiation (3 credits)

Leadership and Management

Exceptional leaders commonly possess three significant traits needed for effective leadership. They energize others, create a competitive edge (advantage), and execute action plans for achieving positive, measurable results. Students study the primary theories, concepts, and principles of leadership applying best practices on how leaders build learning and positive organizational cultures. In our knowledge-based economy, the effective management of change and resolution of conflict are critical for any organization to succeed.

- BU 358 Entrepreneurship (3 credits)
- BU 330 Human Resource Management (3 credits)
- BU 336 Organizational Behavior (3 credits)
- BU 350 International Business (3 credits)
- BU 440 Leadership Competencies (3 credits)

Marketing (Traditional format only)

The concentration in marketing provides students with a solid foundation of employable skills needed for pursuing a career in the marketing profession. Students take courses that are specifically designed to cover the core principles, concepts, and strategies for

developing a comprehensive marketing plan for either a profit or not-for-profit business organization. The key is to actively engage customers by creating a value exchange relationship between customers with either a product or service that fulfills a customer's vital need or needs. In addition, students study major current trends and market forces affecting the marketing of products and/or services in a new age of digital devices, mobile apps, and social media networks.

- BU 235 Social Media and Customer Relationship Management (3 credits)
- BU 362 Marketing Strategy and Theory (3 credits)
- BU 364 Marketing Analysis and Reporting (3 credits)
- BU 320 Consumer Behavior (3 credits)
- BU 420 Marketing Research (3 credits)

Option B—Minor Courses

Fashion Merchandising (Traditional format only)

The Fashion Merchandising minor provides students with an exposure to all aspects of merchandising from development to branding to selling. Students are exposed to various types of markets and to positions in the field of Fashion Marketing.

- FH 101 Construction Fundamentals I (3 credits)
- FH 288 Women's Entrepreneurship (3 credits)
- FH 301 Computer Aided Design (3 credits)
- FH 338 Fashion Show Production (3 credits)
- FH 452 Senior Symposium (3 credits)
- FH 488 Fashion Field Study (3 credits)

Legal Studies

The Legal Studies Minor gives students exposure to the legal field. Students are introduced to various aspects of law in modern society. Students also have the opportunity to examine specific areas of law which interest them.

- LS 101 Introduction to Legal Studies (3 credits)
- LS 115 Legal Research and Writing (3 credits)
- LS 118 Computerized Legal Research (3 credits)
- Legal Studies Electives (9 credits)

Sport Management (Traditional format only)

The Sport Management Minor provides students with insights into key areas of sport management as well as the skills needed for execution in those various areas. Students are exposed to courses taught by professionals in the various fields of study.

- SPT 125 Introduction to Sport Management (3 credits)
- SPT 210 Coaching and Leadership (3 credits)

- SPT 250 Sport Public Relations (3 credits)
- SPT 315 Sport Sales and Marketing (3 credits)
- SPT 325 Facility and Event Management (3 credits)
- SPT 350 Athletic Administration (3 credits)

*An Accounting Certificate is available to students who complete the two core courses in accounting and the five concentration courses in accounting.

**A Certificate in Human Resource Management is available to students who complete the five concentration courses in Human Resource Management and PH 355 Business Ethics.

Bridge Requirements:

UG-List of Courses: Integrated Business Management Major

Note: All UG - Business Courses are 3 Credit Hour Courses

Business Core Courses (= 30 Total Credit Hours)

BU 210: Principles of Management

BU 220: Principles of Marketing

AC 210: Introduction to Financial Accounting

AC 211: Introduction to Managerial Accounting

EC 202: Macroeconomics

EC 203: Microeconomics

BU 310: Business Finance

BU 340: Business Law

BU 375: Business Statistics

BU 450: Business Policy

Note: UG students Must Select 2 from Option A “or” 1 from Option A and 1 from Option B (= 30 to 33 Total Credit Hours)

GR - List of MBA Bridge Courses

Note: All GR-MBA Courses are 3 Credit Hour Courses

MBA 562: Financial Management and Investment Analysis

List of Option A: Concentrations

Accounting

AC 315: Intermediate Accounting I

AC 316: Intermediate Accounting II

AC 325: Cost Accounting

AC 345: Tax Accounting

AC 415: Auditing (or AC 350: Forensic Accounting)

MBA 571: Management Accounting: Decision Making and Ethics

Leadership and Management

BU 358: Entrepreneurship

BU 330: Human Resource Management

BU 336: Organizational Behavior

BU 350: International Business

BU 440: Leadership Competencies

MBA 668: Entrepreneurship, Innovation, and Resource Analysis

MBA 501: Leadership and Emotional Intelligence

Marketing

BU 235: Social Media and Customer Relationship Mgt

BU 362: Marketing Strategy and Theory

BU 364: Marketing Analysis and Reporting

BU 320: Consumer Behavior

BU 420: Marketing Research

MBA 506: Marketing Strategy: Global and Domestic

Health Care Administration

HCA 350: Operations & Systems Management Health Care Admin

HCA 360: Health Care Economics

HCA 370: Legal Aspects of Health Care Administration

HCA 430: Financial Management of Health Care Institutions

HCA 450: Health Care Policy Formation

MBA 602: Operations and Logistics Management

MBA 642: Economics and Finance in Health Services Mgt.

MBA 643: Ethical and Legal Issues in Health Services

HCA 430: Financial Management of Health Care Institutions

HCA 450: Health Care Policy Formation

Human Resource Management

BU 330: Human Resource Management

BU 335: Compensation		
BU 353: Recruiting & Hiring	=	MBA 664: Quality Management and Leadership
BU 354: Training & Development	=	MBA 665: Risk Management and Managing Communications
BU 356: Communication, Conflict and Negotiations		

Important Notes: MBA Bridge Program for Undergraduate Business Students 1. Students should generally have completed 60 undergraduate credit hours prior to taking any MBA bridge courses. 2. Students must complete the application process for the MBA program. 3. Students must take an MBA course to earn bridge credit hours. 4. Faculty Advisor Note: No student may take more than 4 MBA bridge courses without the permission of the Dean. 5. Faculty Advisor Note: No student may take more than 2 MBA bridge courses in any one undergrad concentration without the permission of the Dean.

PROGRAM NAME: DIOCESAN LAY PASTORAL MINISTRY

Program Overview:

The sixteen-credit core course from Scripture, systematic theology, moral theology and pastoral and ministerial skills required in the Cleveland Catholic Diocesan Program are available through Ursuline College. Certification is granted by the Diocesan Pastoral Ministry Program.

For additional information contact Linda Martin, Department Chair for the Diocesan Lay Pastoral Ministry Program.

PROGRAM NAME: 4+1 BRIDGE PROGRAM IN EDUCATION

Program Overview:

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of educator preparation. The 4+1 Bridge Program in Education offers a path to becoming a teacher that allows candidates to earn both a bachelor's and a master's degree, with eligibility to apply for an Ohio 4-Year Resident Educator License, in just five years. Candidates pursue an undergraduate major of their choice that will support the teacher licensure area they choose, supplemented with 12-15 credits of education courses that provide "the bridge" into the one-year, graduate teacher-licensure program, the Master Apprenticeship Program (MAP). In MAP, candidates engage full-time in coursework and are assigned to a school setting, leading to eligibility for the teacher license. The education coursework is supplemented with fieldwork experiences in area P-12 schools, providing candidates practice in working with students representing a diverse background, serving as the foundation for the extensive school experiences during the graduate year. Candidates prepared to serve as educators in school settings leave the College at the end of this five-year program with a solid foundation of theory and experiences in practice that support their theoretical understandings. The Education Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all programs are approved by the Ohio Department of Higher Education (ODHE).

Program Learning Outcomes:

During the undergraduate years of the program, candidates begin the journey that ultimately leads to the ability to provide effective learning environments for their students. Learning outcomes include foundation of a knowledge base to plan for student

learning based upon knowledge of student needs, selecting teaching strategies that serve to meet those needs; demonstrate knowledge of how children learn and develop; assess student learning effectively; manage learning environments that allow learners to focus on learning; and develop effective relations with families and communities. These knowledge and skills further develop during the MAP year.

Department Phone #: 440-646-8147

2019-2020 Program Chair: Mary Jo Cherry, Ph.D.

Bridge Program Course Requirements:

- EDB 110 Seminar I
- EDB 111 Seminar II
- EDB 112 Seminar III
- EDB 500 Foundations of Education
- EDB 510 Introduction to Human Development and Learning
- EDB 520 Systematic Phonics in the Integrated Language Arts*
- EDB 530 Curriculum, Methods, and Materials I

*Required for those pursuing licensure in Early Childhood, Middle Childhood, and Intervention Specialist: Mild/Moderate Needs

All candidates pursue the requirements of the undergraduate major selected.

Other Requirements:

Candidates must meet MAP Gate 1 requirements for admission to the final year of the 4+1 bridge program.

PROGRAM NAME: FASHION

Program Overview:

Fashion offers two 3+1 programs in design and merchandising with the Fashion Institute of Technology in New York City. The program uses the latest technology to prepare students for an industry that is dependent on electronic design techniques. Facilities include CAD, 3-D printer, electronic, industrial, cover stitch, multi-thread Serger, industry drafting tables, and Wolf dress forms. The computer-aided design lab features individual work stations with color printers, scanners, Adobe Illustrator software and Photo Shop, with online access to fashion links and resources.

The program is formulated to meet the following objectives: to provide students interested in entrepreneurship with a knowledge of the procedures and techniques necessary to successfully start and operate their own fashion business; to upgrade the business skills, and knowledge of individuals who are already self-employed; and to help all graduates draw a relationship between their products or services and the employment skills necessary for success.

The program houses the Historic Costume Study Collection, which features over 4,000 pieces of apparel, costume jewelry, hats, handbags, gloves, shoes, and textiles. The Collection provides a direct means of studying 20th Century American contemporary apparel/costume/retail design. Students have an opportunity to restore, preserve, promote, visual display, sketch, photograph, and conduct research test analysis on the Collection.

The program sponsors the student Fashion Focus Club, field study trips in Cleveland, Columbus, New York City, Chicago Apparel Mart, Dallas Apparel Mart, and Atlanta Apparel Mart.

The program also offers an international field study trip to Toronto, Canada.

Program Learning Outcomes

Fashion outcomes for design and merchandising include the following:

- Apply comprehensive abilities in creating and presenting product for entry-level positions in the fashion industry
- Work well together as emerging team players and innovative design thinkers
- Understand and implement new CAD technologies relative to design development, textile choices, and the manufacture and distribution of fashion products
- Explore sustainability in their design development
- Analyze and create products
- Research a selected brand and develop a profile of the company and the media used for marketing and advertising
- Utilizing production steps to produce a community fashion show
- Utilize critical thinking and skills for problem solving
- Demonstrate leadership skills in a collaborative environment
- Complete a professional internship in fashion design or merchandising

Requirements for the Major

Fashion Design -36 hours

FH 101, 105, 201, 206, 220, 251, 260, 301, 419, 420, 429, and 475.

Recommended electives: FH 288, BU 235, BU 362, BU 320, 488,

or F.I.T. track option in New York City.

Fashion Merchandising – 36 hours

FH 101, 105, 201, 220, 251, 301, 305, 332, 338, 400, 452, and 475.

Recommended electives: FH 288, BU 235, BU 362, BU 320, 488,

or F.I.T. track option in New York City.

Requirements for the Minor

Fashion Design – 18 hours

FH 101, 201, 206, 301, 452, 488

Fashion Merchandising – 18 hours

FH 101, 288, 301, 338, 452, 488

Fashion Institute of Technology 3 + 1 (F.I.T.) Track Option in Design or Merchandising

Students in Design or Merchandising may choose to spend their third year at the Fashion Institute of Technology in New York City. Students who choose the 3+1 (F.I.T.) track and live 500 miles from NYC may apply for housing and board. Students must see that all official transcripts of their completed work in New York are mailed to the Registrar's Office at Ursuline College. All work in design or merchandising management is considered enrichment elective credit. Students receive an (AAS) Associate in Applied Science degree from the Fashion Institute of Technology upon graduation from the home institution, Ursuline College. In order to be eligible for the junior year option of studies at F.I.T., a student majoring in design or merchandising must:

- Complete 60 credit hours at home institution
- Submit a recommendation by the fashion faculty
- Be officially accepted by the **(F.I.T.)** Visiting Student program
- Have 3.0 G.P.A. at time of application

Department Phone: 440-646-8142

2019-2020 Program Chair: Constance Korosec, Ph.D.

PROGRAM NAME: HISTORIC PRESERVATION

Program Overview:

The undergraduate program in Historic Preservation 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 recognizes Ursuline College's Graduate Program in Historic Preservation for fully meeting its standards for preservation education degree programs and providing the highest standard of education within this highly multi-disciplinary field of study.

Program Learning Outcomes:

- To program, plan and document various historically significant spaces
- To evaluate the standards of preservation professionals
- To hold professional positions in the various areas of historic preservation
- Prepare nominations; grants; and programs for public and private sources
- Understand the value systems of earlier cultures
- Prepare designs for projects involving preservation, restoration, and adaptive re-use of historical structures/objects
- Examine and analyze the past with a sympathetic and critical eye
- Examine the full range of human activities
- Use the failures and achievements of the past to develop our fullest humanity

Department Phone #: 440-646-8135

2019-2020 Program Director: Bari Oyler Stith, Ph.D.

Major Program Requirements

57 credit hours in:

- HIP 125 Introduction to Historic Preservation and Preserving Cultural Memory
- HIP 210 Materials and Methods
- HIP 220 Architectural Drawing
- HIP 225 Architectural History
- HIP 260 CAD
- HIP 270 Codes and Requirements
- HIP 325 American Architecture
- HIP 345 Furniture History
- HIP 355 Cleveland Architecture
- HIP 425/525 Documenting and Recording Historic Structures
- HIP 450/550 Issues in Historic Preservation
- HIP 455/555 Preservation Law
- HIP 460/560 Conservation Studio
- HIP 465/565 Preservation Planning
- HIP 470/570 Adaptive ReUse
- HIP 475 Internship

- AR 210 or 211 Visual Communication/Graphic Design or AR 112 Digital Photography
- PR 321 Grant Writing
- HI 290 (World Sacred Landmarks) or 490 (Cleveland Sacred Landmarks) or HI 454 (Research Methods)

Minor Program Requirements:

24 hours including

- HIP 125 Introduction to Historic Preservation and Preserving Cultural Memory
- HIP 425/525 Documenting and Recording Historic Structures
- HIP 450/550 Issues in Historic Preservation
- HIP 455/555 Preservation Law
- HIP 465/565 Preservation Planning

and three classes from the following list:

- HIP 225 Architectural History
- HIP 325 American Architecture
- HIP 345 Furniture History
- HIP 355 Cleveland Architecture
- HI 290 (World Sacred Landmarks) or 490 (Cleveland Sacred Landmarks) or HI 454 (Research Methods)

Bridge Requirements:

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.

PROGRAM NAME: LEGAL STUDIES PROGRAM

Program Overview:

The Legal Studies program at Ursuline College consists of an undergraduate Bachelor of Arts major, minor and post-degree certificate for students pursuing a career in the law or preparing for law school. The program is offered in both the traditional format and in the accelerated format in the Ursuline College Adult Program. The purpose of the Legal

Studies program is to provide a legal education with a focus on developing critical thinking skills and practical application of legal concepts.

The goal of our ABA-approved program is to prepare the student personally and professionally for a career in the law. The program highlights personal development, the cultivation of academic abilities and the exploration of a coherent, integrated body of knowledge drawn from the legal curriculum.

The Legal Studies curriculum has been carefully developed to provide students with an education that includes knowledge of state and federal law, professional responsibility, ethical considerations, legally-specific technology, legal research, oral and written communication and professional projects in various legal practice areas. The Legal Studies program fosters critical thinking, effective communication and confidence to apply classroom knowledge to professional challenges. Our graduates work for the most prestigious law firms and corporate general counsel offices in the region.

Paralegals may not give legal advice, sign court pleadings or represent a client in court. Paralegals may not provide legal services directly to the public except as permitted by law.

Program Learning Outcomes:

Professional Goals

- To understand and respect the United States Constitution, the expanding Judiciary/Legal Professional Laws themselves and to instill a respect for underlying principles.
- To apply professional responsibility guidelines via state ethical rules, with a focus on Ohio, including the ABA Model Code.
- To demonstrate knowledge of state & federal court systems, including statutory and case law and how they interact with one another.
- To maintain state-of-the-art technology skills.
- To apply skills and knowledge to assist attorneys and clients.

Program Level Goals

- To understand and analyze state and federal law and judicial systems.
- To comprehend, apply, assimilate, adopt and integrate ethical rules as well as professionalism.
- To demonstrate proficiency and professionalism in legal writing and communication.
- To maintain working knowledge of and be able to apply current technology as it applies to the legal profession.

Department Phone #: 440-449-5403

2019-2020 Program Chair: Anne Murphy Brown, J.D., Associate Professor & Director, Legal Studies Program

Legal Studies Program Staff:

Katie Cirincione, Program Assistant, Legal Studies Program

Major Program Requirements

48 credit hours. Half of the major & LS electives courses (24.0 hours) must be completed at Ursuline College. At least 8 Legal Specialty courses, as defined in the ABA Guidelines for the Approval of Paralegal Education Programs must be completed at Ursuline College or an equivalent ABA-approved program.

List major course requirements

- LS 101 (3) Introduction to Legal Studies
- LS 110 (3) Legal Ethics, Prereq: LS 101
- LS 115 (3) Legal Research and Writing, Prereq: LS 101
- LS 118 (3) Advanced Legal Research and Writing, Prereq: LS 101, LS 115
- LS 150 (3) Civil Procedure, Prereq: LS 101, LS 115, LS 118
- LS 210 (3) Evidence and Discovery, Prereq: LS 150
- LS 250 (3) Contract Law, Prereq: LS 101
- LS 360 (3) Microcomputer Applications in Law, Prereq: LS 101
- LS 380 (3) Business Organizations
- LS 480 (3) Advanced Legal Technology, Prereq: LS 101, LS 360
- LS 450 (3) Paralegal Professional Seminar, Prereq: Dept. Approval or Senior Standing

Legal Studies Electives- Group I (3 credits):

- LS 310 (3) Constitutional Law, Prereq: LS 115
- LS 340 (3) Civil Rights, Prereq: LS 115
- LS 350 (3) Criminal Law and Procedure, Prereq: LS 115

Legal Studies Electives- Group II (12 credits):

- LS 120 (3) Personal Injury Law, Prereq: LS 115, LS 118
- LS 200 (3) Real Property Law
- LS 230 (3) Probate Law, Prereq: LS 101
- LS 325 (3) Law on Film
- LS 370 (3) Negotiation and Alternative Dispute Resolution
- LS 390 (3) Intellectual Property, Prereq: LS 115, LS 118
- LS 400 (3) Juvenile Law, Prereq: LS 115, LS 118, LS 350
- LS 410 (3) Family Law, Prereq: LS 115, LS 118, LS 150
- LS 420 (3) Commercial and Residential Property, Prereq: LS 115, LS 118, LS 200
- LS 430 (3) Medical-Legal Research & Issues, Prereq: LS 115, LS 118, LS 120, LS 150
- LS 460 (3) Immigration Law, Prereq: LS 115, LS 118, LS 150

- LS 470 (3) Corporate Legal Department, Prereq: LS 115, LS 150, LS 200, LS 250, LS 380
- LS 475 (1-4) Legal Studies Internship, Prereq: Dept. Approval
- LS 490 (3) Insurance Law, Prereq: LS 115, LS 118, LS 120, LS 150, LS 250
- HCA 370 (3) Legal Aspects of Health Care Mgt.

Minor Program Requirements (18 credit hours)

- LS 101 (3) Introduction to Legal Studies
- LS 115 (3) Legal Research and Writing, Prereq: LS 101
- LS 118 (3) Advanced Legal Research and Writing, Prereq: LS 101, LS 115
- 9 Credits of Legal Studies Minor Electives

Legal Studies Minor Electives include:

- LS 110 Legal Ethics, Prereq: LS 101
- LS 120 Personal Injury Law, Prereq: LS 115, LS 118
- LS 150 Civil Procedure, Prereq: LS 101, LS 115, LS 118
- LS 200 Real Property Law
- LS 210 Evidence and Discovery, Prereq: LS 150
- LS 230 Probate Law, Prereq: LS 101
- LS 250 Contract Law, Prereq: LS 101
- LS 360 Microcomputer Applications in Law, Prereq: LS 101
- LS 380 Business Organizations
- LS 390 Intellectual Property, Prereq: LS 115, LS 118
- LS 400 Juvenile Law, Prereq: LS 115, LS 118, LS 350
- LS 410 Family Law, Prereq: LS 115, LS 118, LS 150
- LS 420 Commercial and Residential Property, Prereq: LS 115, LS 118, LS 200
- LS 430 Medical-Legal Research & Issues, Prereq: LS 115, LS 118, LS 120, LS 150
- LS 460 Immigration Law, Prereq: LS 115, LS 118, LS 150
- LS 475 Legal Studies Internship, Prereq: Dept. Approval
- LS 480 Advanced Legal Technology, Prereq: LS 101, LS 360
- LS 490 Insurance Law, Prereq: LS 115, LS 118, LS 120, LS 150, LS 250

Certificate Requirements (36 credit hours)

- LS 101 (3) Introduction to Legal Studies
- LS 110 (3) Legal Ethics, Prereq: LS 101
- LS 115 (3) Legal Research and Writing, Prereq: LS 101
- LS 118 (3) Advanced Legal Research and Writing, Prereq: LS 101, LS 115

- LS 150 (3) Civil Procedure, Prereq: LS 101, LS 115, LS 118
- LS 210 (3) Evidence and Discovery, Prereq: LS 150
- LS 250 (3) Contract Law, Prereq: LS 101
- LS 360 (3) Microcomputer Applications in Law, Prereq: LS 101
- LS 450 (3) Paralegal Professional Seminar, Prereq: Dept. Approval or Senior Standing

Legal Studies Electives- Group I (3 credits):

- LS 310 (3) Constitutional Law, Prereq: LS 115
- LS 340 (3) Civil Rights, Prereq: LS 115
- LS 350 (3) Criminal Law and Procedure, Prereq: LS 115

Legal Studies Electives- Group II (6 credits):

See above.

PROGRAM NAME: PRE-LAW

Program Overview:

Pre-Law does not designate a specific course of study, and students interested in pursuing a career in law have a wide range of choices for their major. All students thinking about law school are encouraged to contact Anne Murphy-Brown, Director of Legal Studies, for advising and information about opportunities and activities.

PROGRAM NAME: SOCIAL WORK

Program Overview:

The Social Work Program will prepare graduates for social work licensure in the state of Ohio, for entry-level social work practice, and for admission to graduate school. This program offers both online and in-person course options.

ACCREDITATION STATUS

The Social Work Program received initial accreditation at the baccalaureate level of social work education from the Council on Social Work Education June 19, 1995. This accreditation at the baccalaureate level was reaffirmed on June 15, 2015

MISSION OF THE SOCIAL WORK PROGRAM

The mission of the Social Work Program is to prepare competent and effective entry-level generalist social work professionals to work with diverse populations, those who are at risk of oppression, especially women, and to advance social and economic justice through leadership. The Social Work Program emphasizes a strengths-based approach which promotes a reflective stance for life long professional development. The legacy of the Ursuline Sisters, the core values of Ursuline College and the principles of Catholic social teachings support and direct the work of the Social Work Program.

GOALS:

- To prepare competent and effective entry level professionals for generalist social work practice at the baccalaureate level of a liberal arts education. The Ursuline College Social Work Core Competencies identify and specify the knowledge, skills, values and attitudes essential to entry level social work practice.
- To assist students in identifying their strengths and challenging students to be reflective in relation to their professional growth and development. The Ursuline legacy focuses on the individual development of women.
- To assist students in analyzing the impact of history, religious traditions and spirituality on individuals and organizations for social work practice.
- To prepare students for graduate education and for social work licensure in the State of Ohio.

PROGRAM LEARNING OUTCOMES/CORE COMPETENCIES

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Department Phone #: 440-646-8374

2019-2020 Program Chair: Sharon Zimmerman Wilson, MSSA, LISW-S –
swilson@ursuline.edu

Major Program Requirements:

- Social Work 101 – Intro to Social Work
- Psychology 101 – Intro to Psychology
- Sociology 103 – Principles of Sociology
- Biology 130/Lab – Human Biology
- Social Work 216 – Social Welfare as a Social Institution
- Social Work 240 – Human Behavior and the Social Environment
- Social Work 318 – Policies, Programs, and Issues

- Social Work 360 A-E OR SW 488
- Ethics Requirement: Philosophy 350 – Ethical Values,
- Philosophy 260 – Bioethics, OR Social Work - 360B Ethics
- Social Work 302 – Generalist Practice I
- Social Work 401 – Generalist Practice II
- Social Work 402 – Generalist Practice III
- Mathematics 212 – Statistics
- Social Work 338 – Theory
- Social Work 434 – Research Methods
- Social Work 411 – Field Placement I
- Social Work 412 – Field Placement II

Admissions Requirements:

Students interested in a Bachelor of Arts in Social Work take courses in social work and in the liberal arts. Upon completion of SW 338 Theory, students complete a formal admission process. Criteria for admission include:

- Maintain a cumulative grade point average of 2.0 in general education coursework and an average of 2.50 in courses designated as part of the Social Work Program.
- Evidence good moral character, emotional maturity, and commitment to the ethical code of the social work profession.
- Submit two letters of recommendation supporting the candidate's abilities, motivation and suitability for the social work profession.
- Make formal application to the Social Work Program.
- Interview with the faculty designated by the program director.

Other Requirements:

See Social Work Student Handbook and the Social Work Webpage for additional information.

PROGRAM NAME: SPORT MANAGEMENT

Program Overview:

More than three million jobs make up the traditional sports industry, including professional athletes, coaches and scouts, referees and officials, stadium and arena managers, agents, sports advertisers and marketers, broadcasters, fitness center and recreation managers, athletic directors and sporting goods manufacturers and retailers.

Program Learning Outcomes:

The students will learn all aspects involved in different areas of managing/working in the field of sport. The students will learn the history of sport and the role it plays in society, how to market and advertise sports, manage a facility, work with coaches at all levels,

and the administration of an athletic dept. Internships will also give the student hands on experience in different areas of sport.

Department Phone #: 440-684-6102

2019-2020 Program Chair: Cindy McKnight, Director of Athletics

Major Program Requirements:

Successful completion of 60 credit hours including: BU 210, BU 220, BU 310, BU 450; AC 210,

AC 211; EC 202, EC 203; PH 355; SPT 125, SPT 200, SPT 210, SPT 250, SPT 315, SPT 325, SPT 340,

SPT 350, SPT 475, PS 307 and one SPT elective.

Minor Program Requirements:

SPT 125, SPT 210, SPT 250, SPT 315, SPT 325, SPT 350

COURSE DESCRIPTIONS

ACCOUNTING (AC)

AC 210: Introduction to Financial Acct (3)

This course provides an introduction to the basic principles, rules, and regulations of accounting, which includes a primary emphasis on financial accounting. Topics discussed will include the theoretical, practical, and ethical aspects of asset, liability, and equity transactions concerning the preparation of financial statements that are used to enhance decision-making processes.

Prerequisite: MAT 125, BU 115.

AC 211: Introduction of Managerial Accountg (3)

This course provides an introduction to the basic principles, rules and regulations of accounting which includes a primary emphasis on managerial accounting. A primary objective of this course is to build on the foundational concepts that were covered in the introduction to financial accounting course which serves as a prerequisite. Topics discussed will include the theoretical, practical and ethical aspects of managerial decision making processes that relate to cost behavior, job order systems, process costing, cost-volume-profit analysis (CVPA), budgets, standard variances and financial statement analysis.

Prerequisite: AC 210, or permission of instructor.

AC 288, 488: Special Topics (3)

A study of selected accounting topics.

Prerequisite: AC 211.

AC 299: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

AC 315: Intermediate Accounting I (3)

Theoretical foundations of accounting, intensive study of concepts and application in accounting for cash investments, receivables, inventories, operational and intangible assets, liabilities and owners' equity.

Prerequisite: AC 211.

AC 316: Intermediate Accounting II (3)

Continuation of Intermediate Accounting I, including intensive study of leases, pensions, accounting changes and corrections, price level changes, statement of cash flows, and financial statement analysis. Also, an introduction to accounting information systems, basic concepts and applications.

Prerequisite: AC 315.

AC 325: Cost Accounting (3)

Cost behavior analysis, budgeting, cost volume-profit analysis, standard costs for control and product costing, alternative product costing methods, variance analysis and systems choice.

Prerequisite: AC 211.

AC 345: Tax Accounting (3)

A practical and theoretical introduction to the study of federal taxes on income with emphasis on the preparation of income tax returns for individuals and corporations. Topics covered include the concept of income as it relates to taxation, capital gains and losses, basis for determining gains or losses, sales and exchanges, deductible expenses, tax credits, and special situations.

Prerequisite: AC 211.

AC 388: Account Information Systems (3)

Prerequisite: AC 211.

AC 415: Auditing (3)

The study of audit objectives, principles, standards, and procedures for conducting an examination of the financial statements and related accounting records of a business enterprise.

Prerequisite: AC 316.

AC 420: Advanced Financial Accounting (3)

Contemporary accounting theory and practice for business combinations and consolidations, corporate reorganization and liquidation, governmental and fund accounting, and ethics.

Prerequisite: AC 316.

AC 461, 462: Independent Study (1-6)

Directed study of a special topic or area.

Prerequisite: Approval of department chair required.

AC 475: Academic Internship (1-6)

Directed practical experience in accounting.

Prerequisite: Senior standing.

ART (AR)

AR 107: Foundations Drawing* DC (3)

Students will learn composition, form, value, and line in a problem-solving format. Exposure to the past and present drawn image is given in to foster new attitudes toward the activities of seeing and drawing. Students are introduced to life drawing and also technology as an art tool in the manipulation of images. Required for art majors, open to non-majors. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music.
*DC

AR 108: Foundations Painting DC (3)

This course offers a progressive study of the elements of painting, methods of application, and value and color. Composition is approached through sketches and/or the manipulation of images through the use of technology, problem-solving assignments reflecting mood and the relation between audience and artist. Required for art majors, open to non-majors. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music.* DC

AR 114: Introduction to VCD (3-4)

This course is a survey of the graphic and digital arts. It is a basic digital and hands-on design class with emphasis on the creative process. Adobe Illustrator, Adobe Photoshop, QuickTime, and iMovie are incorporated into the projects allowing students to gain experience in digital and time-based art. Required for Visual Communication Design majors and Studio Arts majors; open to non-majors.

AR 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

AR 200: Metalcraft (3)

This course introduces students to the design fundamentals necessary to work with non-ferrous metal and enameling. Students create designs using techniques of soldering, fabrication, sawing, filing, chasing, polishing, forming, and enameling. And are encouraged to express a concept or issue that is meaningful within a global view.

Installation, multi-media, time-based projects are encouraged. Required for studio art majors; open to non-art majors.

AR 203: Intermediate Printmaking (3)

This course surveys the methods of making prints as well as their value through art and political history. Students are exposed to a variety of manual and digital/technological tools while exploring the methods and surfaces used in various printing and etching processes. Students also study inks, papers, and how they influence the printed image, as well as the historical uses of printmaking in advocating social change. Required for art majors; open to non-majors.

AR 205: Introduction to Glass and Mixed Media *DC (3-4)

This course will focus on the introduction of both traditional as well as experimental glass working techniques to provide students with new ways of combining glass with other mixed media. With various lectures, projects, and exercises, students will develop a working knowledge of glass and how it may be better utilized as a creative material. Additionally, we will be exploring introductory through advanced casting practices through the use of various mold materials and compounds (i.e. wax, alginate plaster, silica, and rubber). At the conclusion of the course, students will be well-equipped with the resources that they need to confidently incorporate glass into their mixed media vocabulary. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music.* DC

AR 219: Intermediate Drawing (3)

Examination of the subject and media of drawing dealing with landscape, the portrait, perspective, and scale. This course allows for color work and study and permits the student to select content that is meaningful and is intended to provide meaning for a viewer. Open to non-majors.

AR 231: Intermediate Painting (3)

This course is about the chemistry of paints—acrylic, oil, watercolor and pastel—so students can work and layer paint with confidence on particular supports. Various glazed paintings, alla prima paintings, and combinations of them will be studied with emphasis on color and its relation to value. Students are encouraged to use digital, slide, and photocopy images as a method of arriving at scale and creating compositions. Open to non-major.

AR 235: Intermediate Ceramics (4)

This course builds on the skills learned in AR 115 and heightens the students' tactile and three-dimensional sense of expression through the techniques of handbuilding. Students use technology as another tool while working in clay and become aware of the

many choices of materials and firing methods while working on a more personal series of studio problems. Open to non- majors.

AR 250: Women in Arts *DC (3)

This course explores the work of women artists, patrons, and scholars who have made an impact on the development and understanding of the canon of Western art. Beginning in ancient Greece, the course touches upon women in the arts through the twentieth century. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music. *DC

AR 251: Survey Ancient World Art: Prehistory to 1250 *WO/DC (3)

A survey of world art from 30,000 B.C.E. through 1250 C.E., this course addresses art from Europe, the Mediterranean Basin, the Ancient Near East, Sub-Saharan Africa, and India, as well as the Islamic world. Special attention is paid to the relation a work of art has to the culture that produced it, and to the complex roles these objects play in contemporary society. This course has a World Culture designation in the Ursuline Core Curriculum. *WO/DC

AR 252: Survey of Western Art: 1250 to Today *DC (3)

This course offers an introductory survey of western art and architecture from 1250 through the 20th century. During the course students are introduced to a variety of methods and techniques employed by art historians as they work to understand an art object. Special attention is paid to artwork in the collection of the Cleveland Museum of Art and significant architectural works in northeast Ohio. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music. *DC

AR 254: Modern Art *DC (3)

This is a survey of twentieth-century western art from the Fauves through Postmodernism. During the course students are introduced to a variety of methods and theoretical approaches employed by art historians as they work to understand an art object. Special attention is paid to architecture in Cleveland and art in local collections. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music. *DC

AR 255: Survey of Non Western Art *DC (3)

This course is designed to introduce the student to non-western art through study of the various art forms of other cultures. Specific focus in terms of topic, country, or art will vary by semester. Fulfills Ursuline Core Curriculum requirement of Art, Art Therapy, or Music. *DC

AR 311: Html & Web Design I (3)

This course explores the basics of web design. Students learn the fundamentals of the computer language HTML through creating and previewing web pages. The principles,

concepts and terminology used in web design and on-screen viewing are presented. Students create groups of web pages and complete web sites. Text editors, Dreamweaver, Photoshop, and the latest Internet search engines are used.

AR 320: Advanced Drawing (3)

This course offers an exploration of the realms of creative drawing, with attention to materials, scale, subject matter, digital considerations, and personal statement. Open to non-majors.

AR 332: Advanced Painting (3)

Using oil or water-based paints and various pastels, students continue their study of painting, with an emphasis on compositions that reflect the graphic and painting images of the 21st century. Students consider the relation between two- and three-dimensional representations of objects and pattern in various cultures, present their perspectives on directions in 21st-century painting, research specific painters and their influence on their own work. Open to non-majors.

AR 337: Intermediate Metalcraft (3)

This course focuses on the fundamental techniques of soldering, cloisonné and champlevé while working with non-ferrous metals. Students build upon the skills, design knowledge, and conceptual ideas that their work in metals calls for. Students use technology as another tool, aiding them in their design work. Open to non-majors.

AR 350: Graphic Design Internship (3-6)

One internship is required for the Graphic Design major; two are possible. These internships are arranged in consultation with the Graphic Design instructor and require close liaison among the instructor, the student, and the supervisor to be sure skills are in use and are adequate to the job. The student keeps a formal record and portfolio of work as documentation of the internship. Open to Graphic Design majors only.

Prerequisite: AR 106, 115, 210, 211.

AR 360: Professional Practices (3)

This technology-supported course examines various legal and ethical aspects important to the professional artist. It bridges the world of student artist with that of the professional artist. The course helps students become aware that they are constructive-knowing artists with a clear idea of how to use their voice to speak their values through their artwork. Open to Art majors in their junior Senior year.

AR 361: Theories, Critics, Issues (4)

Assigned readings and class discussions of selected works of art, artists, or critics with a view to developing the critical and analytical powers of the student. Specific problems

arising from the public purchase or placement of certain art works are discussed. Open to majors in Art or Art Education only.

AR 436: Advanced Ceramics (4)

This course continues to build on the knowledge and skills learned in AR 235. The integration of concept, craft, refinement, material, and process is emphasized. The student creates a body of work that combines personal expression, skills, and creativity using contemporary technology and time-based presentation and with the option of mixed media installation. Open to non-majors.

AR 438: Advanced Metalcraft (4)

This course is for the student concentrating in metalcraft; advanced work is produced with an emphasis on creating a cohesive body of artwork, including refinement, appropriate presentation, and conceptual designs that are meaningful to the student-artist. Open to non-majors.

AR 441: SI:Senior Studio Workshop (3)

Students develop a concept, complete a body of work, and creatively present and install their work in an exhibit. A professional level of performance is emphasized throughout the year and students are encouraged to use their art as a means to express what they hold important, not only for themselves but for the larger community; also encouraged is networking and involvement in service to the community. Open to art majors and minors.

AR 442: Senior Studio Workshp (3)

Second semester: students develop a concept, complete a body of work, and creatively present and install their work in an exhibit. A professional level of performance is emphasized throughout the year and students are encouraged to use their art as a means to express what they hold important, not only for themselves but for the larger community; also encouraged is networking and involvement in service to the community. Open to art majors and minors.

AR 460: Art & Advocacy (3)

This course is to further students' understanding of how artists have, and can, "make a difference" through their art. Studies will touch upon the history of advocacy in various art disciplines. Students can expect to engage in discussion and assessment regarding the methodologies applied in advocacy. Students will present final projects that reflect consideration of contemporary social issues, either documentation of an advocacy and/or research of possible advocacy situations.

AR 461, 462: Independent Study (1-4)

Study of a special topic in art, approval of department chair required. Open to majors only.

AR 474: SI:Senior Project: Portfolio (3)

Designed specifically for the Visual Communication Design major, this course enables the student to prepare a professional resume and portfolio with the guidance of the instructor and critique from other class members. Open to majors only.

AR 475: Academic Internship (1-6)

Supervised practical experience in professional settings. This is designed specifically for the Art and Design majors.

AR 488: Special Topics (3)

AR 488W: Workshop (1-2)

AR 490: Senior Thesis in Art History (1)

ART THERAPY (AT)

AT 101: Introduction to Art Therapy *DC (3)

This course provides an introduction to the basic concepts of art as therapy and the profession of art therapy. It includes an overview of the origins, theories, and foundations of art therapy, as well as exposure to major theories in the field and their application in many settings implementing art as a means of communication and healing. Fulfills Ursuline Core Requirement of Art, Art Therapy, or Music. *DC

AT 206: Art Therapy Applications (3)

An introductory exposure to the practical application of art therapy, using a variety of approaches with diverse populations. Professional art therapists from selected agencies will explain the needs of their clients, the goals of art therapy with these populations, and demonstrate their approaches.

Prerequisite: AT 101.

AT 250 Art Facilitation with Diverse Populations (3)

An introductory study in the principles of effective art facilitation for diverse populations. This course exposes students to the principles of effective group leadership and the fundamentals of community art facilitation as exemplified by professionals in the field. Students will apply the knowledge and skills gained in class through 20 hours of service learning under the direction of a qualified art facilitator.

Prerequisites: AT 101 and PS 101.

AT 288, 488: Special Topics (1-3)

AT 350: Introduction to Fiber Art Therapy (3)

This course will provide an overview of the use of fiber arts within the multi-culturally sensitive art therapy practice. Students will gain knowledge of the psychosocial functions of fiber art making and understand how this knowledge can be applied in art therapy and art facilitation settings. Students will develop basic skills necessary to assist others in making expressive fiber art.

AT 367: Media and Methods (3)

An examination of the techniques and media used by art facilitators and art therapists. Emphasis is placed on experiencing the characteristics of a variety of art media and methods, and understanding the scope of their therapeutic potential.

AT 410: Imagery and Meaning (3)

This course examines the cross-cultural foundations of art therapy, including archetypal psychology and the use of imagery, allegory, and metaphor with participants of diverse backgrounds. Understanding metaphors conveyed in the making of art and art products, as well as issues of culture inherent in art therapy practice will be explored through readings, lecture, discussion and art making.

Prerequisite: AT 367.

AT 461: Independent Study (1-4)

AT 465: Introduction to Art Therapy (3)

An introduction to the basic concepts of art as therapy; overview of the origins, theories, and foundations of art therapy; exposure to major readings in the field and their application in many settings utilizing art as a means of communication.

AT 465A: Introduction to Art Therapy (1)

An introduction to the basic concepts of art as therapy; overview of the origins, theories, and foundations of art therapy; exposure to major readings in the field and their application in many settings utilizing art as a means of communication.

AT 475: Academic Internship (1-6)

AT 485: Field Placment I (3)

This course will provide an introduction to art facilitation and art therapy as practiced within different community settings. 75 hours of art facilitation experience under the direction of a professional art therapist or qualified art facilitator will be required. Students will learn the basic skills required of the art facilitator within a particular setting

and how to function effectively as a member of a team. Ethics documents and laws protecting participant rights will be learned and applied.

Prerequisite: AT410, PS 230, PS 330, AR 107, AR108, AR115, BCI clearance, and approval from the Clinical Coordinator.

BIOLOGY (BI)

BI 100: Fundamentals of Allied Health Science (3)

A developmental course which introduces the student to the chemical and biological science that is a prerequisite to Anatomy and Physiology or General Biology. Primarily for students who need additional background and skills for courses leading to careers in the allied health sciences (nursing, medical technologies, etc.).

BI 102: Geocaching (1)

This is a credit outdoor expedition course open to all undergraduate students. The application of a GPS (global positioning unit) while navigating and orienteering is the foundation for this course. The identification of plants and land structures specific to Ursuline campus are the underlying themes of this course. The impact humans have had on this environment and the historical landmarks significant to Ursuline Community will be incorporated.

BI 111: Human Environment *SC/DC (3)

This course explores the interrelatedness of our modern life style with the natural world. Consideration is given to basic ecological principles, the availability and conservation of natural resources, the impact of human beings on the quality of their environment, and socioeconomic and political determinants of environmental policies. NOT FOR BIOLOGY MAJORS. With BI 111L, fulfills Ursuline Core Curriculum Science w/Lab requirement. *SC/DC

BI 111L: Human Environment Lab *SC/DC (1)

An introduction to methods and techniques involved in ecological investigations. Focus is on aquatic and terrestrial environments, population growth, energy transfers, and biotic and abiotic cycles. *SC/DC

Pre- or co-requisite: BI 111.

BI 120: Human Genetics *SC/DC (3)

A one semester course that explores genetics and its applications to humans. Topics include chromosomal and molecular inheritance, population genetics, and its applications to humans. As feasible, Human Genome Project and uses and

controversies regarding stem cells will be considered. NOT FOR BIOLOGY MAJORS. With BI 120L, fulfills Ursuline Core Curriculum Science w/Lab requirement. *SC/DC

BI 120L: Human Genetics Lab *SC/DC (1)

Principles of inheritance and population genetics are explored through hands-on activities and computer simulations. Accentuates topics covered in lecture. *SC/DC

Pre- or co-requisite: BI 120.

BI 130: Human Biology: Birth through Aging *SC/DC (3)

A one-semester survey course for students having limited exposure to previous academic science courses. The structure and function of the principle organ systems and the means by which these body systems change with age are emphasized; many physiological concepts are explored in more detail through hands-on laboratory exercises. The concept of homeostasis and the effects of development and aging on the ability to maintain homeostasis are unifying themes of this course; thus, common pathologies as well as the impact of the environment and of heredity on the quality of life are interjected as topics as time permits. NOT FOR BIOLOGY MAJORS. With BI 130L, fulfills Ursuline Core Curriculum Science w/Lab requirement. *SC/DC

BI 130L: Human Biology: Birth through Aging Lab *SC/DC (1)

Physiological concepts of the principle organ systems and the means by which these body systems change with age are explored in more detail through hands-on laboratory exercises. *SC/DC

Pre- or co-requisite: BI 130.

BI 140: Human Biology (3) *SC/DC

Application of biological principles to practical human concerns by emphasizing human genetics, evolution, physiology and the role that humans play in the biosphere. The systems of the human body are considered, as are their homeostatic control. Not recommended for Biology majors. With BI 140L, fulfills Ursuline Core Curriculum Science w/Lab requirement. *SC/DC

BI 140L: Human Biology Lab (1)

Designed to accompany BI 140, these laboratory exercises demonstrate many of the important biological principles covered in the lectures.

Pre- or co-requisite: BI 140.

BI 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicated level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate

numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

BI 200: Introduction to Biology – Biodiversity, Form, Function, and Ecology
***SC/DC (3)**

This course provides an introduction to modern biology including biological classification, survey of biological diversity and evolutionary relationships, anatomy and physiology of plants and animals, and principles of ecology. This course with lab and BI 205 with lab provide a comprehensive two-semester sequence in general biology. REQUIRED FOR ALL BIOLOGY MAJORS. With BI 200L, fulfills Ursuline Core Curriculum Science w/Lab requirement. *SC/DC

BI 200L: Laboratory for Introduction to Biology – Biodiversity, Form, Function, and Ecology *SC/DC (1)

The Laboratory is comprised of selected exercises designed to reinforce concepts covered in BI 200 including hands on activities which afford students the opportunity to master basic biological principles, skills, and equipment used in experimental inquiry, design, analysis, and reporting. REQUIRED FOR ALL BIOLOGY MAJORS. *SC/DC

Pre- or co-requisite: BI 200.

BI 205: Principles Cell Biology (3)

This course provides an introduction to modern biology including the basic principles of molecular and cell biology, energy transfer and metabolism, cellular reproduction, genetics, and mechanisms of evolution and origin of life. This course with lab and BI 200 with lab provide a comprehensive two-semester sequence in general biology. REQUIRED FOR ALL BIOLOGY MAJORS

Prerequisite: one semester of college chemistry.

BI 205L: Principles of Cell Biology Lab (1)

The Laboratory is comprised of selected exercises designed to reinforce concepts covered in BI 205 including hands on activities which afford students the opportunity to master basic biological principles, skills, and equipment used in experimental inquiry, design, analysis, and reporting. REQUIRED FOR ALL BIOLOGY MAJORS.

Pre- or co-requisite: BI 205.

BI 206: Principles of Plant Biology (3)

A survey of the Kingdom Plantae and representative members of the Kingdoms Protista and Fungi. Topics include taxonomy, anatomy, morphology, and physiology of plants with a detailed study of their cells, tissues, organs, life cycles, and uses.

Prerequisite: BI 205.

BI 206L: Principles of Plant Biology Lab (1)

Exploration of anatomy, morphology, and physiology of higher plants with taxonomic treatment of selected algae, fungi, bryophytes, and vascular plants.

Pre- or co-requisite: BI 206.

BI 207: Animal Biology (3)

Principles and concepts of animal biology based on comparison of structures and functions of the principal invertebrate and vertebrate types.

BI 207L: Principles of Animal Biology Lab (1)

Study of the structures of representative animals from unicellular organisms through vertebrates, including their development and interrelationships. Correlations of organ structure with functional aspects are considered. Focus of course is on the invertebrate organisms.

Pre -or co-requisite: BI 207.

BI 211: Human Environment (3) *SC/DC

A semester-long exploration of the interrelatedness of our modern life style with the natural world. Consideration is given to basic ecological principles, the availability and conservation of natural resources, the impact of human beings on the quality of their environment, and socioeconomic and political determinants of environmental policies. Not recommended for Biology majors. With BI 212L, fulfills Ursuline Core Curriculum Science w/Lab requirement. *SC/DC

BI 211L: Human Environment Lab (1)

An introduction to methods and techniques involved in ecological investigations. Focus is on aquatic and terrestrial environments, population growth, energy transfers and biotic and abiotic cycles.

Pre- or co-requisite: BI 211.

BI 214: Anatomy and Physiology I (3)

A study of human anatomy and physiology for students preparing for an allied health profession. Integration of structure and function in the light of homeostasis is emphasized. A systems approach is utilized, with the focus on normal physiology and an introduction to pathology. Systems addressed in the first semester include skeletal, muscle, nervous and endocrine.

Pre- or co-requisite CH 103 or higher; HS Biology

BI 214L: Anatomy and Physiology I Lab (1)

A study of the structure of the human body using a variety of tools including tissue slides, human skeletons, models, and the optional dissection of various organs of sheep, pig, or cow. Integration is accomplished via a systems approach with physiology using computer simulation.

Pre- or co-requisite: BI 214.

BI 215: Anatomy and Physiology II (3)

A study of human anatomy and physiology for students preparing for an allied health profession. Integration of structure and function in the light of homeostasis is emphasized. A systems approach is utilized, with the focus on normal physiology and an introduction to pathology. In the second semester, cardiovascular, respiratory, digestive, urinary, and reproductive systems are addressed.

Prerequisite: BI 214.

BI 215L: Anatomy and Physiology II Lab (1)

A study of the structure of the human body using a variety of tools including tissue slides, human skeletons, models, and the optional dissection of various organs of sheep, pig, or cow. Integration is accomplished via a systems approach with physiology using computer simulation.

Prerequisite: BI 214L; Pre- or co-requisite: BI 215.

BI 220: Human Genetics and Genomics (3)

Exploration of genetics and genomics as it applies to humans. Topics include chromosomal and molecular inheritance, population genetics, and its applications to humans. Human Genome Project, stem cell research, gene therapy, genetic testing and genetic screening will be considered. Various practical approaches will be included, as appropriate, based on emerging research and technology.

BI 232: Clinical Microbiology (3)

Clinical Microbiology introduces the student to organisms that are seen with the assistance of a microscope. Topics include the biological characteristics, cellular processes, and physiology of microorganisms that are pathogenic, beneficial, or essential to human life; diseases and illnesses caused by viruses or microorganisms; and the human immune system and its ability to fend the body against infections under normal conditions.

Recommended: 1 semester of college chemistry, and either BI 214 & 215 or BI 205.

BI 232L: Clinical Microbiology Lab (1)

Application of basic techniques for culturing, staining, and identifying selected microbial forms.

Pre- or co-requisite: BI 232.

BI 288: Special Topics (1-3)

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses. Offered as needed.

BI 288L: Special Topics Lab (1)

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses. Offered as needed.

BI 300: Introduction to Medical Terminology (1)

This course is designed to acquaint the student with terminology relating to basic anatomy and physiology of body systems. The language of medicine, medical abbreviations, definition of medical terms, and an appreciation of the logical method found in medical terminology are covered. Course format consists of programmed self-instruction and online testing.

BI 310: Pathophysiology (3)

This is an introduction to the basic concepts of pathophysiology with emphasis on phenomena that produce alterations in human physiologic function and the resulting human response. Upon completion the student will understand pathophysiological changes, including how pathological processes are manifested, mechanism of disease, progress in the body, primary and secondary effects, and alterations in functions affecting individuals.

Prerequisite: BI 214 and BI 215, or the equivalent.

BI 313: Field Biology (2)

Systematics and identification of flora and fauna of Northeast Ohio. Topics rotate each semester among ornithology, local flora, entomology, invertebrate zoology, mycology, or mammalogy. See the course schedule for specific semester offering.

Co-requisite: BI 313L

BI 313L: Field Biology Lab (2)

Study organisms will be located, observed, and identified in their native habitat. Organisms may be collected. Appropriate clothing for varied weather conditions is necessary for field trips.

Co-requisite: BI 313.

BI 320: Developmental Biology (2)

Interactions among cells which result in the development of multicellular organisms are examined. Major topics include germ cells and fertilization, cellular mechanisms of development, and differentiated cells and the maintenance of tissues. Although aspects of plant and invertebrate development are considered, vertebrates are the focus of this course.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 320L: Developmental Biology Lab (2)

This laboratory component focuses on the means by which the organs of representative organisms develop from fertilized eggs. Lab materials may include stained slides, living and preserved materials, models and computer simulations. Experimental investigations will be conducted as feasible.

Pre- or co-requisite: BI 320.

BI 325: Ecology (2)

An introduction to the basic concepts of ecology with emphasis on the complex interrelationships of living organisms with each other and with the non-living environment.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS Recommended: MAT 131 College Algebra or MAT 212 Statistics.

BI 325L: Ecology Lab (2)

The focus is on techniques of physical, chemical, and biological analysis of various ecosystems. The collection, analysis, and interpretation of data are stressed.

Pre- or co-requisite: BI 325.

BI 333: Microbiology (3)

A general study of the morphology and physiology of microorganisms. Basic techniques peculiar to the handling of these special organisms are considered.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 333L: Microbiology Lab (1)

Although the emphasis is on bacteria in this course, fungi, algae and viruses are also included in the various investigations. Topics include sterile technique, biochemical and physiological reactions, and chemical diagnostic tests. Antibiotics, antiseptics, and immunological tests are included as feasible.

Pre- or co-requisite: BI 333.

BI 335: Genetics (3)

Although basic mechanisms of Mendelian genetics are reviewed, the focus of this course is molecular genetics. The origin of nucleic acids, DNA replication, RNA transcription, and the process of translation are studied in some detail. Regulation of gene expression and the function of non-structural DNA sequences are also considered.

Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Recommended: MAT 131 College Algebra.

BI 335L: Genetics Lab (1)

An introduction to methods and techniques of investigating genetic principles, including Mendelian inheritance, molecular genetics, and population genetics. Organisms used in the laboratory are representative of those used in research settings.

Pre- or co-requisite: BI 335.

BI 350: Comparative Animal Physiology (2)

This course utilizes a comparative approach to explore the physiological diversity among animals. Emphasis will be placed on how animals function in their environment. Major topics include: oxygen, food and energy, temperature, water, movement, information and integration.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 350L: Laboratory Animal Physiology (2)

The laboratory will be an introduction to research strategies and methods used primarily in animal physiology. Experimental preparation design will be emphasized. The student will be encouraged to explore areas of interest in detail.

Pre- or co-requisite: BI 350.

BI 380: Advanced Physiology and Immunology (3)

An inquiry into the nature of the immune response at the molecular, cellular, and systemic levels. Principles relating to clinical immunology, immunologic responses, and the function and the evolution of the immune system are discussed in terms of underlying experimental studies.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS

BI 400: Service Learning (1)

One credit minimum of service learning (no tuition charge) is required for graduation with a major in Biology. (See the College Catalog for rules and restrictions applicable for earning service learning credit.) In Biology this can be accomplished in the junior or senior year by several methods: 1) Volunteering within the community in some aspect of biology education. 2) Volunteering in a community organization and conducting research which impacts biologically related issues. 3) Being a laboratory assistant in an Ursuline College Biology Lab for a semester. Each option has a particular subset of requirements, one of which is Departmental approval. **REQUIRED FOR ALL BIOLOGY MAJORS.**

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 420: Molecular Biology (3)

An inquiry into molecular biology and its applications. Topics include the molecular evolution of genes, DNA replication, RNA transcription, gene regulation, protein synthesis, and their use in primary research. As feasible, special biological pathways will be discussed.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 430: Cellular and Biochemical Processes (3)

The fine structure, molecular organization, and function of eukaryotic cells, including their relationship to the environment, are examined. Major topics include the origin of eukaryotic cells; protein structure and function; the transport of substances and signaling mechanisms that occur both within and between intra- and extracellular compartments; energy pathways and constraints; and, when possible, disease states resulting from cell dysfunction will be examined.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 430L: Cellular and Biochemical Process Lab (1)

Selected exercises introduce laboratory techniques of cellular biology. Investigations examine cell structure via microscopy and centrifugation, cellular physiology, and protein isolation and expression.

Pre- or co-requisite: BI 430.

BI 435: Genetics (3)

Although basic mechanisms of Mendelian genetics are reviewed, the focus of this course is molecular genetics. The origin of nucleic acids, DNA replication, RNA transcription, and the process of translation are studied in some detail. Regulation of

gene expression and the function of non-structural DNA sequences are also considered.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Recommended: MAT 131 College Algebra.

BI 435L: Genetics Lab (1)

An introduction to methods and techniques of investigating genetic principles, including Mendelian inheritance, molecular genetics, and population genetics. Organisms used in the laboratory are representative of those used in research settings.

Pre- or co-requisite: BI 435.

BI 451: Departmental Seminar (1-3)

Readings and discussions focus on one or more of the universal biological principles. Biological concepts from previous course work are integrated using an evolutionary perspective. REQUIRED FOR ALL BIOLOGY MAJORS.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, and senior standing.

BI 452: Experimental Project (1-3)

Each student writes a research proposal based on readings in the scientific literature during one semester (BI 452A). The research experience is encapsulated in both a final paper and a presentation open to the College community (BI 452B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.

BI 452A: Experimental Project I (1)

Each student writes a research proposal based on readings in the scientific literature during one semester (BI 452A). The research experience is encapsulated in both a final paper and a presentation open to the College community (BI 452B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.

BI 452B: Experimental Project II (2)

Each student writes a research proposal based on readings in the scientific literature during one semester (BI 452A). The research experience is encapsulated in both a final paper and a presentation open to the College community (BI 452B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.

BI 453A: Senior Thesis (1)

Each student reads primary research articles within an area of interest, suggests a biology-based topic for a research proposal, and writes the general background for a formal peer-review proposal in scientific format during one semester (BI 453A). All remaining aspects of the formal peer-review proposal are completed in scientific format and a presentation open to the College community is given during the second semester (BI 453B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.

BI 453B: Senior Thesis (2)

Each student reads primary research articles within an area of interest, suggests a biology-based topic for a research proposal, and writes the general background for a formal peer-review proposal in scientific format during one semester (BI 453A). All remaining aspects of the formal peer-review proposal are completed in scientific format and a presentation open to the College community is given during the second semester (BI 453B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.

BI 461: Independent Study (1-3)

Study of a particular topic in biology.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, and approval of department chair.

BI 462: Independent Study (1-3)

Study of a particular topic in biology. Approval of department chair is required.

Prerequisite: Biology fundamental sequence; 1-2 semesters CH; 3 credits of MA/MC.

BI 475: Academic Internship (1-6)

An off-campus learning experience that provides the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.

BI 488: Special Topics (1-3)

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Pre-requisites, if any, will be stipulated in the course syllabus as required.

BI 488L: Special Topics Lab (1-3)

BUSINESS (BU)

BU 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

BU 200: Business Communication Skills (3)

This course stresses the development of written and oral communication for effective presentations to various groups in business today. Skills addressed include writing, editing, preparing business reports and proposals, listening, interpersonal communications, and oral presentations. No test-out or prior learning may apply.

BU 210: Principles of Management (3)

An analysis and historical account from the past to the present day of the different management theories, plus strategies and methods used in both the for-profit and not-for-profit business organization for achieving sustainability within a competitive market.

BU 220: Principles of Marketing (3)

An introduction to marketing theory and its applications, including the study of the marketing functions as they relate to market research, product decisions, pricing, promotion, distribution, and marketing management and decision making.

Prerequisite: BU 210 or permission of instructor.

BU 288, 388: Special Topics (3)

A study of selected business topics.

Prerequisite: Approval of department chair required.

BU 310: Principles of Finance (3)

Analysis of financial decisions in business enterprises and the interfacing of firms with capital markets, including corporate financing, methods of obtaining and managing control, and the distribution of net income. Computer literacy required.

Prerequisite: EC 202, 203, and AC 211 or permission of instructor.

BU 320: Consumer Behavior (3)

Study of the theoretical concepts of consumer behavior. Topics include information research, perceptions, memory and learning, attitudes affecting consumer decision strategies, environmental influences, purchase and post-purchase behavior. Computer literacy required.

Prerequisite: MAT 125 or higher, BU 220 or permission of instructor.

BU 330: Human Resource Management (3)

A study of the concepts, practices, and problems of administering personnel functions of the enterprise from recruitment to retirement, including selection, placement, training, safety, job performance appraisals, employer services, benefit plans, wage administration, and employee retention.

Prerequisite: BU 210 or permission of instructor.

BU 335: Compensation (3)

Focus on theory, research and strategy in the field of compensation administration. Discussion of pay structure, employee benefits, the role of government and regulations, and system management.

Prerequisite: BU 330.

BU 336: Organizational Behavior (3)

A study of the basic principles, policies, and methods used in managing an enterprise, including leadership, motivation, the group in organizations, and conflict resolution from the viewpoint of the individual and manager.

Prerequisite: BU 210.

BU 340: Business Law (3)

An introductory study of the legal principles as they affect business and non-profit enterprises with emphasis on topics such as torts, crimes, contracts, the principal-agent relationship, sales under the Uniform Commercial Code, negotiable instruments, insurance, and bankruptcy.

Prerequisite: BU 210 or permission of instructor.

BU 341: Production and Operations Management (3)

This course studies the production and operations systems of industry. It focuses primarily on the tools and methods available to management, such as quality assurance, inventory control, and general plant management.

Prerequisite: BU 125; MA 119; MC 360.

BU 350: International Business (3)

Changes in technology, politics, international markets, and competition have led businesses to expand globally. This course examines the issues that businesses face in developing a global strategy that enables them to deal with forces in foreign and domestic environments.

Prerequisite: EC 202 & BU 220.

BU 365: Business Protocol & Skills (1-3)

Students are introduced to skills that will allow them to succeed in obtaining a job, such as creating an electronic resume and improving their skills for networking and interviewing. In addition, dressing for success, business etiquette, business ethics, and other areas will be covered.

Prerequisite: Junior or Senior Status.

BU 375: Business Statistics (3)

A working knowledge of the statistical techniques that businesses use on a regular basis is necessary for success in many fields of business. The course will provide a sound basis in descriptive and inferential statistics. Areas covered include descriptive statistics, probability distributions, hypothesis testing, population and sampling techniques, analysis of variance, regression analysis, time series analysis, indexes and an introduction to non-parametric techniques.

Prerequisite: MAT 125 or higher or permission of instructor.

BU 420: Marketing Research (3)

A problem-solving course that employs survey, experimental and field research to identify problems and gather data. Uses statistical tests and methods of hypotheses-testing to analyze data and develop solutions. Computer literacy required.

Prerequisite: BU 320, BU 375.

BU 425: Advanced Marketing Management (3)

This capstone marketing course uses case studies to identify problem situations, diagnose the causes, and develop solution strategies. Topics include marketing research, product planning, channel policies, promotion, and pricing. Computer literacy required.

Prerequisite: BU 220, 320.

BU 430: Labor Relations (3)

Designed to explore the changing nature of labor relations, this course studies the history of the union movement and its status today. It also examines the legal environment (the courts and the National Labor Relations board), negotiation and dispute settlement tactics, and non-union labor relations.

Prerequisite: BU 330.

BU 435: Current Topics in HR Management (3)

The purpose of the course is to present students with state-of-the-art information and techniques. It explores the changing nature of human resource management (HRM), including the study of one or more topics of current interest, e.g. safety management, research methods, HRM and the law, training and development.

Prerequisite: BU 335.

BU 440: Leadership Competencies (3)

This course focuses on theory and the development of leadership competencies and skills. It is outcomes-based, suggesting that the development of competencies requires both the introduction of knowledge and the opportunity to practice skills. Students are asked to apply their skills to work situations.

Prerequisite: BU 210, BU 336 - 90 credits.

BU 450: Business Policy (3)

This course is the capstone to the business management major and includes strategic management issues, the international business environment, and ethical issues as they relate to the planning, and the development and control of an organization. No test-out or prior learning may apply.

Prerequisite: Senior Standing and BU 210, BU 220, BU 310, EC 202 & 203; or instructor permission.

BU 461, 462: Independent Study (1-3)

Directed study of a special topic or area.

Prerequisite: Approval of department chair required.

BU 475: Academic Internship (1-6)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

Prerequisite: Junior or Senior level standing.

CONTINUING EDUCATION (CO-OP) (CE)

CE 101: Continuing Education Co-op (1-6)

CHEMISTRY (CH)

CH 103: General Chemistry I *SC/DC (3)

Survey of inorganic chemistry and introduction to organic chemistry. Matter and energy, atomic structure, chemical reactions, gas laws, acids and bases, solutions, nuclear chemistry, structure of organic compounds, and applications to the health sciences.

Prerequisite: One year high school algebra or equivalent. With CH 103L, fulfills Ursuline Core Curriculum Science/Lab requirement.

CH 103L: General Chemistry I Lab*SC/DC (1)

Selected experiments in chemistry. *SC/DC

Pre- or co-requisite: CH 103.

CH 104: General Chemistry II (3)

Survey of organic and biochemistry. The chemistry of key functional groups in organic molecules is studied and then applied to carbohydrates, fats, proteins, vitamins, enzymes, and hormones; the process of digestion and metabolism and the analysis of body fluids. For students not majoring in science.

Prerequisite: CH 103 or equivalent.

CH 104L: General Chemistry II Lab (1)

Selected experiments in organic chemistry and biochemistry.

Pre- or co-requisite: CH 104 or equivalent.

CH 105: Principles of Chemistry I *SC/DC (3)

Atomic theory, molecular structure, stoichiometry, thermochemistry, gases, states of matter, solutions, and applications to daily life, industry, and life processes. Required for science majors. *SC/DC

Prerequisite: one year of high school chemistry or CH 103. With CH 105L, fulfills Ursuline Core Curriculum Science/Lab requirement.

CH 105L: Principles of Chemistry I Lab *SC/DC (1)

Selected chemistry experiments. *SC/DC

Pre- or co-requisite: CH 105.

CH 106: Principles of Chemistry II (3)

Chemical kinetics, chemical equilibria, thermodynamics, oxidation-reduction, electrochemistry, organic chemistry, and nuclear chemistry. Required for science majors.

Prerequisite: CH 105 or approval of department chair.

CH 106L: Principles of Chemistry II Lab (1)

Selected chemistry experiments.

Pre- or co-requisite: CH 106.

CH 108: Introduction to General Organic and Biochemistry *SC/DC (3)

A one-semester course designed to provide an integrated overview of inorganic, organic chemistry, and biochemistry for nursing and non-science majors. *SC/DC

Prerequisite: completion of one year of high school chemistry with at least a C+ and one year of high school algebra or CH 103/L. With CH 108L, fulfills Ursuline Core Curriculum Science/Lab requirement.

CH 108L: Introduction to General Organic and Biochemistry Lab*SC/DC (1)

Selected experiments in chemistry. *SC/DC

Pre- or co-requisite: CH 108.

CH 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

CH 221: Organic Chemistry I (3)

Part one of a two-semester course of study in organic chemistry. Coverage focuses on 1) structural theory of organic chemistry; 2) mechanistic theory of organic reactions; and 3) structure and reactivity profiles of organic compounds. Applications of organic reactions in synthesis and biological chemistry are highlighted.

Prerequisite: CH 106 or permission of instructor.

CH 221L: Organic Chemistry I Lab (1)

Selected organic chemistry experiments.

Pre- or co-requisite: CH 221.

CH 222: Organic Chemistry II (3)

Part two of a two-semester course of study in organic chemistry. Coverage focuses on 1) structural theory of organic chemistry; 2) mechanistic theory of organic reactions; and 3) structure and reactivity profiles of organic compounds. Applications of organic reactions in synthesis and biological chemistry are highlighted.

Prerequisite: CH 221.

CH 222L: Organic Chemistry II Lab (1)

Selected organic chemistry experiments.

Pre- or co-requisite: CH 222.

CH 288, 488: Special Topics (1-3)

CH 320: Analytical Chemistry (2)

This one semester course will explore many of the diverse aspects of analytical chemistry. Analytical chemistry is the branch of chemistry dealing with measurement, both qualitative and quantitative. This discipline is also concerned with the chemical composition of samples. This course will cover analytical terminology, common spectro-chemical methods, atomic spectroscopy, separations of complex mixtures and electrochemical methods.

Prerequisites: CH 106, CH 106L, MAT 221.

CH 320L: Analytical Chemistry Lab (2)

This one semester course will complement the theories introduced in the Analytical Chemistry lecture. Since the field of analytical chemistry has infiltrated each discipline of chemistry, lab experiments will be conducted to illustrate applications of analytical chemistry across the disciplines. Since analytical chemistry is the branch of chemistry dealing with both qualitative and quantitative measurements, students will be taught the proper techniques to obtain high-quality analytical data. This discipline is also concerned with the chemical composition of samples. Labs will incorporate common spectro-chemical instruments such as atomic spectroscopy, separations of complex mixtures and electrochemical methods.

Prerequisites: CH 106, CH 106L, MAT 221.

CH 410: Survey of Physical Chemistry (3)

This one semester course is a survey of the basic concepts of physical chemistry including their application to understanding chemical and physical phenomena. The course includes thermodynamics, chemical and phase equilibria, electrochemistry, kinetics, spectroscopy and other topics in physical chemistry.

Prerequisites: CH 106, CH 106L, CH 222, CH 222L, MAT 222, PY 204.

CH 422: Biochemistry (3)

Structure function relationship for carbohydrates, lipids, proteins, and nucleic acids; enzymes and common mechanisms.

Prerequisite: CH 222, co-requisite: CH 422L.

CH 422L: Biochemistry Lab (1)

Selected experiments involving carbohydrates, proteins and lipids.

Pre- or co-requisite: CH 422.

CH 423: Biochemistry II (3)

This course is designed to reinforce the structure of proteins, lipids, and carbohydrates introduced in Biochemistry I and apply them to human metabolic cycles. This course will focus on metabolic chemistry of proteins, carbohydrates, lipids, and nucleic acids.

Prerequisite: CH 422 and 422L. Co-requisite: CH 423L.

CH 423L: Biochemistry II Lab (1)

Co-requisite: CH 423.

CH 461, 462: Independent Study (1-3)

Study of special topics in chemistry. Approval of department chair required

Prerequisite: Approval of department chair required.

CH 475: Academic Internship (1-3)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning beyond the limits of the classroom.

CH 487: Undergraduate Research (1-3)

An independent laboratory research experience in chemistry.

Prerequisite: CH 106 and 106L and permission of instructor.

ECONOMICS (EC)

EC 202: Macroeconomics (3)

The study of the economy as a whole, including issues such as national income, output, employment, money and banking, fiscal and monetary policies, economic growth, and related issues.

Prerequisite: MAT 125 or higher; concurrent enrollment with permission.

EC 203: Microeconomics (3)

The study of the parts of the economy, including demand and supply, price and output determination, pricing and employment in the resource market, international economics, the interrelatedness of the economy, comparative systems, and current events.

Prerequisite: MAT 125 or higher; concurrent enrollment with permission.

EDUCATION (EDA)

EDA 300: Visual Arts Methods AYA (2)

A study of curriculum with an emphasis on the practical application of principles of instruction on unit and lesson planning specific to the design of visual arts instruction at the secondary level. Teacher candidates plan a unit based on the Ohio Learning Standards in fine arts for visual art, deliver lessons in both school and micro-teaching contexts, and apply principles of measurement and evaluation to the design of a variety of assessment instruments. Principles are introduced by college faculty on campus, and fieldwork involves instruction in and application of current practices in schools. Requires additional hours of field experience in an AYA placement, BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association.

Prerequisite: EDL 101, 102, 210.

EDA 301: Integrated Math Methods (3)

The course is designed for one seeking Adolescence to Young Adult licensure in Integrated Mathematics in the State of Ohio. The teacher candidate will study criteria for effective mathematics instruction, review principles of adolescent development, consider the components of effective high schools, apply both Ohio Learning Standards for Mathematics and NCTM Standards to the writing of lesson plans and constructing an integrated unit, read and discuss questions posed in text, review journal articles relating to mathematics education, and reflect on her/his personal philosophy of the value and purpose of mathematics education. Includes additional hours of field-based experience during which time the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties and requires additional hours of field experience, BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210.

EDA 302: Integrated Science Method (3)

A study of curriculum with an emphasis on the practical application of principles of instruction on unit and lesson planning specific to the design of science instruction at the secondary level for life science license candidates. Students plan a unit based on the Ohio Academic Content Standards objectives, deliver lessons in both school and micro-teaching contexts, and apply principles of measurement and evaluation to the design of a variety of assessment instruments. Principles are introduced by college faculty on campus, and field work involves instruction in and application of current practices in secondary schools. Requires 40 additional hours in field/clinical experiences.

Prerequisite: EDL 101, 102, 210.

EDA 303: Integrated Social Studies Methods (3)

The course is designed for one seeking Adolescence to Young Adult licensure in Integrated Social Studies in the State of Ohio. The teacher candidate will study criteria for effective social studies instruction, review principles of adolescent development, consider the components of effective high schools, apply both Ohio Learning Standards for Social Studies and NCSS Standards to the writing of lesson plans and constructing an integrated unit, read and discuss questions posed in text, review journal articles relating to social studies education, and reflect on her/his personal philosophy of the value and purpose of social studies education. Includes additional hours of field-based experience during which time the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties and requires BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association of the discipline focus of the major. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210.

EDA 304: Integrated Language Arts (3)

The course is designed for one seeking Adolescence to Young Adult licensure in Integrated Language Arts in the State of Ohio. The teacher candidate will study criteria for effective language arts instruction, review principles of adolescent development, consider the components of effective high schools, apply both Common Core Standards for Language Arts and NCTE Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journal articles relating to language arts education, and reflect on her/his personal philosophy of the value and purpose of language arts education. Includes additional hours of field-based experience during which time the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties and requires BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association of the discipline focus of the major. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210.

EDA 310: Reading and Literacy Adolescent to Young Adult (3)

Introduction to principles that govern students' literacy development. Teacher candidates are introduced to foundational theories of both reading and writing and to the reading/writing connection. Literacies, such as computer and media, are applied to classroom use. Instruction emphasizes practical applications of theory to secondary school students' learning. Requires additional hours of field experience, BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association of the discipline focus of the major.

Prerequisite: EDL 101, 102, 120, 210.

EDA 440: Student Teaching: Adolescent to Young Adult (12)

For 16 weeks the candidate engages in a variety of activities related to organization of secondary schools and the teaching-learning process at this level in the candidate's content area for licensure. The candidate incrementally assumes more responsibility until s/he successfully undertakes the full teaching load of the master teacher, under the supervision of a college supervisor. No additional courses may be pursued during the student-teaching semester.

Prerequisite: Completion of professional sequence and content area requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association of the discipline focus of the major, and successful completion of

EDA 442: Student Teaching Multi-Age (12)

Student teaching for Multi-age Visual Arts license seekers entails a 16-week experience with the first 8 in an elementary setting and the final 8 in a secondary setting. In each setting, the candidate begins by observing and then is mentored into taking over the entire teaching load at each site. The candidate is supervised by an appropriately certified or licensed cooperating teacher and a college supervisor. No additional courses may be pursued during the student-teaching semester.

Prerequisite: Completion of professional sequence and content area requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association, and successful completion of Gates 1 and 2 requirements, including

EDA 461: Independent Study (1-12)

EDA 488: Special Topics (1-12)

EDUCATION (EDE)

EDE 230: Language Development in Early Childhood (3)

Studies language development in childhood from birth through age 8 with emphasis on theory, application of theory, development of curriculum and materials, strategies for teaching, design in environments, program management, and evaluation of language development in young children. Focus is on language development in relation to cognitive development and listening, speaking, reading, and writing. Studies methods and materials designed to provide cognitive and language experiences through a variety of approaches in Pre-K and K-primary settings.

Prerequisite: EDL 101, 102.

EDE 240: Teaching, Learning and Organizing Early Childhood (3)

History and philosophies of early childhood education provide the foundation of this course. Focuses on gaining general knowledge of what is involved in developing a stimulating environment for young children from pre-school through grade 3. Includes an overview of developmental planning and evaluation. Studies the interaction between teacher and child, teacher and environment, and child and environment. Teacher candidates learn to evaluate environments in terms of space arrangement, equipment, materials, supplies, and adult/child interactions that support developmentally appropriate practices. Topics include early childhood as a profession, code of ethics, and use of technology. Requires additional field-based experience hours in which teacher candidates also demonstrate understanding of reflective practice, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210.

EDE 250: Expressive Arts in Early Childhood (3)

Examines theory and practice in planning, developing, and implementing developmentally appropriate activities for young children from Pre-K through grade 3. Emphasizes the development of creativity in the developing child. Provides teacher candidates with a variety of forms, including music, movement, art, play, dramatic expression and creative thinking, as well as curriculum planning, methods, and materials for developmentally appropriate practice. Requires additional hours of classroom field-based experiences in a Pre-K or kindergarten setting and a primary setting, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Teacher candidates engage in reflective practice to determine adaptation of teaching to student needs.

Prerequisite: EDL 101, 102, 120, 210.

EDE 260: Systematic Phonics in Integrated Language Arts (3)

Addresses the nature and role of systematic phonics and phonemic awareness both in isolation and in meaning-centered reading and writing processes. Current research regarding phonics instruction is explored; the integration of phonics into the language arts program and strategies and materials for applying theoretical perspectives in teaching practice are included. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102.

EDE 270: Home, School and Community Relations in Early Childhood (3)

Studies strategies for involving families in the interchange of information about children, including conference methods, formal adult family member education, resource and written materials, community resources and referrals, and informal exchanges. Emphasizes understanding diversity, values, family dynamics, guidance and discipline, family rights, and addressing special needs. Includes an overview of community agencies that support young children and their families.

Prerequisite: EDL 101, 102.

EDE 299: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

EDE 300: Visual Arts Methods (2)

A study of curriculum with an emphasis on the practical application of principles of instruction on unit and lesson planning specific to the design of visual arts instruction at the Pre-Kindergarten to grade 3 levels. Teacher candidates plan a unit based on the Ohio Learning Standards in fine arts for visual art, deliver lessons in both school and micro-teaching contexts, and apply principles of measurement and evaluation to the design of a variety of assessment instruments. Principles are introduced by college faculty on campus, and fieldwork involves instruction in and application of current practices in schools. Requires additional hours in a Pre-K to grade 3 placement, BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association.

Prerequisite: EDL 101, 102, 210.

EDE 301: Elementary Reading (3)

Application of current philosophies and practices in the teaching of reading with emphasis on the integration of reading, writing, and the language arts. Issues of

emergent literacy, word attack skills, vocabulary development, levels of comprehension, critical and creative reading and English Language Learners are addressed. Teacher candidates are exposed to trade books, literature-based basal series, as well as developmentally-appropriate expository materials, assessment procedures, and methods for observation, reporting of progress, and intervention strategies. Requires additional hours of field experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210; EDE 260.

EDE 330: Developmental Assessment in Early Childhood Education (3)

Teacher candidates learn a variety of strategies and guidelines for the effective assessment and evaluation of young children. Concepts and principles of developmental assessment, both formative and summative, of young children from birth through age 8, including instruments, interpretation, family conferences and referrals to community agencies, are studied. The selection and use of informal and formal assessment instruments, such as observation and portfolio assessment with special concern for cultural sensitivity, family involvement, communication of results and adaptations for special needs, are considered. Review of standardized tests and measurements for children in PK-3 settings is addressed.

Prerequisite: EDL 101, 102, 120, 210.

EDE 350: Special Education in Early Childhood (3)

Studies children (birth through age 8) who have been identified with special needs, including psychological, social, intellectual, creative, and physical needs. Emphasis is on historical, legal, legislative, and futuristic aspects of educating children with special needs. Reviews the most current research focused on guiding and directing the development of children who have been identified as gifted or as having other special needs. Developmentally and individually appropriate curricula and instructional practices with specific adaptations for special needs of young children are discussed. Different levels of needs, both mild and moderate, as well as trans-disciplinary intervention, are included. Technology for adaptation and assistance is discussed, and the use and applications of IEPs and teaming with other professionals are included. Course requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Teacher candidates engage in reflective practice to determine most effective strategies for meeting student needs.

Prerequisite: EDL 101, 102, 120, 210.

EDE 355: Child Guidance (2)

Developmentally-appropriate guidance and support for students PK-3 are the focus of this course. Physical and psychological health and safety issues, such as establishing

and communicating realistic expectations of young children, conflict resolution, child abuse, bullying, behavior support and management, pro-social behavior, adult/child relationships, and developing independent self-regulation, are considered. Also discussed are diverse cultures and life styles as they pertain to this period of life and anti-bias issues related to affective development. Community agencies that have contact with children and families are identified.

Prerequisite: EDL 101, 102, 120, 210.

EDE 379: Curriculum and Materials K-3 (3)

Addresses curriculum methods and materials in kindergarten and the primary-grade settings. The course is interdisciplinary and grounded in current theory and research about effective instruction in language arts, mathematics, social studies, and science. Teacher candidates will learn how to use effective multi-sensory activities and theme- and play-based discovery instruction while learning how to meet the individual and collective needs of students. Curricular and instructional approaches that include concepts, skill level and problem solving and the appropriate use of technology to support learning skills are included. Integrated thematic units will be designed. This course is designed for teacher candidates in early childhood who already possess an associate's degree in early childhood and have already addressed the Pre-K portion of curriculum. This course is also designed for teacher candidates preparing to be intervention specialists who do not have Pre-K as part of their license. Course requires additional hours of field-based experience in K and primary settings, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210.

EDE 380: Curriculum and Materials (Block): Language Arts, Math, Science, and Social Studies (8)

This block is interdisciplinary and grounded in current theory and research about effective instruction in each discipline. Teacher candidates learn how to use effective multi-sensory activities and theme- and play-based discovery instruction to meet the individual and collective needs of students, PK-grade 3. Curricular and instructional approaches that include concepts, skill level, and problem-solving and the appropriate use of technology to support learning skills are included. Integrated thematic units are designed. Requires additional hours of field experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Teacher candidates engage in reflective practice to serve the young child's needs.

Prerequisite: EDL 101, 102, 120, 210; EDE 240, 250, 260, 301.

EDE 390: Health Issues in the Classroom (3)

Explores concepts related to mental health, nutrition, minor first aid, the recognition of communicable diseases, and characteristics of children born with addictions. Also considers the conditions necessary for young children to develop in healthy, well-adjusted, and emotionally secure ways, as well as the effects of lack of these conditions on the growth and development of children from prenatal through age 8. The influence of culture, lifestyle, media, technology and other factors on health is studied. Safety procedures, record-keeping, legal and liability issues regarding health, nutrition, and safety, and signs, symptoms and strategies for interaction and reporting of known or suspected abuse are emphasized.

Prerequisite: EDL 101, 102, 120, 210; EDE 270.

EDE 410: Administering the Early Childhood Program (3)

Examines principles and practices of administration, with emphasis on licensing and accreditation rules; ethical decision-making especially as reflected in the NAEYC Codes of Ethics; the administrator's responsibilities for development and implementation of policies and procedures, including staff evaluation; collaborative consultation with staff, families and community agents; program organization; staff development; and interaction between the home and school. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210; EDE 240, 270, 350.

EDE 450: Student Teaching (12)

Teacher candidate teaches 16 weeks in K or primary setting under the direction of a master teacher and the college supervisor. The student-teaching experience provides the opportunity for the Early Childhood Teacher to design and implement curricula, plan group and individualized instruction, engage in authentic assessment, and work toward enhancing strong home-school connections that lead to children's success. Student teaching includes on-campus seminar of 90 minutes per week. No additional courses may be pursued during the student-teaching semester.

Prerequisite: Completion of professional sequence requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association, and successful completion of Gates 1 and 2 requirements, including passage of OAE I.

EDE 452: Student Teaching K-3 (9)

Teacher candidate teaches 12 weeks in a primary setting under the direction of a master teacher and the college supervisor. The student-teaching experience provides the opportunity for the Early Childhood Teacher to design and implement curricula, plan group and individualized instruction, engage in authentic assessment, and work toward enhancing strong home-school connections that lead to children's success. Student

teaching includes on-campus seminar of 90 minutes per week. Designed for teacher candidates who have already completed a PK student-teaching experience during associate degree program.

Prerequisite: Completion of professional sequence requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association, and successful completion of Gates 1 and 2 requirements, including passage of OAE I.

EDE 461: Independent Study (1-4)

EDE 462: Independent Study (1-3)

EDE 488: Special Topics (3)

EDUCATION (EDL)

EDL 101: Introduction to Education (3)

An overview of education through consideration of historical, philosophical, and social perspectives. Teacher candidates consider the roles and functions of schools within the larger social context, gain an introduction to foundational aims of education and their impact on curricular issues, and begin to develop a personal philosophy of education. Requires additional hours of field experience, BCI clearance, and NEA/OEA student membership.

EDL 102: Educational Psychology (3)

A survey course designed to introduce teacher candidates to psychological principles as they apply to classrooms and school contexts. Teacher candidates are introduced to cognitive, psychological, social, and moral theories of development and consider how these apply to teaching and learning. Requires additional hours of field experience, BCI clearance, and NEA/OEA student membership.

Prerequisite: PS 101.

EDL 110: Seminar I (1)

This seminar provides an introduction to the 4+1 education bridge program and the Education Unit Conceptual Framework. Other topics will include an overview of the range of P-12 program levels and licensure areas in the educational system, Initial Teacher Licensure programs available at Ursuline College, the Ohio Rule regarding opioid and other substance abuse prevention, and the Every Student Succeeds Act. This serves as the foundation for more extensive coverage in courses included in the 5th-year, graduate Master Apprenticeship Program (MAP).

EDL 111: Seminar II (1)

This seminar provides an introduction and overview of the Ohio Standards for the Teaching Profession (OSTP), Dyslexia Standards, and specialized professional association (SPA) standards guiding teaching P-12 in licensure areas offered through Ursuline College: Initial Teacher Licensure (ITL) in Adolescence to Young Adult (gr. 7-12) (AYA) Language Arts, AYA Life Science, AYA Mathematics, AYA Social Studies; middle childhood (gr. 4-9) with concentrations in language arts, mathematics, science, and social studies; early childhood education (Preschool-gr. 3); Intervention Specialist: Mild/Moderate (Kindergarten-gr. 12); and Multi-Age Visual Arts (P-gr. 12). Review will also include the Early Childhood Generalist (4-5) Endorsement, Middle Childhood Endorsement, Reading Endorsement (K-12), and Administrator licenses for the areas of Principal and Superintendent. This serves as the foundation for more extensive coverage in courses included in the 5th-year, graduate Master Apprenticeship Program (MAP).

EDL 112: Seminar III (1)

This seminar provides an overview of the Ohio Early Learning (OELS) and Ohio Learning Standards (OLS), the value-added system in OH for K-12, including educator roles and responsibilities; the Ohio Standards for Professional Development (OSPD); Ohio School Operating Standards (OSOS); the Resident Educator (RE) process, including the Resident Educator Summative Assessment (RESA); and the Ohio Teacher Evaluation System (OTES). This serves as the foundation for more extensive coverage in courses included in the 5th-year, graduate Master Apprenticeship Program (MAP).

EDL 120: Diversity in Education (3)

An examination of the philosophical, historical, and legal underpinnings that support contemporary education's interpretation and implementation of equity in the educational arena. Strategies for adapting instruction to the diverse population are included. Requires additional hours of field experience, BCI clearance, and NEA/OEA student membership.

EDL 130: Instructional Technologies for Educ (3)

A course that helps candidates inspire student learning with technology and engage learners with digital tools. Pre-service teachers work to discover "limitless ways to create highly interactive learning opportunities for elementary and secondary school students using . . . a full range of existing technologies . . ." (Maloy, Verock-O'Loughlin, Edwards, & Woolf, 2011). Using 21st century skills and the NETS (National Education Technology Standards) revised frameworks for teaching and learning with technology from ISTE (International Society for Technology in Education), faculty work to provide meaningful ways for candidates to incorporate technology into lessons, making them interactive and motivating to students.

EDL 210: Planning For Instruction (3)

A study of the practical application of principles of instruction to lesson planning. Candidates study the Ursuline College Undergraduate Pre-Student Teaching Lesson Plan and then present a lesson in a micro-teaching context, applying principles of learning and teaching, including assessment practices and use of instructional technology, that support effective classroom teaching and instruction. Requires additional hours of field/clinical experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102.

EDL 288: Special Topics (-)

EDL 299: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

EDUCATION (EDM)

EDM 215: Adolescent Development and Education (3)

A study of the physical, cognitive, social, emotional and moral development of the young adolescent and how these stages are reflected in the philosophy and organization of middle schools. A project demonstrating an understanding of the relationship between developmental theories and exemplary middle school practice is required. Ohio Standards for the Teaching Profession are used as a basis for reflection and discussion. Requires additional hours of field-based experience during which time the teacher candidate explores the multiple dimensions of an effective middle school and works with small groups of students, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102.

EDM 260: Systematic Phonics in the Integrated Language Arts (3)

Course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and in meaning-centered reading and writing processes. Current research regarding phonics instruction is explored; the integration of phonics into the language arts program and strategies and materials for applying theoretical perspectives in teaching practice are also included. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102.

EDM 300: Visual Arts Methods-MC (2)

A study of curriculum with an emphasis on the practical application of principles of instruction on unit and lesson planning specific to the design of visual arts instruction at the fourth- through ninth-grade levels. Teacher candidates plan a unit based on the Ohio Learning Standards in fine arts for visual art, deliver lessons in both school and micro-teaching contexts, and apply principles of measurement and evaluation to the design of a variety of assessment instruments. Principles are introduced by college faculty on campus, and fieldwork involves instruction in and application of current practices in schools. Requires additional hours in a middle-grade placement, BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association.

Prerequisite: EDL 101, 102, 210.

EDM 301: Reading Methods in the Middle School (3)

Application of current philosophies and practices in the teaching of reading with emphasis on the integration of reading, writing, and the language arts. Issues of language and language acquisition, word attack skills, vocabulary development, levels of comprehension, critical and creative reading and English Language Learners are addressed. Use of trade books, literature-based basal texts and expository materials geared to the middle school student are covered. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210; EDM 260.

EDM 308: Reading in the Content Area (3)

Critical exploration and analysis of current theory, research and practice in content areas. Developmental reading instruction in specific disciplines emphasizing assessment of readability, word recognition skills, vocabulary building, levels of comprehension, study skills and basic instructional strategies for the teaching of reading in content areas. Includes literacy needs of English Language Learners in the specific disciplines. Also stresses the relationship of reading and writing to academic achievement and learning. Candidates gain experience in conducting needs assessments for reading and writing demands of the elementary and middle school reader. Requires additional field hours, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210; EDE 260, 301.

EDM 350: Middle School Language Arts Methods (2)

The course is designed for one seeking middle childhood licensure in language arts in the State of Ohio. The teacher candidate will study criteria for effective language arts instruction, apply both Ohio Learning Standards for Language Arts and ILA/NCTE Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journal articles relating to language arts education, construct and reflect on her/his personal philosophy of the value and purpose of language arts education. Requires additional hours of field-based experience during which the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210; EDM 215.

EDM 352: Middle School Social Studies Method (2)

The course is designed for one seeking middle childhood licensure in social studies in the State of Ohio. The teacher candidate will study criteria for effective social studies instruction, apply both Ohio Learning Standards for Social Studies and NCSS Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journals relating to social studies education, and reflect on her/his personal philosophy of the value and purpose of social studies education. Requires additional hours of field-based experience during which the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210; EDM 215.

EDM 354: Middle School Mathematics Methods (2)

The course is designed for one seeking middle childhood licensure in mathematics in the State of Ohio. The teacher candidate will study criteria for effective mathematics instruction, apply both the Ohio Learning Standards for Mathematics and NCTM Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journals relating to mathematics education, and reflect on her/his personal philosophy of the value and purpose of mathematics education. Requires additional hours of field-based experience during which the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210; EDM 215.

EDM 356: Middle School Science Methods (2)

The course is designed for one seeking middle childhood licensure in science in the State of Ohio. The teacher candidate will study criteria for effective science instruction, apply both Ohio Learning Standards for Science and NSTA/NSES Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journals relating to science education, and reflect on her/his personal philosophy of the value and purpose of science education. Requires additional hours of field-based experience during which the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. A preliminary knowledge of technology is expected.

Prerequisite: EDL 101, 102, 210; EDM 215.

EDM 450: Student Teaching (12)

For 16 weeks the teacher candidate, under the supervision of a master teacher, team members, and college supervisor, incrementally assumes planning, advising, and teaching responsibilities culminating in teaching full time in areas of concentration. No additional courses may be pursued during the student- teaching semester.

Prerequisite: Completion of professional sequence and content area requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association, and successful completion of Gates 1 and 2 requirements, including

EDM 461: Independent Study (1-3)

EDUCATION (EDR)

EDR 260: Systematic Phonics in the Integrated Language Arts (3)

Course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and in meaning-centered reading and writing processes. Current research regarding phonics instruction is explored; the integration of phonics into the language arts program and strategies and materials for applying theoretical perspectives in teaching practice are also included.

EDR 301: Reading Methods (3)

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 across the curriculum. Students will be exposed to trade books, literature-based basal texts and expository materials.

Diagnostic assessment procedures will be applied and methods for observation, reporting of progress and intervention strategies will be introduced.

Prerequisite: EDR 260/560.

EDR 345: Reading Assessment and Intervention (3)

Teacher candidates will examine a variety of strategies and guidelines for the appropriate assessment of children's reading and effective intervention. Concepts and principles of developmental assessment both formative and summative, including instruments, interpretation, family conferences and referrals to community agencies, are studied. The selection and use of formal and informal assessments such as observation and portfolio assessment with special concern for cultural sensitivity, family involvement, communication of results and adaptation for special needs will be considered in this course. Review of standardized tests and measurements for children, including those with special needs, will also be addressed. Requires additional field hours, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102, 120, 210; EDE 260, 301; EDM 308.

EDR 365: Reading Practicum (3)

Based on the foundations of the Phonics in the Integrated Language Arts, Reading Methods, Reading in the Content Area, and Reading Assessment and Intervention, this course begins with the processes and procedures of reading diagnosis and the application of assessment findings to instruction. Students develop skill in observing, analyzing, and interpreting reading behavior and designing intervention plans for instruction. A practicum component involves one-on-one work with a reader to practice advanced techniques of diagnosis and intervention. This course includes a written report of findings as well as information for the parents and classroom teacher of the child.

Prerequisite: EDR 260/560, 301/501, 308/508, 345/545.

EDUCATION (EDS)

EDS 201: Foundations of Special Education (3)

Explores theories and philosophies that serve as the foundation of the field of special education. Teacher candidate continues to design a personal philosophy of special education (begun in EDL 101). The legal system, as it applies to special education, and definitions and characteristics of individuals with disabilities are also discussed and studied, including cultural and linguistic differences. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 102

EDS 202: Working with Students with Mild to Moderate Disabilities (3)

Discussion of physical development and disabilities. Focus on positive learning environment, learning styles, curricula, and educational implications of various exceptionalities. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association.

Prerequisite: EDL 101, 120, 210; EDS 102.

EDS 301: Assessment of Students with Special Needs (3)

Aspects of assessment, including ethical and legal issues, are explored. Varied approaches to assessment that include collaboration with families and other professionals are covered. Requires additional hours of field-based experience with a school psychologist and with an intervention specialist, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Must be taken concurrently with EDS 302.

Prerequisites EDL 101, 102, 120, 210; EDS 102, 202.

EDS 302: Behavior Management (3)

Specific behavior management techniques are discussed. Ethical considerations and legal implications are included. Participation by families in the process is emphasized. Must be taken concurrently with EDS 301.

Prerequisite: EDL 101, 102, 120, 210; EDS 102, 202.

EDS 303: Curriculum and Instruction of Students with Special Needs (6)

Intense review of all facets of curriculum development and design of instructional strategies, in relationship to the Ohio Learning Standards. Includes independent living skills, vocational skills, and career education programs; use of assistive devices and IEP writing are also covered. Requires additional hours of field-based experience, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Teacher candidates assist teacher in all aspects of curriculum and instruction. Must be taken concurrently with EDS 304.

Prerequisite: EDL 101, 102, 120, 210; EDE 230, 260, 301; EDS 102, 202, 301, 302.

EDS 304: Collaborative and Consultative Roles of Special Education Teachers (3)

Effective communication and collaboration among all constituencies (parents, school, and community personnel) are covered. Team meetings and parent conferences are assessed and studied. Must be taken concurrently with EDS 303.

Prerequisite: EDL 101, 102, 120, 210; EDE 230, 260, 301, 379 (or concurrently); EDS 102, 202, 301, 302.

EDS 399: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

EDS 440: Student Teaching: Working with Students with Mild to Moderate Needs (12)

Teacher candidate spends 8 weeks in each of two settings with teachers of students with exceptionalities (mild/moderate). The teacher candidate gradually assumes responsibility for full curriculum within each setting. No additional courses may be pursued during the student-teaching semester. Includes weekly on-campus seminar with college supervisor and other student teachers.

Prerequisite: Completion of professional sequence and content area requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association, and successful completion of Gates 1 and 2 requirements, including passage of OAE licensing exams. Note: Effective July 1, 2017, candidates must also pass the Foundations of Reading OAE test.

ENGLISH (EN)

EN 109: Fundamentals of Acting (3)

Basic acting techniques and character study examining the experience of acting both on stage and off stage, including performance opportunities.

EN 113: Acting The Scene (3)

A study of script analysis and character, emphasizing the character's psychology, environment, and interactions with others.

EN 114: Theater Production (1)

A hands-on experience in the "behind the scenes" areas of theatrical production for a fully mounted play.

EN 123: College Composition *DC (3)

EN 123 and EN 124: "College Composition" and "College Research" form a two-semester course sequence designed to refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, analysis, and research. Students are expected to engage in

intensive writing and research activities, both in and out of the classroom; to share and discuss their writing and research with classmates, in both large and small groups; to respond critically to each other's work; to engage in self-assessment; and to participate in all class discussions of assigned readings. EN 123 is to be followed by EN 124 for students with an ACT score of 16 and below. (Student must have taken EN 123 before being enrolled in EN 124.)

EN 124: College Research *DC (3)

EN 123 and EN 124: "College Composition" and "College Research" form a two-semester course sequence designed to refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, analysis, and research. Students are expected to engage in intensive writing and research activities, both in and out of the classroom; to share and discuss their writing and research with classmates, in both large and small groups; to respond critically to each other's work; to engage in self-assessment; and to participate in all class discussions of assigned readings. EN 123 is to be followed by EN 124 for students with an ACT score of 16 and below. (Student must have taken EN 123 before being enrolled in EN 124.)

EN 125: College Composition and Research *DC (3)

College Composition and Research is a course designed to develop and refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, observation, and research.

Prerequisite: Placement.

EN 201: Introduction to the Theater (3)

An examination of the meaning of theater through a study of its component parts and of the history of its major periods.

Prerequisite: EN 123/124 OR EN 125.

EN 202: American Theatre*AM/DC (3)

A history of the American theater with readings from selected plays. Fulfills Ursuline Core Curriculum American Culture requirement. *AM/DC

Prerequisite: EN 123/124 OR EN 125.

EN 204: Introduction to Film (3)

An examination of the language, structure, and meaning of film through a study of its component parts and of some of the major films throughout cinema history.

Prerequisite: EN 123/124 OR EN 125.

EN 205: Speech Communication (3)

A study of the basics of communication, including the concepts and methods needed for effective speaking and listening and for oral and gestural language.

Prerequisite: EN 123/124 OR EN 125.

EN 217: American Short Story *AM/DC (3)

A study of representative American short stories from Edgar Allan Poe to the present. Fulfills Ursuline Core Curriculum American Culture requirement (AM). *AM/DC

Prerequisite: EN 123/124 OR EN 125.

EN 218: Modern European Drama* WE/DC (3)

A study of representative European plays from Henrik Ibsen to the present. Fulfills Ursuline Core Curriculum requirement of EN Literature and Western Culture (WE). *WE/DC

Prerequisite: EN 123/124 OR EN 125.

EN 219: U S Women's Literature* AM/DC (3)

A study of selected short fiction, nonfiction, poetry, and drama by eighteenth-, nineteenth-, and twentieth-century women writers of the U.S. Fulfills Ursuline Core Curriculum requirement of EN Literature and American Culture (AM). *AM/DC

Prerequisite: EN 123/124 OR EN 125.

EN 224: American Autobiography* AM/DC (3)

A study of representative American autobiographies illustrating a variety of approaches to recording one's life history. Fulfills Ursuline Core Curriculum requirement of EN Literature and American Culture (AM). *AM/DC

Prerequisite: EN 123/124 OR EN 125.

EN 227: The Adolescent in American Literature* AM/DC (3)

A study of the adolescent character in selected American novels as well as in literature written specifically for young adult readers. Fulfills Ursuline Core Curriculum requirement of EN Literature and American Culture (AM). *AM/DC

Prerequisite: EN 123/124 OR EN 125.

EN 228: World Mythology* WO/DC (3)

A study of myths of representative cultures of the world with special attention given to the myth of the hero as well as mythic literary criticism as a tool for the analysis of

literature. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 244: Asian Literature*WO/DC (3)

A survey of Asian cultures and literary traditions from ancient to modern times. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO).

*WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 247: Major Authors of Africa*WO/DC (3)

A study of fiction and drama from the four main geographic regions of the African continent as well as of the cultural and political forces that impact the literature. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO).

*WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 248: Latin American Women's Literature* WO/DC (3)

A study of contemporary fiction, nonfiction, and poetry by women writers of Mexico, South and Central America, and the Caribbean as well as of the cultural and political forces that impact the literature. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 250: European Literature I *WE/DC (3)

A survey of the literature of Europe through the Renaissance. Fulfills Ursuline Core Curriculum requirement of EN Literature and Western Culture (WE). *WE/DC

Prerequisite: EN 123/124 OR EN 125.

EN 251: European Literature II *WE/DC (3)

A survey of the literature of Europe from the Enlightenment to the present. Fulfills Ursuline Core Curriculum requirement of EN Literature and Western Culture (WE).

*WE/DC

Prerequisite: EN 123/124 OR EN 125.

EN 254: Post Colonial Literature*WO/DC (3)

Postcolonial Literature examines works produced by authors emerging from imperialist rule in the 20th and 21st centuries. It takes as its premise that literature plays a fundamental role in understanding how individuals engage with the process of

decolonization. Literature becomes the testing ground on which issues of race, national liberation, and questions of self-determination play out and where alternative futures can be imagined. The geographical areas of focus will depend on the instructor's expertise. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 256: Rustbelt to Revival: Anisfield-Wolf (3)

Cleveland's Anisfield-Wolf book award, "...the only juried prize in the nation for books that confront racism and celebrate diversity," is rooted in the idea that literature is a vehicle for social justice. In a rustbelt city like Cleveland, marred by a history of segregation and uneven decline, these themes are of special significance. This course will include reading the canon, meeting the authors, exploring the legacy of the founder, and engaging in the digital humanities. Fulfills Ursuline Core Curriculum requirement of EN Literature and American Culture (AM). *AM/DC

Prerequisite: EN 123/124 OR EN 125.

EN 288, 488: Special Topics (1-3)

Topics from any genre, author, or theme. Focus varies depending on the professor offering the course.

Prerequisite: EN 123/124 OR EN 125.

EN 303: Creative Writing (3)

A study of the techniques of short fiction, poetry, and drama with practice in the writing of each genre.

Prerequisite: EN 123/124 OR EN 125.

EN 328: World Mythology* WO/DC (3)

A study of myths of representative cultures of the world with special attention given to the myth of the hero as well as mythic literary criticism as a tool for the analysis of literature. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 329: American Literature I (3)

A survey of fiction, nonfiction, poetry, and drama of the United States from the seventeenth century to 1865.

Prerequisite: EN 123/124 OR EN 125.

EN 330: American Literature II (3)

A survey of fiction, nonfiction, poetry, and drama of the United States from 1865 to the present.

Prerequisite: EN 123/124 OR EN 125.

EN 331: British Literature I (3)

A survey of the literature of England from the eighth to the late eighteenth century

Prerequisite: EN 123/124 OR EN 125.

EN 332: British Literature II (3)

A survey of the literature of England from the late eighteenth century to the mid-twentieth century.

Prerequisite: EN 123/124 OR EN 125

EN 333: Twentieth Century British Literature (3)

A survey of modern (1900-40) and contemporary (Post World War II) British fiction, nonfiction, poetry, and drama.

Prerequisite: EN 123/124 OR EN 125.

EN 340: Creative Nonfiction Writing (3)

An advanced study of the writing of nonfiction prose, including essays, reviews, and interviews.

Prerequisite: EN 123/124 OR EN 125.

EN 341: Magazine Production (3)

A hands-on experience in all areas of magazine production for the publication of Inscape, Ursuline College's literary/art magazine

Prerequisite: EN 123/124 OR EN 125.

EN 344: Asian Literature *WO/DC (3)

A survey of Asian cultures and literary traditions from ancient to modern times. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 347: Major Authors of Africa *WO/DC (3)

A study of fiction and drama from the four main geographic regions of the African continent as well as of the cultural and political forces that impact the literature. Fulfills

Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 348: Latin American Women's Literature* WO/DC (3)

A study of contemporary fiction, nonfiction, and poetry by women writers of Mexico, South and Central America, and the Caribbean as well as of the cultural and political forces that impact the literature. Fulfills Ursuline Core Curriculum requirement of EN Literature and World Culture (WO). *WO/DC

Prerequisite: EN 123/124 OR EN 125.

EN 399: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

EN 433: Introduction to the History of the English Language (3)

Study of linguistic developments from Old English to Modern British and American English with attention to language history and language diversity.

Prerequisite: EN 123/124 OR EN 125.

EN 437: Shakespeare (3)

Intensive study of the major tragedies, comedies, and histories.

Prerequisite: EN 123/124 OR EN 125.

EN 442: Literary Criticism (3)

EN 453: Foreign Literature Seminar (1)

EN 461: Independent Study (1-3)

Directed independent study of a topic in English studies. Applicants and topics subject to prior approval of department chair. Recommended for juniors and seniors.

EN 462: Independent Study (1-3)

Directed independent study of a topic in English studies. Applicants and topics subject to prior approval of department chair. Recommended for juniors and seniors.

Prerequisite: EN 461

EN 463: Senior Research Seminar (3)

Directed independent study of a topic in English Studies (upon approval of the English faculty member directing the study) taken by English majors in the senior year, culminating in a research project for assessment. EN 463 will be offered as a class if a sufficient number of senior English majors are eligible to take the course.

EN 475: Academic Internship (1-3)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom. Recommended for juniors and seniors.

FASHION (FH)

FH 101: Construction Fundamentals I (3)

The development of basic skills and techniques in apparel construction. Students become familiar with the basics of machine sewing and multi-thread serger, master the standard range of stitches, master the seam types, learn fitting and construction techniques used in the industry.

FH 105: Textile Fabrics (3)

This course provides a thorough approach to the fundamentals of textiles. The course focuses on comprehension of the interrelationship between components of textiles to help students understand and predict textile properties and performance. Fiber projects will be created and used to assess textile knowledge in the industry. The course will use the Ursuline College Historic Costume Study Collection as a research resource in fiber identification.

FH 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

FH 201: Figures/Flats/Portfolio (3)

Introduces the concept of sketching designs and actual garments in flat format rather than on the fashion figure. Emphasis is on developing flat sketches used for story boards, computer aided design, designing, presentations, merchandising a line, spec sheets, and requirements for portfolio development.

FH 206: Construction Fundamentals II (3)

A reinforcement of the industry skills acquired in FH 101; practice in detailed techniques for construction of apparel.

Prerequisite: FH 101.

FH 220: Product Development (3)

This course is designed to introduce the student to apparel product development and global manufacturing. Students explore all steps essential to developing apparel such as researching trends, establishing means of production, and presenting collections to meet the needs of the merchandise buyers. Through studying the product development cycle, students will discern the ways in which product development is not limited only to apparel but other sources of merchandise as well. Students are required to complete creative projects designed to enhance constructive and authentic knowledge of topics and issues presented over the course of the semester.

FH 251: Costume And Fashion (3)

A history of the development of costume and fashion will be explored from its simple and practical beginnings to the growth of the multibillion-dollar global industry that it is today. The survey will mirror the development of civilization from ancient Egypt to the present, focusing on trends in clothing style, fabric, accessories, hairstyles, and footwear. The Ursuline College Historic Costume Study Collection will be used to show the relationship between 20th century American costume and fashion. Research projects will recreate period hairstyles and costumes in half-scale mannequin.

FH 260: Fashion Illustration (3)

The human figure takes on unique and somewhat exaggerated proportions in the art of fashion illustration. The class develops the student's ability to execute drawings of the clothed figure in a variety of angles and poses that show each garment to its advantage. By learning different media, students will be able to develop their creativity and enhance illustration skills.

FH 288: Special Topics (1-3)

Industry specific classes in blogging, couture embellishment, quilting, fiber arts, and beading. Topics are connected to industry field study visits in greater Cleveland.

FH 301: Computer Aided Design (3)

Introduction and application of computer-aided design will change the way fashion designers and merchandisers do business. This course uses Adobe Illustrator library graphics that allow for the rapid development and editing of an entire fashion line on a computer screen. The course will allow flexibility in making design changes, experimenting with color, motif, and details, without actually developing the prototype. The software system allows students to simplify every line of the sketches in producing collection boards. Knowledge of Adobe Illustrator is recommended.

FH 305: Branding (3)

Course provides students with an understanding of methodologies and strategies used for building and maintaining brands and their identity within a contemporary corporate environment. Visual systems are explored to develop culturally relevant messages and images, thus building sustainable brand recognition. Projects focus on how organizations use visual communications to express their core values and impact consumer perceptions of their brand.

FH 325: Social and Psychological Influences of Clothing (3)

An examination of basic topics and ideas that contribute to an understanding of clothing and human behavior. Exploration of the social psychology of clothing that draws from different disciplines or areas of study (for example, anthropology, consumer behavior, cultural studies, psychology, and sociology).

FH 332: Fashion Merchandising and Buying (3)

An interdisciplinary approach examines the apparel, textiles, and soft goods industries. This course will investigate the inherent problems and challenges facing the apparel industry. Emphasis is placed on an organizational plan for merchandising soft goods with a study of the buying process.

FH 338: Fashion Show Production (3)

Television video and fashion show production through the study of budgets, runway design, commentary, and fashion coordination of movement, lighting, and music. Students in this class gain the creative knowledge and experience necessary to help produce a successful fashion show. Individual in-class projects stimulate the students' creative ability to choose the basic theme and carry this theme throughout an entire production. The final project is the annual spring fashion show jointly created from start to finish by the entire class and the faculty. The class includes a faculty Executive Producer, Producer, Associate Producer and student Assistant Producers.

FH 400: Visual Display (3)

This course will introduce students to the field of visual display and merchandising with emphases on all aspects of visual display and merchandising, from classic techniques to the most avant-garde developments. This course will use textural and visual examples, on how to add interest to window and interior displays, optimizing the retailer's image and target market.

FH 475: Academic Internship (3)

The fashion intern is intended for the student employed in any segment of the apparel, accessories, soft goods, costume, and home interior industries. Academic procedures will be followed as administered by the Office of Career and Counseling Services. An

off-campus experience will provide pre-professional experience related to the student's major. All students will be required to submit a resume when they make appointments with the coordinator/director of internships. All academic internships must be completed before the last semester of the senior year.

Prerequisite: Junior status required.

FH 419: Draping (3)

Basic draping principles are introduced through demonstrations as a method to provide three-dimensional form to original design concepts. Creative designs and interpretations of basic and complex shapes are explored and developed. Six sketches are submitted for a faculty critique along with fabric samples. Two design concepts will be executed in muslin incorporating draping, construction, and finishing. A final project of two original designs will be executed in fabric to learn how a collection is created.

Prerequisite: FH 101, 201, 206, 260, 301.

FH 420: Flat Pattern (3)

While learning industry standards, students will enhance their abilities to draft patterns by mastering the flat pattern method. Instruction will be given in dart manipulations, drafting basic style lines, skirts, and sleeves. Six sketches are submitted for a faculty critique along with fabric samples. Two design concepts will be executed in muslin incorporating the flat pattern method of fashion design. A final project of two original designs will be executed in fabric to learn how a collection is created.

Prerequisite: FH 101, 201, 206, 220, 260, 301, 419.

FH 429: Senior Collection (3)

This is a class in advanced draping. Specific areas to be covered include designing production patterns for the fashion market, principles of fitting, and advanced techniques. Ten sketches are submitted for a faculty critique along with fabric samples. A collection of four to six design concepts will be executed in muslin incorporating draping, construction, and finishing. A final project of four to six original designs will be executed in fabric to create a collection. Students showcase their work at the annual fashion show.

Prerequisite: FH 101, 201, 206, 220, 260, 301, 419, 420.

FH 451: Departmental Seminar (3)

Research and discussion of current career advances and opportunities in various areas within the constantly changing fields of fashion design and merchandising.

Prerequisite: Senior status required.

FH 452: Senior Symposium (3)

This class targets topics ranging from general business philosophies in specific regions locally and globally. Students will learn what to know before they go and how to sharpen their skills to get desired jobs in the industry. Speed Interviewing is practiced which includes etiquette, business attire, résumé development and business cards. Hot topics will be discussed to review what is new in the industry and revisit industry issues in a symposium forum setting.

Prerequisite: Senior status required.

FH 461, 462: Independent Study (1-3)

Directed study of a particular topic not covered in the listed fashion courses.

Prerequisite: Approval of department chair required.

FH 475: Academic Internship (1-6)

The fashion intern is intended for the student employed in any segment of the apparel, accessories, soft goods, costume, and home interior industries. All academic procedures will be followed as administered by the Office of Career and Counseling Services. An off-campus experience will provide pre-professional experience related to the student's major. All students will be required to submit a résumé when they make appointments with the coordinator/director of internships. All academic internships must be completed before the last semester of the senior year

Prerequisite: Junior status required.

FH 488: Special Topics (1-3)

Industry specific classes in couture embellishment, quilting, fiber arts, and beading. Topics are connected to industry field study visits which may take place in Atlanta, Chicago, Dallas, F.I.T., New York, Toronto, and Cleveland to study fashion operations.

GEOGRAPHY (GO)

GO 199, 299, 399: Prior Learning (1-20)

External Learning Assessment (credit varies) Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

GO 305: World Geography (3)

A study of the physical geographic factors and the role they play in influencing the political, cultural, economic, demographic, and social conditions of the world and its regions.

HEALTH CARE (HCA)

HCA 350: Operations and Systems Management of Health Care Administration (3)

The study and application of the concepts and methods of operations management within a health care organizational setting. Techniques of analysis and evaluation are applied to the delivery of health services with respect to organizational design, staffing, financing, and utilization of limited resources. The analysis of operational activities and managerial functions essential to an integrated health care delivery system is assessed and discussed. Special emphasis is placed on the analytical process, program evaluation, organizational aspects and managerial strategies of delivering different levels of care within various institutional arrangements.

HCA 360: Health Care Economics (3)

This course will provide an analytical approach to the study of medical services in the US. The utilization of the application of theory and research will illustrate the utility of economics to understanding public and health care policy issues affecting the US health care industry. An emphasis will be placed on financing the delivery of a wide continuum of medical services in addressing an ever increasing demand for health care from an aging US population. In addition, government regulations and policies will be studied as to their impact and effect upon current national and state policy issues given the Managed Care Model of fee capitation with cost containment that has resulted in decreasing operating profit margins for health services organizations.

Prerequisite: AC 211, EC 203 or permission of instructor.

HCA 370: Legal Aspects of Health Care Administration (3)

This course focuses on the nature, perspective and objectives of the legal and legislative process. Case studies provide skills in understanding and applying the tools of the law in developing legal reasoning and critical thinking with practical application of legal principles and concepts to health care administration and health policy decisions. There is special emphasis on malpractice, government regulatory control, infection control, liability, contracts, informed consent, medical records documentation and reporting.

Prerequisite: HCA 350.

HCA 430: Financial Management (3)

The study and application of theories and concepts of financial management within health care organizations. The financial management process includes planning principles, determining the financial position of the institution through the application of financial ratio analysis, reimbursement procedures, state, and federal governmental regulations addressing the cost constraints of managed care. Emphasis is placed on the

evaluation of trends in the financing of health care and the influence of external third-party payers that impact the financial decisions of health care administrators.

Prerequisite: HCA 350, 360.

HCA 450: Health Care Policy Formation and Implications (3)

An analytical and descriptive study of health policy in America as compared to other foreign health care systems in terms of philosophy, history, politics, economics, sociology, the administration and delivery of health care policy, and the complex workings of systems theory by which health care is provided. An emphasis is placed on continuous quality improvement, personnel/staffing systems, strategic management, payment/reimbursement-financial management systems, marketing, organizational design and development.

Prerequisite: HCA 350, 360, 430, and senior standing or permission of instructor.

HCA 475: Academic Internship (1-6)

Required to complete a minimum of 120 clock hours per college policy.

HISTORY (HI)

HI 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

HI 204: World Civilization 1500-Present* WO/DC (3)

Provides a framework to understand specific themes in World History from 1500 to the present. These themes are examined within the broad context of the rise of Europe and the problem of writing a world history without Eurocentrism. Fulfills Ursuline Core Curriculum World Culture requirement (WO). *WO/DC.

HI 205: Western Culture* WE/DC (3)

A historical study of major elements of Western heritage, specifically designed to introduce the student to its basic values and their impact on present-day society. Fulfills Ursuline Core Curriculum Western Culture requirement (WE). *DC

HI 207: Chinese Civilization and Society* WO/DC (3)

A study of the intellectual, political, social, and cultural history of China from the agricultural revolution to the present. Emphasis on historical roots of contemporary

Chinese society. Fulfills Ursuline Core Curriculum World Culture requirement (WO).
*DC

HI 208: Survey of Middle Eastern History* WO/DC (3)

A survey of the cultural, political, intellectual, and social history of the Middle East since the rise of Islam. Emphasis on the analysis of secondary literature, methods of building historical narratives, and connections between historical narratives and contemporary politics. Fulfills Ursuline Core Curriculum World Culture requirement (WO). *DC

HI 209: Making Caribbean History* WO/DC (3)

Study, analysis, and interpretation of Caribbean history, culture, and geography from the pre-Columbian to the present--including island and mainland regions--using original sources and scholarly literature. In digital and /or hard copy students will use close and distant reading methods to interpret original sources in manuscripts, print, and the visual and performing arts. Fulfills Ursuline Core Curriculum World Culture requirement (WO).
*WO/DC

HI 214: US Social and Cultural History*AM/DC (3)

A study of U.S. culture over time, cultural eras, values and their expressions in these eras, forces shaping these values, and implications of these values for behavior in the past and present. Emphasis on primary source materials providing insight into cultural eras and their connections over time. Fulfills Ursuline Core Curriculum American Culture requirement (AM). *DC/AM

HI 216: History of African American Women (3)

An exploration of African American women as they adapted, survived, and achieved from colonial times until the present in America's rural and urban environments, with a special focus on the complex interplay of race, gender, and class.

HI 220: History Through Biography (3)

The study of a historical era through the lives of major historical persons who are representative of that era.

HI 221: History Through Biography (3)

The study of a historical era through the lives of major historical persons who are representative of that era.

HI 233: History and Government Ohio (3)

The study of how the past has shaped Ohio and its values today. This course examines internal and external economic, political, social, and cultural forces and their interactions. It concludes with possible alternatives for Ohio's future. Various material

and nonmaterial expressions, and values they reflect and forge, constitute primary tools for understanding.

HI 240: Ordinary Women in World History *WO/DC (3)

Women's participation in major world historical events and their impact on women's lives from 1500 CE to the present. Emphasis on primary source readings and oral history. Fulfills Ursuline Core Curriculum World Culture requirement (WO). *DC

HI 242: Modern Europe*WE/DC (3)

A study of the political, technological, social, military, and intellectual history of Europe from the French Revolution to the present. Students who take the course at the 300-level will be assigned additional readings and discussion, and will complete additional advanced work. Fulfills Ursuline Core Curriculum Western Culture requirement (WE). *DC/WE

HI 250: Introduction to Southeast Asia*WO/DC (3)

Historical overview of Southeast Asia and its diverse cultures from prehistoric times to the present. Initial focus points include location, geography and climate; founding civilizations; early Chinese and Indian influences; and early religious influences. The course then examines European presence amidst indigenous development, and reactions ranging from acceptance to calls for independence and nation building in the modern era. Fulfills Ursuline Core Curriculum World Culture requirement (WO). *DC

HI 320: Women of the Renaissance* WE/DC (3)

A study of women's roles in the artistic, intellectual, economic, and political life of the Renaissance from 1400 to 1750. Fulfills Ursuline Core Curriculum Western Culture requirement (WE). *DC/WE

HI 324: Medieval Culture: The Knight, The Lady and the Priest * WE/DC (3)

A study of political, social, economic, religious, and intellectual developments from the break-up of the Roman Empire to the Renaissance. Emphasis on primary sources and on historical continuity with contemporary Europe. Fulfills Ursuline Core Curriculum Western Culture requirement (WE). *DC/WE

HI 336: Directed Foreign Travel (1-3)

An integrated study of the history and culture of a foreign country or countries through directed foreign travel. HI 336 requires more advanced work and is recommended for History majors and minors.

HI 342: Modern Europe *WE/DC (3)

A study of the political, technological, social, military, and intellectual history of Europe from the French Revolution to the present. Emphasis on the interpretation of primary

sources and connections between past and present events. Fulfills Ursuline Core Curriculum Western Culture requirement (WE). *WE/DC

Prerequisite for 300 Level: one college-level History course.

HI 343: American Revolution (3)

A study of the French and Indian Wars, rival theories of empire, the War for Independence, social consequences of the Revolution, Constitutional Convention, and problems of the new republic.

HI 344: Cleveland: Past, Present, and Future (3)

A journey into Cleveland's past with emphasis on how this past has shaped Cleveland and its values today. The course also includes alternatives for Cleveland's future development in the context of its immediate region and its role in an increasingly global society.

HI 390: Globalization and Place (3)

This course focuses on globalization and its interactions with various places and their inhabitants. It includes an examination of definitions; a brief history of globalization; and a study of its various economic, political, social and cultural, and ecological dimensions, and their many contributions. Both the dimensions of globalization and places and their inhabitants influence and shape each other. Implications of these interactions are examined from market, justice, and religious perspectives.

HI 399: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

HI 412: Twentieth Century America (3)

A study of fundamental problems and opportunities confronting the United States during the era of two world wars. Emphasis on Progressivism, World War I, the 1920s, Depression, World War II, the Cold War, the post-Cold War era, and the modern age, with lessons for the present day. Emphasis on primary course materials providing insight into cultural eras during the twentieth century and their connections over time.

HI 454: Research Methods in Historic Preservation (3)

Introduction to historiography, thesis development, historical theory, and method. Students are introduced to local archival repositories in the context of the history of the

built environment. This course is also taught (with a substantial additional project) as a graduate course in the first year of the Master of Arts in Historic Preservation program.

Prerequisite: senior standing in History, first-year standing in MAHIP, or consent of department chair.

HI 461, 462: Independent Study (1-3)

Directed readings in the field of the student's special need, with assignments varying according to the number of credits to be given.

Prerequisite: Approval of department chair required.

HI 475: Academic Internship (1-3)

Academic Internship (credit varies) An off-campus experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

HI 488: Special Topics (3)

HISTORIC PRESERVATION (HIP)

HIP 125: Introduction To Historic Preservation (3)

Introduces historic preservation in perspective to other public history professions. Provides grounding in the history, theory, philosophy, and practice of historic preservation with focus on how historical significance is determined culturally and architecturally. Historic preservation is an interdisciplinary field that relies upon a variety of disciplines, including archaeology, architecture, history, landscape studies, public policy, real estate development, and urban and rural planning. This class investigates the implications of those.

HIP 200: Applied Design (3)

The purpose of this studio class is to give students hands-on experience with creative and conceptual aspects of the fields dealing with the built environment (architecture, interior design, and historic preservation). Students will develop a sense of visual organization and design -- space, proportion, color, texture -- and become skilled at solving problems of a theoretical nature

HIP 210: Materials and Methods I (3)

Students will become acquainted with construction and finish materials used in both historic and contemporary construction. Students will become acquainted with restoration methods underway in workshops, studios, and on job sites. Under the guidance of master carpenters, glaziers, masons, decorative artists, and other professionals, students are introduced to various restoration methods. Proper

protection, tool care and usage, job site mobilization, scaffolding, and rigging are covered

HIP 220: Architectural Drawing (3)

This studio class is intended to equip the student with the terminology, knowledge, and drafting skill required to record and create basic floor plans and elevations. Upon completion, students will know how to take field measurements and produce a scale drawing using conventional architectural nomenclature and technique.

HIP 225: Architectural History (3)

This survey course examines architectural traditions from prehistory through contemporary design. The course introduces the many facets of architectural history that examine design, materiality, culture, problem-solving, theory, construction, social meaning, and significance. Due to the vastness of the built environment the course is primarily limited to significant works of western architecture. Incorporated discussions and exercises will address current and universal issues in architecture.

HIP 260: CAD (3)

This class uses architectural design software in order to produce and modify architectural drawings. Upon completion, students will demonstrate the ability to execute a floor plan and an elevation using computer-aided design.

HIP 270: Codes and Requirements (3)

Analysis of building and barrier free codes as they apply to the interior design process, based on the Ohio Basic Building Code and Americans with Disabilities Act requirements.

Prerequisite: INT 210.

HIP 288, 488: Special Topics (3)

HIP 325: American Architecture (3)

This survey course examines American architecture from Colonial settlements to present day. The course introduces the many facets of architectural history including design, materiality, culture, problem-solving, theory, construction, social meaning, and significance. The relationship between high style and vernacular structures will be explored within their context. Incorporated discussions and exercises will address current and universal issues in architecture.

HIP 345: Furniture History (3)

The goal of this class is to enable students to identify styles of furniture and furnishings in Europe and America from Classical Greece to the present. Emphasis will be placed

on the modern periods and students will be able to match appropriate furniture with any architectural style or building form.

HIP 355: Cleveland Architecture (3)

Students will read about and visit buildings in Cleveland and the neighboring communities. In addition to knowledge about Cleveland, students will gain an understanding of Midwestern architectural forms and variations, including vernacular styles

Prerequisite: HIP 225 or 325.

HIP 410: Furniture Construction (1)

This "mini course" is designed as the first part of a hands-on continuation of the Conservation class. An elective, it is for the student who has, or desires to have, skills in actual conservation techniques. With theoretical and historical foundations of conservation, students can use this knowledge using actual objects and observing professions working in furniture restoration.

HIP 411: Furniture Upholstery (1)

This "mini course" is designed as the second part of a hands-on continuation of the Conservation class. An elective, it is for the student who has, or desires to have, skills in actual upholstery techniques in historic furniture. With theoretical and historical foundations of conservation, students can use this knowledge using actual objects and observing professions working in furniture restoration.

HIP 412: Furniture Refinishing (1)

This "mini course" is designed as the second part of a hands-on continuation of the Conservation class. An elective, it is for the student who has, or desires to have, skills in actual refinishing techniques in historic furniture. With theoretical and historical foundations of conservation, students can use this knowledge using actual objects and observing professions working in furniture restoration and refinishing.

HIP 425: Documentation (3)

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.

Prerequisite: Drafting/AutoCAD.

HIP 450: Issues (3)

Students explore contemporary preservation issues, advocacy strategies, and ethical standards in relation to the professional practice of preservation and public history

Prerequisite: HIP 589.

HIP 455: Preservation Law (3)

This lecture/discussion course examines the history, theory, and practice of preserving historic resources through the United States legal system. Students analyze how laws are made in general; understand significant national, state, and local preservation law; explore legal strategies for protecting historic sites; and study preservation case law. Students examine fundamentals of legal protection for and regulation of historic cultural resources. Preservation is addressed in light of political systems that shape attitudes toward the historic environment.

Prerequisite: HIP 589.

HIP 460: Conservation Studio (3)

This 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: HIP 589.

HIP 461, 462: Independent Study (1-3)

HIP 465: Preservation Planning (3)

This 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, incentives, and tax credits; and public relations.

Prerequisite: HIP 589.

HIP 470: Adaptive Re Use (3)

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: HIP 589.

HIP 475: Academic Internship (1-6)

The purpose is to give students experience with the profession of historic preservation. By placing them with an agency or individual preservationist, students will learn directly from experience and from professionals in the field.

Prerequisite: Permission of the Director.

HUMAN RESOURCES (HR)

HR 140: Introduction to HR and Workforce Learning Performance (3)

This survey course provides students with an introduction to the field of human resources (HR). It focuses on the interdisciplinary nature of the field, its history, evolution, and current state. Three domains of operation – human resource management (HRM), workplace learning and performance (WLP), and human resource administration (HRA) are examined. The three primary roles of the human resource professional are also introduced – administrative, operational/employee advocate, and strategic. Finally, the various competencies associated with HR are explored.

HR 288: Special Topics (1-3)

HUMANITIES (HU)

HU 490: Senior Project in Humanities (1)

This independent study provides the opportunity for the graduating senior to integrate the course content of the major while working directly with a Humanities scholar. The project permits the student to focus her/his work in an area of particular interest to her/him within a Humanities perspective.

ITALIAN (IT)

IT 354: Italian Americans*AM/DC (3)

A consideration of the emigration of Italians to the United States and their influence on this country. Course given in English. Fulfills Ursuline Core Curriculum requirement of American Culture (AM). *DC

LEGAL STUDIES (LS)

LS 101: Introduction to Legal Studies (3)

This course examines the history of the paralegal profession, the role of the paralegal, skills performed within various practice areas, professional responsibility, the court

system, regulation, unauthorized practice of law, conflicts of interest, confidentiality and other expectations of the legal professional, expanded duties, the structure of the law firm, and employment trends. Students will have the opportunity to focus on legal areas of special interest, and learn about the local and national organizations that affect the profession.

LS 110: Legal Ethics (3)

This course gives the student a thorough grounding in professional responsibility and ethics for the legal profession. Students will examine ethical requirements and aspirations under the American Bar Association Model Code, Ohio Rules of Professional Conduct and the National Federation of Paralegal Associations. Aspects covered include; regulation of attorneys and paralegals, unauthorized practice of law, confidentiality, conflicts of interest, advertising and solicitation, fees and client funds, competency and professionalism.

Prerequisite: LS 101.

LS 115: Legal Research and Writing (3)

This course is designed to provide the student with an in-depth understanding of legal research and writing skills utilizing various legal research sources. Through the use of several research assignments, the student will learn to use the law library and electronic resources developing research skills using case reporter systems, digests, legal encyclopedias, periodicals, statutes, and practice manuals. Basic legal writing is emphasized throughout the course with writing assignments, culminating in a formal legal memorandum exploring legal issues.

Prerequisite: LS 101.

LS 118: Advanced Legal Research and Writing (3)

This course engages students in advanced legal research. The students will study how to formulate, process, compile, and evaluate research via the LEXIS-NEXIS (NexisUni) and WESTLAW databases, the Internet, and other resources. This course is also designed to refine the analysis and writing skills, which the students developed in LS 115 Legal Research & Writing. Accordingly, students will be required to learn advanced legal drafting skills, prepare and submit a comprehensive legal memorandum, and a trial brief.

Prerequisite: LS 101, 115.

LS 120: Person Injury Law (3)

This course instructs the student regarding personal-injury including intentional torts, negligence, products liability, wrongful death and medical malpractice. Specific and comprehensive attention is given to the nature of personal injury litigation in both the

pleading and discovery phase. The course presents both the plaintiff and defense perspectives.

Prerequisite: LS 115, 118.

LS 150: Civil Procedure (3)

This course provides a working knowledge of the Ohio Rules of Civil Procedure and their applicability in the day-to-day practice of law, including pleadings, motions, and other papers. The student learns how to draft various legal documents, and obtains a working knowledge of the court systems. Civil Procedure lays a foundation for most of the other substantive legal subjects in the program.

Prerequisite: LS 101, 115, and 118.

LS 200: Real Property Law (3)

This course entails study of property law, including a survey of the more common types of real estate transactions and conveyances. Instruction is given in the preparation of property-based contracts, transfers, title searches, deeds, mortgages, closings, loans, financing, liens and foreclosures. The course also includes the study of landlord-tenant law covering the rights and duties of the landlord and tenant, as well as special negotiation issues that arise in commercial enterprises.

LS 210: Evidence and Discovery (3)

This course provides a working knowledge of the Federal Rules of Evidence, in conjunction with state and federal procedural rules, along with application of that knowledge to the paralegal's role in the stages of litigation and trial preparation in a legal environment. The student learns how to draft various legal documents, such as discovery requests and trial motions, and learns how to manage the overall scope of evidence and discovery in a legal matter. Ethical considerations and technology are incorporated throughout the course, specifically in connection with essential tasks performed by the paralegal in assisting the attorney in the litigation process.

Prerequisite: LS 150.

LS 230: Probate Law (3)

Probate Law examines the basics of estate planning and estate administration. This includes the formalities of drafting and executing wills and trusts. The course will also cover the administration of a decedent's estate in Ohio's probate courts. Students will learn about assets in probate, estate taxes and the tasks involved in managing a decedent's estate.

Prerequisite: LS 101 or departmental approval.

LS 250: Contract Law (3)

The general principles of contract law are examined, including the concepts of offer, acceptance, consideration, unilateral and bilateral contracts, promissory estoppel, unjust enrichment, the Statute of Frauds, and parol evidence. The study of contract remedies is also included. The course will also include a review of relevant sections of the Uniform Commercial Code ("UCC") and drafting of contracts

Prerequisite: LS 101 or departmental approval.

LS 310: Constitutional Law (3)

A comprehensive study and analysis of the United States Constitution; a study and review of court decisions which interpret the Constitution, especially decisions of the Supreme Court of the United States; an intensive analysis of the principles and theories that limit the authority and powers of state and local governments.

Prerequisite: LS 115.

LS 320: Legal Research/Writing (3)

This course is designed to provide the student with an in-depth understanding of the law library, and assist in developing research skills through the use of the reporter systems, digests, legal encyclopedias, and practice manuals. Basic legal writing is emphasized throughout the course with writing assignments, culminating in a legal memorandum exploring legal issues.

Prerequisite: LS 150, Introduction to the Paralegal Profession, Tort Law or departmental approval.

LS 325: Law on Film (3)

Many "real life" legal scenarios have found their way to the big screen. In this course, students will analyze the quality, dramatic power and authenticity of films adapted from non-fiction legal situations. The films selected for this course illustrate the powerful emotion of the law, but also demonstrate the complexities of legal and justice issues, the involvement of various parties within the legal system and raise questions about the moral implications of decision-making within the law. Students will have the opportunity to compare and contrast the facts as presented on film to outside source material, such as court pleadings and newspaper accounts of actual occurrences.

LS 330: Computer Legal Research (3)

This course introduces students to computer-assisted legal research. The students will study how to formulate, process, compile, and evaluate research via the LEXIS, WESTLAW databases, the Internet, and other on-line resources. Emphasis will be placed upon the relationship between manual or traditional research methods and computer-assisted research. This course is also designed to refine the analysis and writing skills, which the students developed in Legal Research & Writing. Accordingly,

students will be required to prepare and submit a comprehensive, legal memorandum, requiring computerized legal research and a trial brief.

Prerequisite: Civil Procedure, Legal Research and Writing, Personal Injury Law, computer literacy.

LS 340: Civil Rights Law (3)

This course explores the origins and evolution of American civil rights policy. It involves an examination of American slavery, the United States Constitution, pre- and post-Civil War enactments and the role of the judiciary in developing civil rights laws. It also encompasses an examination of the civil rights movement of the 1950's and 60's emphasizing this country's legislative and judicial responses to that movement. Finally, the course examines modern day civil rights issues, including their procedural aspects as well as controversial present day issues such as reparations and affirmative action.

Prerequisite: LS 115.

LS 350: Criminal Law and Procedure (3)

This course provides a working knowledge of criminal law and the laws of criminal procedure. The student learns to differentiate between different types of crimes and to determine potential defenses. The student uses research skills to develop various legal pleadings related to criminal law, and learns how to navigate the court systems.

Prerequisite: LS 115.

LS 360: Microcomputer Applications in Law (3)

Students learn about the latest technology utilized in the law office setting. They actively learn about various software programs specifically applicable to civil litigation, office management and a variety of practice areas. Areas included: Microsoft Office, Excel, Access, Power Point, Email, Internet and others as determined by the trends of the legal community.

Prerequisite: LS 101.

LS 370: Negotiation and Alternative Dispute (3)

Negotiation comprises part of the larger field in law known as Dispute Resolution. This field is concerned with studying and analyzing the human behaviors that enable people to work together to overcome differences, explore new solutions to problems and seek joint gains from collaboration. This course will focus on conflict resolution strategies that promote skill building.

LS 380: Business Organizations (3)

This course focuses on the legal professional's role in assisting in the creation and maintenance of various types of business organizations. Students will learn about the

different business entities, including sole proprietorships, partnerships, corporations, and limited liability companies. Students will learn how to draft documents necessary for the formation, operation and dissolution of business entities. Additionally, the course will examine tax considerations, ethical issues, and securities law.

LS 390: Intellectual Property (3)

This course explores the fundamental methods that create protectable rights in patents, trademarks, copyrights and trade secrets. Students will focus on the role of the legal professional in the procurement, maintenance, transfer and protection of these rights. The course will also examine intellectual property litigation and dispute resolution from a national and international perspective.

Prerequisite: LS 115, 118.

LS 399, 499: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

LS 400: Juvenile Law (3)

This course provides an overview of Juvenile Law in Ohio blending general juvenile law principles in the text with specific Ohio statutes and case law to gain a strong understanding of the practice of law affecting minors in Ohio. Several projects applying those principles and laws will help the student develop competent marketable skills in this challenging and growing practice area.

Prerequisite: LS 115, 118, and 350

LS 410: Family Law (3)

The student will learn fundamentals of family law and then be challenged to apply those fundamentals, and the applicable law, to various situations. Utilization of life experiences, creative and critical thinking in problem solving, along with the substantive knowledge from the text and other reading, is the objective of this course.

Prerequisite: LS 115, 118, and 150.

LS 415: Administrative Law (3)

Administrative Law is the study of government bureaucracy and the rules, regulations, statutes, court decisions that make up that bureaucracy. This course will introduce students to the various government agencies that control a great deal of life in the United States. It will also provide an introduction to Administrative Regulations and the role that paralegals play in the Administrative Law setting.

Prerequisite: LS 101, LS 115, LS 118

LS 420: Commercial and Residential Property Law (3)

This course entails study of the commercial and residential property law, including a survey of the more common types of real estate transactions and conveyances. The subjects include preparation of contracts, transfers, title searches, deeds, mortgages, closings and other basic real estate transactions, loans, financing, liens, and foreclosures. The course also includes the study of landlord-tenant law covering the rights and duties of both landlord and tenant, as well as special negotiation issues that arise in commercial rental enterprises.

Prerequisite: LS 115, 118, and 200

LS 430: Medical-Legal Research and Records (3)

This course incorporates the rules of evidence, procedure, and ethical considerations with the tasks essential to the role of the paralegal in assisting the attorney in the medical malpractice and other health-related litigation.

Prerequisite: LS 115, 118, 120, and 150.

LS 440: Legal Internship (6)

Interns work in a variety of paralegal positions for 3 credit hours or a total of 135 actual hours. Internships are established by request or arrangement. Working paralegals may have their internship waived.

Prerequisite: Substantial course load completion and permission of Program Director.

LS 450: Professional Development (3)

In this seminar, students will share experiences and discuss issues of the work environment; learn how to deal with ethical issues that arise in the workplace; gain knowledge about the paralegal job market; and prepare for future changes in the profession.

Prerequisite: Senior Status or permission of Program Director.

LS 450B: Paralegal Professional Seminar (3)

LS 460: Immigration Law (3)

This course is designed to provide students with a general knowledge of the origin of U.S. immigration law and an overview of various aspects of immigration practice. Legal theory, public policy and practical application of the law will be discussed while examining recent changes in the organization of the immigration process and implementation of immigration laws in today's society.

Prerequisite: LS 115, 118, and 150

LS 461: Independent Study (1-6)

LS 470: Corporate Legal Department (3)

This course is designed to provide students with an in-depth understanding of the role of paralegals in a corporate legal department. Students will learn how legal matters are most often handled in corporate legal departments and gain an understanding of how corporate legal departments operate. The subject areas of the class discussions and readings include: role of General Counsel; outside attorney referrals, fee data bases and fee sourcing; business entity compliance and corporate document maintenance; employment law compliance; intellectual property and e-commerce filings; documenting the sale of business assets and real estate; bankruptcy filings; SEC filings; and the Sarbanes-Oxley Act.

Prerequisite: LS 115, 150, 200, 250, and 380.

LS 475: Academic Internship (1-4)

Interns work in a variety of paralegal positions for 3 credit hours or a total of 120 actual hours. Internships are established by request or arrangement.

Prerequisite: Substantial course load completion and permission of Program Director.

LS 480: Advanced Legal Technology (3)

The student will explore through dialogue, research, presentations and exercises, advanced specialty applications software used in the legal profession, as well as current technology trends in the law office setting. Students complete advanced legal software training resulting in a certificate from the National Society for Legal Technology.

Prerequisite: LS 101, 360.

LS 488: Special Topics (1-3)

LS 490: Insurance Law (3)

This course provides an overview of the insurance industry and covers basic principles of insurance contract interpretation; first-party insurance coverage; general liability insurance and automobile insurance, including uninsured motorist, underinsured motorist and liability coverage. The course will focus on insurers' duties to policyholders in first-party and third-party situations. Students will learn the difference between statutory and common-law risk distribution, measures of damage and the role of public policy in insurance law.

Prerequisite: LS 115, 118, 120, 150, and 250.

MATH (MAT)

MAT 100: Basic Algebra

A study of real numbers, prime numbers, fractions, ratios, decimals, proportions, percents, geometry, linear equations, exponents, graphing linear equations, roots, and radicals. This course does not count toward degree requirements.

Prerequisite: Placement.

MAT 125: Quantitative Reasoning *MA/DC (3)

A study of problem solving, numbers in the real world, financial management, statistical reasoning, probability, exponential astonishment, modeling with geometry and mathematics in the arts. Fulfills Ursuline Core Curriculum Math requirement. *MA/DC

Prerequisite: Completion of MAT 100 or equivalent with a grade of C or better, or placement.

MAT 131: College Algebra *MA/DC (4)

This course covers fundamentals of algebra, functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions of angles. Fulfills Ursuline Core Curriculum Math requirement. *MA/DC

Prerequisite: Completion of MAT 114 or equivalent with a grade of C or better, or placement.

MAT 132: Precalculus *MA/DC (4)

This course covers trigonometric functions of real numbers, analytic trigonometry, systems of equations and inequalities, topics in analytic geometry. Fulfills Ursuline Core Curriculum Math requirement. *MA/DC

Prerequisite: Completion of MAT 131 with a grade of C or better, or placement

MAT 204: Teaching Middle School Math (3)

For students seeking license to teach mathematics in grades 4 to 9, this course reviews the content of the grade-specific competencies outlined by the Ohio Department of Education standards. Students are given opportunities to explore and practice teaching these topics, as well as make connections among different topics. The incorporation of visual aids and modern technology, in the form of calculators, spreadsheets, and Internet links, will be used to help bring these topics to life.

Prerequisite: MAT 131.

MAT 205: Discrete Mathematics I (3)

MAT 206: Discrete Mathematics II (3)

MAT 212: Introduction to Statistics *MA/DC (3)

A study of elementary concepts and procedures basic to inquiry in science, sociology, psychology and other areas; frequency distributions, normal distributions; measure of central tendency and dispersion; probability; samples and populations; correlation and regression; chi-square test; analysis of variance, hypothesis testing. A working knowledge of basic algebra is needed. Fulfills Ursuline Core Curriculum Math requirement. *MA/DC

MAT 212L: Introduction to Statistics Lab (-)**MAT 221: Calculus I *MA/DC (4)**

This course covers functions, limits and rates of change, derivatives, application of differentiation, integrals, and applications of integration. Fulfills Ursuline Core Curriculum Math requirement. *MA/DC

Prerequisite: Completion of MAT 132 or equivalent with a grade of C or better, or placement.

MAT 222: Calculus II *MA/DC (4)

This course covers inverse functions, techniques of integration, further applications of integration, parametric equations and polar coordinates, and infinite sequences and series. Fulfills Ursuline Core Curriculum Math requirement. *MA/DC

Prerequisite: Completion of MAT 221 with a grade of C or better, or placement.

MAT 223: Calculus III (4)

This course covers vectors and the geometry of space, vector functions, partial derivatives, multiple integrals, and vector calculus.

Prerequisite: Completion of MAT 222 with a grade of C or better, or placement.

MAT 310: Number Theory (3)

An introduction to mathematical proof and mathematics beyond the beginning level, including a study of the divisibility properties of integers, prime numbers, linear and quadratic congruencies, and primitive roots.

Prerequisite: MAT 221.

MAT 311: Abstract Algebra (3)

Fundamental concepts of abstract algebra, groups, rings, integral domains and fields.

MAT 312: Higher Geometries (3)

Development of postulation systems, critical study of Euclidean geometry as related to other geometries, including projective, elliptical and hyperbolic.

MAT 313: Linear Algebra (3)

Vectors, real vector spaces, bases, linear transformations, matrix algebra, determinants, applications of matrices to linear programming in fields of business, economics, sociology, politics and biology.

MAT 324: Differential Equations (3)

Topics studied are the common types of differential equations and their applications.

Prerequisite: MAT 222.

MAT 350: Introduction to Analysis (3)**MAT 401: Seminar (1)****MAT 412: Advanced Statistics (3)**

Topics studied are two- and three-factor analysis of variance, multifactor analysis of variance, various correlation coefficients, multiple regression, multiple comparisons and analysis of covariance. Includes a major research paper involving original research.

Prerequisite: MAT 212.

MAT 420: History Of Mathematics (3)

Topics studied are the historical development of mathematics and integration of the various areas of mathematics with emphasis on the human endeavor.

Prerequisite: MAT 221, 222, and one of the following: MAT 310, 311 or 312.

MAT 461: Independent Study (1-4)

Directed study of a special topic or area.

Prerequisite: Approval of department chair required.

MAT 488: Special Topics (3)**MANAGEMENT (MGT)****MGT 350: Manager in the Business Environment (3)**

A discussion of policies, methods and problems in business and non-profit organizations today. Both qualitative and quantitative problem-solving techniques are covered; there is a heavy emphasis on current events.

MGT 360: Managerial Economics (3)

A study of the economy and its parts from the perspective of management decision-making. Issues covered include international economics, fiscal and monetary policies, pricing, and employment in the resource market.

Prerequisite: MA 119.

MGT 370: Managerial Accounting (3)

This course studies accounting functions from the perspective of department/ division management. Topics include cost behavior analysis, budgeting, cost project and variance analysis.

Prerequisite: MA 119.

MGT 380: Communication Skills (3)

This course emphasizes the development of written and oral communication for effective presentations to various groups in business today. It also addresses the issues and concerns arising from the management and control of information systems in today's business environment.

Prerequisite: MC 360.

MGT 399: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

MGT 400: Marketing Strategy for Managers (3)

An in-depth discussion of marketing theory and its applications to product/service decisions including pricing, promotion and strategy in today's marketplace. Heavy emphasis on current events as they relate to strategic marketing decisions.

Prerequisite: MGT 360.

MGT 430: Managerial Finance (3)

An analysis of managerial finance decision-making. Emphasis is on the firm's interface with capital markets, corporate financing and distribution of net income. Case study analysis is used.

Prerequisite: MGT 370.

MUSIC (MU)

MU 141: Choral Literature (0.5)

MU 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

MU 210: Listening Experience *DC (3)

Study of the elements of music and the history of its major periods; prescribed reading and listening. Fulfills the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 233: Women And Music *DC (3)

A survey of the contributions women have made to the development of musical culture. Emphasis is placed on but not limited to composers and/or performers in the Western concert tradition. Other musical careers and contributions are also addressed. Study of selected musical compositions is an essential part of the course. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 235: American Music *DC (3)

An historical survey of the main currents in American music from the Colonial Period to the present. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*DC

MU 236: History of Jazz *DC (3)

A survey of the development of jazz with emphasis on the elements that comprise the art form, its evolutionary character, and the multiple styles that have resulted. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 237: American Musical Theater (3)

A survey of the historical development of American musical theater from its European antecedents to its present-day form with attention not only to the music and musicians involved but also to the artistic collaborators.

MU 238: Introduction to World Music* DC (3)

An overview of traditional and popular music from a variety of non-Eurocentric cultures around the world. Attention will be given to musical styles and functions as well as the political, social, religious, and historical factors that influence and/or are influenced by them. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 251: Music History: Antiquity to1750 *DC (3)

A general survey of the great movements in the development of the art of music. Intensive study of representative works. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 252: Music History: 1750 to the Present *DC (3)

A general survey of the great movements in the development of the art of music. Intensive study of representative works. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 261: Applied Piano *DC (1-2)

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 271: Applied Voice *DC (1-2)

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 281: Pep Band *DC (1.5)

This course is designed to provide the student with the opportunity to rehearse and perform literature written for pep/performing band. The pep band serves as both an academic class and a service organization. The pep band's primary responsibilities include performing at various athletic and college-wide events; providing a sense of teamwork and school spirit; and supporting our athletes and fans. The pep band is a high-energy performance ensemble. The ensemble may have opportunities to travel to conferences and NCAA tournaments. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 282: Winds *DC (1-2)

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 283: Brass*DC (1-2)

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 284: Choir *DC (1.5)

This course is designed to provide the student with the opportunity to rehearse and perform literature written for choir. The choir's primary responsibilities include

performing at various college-wide events; providing a sense of teamwork and school spirit; and foster student-faculty interaction. Two (2) semesters fulfill the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 285: Guitar *DC (1-2)

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music. *DC

MU 288, 388: Special Topics (1-3)

Study of specialized topics in the field of music. Content varies each time the course is offered.

MU 461, 462: Independent Study (1-3)

Research in a specific area of music.

Prerequisite: Approval of department chair required.

NURSING (NR)

NR 205: Pathophysiologic Foundations for Nursing (3)

This course explores the interaction of dynamic physiological disease processes with special emphasis on nursing application and implications for nursing practice. Knowledge from the life sciences is blended with the medical and nursing management to create an understanding of the physiologic response of patients across the lifespan while under the care of nurses. Special focus is placed on the nursing process for the management of disease and the rationale for nursing interventions within the framework of nursing practice.

Prerequisite: BI 214, 215, CH 103 & 104 or CH 108; NU 104; BI 232.

NR 215: Foundations of Holistic Nursing Practice (3)

This course introduces the concepts of person-centered care as delivered through a relationship-based model of professional nursing practice. The concepts and skills associated with communication, safety, quality improvement, nursing informatics, and leadership are addressed at the beginner level.

Prerequisite: BI 214, BI 215, BI 232, CH 103, CH 104, NU 104, Math, PS 101, SO 103, PS 230, PH 260.

NR 226: Professional Holistic Nursing Practice for Registered Nurses (3)

This nursing course will provide the student the opportunity to develop knowledge, attitudes and skills foundational to the practice of nursing at the baccalaureate level.

The course introduces the concepts of person-centered care as delivered through a relationship-based model of professional nursing practice. The concepts and skills associated with holistic practice, person-centered, evidenced-based care, communication, safety, quality improvement, nursing informatics, health-care policy and leadership will be addressed at the foundational level.

NR 235: Holistic Nursing Practice: Health Assessment of the Adult (2)

This course applies core concepts of health assessment to adults with special emphasis on the geriatric client.

Prerequisite: BI 214, BI 215, BI 232, CH 103, CH 104, NU 104, Math, PS 101, SO 103, PS 230, PH 260.

NR 245: Holistic Nursing Practice (4)

This course introduces fundamental, holistic, person-centered clinical concepts and skills with an emphasis on care of geriatric clients. Application of clinical concepts and skills are practiced in laboratory and various clinical settings. Evidence-based practice is used as a foundation for clinical and profession nursing practice.

Prerequisite: BI 214, BI 215, BI 232, CH 103, CH 104, NU 104, Math, PS 101, SO 103, PS 230, PH 260: Co-requisite: NR 245-C, NR 245-L.

NR 255: Professional Nursing Practice with Adults I (5)

This course facilitates the identification of alterations in the health status of the adult, with special emphasis on the aging patient. Focus is placed on the integration and application of concepts for the relationship-based, person-centered care of patients in the clinical setting.

Prerequisite: NR 205, NR 215, NR 235, NR 245: Co-requisite NR 255-C: Concurrent enrollment in NR 275. May take NR 265 as a concurrently.

NR 265: Evidence-Based Professional Nursing Practice (2)

This course challenges students to explore the value of nursing research for evidence-based practice and its contribution to quality patient outcomes; students have opportunities for utilizing research as evidence to make clinical decisions affecting patient outcomes.

Prerequisite: NR 215.

NR 275: Pharmacology and Therapeutics for Professional Nursing Practice (3)

This course introduces the student to the role and responsibilities of the professional nurse in medication administration. Content relevant to nursing theory and practice as related to pharmaceuticals, pharmacokinetics, pharmacodynamics, and drug classification is presented. The course provides an overview of pharmacology with systematic study

of a prototype drug within each drug class. Developmental, cultural, genetic, and pathophysiological related concepts are addressed.

Prerequisite: NR 205, NR 215, NR 235, NR 245; Concurrent enrollment in NR 255, NR 255-C, NR 265.

NR 325: Professional Nursing Practice with Adults II (6)

This course focuses on concepts of nursing care delivery across the life span of adults and families with acute and chronic illness in intermediate level health care settings. Commonly occurring health alterations are used as exemplars, integrating evidenced based practice to develop clinical judgment skills in the provision of relationship-based, quality and safe professional nursing care.

Prerequisite: NR 255, NR 255-C, NR 275; May take NR 265 as a prerequisite or concurrently; Co-Requisite: NR 335.

NR 331: Societal Impact on American Women's Health (3)

Through a collaborative, historical, and philosophical approach, this course investigates societal issues that have an impact on women's health as well as issues related to women as consumers of health care. In a seminar format, the course evolves through ongoing class input. Content development and assessment methods result from active student participation. Topics may include but are not limited to the following: historical/economic perspectives of women's health, women and the health care system, violence against women, alternative methods of healing, and the physical and mental health of women.

NR 332: Transcultural Nursing (3)

This is a directed study in transcultural nursing in which students broaden their knowledge of and perspective on nursing and health care systems through reading and experiencing such systems in other cultures/countries.

NR 335: Clinical Experience: Professional Nursing Practice with Adults II (4)

This course focuses on the application of concepts of nursing care delivery across the life span of adults and families with acute and chronic illness in intermediate level health care settings. Commonly occurring health alterations are examined and integrated in the clinical setting with an emphasis on management of patients using skills and clinical judgment capabilities to provide relationship-based, quality-focused professional nursing care.

Prerequisite: NR 255, NR 255-C, NR 275; May take NR 265 as a prerequisite or concurrently; Co-requisite: NR 325.

NR 345: Professional Nursing Practice for Child-Bearing and Child-Rearing Families (4)

This course focuses on family – centered care from preconception through birth to late adolescence. Special emphasis is placed on family and developmental theories; promotion and maintenance of physical and emotional health and well-being; and deviations from optimum health.

Prerequisite: All 200 level courses and NR 325, NR 335; Co-requisite: NR 355.

NR 355: Clinical Experience: Professional Nursing Practice for Child-Bearing and Child-Rearing Families (4)

This clinical course focuses on family – centered care from preconception through birth to late adolescence. Special emphasis is placed on clinical experiences in the pediatric and maternal – child settings where the student applies family and developmental theories; promotion and maintenance of physical and emotional health and well-being; and management of patient care when deviations from optimum health present.

Prerequisite: All 200 level courses and NR 325, NR 335; Co-requisite: NR 345.

NR 404: Integrated Professional Nursing Practice (5)

This course expands upon the concepts of person-centered care delivered through a relationship-based model of professional nursing. The concepts and skills associated with leadership/management, accountability, communication, collaboration, legal and ethical practice, healthcare systems, quality improvement, safety, and nursing informatics are addressed and applied in the clinical setting.

Prerequisite: All 200 and 300 NR courses and NR 455, NR 455-C, NR 435, NR 435-C, NR 445, NR 445-C; Concurrent enrollment in: NR 465.

therapeutic nursing interventions are utilized to meet the psychosocial and physiological needs of children and their families. The impact of developmental variables from infancy through adolescence is integrated throughout the course. The roles of advanced caregiver, leader, collaborator and change agent are utilized in applying theory to clinical practice in a variety of settings.

Prerequisite: NR 317, 318, 319, 320; concurrent enrollment in senior clinical course(s) as advised; completion of all preceding requirements.

NR 426: Practicum in Leadership (2)

This course is designed for the RN who is completing the program of studies for the BSN degree. Its purpose is to provide the RN with the opportunity to expand her/his experience base within a selected practice setting. The focus of this course is on leadership for the baccalaureate-prepared nurse. This course represents the culmination of the nursing program of studies.

NR 435: Healthcare Policy and Global Health Experiences (3)

This course presents an overview of the role of the nurse in a community setting with emphasis on healthcare policy, social justice, health literacy, health promotion, and

epidemiologic methods. Health disparities and inequities at both the local and global levels are threaded throughout the course. Special emphasis is placed on clinical experiences in community settings where the student can examine and apply these concepts.

Prerequisite: All 200 and 300 NR courses and senior level status; Co-requisite: NR 435-C; Concurrent enrollment in: NR 445, NR 445-C.

NR 435C: Healthcare Policy and Global Health Experiences Clinical (-)

NR 445: Professional Nursing Practice for Persons with Complex Psychiatric Needs (3)

This course focuses on the care of persons with acute psychiatric issues and/or diagnoses throughout the life span. Theory is applied to clinical practice in the acute psychiatric setting.

Prerequisite: All 200 and 300 NR courses and senior level status; Co-requisite: NR 445-C; Concurrent enrollment in: NR 435, NR 435-C.

NR 445C: Professional Nursing Practice for Persons with Complex Psychiatric Needs Clinical (-)

NR 455: Professional Nursing Practice with Adults III (4)

This course focuses on the theory and application of complex nursing practice concepts in the care of the acutely ill adult. Theory is applied to practice in critical care settings.

Prerequisite: All 200 and 300 NR courses and senior level status; Co-requisite: NR 455-C.

NR 455C: Professional Nursing Practice with Adults Clinical (-)

NR 461: Independent Study (1-3)

Directed study or research on a selected topic.

Prerequisite: Approval of Dean required.

NR 465: Professional Nursing Leadership: Theory (3)

This course expands upon professional behaviors the nurse uses to meet the primary responsibility of person-center relationship-based nursing practice. The concepts of leadership/management, accountability, communication, collaboration, legal and ethical practice, healthcare systems, quality improvement, safety, and nursing informatics are addressed at an advanced level.

Prerequisite: All 200 and 300 NR courses and NR 455, NR 455-C, NR 435, NR 435-C, NR 445, NR 445-C; Concurrent enrollment in: NR 404.

NR 475: Academic Internship (2)

This elective provides the student nurse an opportunity for an internship with a local healthcare system using a preceptor model to provide patient care for individuals and their families. The goal is to facilitate the student's transition to professional practice by providing opportunity to experience supplementary clinical experiences under the supervision of a clinical preceptor and clinical faculty member.

Prerequisite: NR 345 and NR 355.

NUTRITION (NU)

NU 104: Basic Nutrition (3)

A study of the nutritional requirements of the healthy individual according to the latest RDA; the major nutrients, minerals and vitamins; energy balance and metabolism, food habits and preferences.

NU 461: Independent Study (1-3)

PHILOSOPHY (PH)

PH 199, 299, 399: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed for all course titles for which credit is granted through external learning assessment.

PH 205: Logic* WE/DC (3)

A study of the principles of critical and creative thinking with emphasis on practical applications. Fulfills Ursuline Core Curriculum Western Culture (WE). *DC

PH 221: Ancient Philosophy* WO/DC (3)

An introduction to the history of philosophy and the origin of philosophical problems through the study of the pre-Socratics, Plato, and Aristotle. Fulfills Ursuline Core Curriculum World Culture (WO). *DC

PH 260: Bioethics* WE/DC (3)

An introduction to ethics and an inquiry into the major ethical problems regarding issues of life and death. Fulfills Ursuline Core Curriculum Western Culture (WE). *DC

PH 275: American Political Philosophy *AM/DC (3)

A study of the philosophical foundations of American democracy including an examination of selected classical theories of social and political thought providing the context for the development of basic American political concepts. Fulfills Ursuline Core Curriculum American Culture (AM). *DC

PH 325: Philosophy of the Human Person *PH/DC (3)

A study of the nature of the human person as a being with potential to know, choose, and relate to others. Fulfills Core Curriculum Philosophy requirement. *PH/DC

PH 328: Philosophy and Psychology (3)

A study of major thinkers like Kierkegaard, Freud, Lacan, Piaget, etc., who bridge the gap between the two domains.

PH 331: Social and Political Philosophy *PH/DC (3)

An introduction to social and political philosophy through a study of selected writings of thinkers from Plato to Marx. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 340: Animals And Ethics *PH/DC (3)

A study of the various approaches to the question of how humans ought to act in relationship to nonhuman animals. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 350: Ethical Values *PH/DC (3)

A discussion of the principles of ethical action and application of these principles to some contemporary issues. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 355: Business Ethics *PH/DC (3)

A critical examination of competing ethical theories and their application to concrete practical issues in today's business environment. Ursuline Studies Stage III Philosophy satellite. *PH/DC

PH 365: Existential Philosophy *PH/DC (3)

An examination of the existential trend in philosophy from Kierkegaard and Nietzsche to Beauvoir and Sartre. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 370: Philosophy of Women *PH/DC (3)

A consideration of philosophical principles that have affected philosophers' assumptions about the nature of woman. Study of selections from various periods of philosophy as

well as contemporary feminist thought. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 371: Women Philosophers *PH/DC (3)

A study of selected women philosophers from ancient to contemporary times and consideration of their contribution to the history of philosophy. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 420: Eco-Philosophy *PH/DC (3)

An exploration of the most influential ideas in the emerging field of environmental thought. The course involves reading, analysis, discussion and application of these ideas to contemporary environmental issues and problems. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 425: Philosophy and Literature *PH/DC (3)

A discussion of the philosophical aspects of several literary works. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 430: Philosophy of Art *PH/DC (3)

A study of the meaning of art, the nature of artistic intuition, and the creative process. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 431: Philosophy of Science *PH/DC (3)

A study of major issues in philosophy of science including the problem of scientific change and the philosophical implications of science. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 435: Philosophy of Religion *PH/DC (3)

An analysis of the grounds for belief and disbelief in God's existence, rational arguments, religious experiences, and faith. Fulfills Ursuline Core Curriculum Philosophy requirement. *PH/DC

PH 441: Reading Seminar (3)

Reading and discussion of philosophical works dealing with special problems of topical interest.

PH 442: Reading Seminar (3)

Reading and discussion of philosophical works dealing with special problems of topical interest.

PH 461, 462: Independent Study (1-3)

Directed study of a specific philosophical problem or topic.

PH 475: Academic Internship (1-6)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

PH 488: Special Topics (3)

PH 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed for all course titles for which credit is granted through external learning assessment.

PHARMACOLOGY (PHC)

PHC 2600: Functional Anatomy and Pathophysiology I (4) UT Course

A study of functional anatomy, physiology, and pathophysiology to serve as background for the understanding of the action of drugs.

Prerequisites: CH 105, 105L, 106, 106L; BI 205, 205L, 207, 207L. Corequisite: second year standing. Course taught by UT faculty via distance learning at Ursuline.

PHC 2620: Functional Anatomy and Pathophysiology II (4)

A continuation of PHCL 2600.

Prerequisite: PHCL 2600. Course taught by UT faculty via distance learning at Ursuline.

POLITICAL SCIENCE (PO)

PO 106: Introduction to American Government (3)

This survey course is designed to help students understand major institutions and processes of government as a critical part of U.S. culture, as well as the underlying values inherent in the U.S. political system.

PO 115: Introduction to Law (3)

This course is designed to acquaint the student with the basic concepts in civil and criminal law and the workings of the judicial system. Class study begins with a reading of the U.S. Constitution, combined with a focus on the court system and limitations on

its power. The class also studies the institutional sources of American law, procedural aspects of a trial, concepts and cases in family law, tort law (both intentional and unintentional), and judicial remedies in both equitable and common law.

PO 210: Civil Rights and Civil Liberties *AM/DC (3)

This course offers a systematic treatment of leading Supreme Court decisions in such areas as freedom of speech, the press, and religion; the rights of criminal defendants; voting rights; the right to privacy; and discrimination on the grounds of race or sexual orientation, age, and economic class, or other unjust bases. Fulfills Ursuline Core Curriculum American Culture requirement (AM). *DC

PO 220: Civic Engagement (3)

This course complements the study of public policy by empowering students with the tools needed to make a difference in society. Included are theories of political participation, case studies of effective civic engagement, and projects in which students devise and present a strategy to address an issue affecting contemporary society.

Prerequisite: PO 106.

PO 230: International Relations *WO/DC (3)

This course is designed to help students understand and assess state and non-state actions in the realm of international relations, taking into consideration cultural, social, economic, political and philosophical/moral elements that influence a nation's decisions. Coursework also analyzes global issues affecting peace and examines the management of international conflict. Fulfills Ursuline Core Curriculum World Culture requirement (WO). *DC/WO

PO 250: Major Policy Issues *AM/DC (3)

This course anchors an examination of issues affecting contemporary U.S. society in five key areas: health, education, welfare, family, and cultural policy. Coursework introduces the student to various approaches to policy analysis, including cost-benefit and program evaluation. Fulfills Ursuline Core Curriculum American Culture requirement (AM).

PO 288, 388: Special Topics (3)

Readings and class discussions of selected topics in the world of politics as they affect contemporary life.

Prerequisite: to be determined by instructor.

PO 299: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for

which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. The “PL” is listed before all course titles for which credit is granted through external learning assessment.

PO 430: Law and Public Policy Seminar (3)

This advanced course in public policy serves as capstone for both the Pre-Law and the Public Policy and Advocacy (PPA) concentrations. The class culminates in a mock trial in which Pre-Law students act as staff (judges, attorneys, etc.), while PPA students assume the roles of litigants, witnesses, or interest groups. The course offers a practical platform for reviewing and applying material from previous coursework through an exploration of the role of the court system, especially the U.S. Supreme Court, in the creation, interpretation, implementation, and evaluation of public policy throughout U.S. history.

Prerequisite: Senior standing with completion of all 100- to 300-level major requirements.

PO 461: Independent Study (1-3)

PO 475: Academic Internship (1-6)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

PO 488: Special Topics (3)

Topical study that expands the curriculum, with a focus determined by the faculty offering the course.

Prerequisite: To be determined by instructor.

PSYCHOLOGY (PS)

PS 101: General Psychology *PS/DC (3)

An introduction to the principles and major concepts of the science of human behavior. Topics include the scientific method, sensation and perception, consciousness, development, learning and memory, language, cognition, intelligence, stress and coping, personality, psychopathology, therapeutic techniques, and social psychology. Fulfills Ursuline Core Curriculum PS or SO requirement *DC

Prerequisite to all other Psychology courses.

PS 155: Learning Disabilities Program (3-4)

On-campus program working with children experiencing learning, behavioral, and emotional problems in either an intense five-week summer camp setting. Weekly meetings for orientation, discussion of specific problems, and evaluation of the experience. Cross-listed with SO 155.

PS 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning that has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

PS 211: Psychology of Adjustment (3)

This course introduces the student to a variety of issues that contribute to overall mental health and well-being. Topics such as time management, stress, personality, gender, health, friendships, assertiveness, career development, bereavement, self-concept and self-esteem are addressed.

Prerequisite: PS 101.

PS 219: Human Growth and Development I: Conception Through Childhood (3)

Study of the physical, psychological, cognitive, moral, and social development of the human person from conception through childhood.

Prerequisite: PS 101.

PS 221: Psychology of Vision (1)

This course investigates how humans detect visual information in the environment and analyze the signals for the purpose of understanding them. Topics include psychophysics, depth perception, color vision and an emphasis on the interpretation and analysis of classroom data. This course is a "hand-on" experience in addition to classroom lecture.

Prerequisite: PS 101.

PS 222: Behavioral Statistics (3)

An introduction to the principles and major concepts of the statistics for the behavioral sciences. Topics include Sampling, Scales of Measurement, graphing, Measures of Central Tendency, Measures of Variability, The Normal Distribution, Standardized Z and T scores, Standard Errors, Hypothesis testing, Correlation, Regression, t-tests, Analysis of Variance, and Chi-square.

Prerequisite: Core curriculum math requirement, PS 101. Co-requisite: PS 322.

PS 230: Lifespan Development (3)

Study of the physical, psychological, cognitive, moral, and social development of the human person from conception through death.

Prerequisite: PS 101.

PS 235: Career Development in Psychology (1)

This course will provide the platform for the investigation of professional and career development in Psychology as well as the means to attain those specific career goals. A wide variety of career paths will be investigated as well as the more common choices students make. What do psychologists do? You'd be surprised. This course is great for psychology majors or those who are curious about becoming a psychology major.

Prerequisite: PS101.

PS 260: Child and Adolescent Development (3)

In-depth study of the physical, psychological, cognitive, moral and social development of the individual from conception through adolescence.

Prerequisite: PS 101.

PS 288, 488: Special Topics (3)

Prerequisite: PS 101; other prerequisites to be determined by the instructor on a course by course basis.

PS 305: Science: Good, Bad and Bogus (3)

The course reviews in detail the application of the scientific method and critical thinking skills to contemporary psychological and medical treatments. This is an extensive review of both legitimate theories and current "bogus" clinical theories in psychology and science. The student learns a scientific detection kit to evaluate the efficacy and current theories in psychology.

Prerequisite: PS 101, PS 222, PS 322.

PS 307: Sports Psychology (3)

This course will investigate the applications of psychological theory and practice to sport performance. Topics include issues of basic motivation and arousal and their effects on performance, the application of relaxation techniques to improve performance, the role of sports bridging individual differences in culture and experience, team building, group and team dynamics, leadership, and sports science.

PS 310: The Psychology of Autism Spectrum Disorders (3)

This course will review the clinical and research basis of the autism spectrum disorders. Emphasis will be placed on the current genetic and physiological underpinnings of this

disorder. Applied Behavioral Analysis treatment modalities will be explored and discussed with regard to particular disorders and dysfunction.

Prerequisite: PS 101.

PS 315: Changing Roles Women (3)

An examination of the traditional roles of women and the factors that have contributed to maintaining them; and an analysis of the changes that are occurring today and the effects of those changes on women, men, and society.

Prerequisite: PS 101.

PS 322: Research Methods I (3)

A study of the scientific inquiry. Emphasis is upon the formulation of research questions, development of the appropriate research methodology, data collection, data analysis, data interpretation, and report writing. Specific techniques presented include tests and surveys, case studies, correlational methods and experiments. Students collect data under the supervision of the instructor and are responsible for the preparation of scientific reports.

Prerequisite: PS 101, 222.

PS 324: Research Methods II (5)

Students are responsible for the construction and execution of an independent research study. Students may collaborate in small groups in the definition, development, execution, analysis, and presentation of the project. Students determine the area of investigation with the instructor's approval. Computer software is available to facilitate the construction of the research methodology should the investigator(s) choose to use it.

Prerequisite: PS 101, 222, grade of "B" or better in PS 322.

PS 330: Abnormal Psychology (3)

An investigation of the application of basic psychological theory and research to the problem of maladaptive behavior.

Prerequisite: PS 101.

PS 335: Psychological Testing (3)

Theory, application, and administration of psychological tests; emphasis on basic procedure in clinical tests of intelligence and personality.

Prerequisite: PS 101, 222.

PS 340: School Psychology (3)

This course explores the role of the School Psychologist in the application of educational and clinical principles to diagnose learning and behavioral problems and psychopathology. Topics include the effective assessment, intervention, prevention, instruction and therapeutic techniques for the benefit of the student in the school and family environment.

Prerequisite: PS 101.

PS 348: Forensic Psychology (3)

This course is an overview of the role of the psychologist interfacing with the legal and correctional systems. A range of offenders is investigated and how to perform a forensic psychological assessment is presented. The role of the psychologist as an expert witness on cases of violent crimes, not guilty by reason of insanity and competency to stand trial and evaluating police officers and correctional workers experiencing stress due to their occupations is also examined.

Prerequisite: PS 101, 330 (or concurrent enrollment in PS 330)

PS 350: Theories of Personality (3)

A study of personality development, assessment, and functioning; critical evaluation of the major contemporary theories of personality.

Prerequisite: PS 101.

PS 355: Sensation and Perception (3)

This course investigates how humans detect information in the environment and analyze the signals for the purpose of understanding them. Topics include psychophysics, the study of the various sense modalities and an emphasis on the interpretation and analysis of sensory information.

Prerequisite: PS 101, 322; MA 212.

PS 360: Industrial-Organizational Psychology (3)

This course is the study of the application of psychological principles and theories to the workplace. This course addresses topics such as employee selection and placement, psychological testing, performance appraisal, training and development, leadership, motivation, job satisfaction, work conditions, organizational development, and health in the workplace.

Prerequisite: PS101, 222.

PS 365: Personality Disorders and Criminal Behavior (3)

This course will examine the specific diagnostic category of Personality Disorders and how this diagnosis relates to criminal activity. Special emphasis will be placed upon the Antisocial Personality Disorder, its etiology and behavior. The course will also focus on

other Axis II factors including the Narcissistic Sociopath and how psychosis can be related to violent crime. The course will review Adolescent Conduct Disorders to the Adult Sociopath, including “white collar” crimes associated with this diagnosis.

Prerequisite: PS 101, 330 (or concurrent enrollment in PS 330).

PS 370: Cognitive Therapy (3)

A study of the procedures, terminology, and goals of cognitive behavior modification and the application of psychological principles in assisting children and adults with behavioral changes.

Prerequisite: PS 101.

PS 372: Psychological Profiling of Violent Offenders (3)

This course will examine clinical and empirical characteristics of violent offenders and demonstrate how forensic psychologists aid the legal system in apprehending, sentencing, and providing rehabilitation for such individuals. Domestic Violence offenders, professional killers, impulse killers and serial killers will be examined. The development of a behavioral profile for well-known offenders will be reviewed to illustrate how special crimes units operate with the Behavioral Crimes Unit of the FBI.

Prerequisite: PS 101, 330 (or concurrent enrollment in PS 330).

PS 380: Human Memory and Cognition (3)

A co-requisite of PS 380L Human Memory & Cognition Laboratory, this course investigates how humans process information from a sensory signal to higher-level thought processes. Specific topics include attention, perception, memory, language, comprehension, neurocognition, decision-making, and problem-solving. Emphasis is on data interpretation and theoretical developments.

Prerequisite: PS 101, 222, PS 322, concurrent enrollment in PS 380L.

PS 380L: Human Memory and Cognition Laboratory (1)

A co-requisite of PS 380 Human Memory & Cognition, the laboratory class enables the student to collect and analyze data on various topics in cognition and memory and to learn to write scientific research reports.

Prerequisite: PS 101, 222, 322; concurrent enrollment in PS 380.

PS 415: Counseling Theories (3)

An examination of basic principles and selected current approaches to counseling; the psycho-philosophical bases of the theories and their application to human relations in the counseling situation.

Prerequisite: At least 9 hours of Psychology course work including PS 101.

PS 422: Social Psychology (3)

An analysis of the influence of social groups on individual behavior, with special attention to recent research regarding public opinion, propaganda, intergroup relations, leadership, and group dynamics.

Prerequisite: PS 101.

PS 424: Research Methods III (3)

Students are responsible for the construction and execution of a novel research study. Students may collaborate in small groups in the definition, development, execution, analysis, and presentation of the project. Students determine the area of investigation with the instructor's approval. Computer software is available to facilitate the construction of the research methodology should the investigator(s) choose to use it.

Prerequisite: Grade of "B" or better in PS 324.

PS 430: Physiological Psychology (3)

An understanding of the cellular and neural bases of behavior and the structure and function of the nervous system.

Prerequisite: at least 9 hours of Psychology course work including PS 101.

PS 445: Senior Clinical Research (3)

This Seminar addresses the research interests of students aspiring to a graduate career in clinical psychology. The course involves the application of basic research skills that focuses upon (1) the research design and implementation of original research in a bonafied clinical area (2) an exhaustive review of the literature in a specified clinic topic supervised by the instructor. The course is designed to focus students research and clinical interests and involves the production of a major research paper to be presented to the class and invited guests.

Prerequisite: PS 101, MA 212, PS 322.

PS 461, 462: Independent Study (1-3)

Directed study and research on a selected topic.

Prerequisite: Approval of department chair required.

PS 475: Academic Internship (1-6)**PS 480: Fundamentals of Human Neuropsychology (3)**

An introduction to the basic concepts of neuropsychology. The basic brain-behavior systems underlying attention/concentration, language, memory, vision and audition. Basic assessment protocols that assist the professional in dealing with individuals

suffering from chair injuries, vascular disease, accidents, and dementias. Rehabilitation planning is reviewed in the context of a multidisciplinary team approach.

Prerequisite: PS 101, 335 or 430; MA 212; junior status or above.

PS 490: Capstone Course in Psychology (3)

This course culminates the psychology major's study by reviewing all major areas in the academic discipline. The course is both a review of undergraduate studies and a preparation for graduate studies in psychology.

Prerequisite: Psychology major with senior status.

PHYSICS (PY)

PY 201: General Physics I (3)

The first of a two-semester introductory physics course at the college algebra and elementary trigonometry level. Course topics include kinematics, heat, circular motion, vibration, waves and sound.

Prerequisite: MAT 131 or approval of program coordinator.

PY 201L: General Physics I Lab (1)

Selected experiments.

Pre- or co-requisite: PY 201.

PY 202: General Physics II (3)

A continuation of PY 201. Course topics include magnetism, electricity, light, optics, nuclear reactions and modern physics.

Prerequisite: PY 201.

PY 202L: General Physics Lab II (1)

Selected experiments.

Pre- or co-requisite: PY 202.

PY 203: General Physics I with Calculus (1)

An add-on to PY 201 to include the same topics addressed from a calculus perspective.

Prerequisite: One year of high school physics and Calculus I (MAT221 or equivalent) or one year of high school physics and Calculus I taken concurrently or program coordinator approval. Co-requisite: PY 201/L.

PY 203L: General Physics I with Calculus Lab (1)

PY 204: General Physics II with Calculus (1)

An add-on to PY 202 to include the same topics addressed from a calculus perspective.

Prerequisite: PY 203, co-requisite: PY 202/L.

PY 204L: General Physics II with Calculus Lab (1)

PY 461: Independent Study (1-4)

PY 488: Special Topics (3)

RELIGIOUS STUDIES (RS)

RS 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

RS 205: Introduction to the Study of Religion *WO/DC (3)

A survey of the development of religion as a human response to the Sacred. Various approaches to the study of religion are introduced: historical, sociological, anthropological, and theological. Special emphasis is placed on the symbolic and ritual aspects of religious expression, faith and belief. Fulfills Ursuline Core Curriculum World (WO) requirement. *DC/WO

RS 212: Introduction to Hebrew Scriptures *DC (3)

The Hebrew Scriptures, or Jewish Bible, commonly referred to as the "Old Testament" by Christians, contain some of the most influential writings in Western culture. More properly referred to as the "First Testament," since they are neither "old" nor obsolete, the Hebrew Scriptures are actually a library of books preserved and treasured by both Jews and Christians throughout the centuries, with ageless stories that have shaped and sparked the religious imagination of Judaism, Christianity, and even Islam. This course provides a historical, literary, and theological overview of the First Testament Scriptures using modern critical methods of interpretation in the study of the Pentateuch (Torah), Historical Books, Prophets, and Writings. The worlds behind the First Testament texts will also be explored as we attempt to read them in their own historical, literary, and socio-cultural contexts, with some attention to what the archaeological and literary records can tell us of the people and events encountered in these texts. Additionally, this course will discuss the processes by which First Testament books were composed and included in the biblical canon, the differences between Jewish,

Protestant, Catholic, and Orthodox Christian canons, as well as the multiple, rich, and sometimes contradictory theological insights of First Testament scriptures on the nature of God, humanity, and religious experience. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 214: Introduction to the New Testament *DC (3)

This course serves as an introduction to New Testament literature within the historical, religious, literary and socio-cultural contexts of the larger Hellenistic-Roman (and Hellenistic Jewish) world contemporaneous to New Testament writers. The course will begin with a discussion of the formation of the New Testament canon and then a brief overview of the overlapping first century Jewish and Hellenistic Roman worlds that contextualize New Testament sources. After locating the New Testament in its religious, historical and cultural contexts, the course will take a chronological approach to New Testament literature, beginning with the genuine letters of Paul (the first compositions that would become part of the New Testament), and then proceeding to a discussion of the four canonical gospels, their formation and development and their distinctive portraits of Jesus. The course will conclude with a discussion of non-canonical gospel material and reasons explored for why this material was ultimately rejected from the canon. Special attention will be given to some problematic hermeneutical considerations when reading New Testament texts. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 231: Religion in American Culture *AM/DC (3)

An examination of the religious traditions that have shaped American culture. This course provides an analysis of the religious pluralism that is identified with American life and values today. Fulfills Ursuline Core Curriculum American (AM) Culture requirement (AM). *DC/AM

RS 255: History of Catholicism in America *AM/DC (3)

A survey of the development of the Roman Catholic community in the United States from 1492 until the present. Special emphasis is given to the social and cultural dimensions of this history and to the role of the laity in the church. Fulfills Ursuline Core Curriculum American (AM) requirement. *RS/DC/AM

RS 260: Paths to Justice and Peace *DC (3)

This course studies Scripture, Patristic writers, Catholic Social Teachings, contemporary heroes of Peace and Justice, and the social ethics of diverse religious traditions as all these together relate to social justice issues in a contemporary global setting. An emphasis is placed on the personal moral response of the student to global realities. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 275: Topics in World Religion *WO/DC (3)

This study is an introduction to selected religions of the world within the framework of their history and cultural systems. Specific areas of study will include significant religious traditions of the Far East, the Middle East, and Native American expressions. Fulfills Ursuline Core Curriculum RS requirement and World (WO) requirement.
*RS/DC/WO

RS 288: Special Topics (3)

An occasional course examining a particular aspect of religious studies not in the regular course of studies.

RS 311: Jesus: Divine and Human *RS/DC (3)

An exploration of the following topics: New Testament Christology; conciliar definitions and theological development; contemporary questions concerning the Jesus of history vs. the Christ of faith; Jesus' knowledge and his self-consciousness. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 322: Christian Theology and Belief *RS/DC (3)

This course will present the basic beliefs, theological concepts, and worldview of the Christian theological tradition. It will survey these beliefs in light of their historical development, beginning with the early Christian period and continuing through the contemporary era. Special attention will be given to the central Christian concerns over: faith & revelation, creation, Trinity, Christology & soteriology, ecclesiology, sin & grace, sacramentality, spirituality & devotional practice, and eschatology. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 325: Principles of Morality *RS/DC (3)

A consideration of the objective standards and personal dimensions of the moral life. Includes the sources of moral wisdom, methodology, formation of conscience, and human liberty. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 331: Sacramental Encounter with Christ *RS/DC (3)

The history and theology of the sacraments of the Catholic tradition with an emphasis on their expression in communal ritual celebrations. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 333: Nature and Mission of the Catholic Church *RS/DC (3)

A study of what the Roman Catholic Church says about itself in Vatican Council II (1962- 65) and a consideration of events and writings since the Council as they affect the Church's self-understanding. Fulfills Ursuline Core Curriculum RS requirement..
*RS/DC

RS 342: History of Christianity *RS/DC (3)

A survey of the significant events that have shaped the development of Christianity from its origin to the present. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 342M: Church History (3)

A survey of the significant events that have shaped the development of Christianity from its origin to the present. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 351: Reading Seminar (3)

An occasional course involved with reading, analysis, and discussion of selected works or topics.

RS 352: Reading Seminar (3)

An occasional course involved with reading, analysis, and discussion of selected works or topics.

RS 360: Topics in Religion and Society (3)

Courses in this area explore the relationship of the Church to the contemporary world in relation to social justice, ecojustice, liberation theology, human relationships, women in the church, etc. See course schedule for current offerings. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 360B: Ecojustice *RS/DC (3)

This course introduces students to the theological and moral resources in the Church's tradition regarding the concern for ecological justice, exploring the implications of the new cosmology for theological reflection in this matter. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 360C: Christian Sexual Ethics *RS (3)

This course studies human sexuality from a Christian perspective. Topics considered in this course include the context for sexual relationships, premarital sexuality, contraception, abortion, and homosexuality. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 366A: Fundamentals of Christian Spirituality *RS/DC (3)

This course develops a fundamental understanding of Christian spirituality as a pathway toward the ultimate or divine. It focuses on the human capacity for self-transcending knowledge, love, and commitment as it is actualized through the experience of God. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 366B: Women's Spirituality *RS/DC (3)

This course examines women's spiritual development and the major issues in women's lives, including brokenness, connection, power, work, love, death, and daily experience. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 366C: Theology of Suffering and Death *RS/DC (3)

This course develops a fundamental understanding of the Christian theology of suffering and death in light of the theology of hope and resurrection. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 366D: Theology of the Family *RS/DC (3)

This course considers the reality of marriage from a Christian theological perspective. It views marriage and family life as involving the commitments of the whole person, including spiritual, psycho-social, sexual, and cultural dimensions. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 366F: Spirituality and the Helping Professions *RS/DC (3)

This pastoral course is designed for students who are in or aspire to work in a variety of healing professions. It considers the relationship between the spiritual dimension of life and the helping professions. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 366G: Christianity and the 12 Step Process *RS/DC (3)

This course is an in- depth examination of the Christian and biblical principles inherent in the 12 Step Process. By examining addictive behavior common to our human condition, the course will demonstrate that the 12 Step Process is an experience of redemption and a viable spirituality for daily living in today's world. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 369: Topics in Scriptural Studies (3)

Courses in this area offer selected topics in various books and themes of the Hebrew and Christian Scriptures. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 369A: Matthew, Mark and Luke: Gospels and Acts *RS/DC (3)

This course explores the methods, purpose, and thought behind the biblical books of Matthew, Mark, Luke, and Acts through the application of biblical criticism and scholarly research. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 369B: Epistles of the Christian Scriptures *RS/DC (3)

This course is a study of the life of Paul, the literary genre, and the theological themes of the epistles of the Christian scriptures as they apply to contemporary Christianity. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 400: Special Workshop (1-3)

Special Workshop (1-3)

RS 460: Topics in Church and Society (3)

Courses in this area explore the relationship of the Church to the contemporary world in relation to social justice, ecojustice, liberation theology, human relationships, women in the church, etc. See course schedule for current offerings. Fulfills Ursuline Core Curriculum RS requirement.

RS 460A: Liberation Theology *RS/DC (3)

This course introduces students to the methods, disciplines, expressions, and applications of liberation theologies with particular concern for the issues of race, gender, and economics. - This course explores feminist theologies and their contributions to theology, church, and society. It surveys Christian sources that have contributed both to women's oppression and women's liberation. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 460B: Women and Christian Theology *RS/DC (3)

This course explores feminist theologies and their contributions to theology, church and society. It surveys Christian sources that have contributed both to women's oppression and women's liberation. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 460C: Religion and Violence *RS/DC (3)

This course considers from a comparative perspective key factors, indicators, and expressions of religious violence, emphasizing the need for peace-building strategies for negotiating a religiously plural world. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 461, 462: Independent Study (1-3)

Directed study and research on selected topics not offered as catalog courses. Approval of department chair required.

RS 466: Topics in Spiritual and Pastoral Theology (3)

Courses in this area address spirituality and pastoral themes related to Christian living, for example, marriage and family life, suffering and death, the spiritual journey, etc. See course schedule for current offerings. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 466B: Pastoral Counseling *RS/DC (3)

This course will assist the student in developing and/or increasing skills and knowledge for effective pastoral care and counseling in his/her ministerial context. Presentations, discussion, and role play will be the methodology used to highlight the particular types

of caring and counseling that are normative in parish ministry and other general ministries. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 466C: Spiritual Journey *RS/DC (3)

This course examines the life and thought of the Trappist monk and spiritual master, Thomas Merton, through the reading of selected texts drawn from his extensive corpus. It pays particular attention to the themes of conversion, solitude, desert experience, social concerns, true and false self, prayer, and encounters with eastern mysticism. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 469A: Johannine Literature *RS/DC (3)

This course is a survey of the gospel and epistles of John. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 469B: The Book of Revelation *RS/DC (3)

This course examines the theology, literary characteristics, and the cultural setting of the final book of the Christian Scriptures, the Book of Revelation. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 475: Academic Internship (1-6)

An off-campus learning experience to provide the student with the opportunities to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

RS 485: Religion and U.S. Politics *RS/DC (3)

When it comes to American politics, religion may well be the most powerful, yet least understood, force of our times. Polls tell us America is, by far, the most religious of the industrial democracies, and our often-contentious politics reflect that: marriage equality, reproductive justice, family values, gun control, economic justice, healthcare, etc. This class will examine the current impact of religion - both institutional and individual - on politics and social policy in the US. Using texts and case studies we will probe how religious ideas, values, and communities continue to arise and affect the law, politics, economics, journalism, public morality and social policy. Fulfills Ursuline Core Curriculum RS requirement. *RS/DC

RS 488: Special Topics (3)

An occasional course examining a particular aspect of religious studies not in the regular course of studies. Fulfills 300+ level Ursuline Core Curriculum RS requirement.

RS 490: Senior Research Project (1)

This independent study or internship experience provides the opportunity for graduating seniors to demonstrate their ability to integrate knowledge and skills acquired in the

Religious Studies program. The project permits the students to focus on an area of particular interest to them.

SCIENCE (SC)

SC 099: Introduction to Physical Science (2)

Introduction to Physical Science is a one-semester integrated course designed to bridge the gap between high school and college physical science. Emphasis is placed on understanding basic scientific principles, developing science process skills, developing an awareness of safety and environmental issues, and becoming conscious of science in everyday life. The theory and practice are integrated by a number of different techniques, including lecture, demonstrations, group problem-solving, laboratory experiments, outside reading, and discussion of practical applications. This course is graded PA, PB, PC and D/NC or F/NC. Credit and does not count toward degree requirements.

Prerequisite: Needs permission. Co-requisite: Students who do not demonstrate math proficiency must be enrolled in Math 100.

SC 100L: Introduction to Physical Science Lab (1)

This course is the laboratory component of Introduction to Physical Science. The laboratory experiments are selected to correspond to and develop the lecture concepts and principles more fully. Safety and environmental considerations are paramount in the design and execution of the laboratory program.

Co-requisite: SC 099.

SC 101: Principles of Science *SC/DC (3)

An integrated course including the basic principles of astronomy, physics, chemistry, and geology with emphasis on major scientific concepts, science process skills, and current practices in science education. *SC/DC

With the corresponding lab, SC 101L, fulfills Ursuline Core Curriculum science requirement.

SC 101L: Principles of Science Lab *SC/DC (1)

Selected experiments in astronomy, physics, chemistry, and geology. *SC/DC

Pre- or co-requisite: SC 101.

SC 140: Integrated Earth Science *SC/DC (3)

An integrated course designed to provide an overview of geology and astronomy. Topics in this course include the origin of the universe, the properties of stars, the solar system, the geological history of the earth, the earth's atmosphere, meteorology, and

environmental geology. With the corresponding lab, SC 140L, fulfills Ursuline Core Curriculum science requirement. *SC/DC

Prerequisite: SC 101 or high school chemistry and MAT 100 or an equivalent course, ACT score, or test out.

SC 140L: Integrated Earth Science Lab *SC/DC (1)

Selected experiments in astronomy and geology. *SC/DC

Pre- or co-requisite: SC 140.

SC 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

SERVICE LEARNING (SL)

SL 101: Service Learning (1)

SOCIOLOGY (SO)

SO 103: Introduction to Sociology *SO/DC (3)

The scientific study of human social life that describes and explains how our social world works and how it influences our personal lives. This introductory course focuses on the values, institutions, organizations and other social forces that shape American culture and society. Fulfills Ursuline Core Curriculum PS/SO requirement. *SO/DC

SO 104: Social Issues in 21st Century America *SO/DC (3)

An analysis of contemporary American social issues including topics such as poverty, crime, race relations, war, population, the aged, education, the family, health and mental illness, and drug abuse. Fulfills Ursuline Core Curriculum PS/SO requirement and American Culture requirement (AM). *DC/AM

SO 155: Learning Disability Program (3-4)

On-campus program working with children experiencing learning, behavioral and emotional problems in either an intense five week summer camp setting or a Saturday morning social-recreational program. Weekly meetings for orientation, discussion of specific problems, and evaluation of the experience. Cross-listed with PS 155.

SO 199, 299, 399, 499: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

SO 215: Civil Rights Movement (3)

An examination of the Civil Rights Movement from 1954 to 1970. The Movement began in the South when a large number of African Americans and others organized through non-violent tactics and risked their lives to fight for racial equality through activities such as boycotts, marches and sit-ins.

SO 225: Human Evolution (3)

An introduction to the origin and changes through time in humans and their cultures, study of human biological diversity and primate behavior.

SO 230: Organized and White Collar Crime (3)

A study of organized and white collar crime in the U.S. and Cleveland focusing on bootlegging, gambling, drugs, extortion, labor racketeering, stock market, political and corporate fraud and the FBI tactics and relentless pursuit of the criminals.

SO 235: Cultural Anthropology *WO/DC (3)

An exploration of human cultural diversity in areas such as culture and personality, religion and magic, politics and economics, and the family. Comparative studies of varied contemporary cultures. Fulfills Ursuline Core Curriculum World (WO) requirement. *DC

SO 245: Anthropology of Aging (3)

Cross-cultural study of aging. Endeavors to delineate the effects of aging as separated from the cultural observations and expectations of elders in a particular society.

SO 280: Career Exploration Seminar (1)

This course lays the foundation for students to engage in a personalized, effective career exploration process. From an analysis of individual strength, interests and values students will explore a variety of career options, conduct an informational interview in a field of their choice and prepare for the job market. Issues covered include professionalism and diversity in the workplace.

SO 285: Career Development II (1)

This course is a part of the UCoach Program that offers students individualized coaching for success throughout the college experience at Ursuline. This course is one of two that address the career component of the program to increase student readiness for the job market upon graduation and will assist in the development of a student's personalized success plan.

SO 288, 488: Special Topics (1-3)

SO 299: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

SO 315: Sociology of Gangs (3)

A study of American gangs emphasizing street gangs such as the Bloods, Crips and Vice Lords; racist gangs like the Ku Klux Klan, Skinheads, and Aryan Nation; and outlaw biker gangs such as the Hells Angels, Mongols, and Banditos.

SO 319: Criminology (3)

A consideration of the types and multiple causes of crime, preventive measures and correctional procedures with a special focus on examining different types of crime in Cleveland.

SO 322: Cities and American Society in 21st Century (3)

Analysis of the urban environment (especially Cleveland, Ohio) from various theoretical perspectives is combined with the study of current issues affecting urban life. The interaction of various levels of government, community power structures and community action efforts and demographic characteristics are examined.

SO 323: Race Culture and Politics in American Society (3)

A study of various minority groups in the United States, e.g., African, Latina, Asian, Native American, and women; their history, special cultural background, contributions, and prejudice and discrimination experienced by each.

SO 325: America's Ethnic Heritage: Immigration Past to Present (3)

An examination of contemporary American ethnic groups, e.g., Irish, Italian, Polish, Jewish, Mexican, Japanese, and German Americans, with emphasis on their life-styles and organizational patterns, history, culture, customs, traditions, demography, institutions, religious participation, family life, politics and issues.

SO 338: Sociological Theory (3)

Selected theoretical perspectives are considered in relation to classic sociologists and their implications for research in sociology and social work practice. This course is cross-listed with SW 338.

SO 340: Women and Violence (3)

This course takes an interdisciplinary approach to the study of violence and women. It acquaints students with scholarly theories which seek to identify key social, cultural, and political factors which facilitate violence against women of all ages, races, class positions, sexualities, and national statuses. Eschewing a narrow approach to the study of women and violence which constructs women solely as “victims,” readings, lectures and class discussions explore instances in which women actively resist and even enact violence themselves. Materials also highlight distinctive ways in which women of color, immigrant, poor, lesbian/bisexual/transgendered women, and women located in rural communities experience and respond to violence. Special topics include human trafficking; sexual and other forms of contemporary slavery; and women and war.

Prerequisite: SO 103 or Instructor Permission, WS 201 Strongly Recommended.

SO 351: Reading Seminar (3)

Professional needs of students, research interests of faculty and current sociological topics are potential sources for the development of seminar topics. These topics are discussed in relation to relevant literature in sociology.

SO 352: Reading Seminar (3)

Professional needs of students, research interests of faculty and current sociological topics are potential sources for the development of seminar topics. These topics are discussed in relation to relevant literature in sociology.

SO 360: Introduction to Addictions (3)

This course is designed to provide an introduction to the issues surrounding addiction and addictive behavior. Explores the biological, psychological and social aspects of drug and alcohol use. Assessment, treatment, and prevention are studied along with the ethnic and cultural dimensions of substance abuse. Although the primary focus of this course is addiction to substances, there will also be an opportunity to explore other forms of addictions and addictive behaviors. This course is cross-listed with SW 360C.

SO 361: Domestic Violence: Issues and Challenges (3)

Family violence seriously impacts the health and well-being of families today. This course examines the historical, sociological, and psychological perspectives of domestic violence. Current controversies regarding family violence are discussed. A life span

approach is used in an attempt to sensitize students to the lasting effects of domestic violence on the individual. Social work practice issues are explored. This course is cross-listed with SW 360D.

SO 399: Prior Learning (1-20)

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

SO 408: The Changing American Family (3)

An analysis of the modern American family emphasizing dating, marrying, childrearing, divorce, historical changes, non-traditional family patterns, and the influence of contemporary society.

SO 416: Field Exp in Gerontology (3)

Students learn to apply principles from the classroom in agencies that serve aging clients. The purpose of this is to provide field experience exposure to the needs and the problems of older persons. Students learn firsthand how these problems are addressed in the various agencies. 8 hours per week; 120 hours per semester spent on-site.

Prerequisite: PS 230; SO 245, PS 415 or an RS course in Pastoral Counseling.

SO 422: Social Psychology (3)

An analysis of the influence of social groups on individual behavior, with special attention to recent research regarding public opinion, propaganda, intergroup relations, conformity, aggression, prejudice, attraction, leadership, and group dynamics.

SO 423: Crowd and Mass Behavior (3)

Collective behavior resulting from social unrest; the formation and behavior of crowds, mobs, cults and sects; panic and disaster behavior; social movements; types of mass behavior including rumors, fads, and the formation of public opinion.

SO 430: Social Aging Growing Older in 21st (3)

A study of the physical, societal, anthropological, and psychological aspects of aging and of the institutional alternatives for the care of the elderly in our society.

SO 434: Research Methods (3)

Research concepts, ethics, and designs are examined. Social work majors focus on their application to social work practice, especially the single-subject design. Sociology students develop a research design for an appropriate topic

Prerequisite: SO 338; MAT 212. This course is cross-listed with SW 434.

SO 441: Class Age and Gender Inequality (3)

An analysis of class, status and power in American society; causes and consequences of class and social inequality including gender, age and ethnic discrimination; factors that have kept women subordinate to men in the family and labor force.

SO 451, 452: Topics in Contemporary Social Issues (3)

Current problems and issues in sociology are discussed in an effort to help students integrate theoretical information with the complexities of their practical application.

SO 461, 462: Independent Study (1-3)

Independent study program on selected topics. Discussions with faculty advisor. Permission of department chair required.

SO 475: Academic Internship (1-12)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

For Sociology-General Track or Sociology-Criminal Justice Track majors only.

SO 476: Academic Internship (1-6)

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

SPANISH (SP)

SP 354: Hispanics in the United States *AM/DC (3)

A consideration of the Spanish-speaking people who have emigrated to the United States and their influence on this country. Course given in English. Fulfills Ursuline Core curriculum American requirement. *AM/DC.

SPORT MANAGEMENT (SPT)

SPT 125: Introduction to Sport Management (3)

This course will provide an overview of the exciting world of sport management. Emphasis will be on the relationship between sports and management. The course will incorporate a three-pronged approach, emphasizing principles, applications, and skill development. The study of sport will include sporting goods manufacturers, fitness centers, recreation departments, broadcasting, little league teams, high school, NCAA, and professional leagues. The study of management focuses on the four functions of management -- planning, organizing, leading, and controlling.

SPT 200: Sport and Society (3)

Sport and Society provides students a basis for understanding the sport industry and how it influences and integrates into society. We examine religious, political, economic, cultural, ethnic, and social systems' impact on sport. We also evaluate how sport impacts each of those systems. Finally, we examine sports' impact on our day-to-day lives.

SPT 210: Coaching and Leadership (3)

Current ideas related to management and leadership in sport are studied, and their applications to sport are also addressed.

SPT 220: Sport Marketing (2)

A study of the history of sport marketing that emphasizes the application of marketing concepts to the sport industry today. This course will expand on the topics covered in both Introduction to Sport Management (SP125) and Principles of Marketing (BU 220). Topics will include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship as it relates to sport organizations, both amateur and professional.

Prerequisite: SPT 125, BU 220.

SPT 250: Sport Public Relations (3)

The application and theory of marketing in a sports business or within a sports organization will be addressed. Students will learn the fundamentals of marketing and how to relate it to a sport team or business related venture. Different techniques and methods of sport marketing and sales will be learned and applied

Prerequisite: SPT 125.

SPT 288, 488: Special Topics (3)

A study of selected sport management topics.

Prerequisite: Approval of department chair required.

SPT 301: Psychology of Sport and Physical Activity (3)

An overview of the field of exercise psychology as it applies to sport. Both individual psychological behavior and team psychological behavior are examined. Topics include the psychology of competition, motivation, leadership, and aggression.

Prerequisite: PS 101 and 32 hours of credit in business administration or departmental approval.

SPT 302: Sport Broadcasting (3)

An introduction to the relationship between sport and broadcasting in the American culture. This course provides a survey of historic, economic, legal and technical aspects of broadcasting including an investigation of audience research, selection of events, networks and rights fees.

Prerequisite: Completion of at least 32 credit hours in business administration or departmental approval.

SPT 303: College Athletics (3)

An overview of the issues, problems, and concerns facing managers of collegiate athletics. Areas of emphasis include the organizational structure of college athletic departments, conferences, and the NCAA, as well as an analysis of current issues regarding academic and recruiting legislation, finances, and Title IX/gender equity.

Prerequisite: Completion of 32 credit hours in business department or departmental approval.

SPT 305: Advanced Sport Promotion (3)

An applied sport promotion class involving the application of promotional theory, event planning and management, public relations, sponsorship proposal writing and solicitation to an existing sporting event in order to enhance its presentation and meet class defined objectives which are to plan a sport event.

Prerequisite: SPT 250.

SPT 310: Sport Finance (3)

The course will be an extension of the concepts of Principles of Finance and will focus on how Sport Finance is both different and the same. This course examines finance and accounting principles as applied to managerial control of sport organizations. Areas of focus include forms of ownership, taxation, financial analysis, funds acquisition, feasibility studies and economic impact studies. This course includes not only the areas of current financial needs of the organization, but the future needs and how to evaluate financial needs and options for meeting those needs, especially in the public domain.

Prerequisite: AC 210, SPT 310.

SPT 315: Sport Sales and Marketing (3)

SPT 325: Sport Facility and Event Management (3)

The course will focus on how athletic facilities operate and are designed. In addition, students will focus on how to run events, big and small, that involve athletics. Students will also address financing and budgeting for the facility and events, as well as securing sponsorships.

Prerequisite: SPT 125.

SPT 340: Sport Law (3)

This course will build on the fundamentals from BU 340, Business Law, and provide an examination of the legal issues applicable to both amateur and professional sports. Emphasis will be placed on identifying the legal issues in contract, tort, and constitutional law as they apply to the actions of athletic associations. Legal issues in risk management and employment law will also be explored. Collective bargaining, arbitration, and the representation of professional athletes will be addressed.

SPT 350: Athletic Administration (3)

This course will provide an overview of athletic administration at both the high school and college levels. Areas of study will include personnel, budgets, compliance, risk management, fundraising, facilities, and roster management. Students will learn how to develop student-athlete and staff handbooks, secure sponsorships, and create a culture of sportsmanship. The emphasis of this course will be to provide students with an overview of athletic administration and the duties and responsibilities of the position.

SPT 450: Sport Policy (3)

This course provides students with an opportunity to critique existing policies and practice the development of new policies for management of sport organizations. Policies will focus on ethical issues encountered in today's sport industry. This is the capstone course of the sport management major and will integrate all other areas of sport management into the development of strategies and policies for the sport organization.

Prerequisite: Senior level and at least 21 hours of SPT courses.

SPT 460: Sport Practicum (3)

Students are able to apply classroom theory to practical experience through association with a community or campus organization. A number of different experiential opportunities exist through the local community and athletic departments, parks departments, and the professional and semi-professional sport organizations in northeastern Ohio. Opportunities include experiences in facilities management, fundraising, game operations and promotions, and event management. Completion of

280 hours of work at the practicum and attendance at seminars held for practicum participants is required. This could be an unpaid or a paid experience.

Prerequisite: Completion of 40 credit hours in business administration or departmental approval.

SPT 475: Sport Internship (1-6)

This course will provide the practical application of those things learned in the classroom as they are applied to the real world. Students will work within a sport organization in an area of their interest and abilities. The course will require the completion of 120 hours at the internship site. Internships are available with local high schools, National Basketball Academy and local professional sports teams.

Prerequisite: Senior status or completion of 80% of major requirements.

SOCIAL WORK (SW)

SW 101: Introduction to Social Work (3)

The first course in the social work major introduces the profession's history, philosophy, mission, values, purposes, fields of practice, and the experience of diverse populations within the context of the social welfare system. Students are introduced to generalist social work approaches with individuals, families, groups, organizations, communities, and cultural systems. This course can be taken concurrently with SW 216.

SW 216: Social Welfare as a Social Institution (3)

Designed to provide students with a basic understanding of the historical development of social welfare policies and services in the United States. Compares societal needs, values, and responses to the values of the social work profession. Includes discussion of economic and political ideas that influence policy. The first of two policy courses.

Prerequisite: SO 103 & SW 101 can be taken concurrently.

SW 240: Human Behavior and the Social Environment (3)

A study of human behavior and development from an ecological and social systems approach, including biological, psychological, spiritual, sociological, economic, political and system theories. The social work practice perspective emphasizes how lifespan development is affected by interactions among individuals, families, groups, organizations, and communities at local, national and international levels. The impact of prejudice and discrimination on cultural diversity, ethnicity, sexual orientation, physical/mental disabilities, and health issues as they impact social and economic justice.

Prerequisite: SO 103; PS 101; SW 101. BI 130/L is required for the HBSE Content Area.

SW 302: Generalist Practice I (3)

A study of the integrative systems approach to generalist social work practice, examining the individual as a member of the family, small groups, the community, and societal level systems. Introduces student to basic social work practice skills using a problem-solving model. Emphasizes student's awareness of the self and of cultural, ethnic, and lifestyle diversity as these impact practice.

Prerequisite: Courses in the HBSE and Policy Content Areas; SW 338. This course is restricted to social work majors.

SW 318: Policies, Programs, and Issues (3)

An examination of the formulation, implementation and evaluation of social welfare policy resulting from the interaction of social, political, and economic factors. Analysis of current social welfare programs, services and issues. Discussion of methods for influencing social policy through advocacy at differing levels of policy-making.

Prerequisite: SW 216.

SW 338: Sociological Theory (3)

Selected sociological theories are examined for their assumptions about social stability and social change in society, social institutions, organizations, communities, small groups, families and individual behaviors. Linkage between research in sociology and social work practice is made. Qualitative and quantitative approaches to theory development are discussed, as well as ethics and a critical thinking perspective.

Prerequisite: PS 101; SO 103; SW 101. This course is cross-listed with SO 338.

SW 360A: Changing Roles of Women (3)

This course examines the traditional roles of women and the factors which have contributed to maintaining them; an analysis of the changes which are occurring today; and the effects of those changes on women, men and society. The course explores the realities of women's lives and the choices present to them.

SW 360B: Ethics and the Helping Professions (3)

This course fulfills the requirement for a course in ethics in the social work major. Ethical issues in the helping professions are examined in relation to the core values of social work and the professional codes of ethics. This course is designed to assist students in examining ethical principles and decision making models that impact the practitioner's work as a helping professional. This course explores ethical dilemmas and the principles, processes, and self-awareness needed to resolve these dilemmas.

SW 360C: Introduction to Addictions (3)

This course is designed to provide an introduction to the issues surrounding addiction and addictive behavior. Explores the biological, psychological and social aspects of drug and alcohol use. Assessment, treatment, and prevention are studied along with the ethnic and cultural dimensions of substance abuse. Although the primary focus of this course is addiction to substances, there will also be an opportunity to explore other forms of addictions and addictive behaviors. This course is cross-listed with SO 360.

SW 360D: Domestic Violence: Issues Challenges (3)

Family violence seriously impacts the health and well-being of families today. This course examines the historical, sociological, and psychological perspectives of domestic violence. Current controversies regarding family violence are discussed. A life span approach is used in an attempt to sensitize students to the lasting effects of domestic violence on the individual. Social work practice issues are explored. This course is cross-listed with SO 361.

SW 360E: The Challenges of Aging (3)

This course will allow students to understand the generalist social work practice as it relates to work with the elderly (and its impact on the aging population) with specific attention to special populations and the high risk elderly. Normative changes that accompany aging will be explored from physical, cultural, and biopsychosocial perspectives as well as the impact of those changes on both a personal and societal level. Students will gain knowledge of the existing continuum of care and the various methods of service delivery in providing social work services to the elderly and their families.

SW 401: Generalist Practice II (3)

Designed to prepare students for generalist social work practice with all size client systems with a special emphasis on how the social work profession uses task and treatment groups to accomplish individual, family, organization and/or community goals. Group methodology and group work skills are explored and developed. The use of the problem solving model is reinforced and expanded.

Prerequisite: SW 302, 434. This course is restricted to social work majors.

SW 402: Generalist Practice III (3)

Designed to prepare students for generalist social work practice with client systems of all sizes working with individuals, families, and groups within organizational and community structures and systems. This course emphasizes macro practice and intervention related to community organization, social planning, and advocacy.

Prerequisite: SW 401. This course is restricted to social work majors.

SW 411A: Field Placement I (3)

The first semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The Integrative Seminar is scheduled weekly for all students in placement. SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

SW 411B: Field Placement I (3)

The first semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The agency-based fieldwork (SW 411B, SW 412B) is graded on a Pass/Fail basis (each course is 3 credit hours). SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

SW 412A: Field Placement II (3)

The second semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The Integrative Seminar is scheduled weekly for all students in placement. SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

SW 412B: Field Placement II (3)

The second semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The agency-based fieldwork (SW 411B, SW 412B) is graded on a Pass/Fail basis (each course is 3 credit hours). SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

SW 434: Research Methods (3)

Research concepts, ethics and designs are examined. Qualitative and quantitative approaches are included. Social Work majors focus on research application to social work practice, especially the single-subject design, to promote evidence-based practice.

Students develop a research proposal to demonstrate acquisition of research knowledge and skill.

Prerequisite: SW 338. MAT 212 can be taken concurrently. This course is cross-listed with SO 434.

SW 461, 462: Independent Study (1-3)

Student may elect to examine a particular topic of special interest that is related to Social Work. Approval by the program director is required.

SW 475: Academic Internship (1-6)

This course is a structured, out-of-class learning experience that allows the student to explore professional interests and potential career choices. Approval of program director(s) required.

Prerequisite: Approval by the program director required.

SW 476: Academic Internship (1-6)

This course is a structured, out-of-class learning experience that allows the student to explore professional interests and potential career choices. Approval by the program co-directors required.

Prerequisite: Approval by the program director required.

SW 488: Special Topics (3)

Special Topic courses are offered to address an emerging social, political, or ethical issue that impacts individuals, families, groups, organizations, and communities. Issues related to social justice and discrimination are explored.

URSULINE CORE CURRICULUM (UC)

UC 101: First Year Seminar (3)

UC 101 serves as a rigorous introduction to the Ursuline College experience. This seminar is writing-intensive and requires students to read and interpret challenging texts; offers diversified learning activities that will strengthen students' ability to speak and write effectively; advances leadership skills; and heightens students' sense of social awareness. Semester themes will vary. The course's academic focus is complemented by workshops designed to enhance students' emotional preparedness, a major factor to students' success during their first year of college.

Prerequisite: First Time or New Students with Credit (0-12 transfer credits).

UC 201: Identity, Diversity, and Community (3)

In keeping with the Legacies of St. Angela Merici, this course approaches all learners through their distinct identities, values, and experiences. St. Angela's inclusive, democratic approach to spirituality emphasizes looking into the self and to the larger world; her Legacies and the Ursuline mission provide a framework to contemplate the intersection of our individuality with our group identities. Students will investigate and discuss ways by which to access their own backgrounds to help one another achieve greater success and a global perspective.

Prerequisite: EN 123/124 or EN 125 or equiv., UC 101 or more than 12 transfer credits.

UC 401: Capstone Seminar (3)

This common course of the Ursuline Core is a writing intensive, interdisciplinary course with a focus on Values and Social Responsibility. Seminars will take various approaches to these themes depending on the topic and content developed by course instructors. The course challenges students to take a four-part approach to Values (analysis, consciousness, critique and application) as a way to identify and manage change and to explore potential responses.

Prerequisite: UC 201; senior status.

WOMEN'S STUDIES (WS)

WS 201: Introduction to Gender Studies *WO/DC (3)

As the introductory course for the Women's Studies minor, WS 201 gives students a wide-reaching conceptual framework that serves as the foundation for further interdisciplinary study of women. The goal of the course is to invite inquiry into power relationships between men and women, as well as among economic groups, sexual orientations, and races. In addition, the dynamics of the class provide a forum for students to reflect on the ways in which gender shapes and informs their lives. Fulfills Ursuline Core Curriculum World Culture. *WO/DC.

WS 401: Culminating Seminar in Women's Studies (3)

By design, the anchor course for Stage III of the Ursuline Studies Program is a writing-intensive interdisciplinary seminar that focuses on the themes of values and social responsibility. In US/WS 401, students explore these themes by looking at the issue of gender as it shapes women's identities and influences.

Prerequisite: Senior status.

WS 488: Special Topic (3)

INSTITUTIONAL ACCREDITATION

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).

The Education Unit at Ursuline College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.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 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
- North Central Association of Colleges and Schools
- Ohio Board of Regents
- Ohio Counselor, Social Worker, and Marriage and Family Therapy Board.
- Ohio Department of 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
- 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 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
- OCPA Ohio College Personnel Association
- Ohio State Bar Association
- Online Computer Library Center (OCLC)

- Online Learning Commission
- 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