



Ursuline 

VALUES·VOICE·VISION

**Accredited by:**

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

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1413

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**hlcommission.org**



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



### A Message from the President

At Ursuline College we are proud of our rich heritage and long history; we are also proud of our outstanding faculty and staff. We are most proud of our students, who are the heart and soul of this academic community.

We welcome all students into our challenging and diverse learning environment, and we invite all to enjoy the opportunity to explore the remarkable worlds of knowledge and understanding. Together as a community, we grow and learn in a variety of academic disciplines, enhanced by a liberal arts core curriculum. We delve into a deeper understanding of ourselves as individuals and into the richness of other cultures in our world. We identify and clarify our values, and we work together to use those values to improve the society in which we live.

Since 1871, Ursuline College, in the Catholic tradition, has fostered an atmosphere in which learners can express their ideas and beliefs, be respected as individuals, and find meaning in life. Founded by the Ursuline Sisters, the College espouses the Gospel values of contemplation, justice, and compassion, aiming to educate women and men to be knowledgeable and competent and to live their lives in a reflective, responsible manner.

Welcome to Ursuline College. Your success is our primary objective. Allow us to share the excitement of learning with you.

Yours,

*Christine De Vinne*

Christine De Vinne, OSU, Ph.D. President

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## 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

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.

## **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) 621-7440. [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)).

The Education Unit at Ursuline College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org) and the Council for the Accreditation of Educator Preparation (CAEP), [www.caepnet.org](http://www.caepnet.org). This accreditation covers initial teacher and advanced educator preparation programs.

## **ALUMNAE**

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

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

Each year the Alumnae Association honors both alumnae 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. This recipient is chosen from nominations submitted by faculty, staff and fellow seniors. Also, the Association honors alumnae with a number of awards each year including: the Amadeus Rappe Award, Crystal Award, Distinguished Nursing Alumna Award (in partnership with The Breen School of Nursing), the Distinguished Social Work Alumna Award (in partnership with the Social Work Department), and the Distinguished Educator Alumna Award (in partnership with the Education Unit).

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

**Alumnae Office:**

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

Phone: 440.646.8375

Email: [alumnae@ursuline.edu](mailto:alumnae@ursuline.edu)

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

*Address files and pertinent data on our alumnae are maintained by the Alumnae Office and remain confidential.*

## **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.

## **ATHLETICS**

The Arrows compete in volleyball, basketball, golf, soccer, softball, tennis, cross country, track/field, swimming, lacrosse, and bowling. The Athletic Department functions as an NCAA Division II department. The department prides itself in having an experienced coaching staff and built a new athletic facility in 2015. The Sr. Diana Stano Athletic Center is equipped with the John P. Murphy Foundation Fitness Center, the Jane & Lee Seidman Gymnasium, a training room, multiple locker rooms, and the St. Joseph Athletic Office Suite where all the athletic staff and coaches are housed.

The Athletic Center will have various open times in order to serve the College community.

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](http://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 on-line ordering system for convenience: [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com) . Phone: (440) 449-5368.

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

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

## CAMPUS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **CAMPUS MINISTRY**

### **Mission Statement**

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

### **Contemplation**

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

### **Justice**

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

### **Compassion**

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

## **COMPUTER INFORMATION TECHNOLOGY**

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

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

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

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

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

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

## **FOOD SERVICE**

The dining hall facility is located in the Pilla Student Learning Center and open only when the College is in session for the regular academic year. Commuters, faculty, administrators, staff, friends, and family are welcome to enjoy the dining facilities. Resident students are required to purchase a meal plan. Hours of service can be found at the Food Court entrance (across from the Bookstore) and on the College website.

## **INTERSHIPS**

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 is available on the Counseling and Career Services website. The office of the Coordinator of Experiential Education is located within the Student Affairs Center in Mullen 130.

## **THE 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 Director of the Office of 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.

## **RALPH M. BESSE LIBRARY**

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

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

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

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

## **SPECIAL SERVICES FOR STUDENTS**

### **Ursuline Resources for Success in Academics (URSA)**

Ursuline Resources for Success in Academics (URSA) is the group offices that provide academic services to students, including advising, tutoring, disabilities services, FOCUS (special services for students with learning disabilities), academic orientation, and special academic programming, including LEAD, RAISE, and Keys to Success.

### **Academic Orientation**

URSA coordinates Academic Orientation 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.

### **Academic Support and Disability Services**

Ursuline Resources for Success in Academics (URSA) provides services for students with disabilities and tutorial assistance to students in math, science, study skills and writing. One-on-one tutoring and small group sessions are available to all Ursuline College students free of charge.

### **Accommodations for Students with Disabilities**

URSA 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, URSA 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
- Taped texts and lectures
- Course substitution
- Reduced course load
- Priority registration

Equipment and computers are available for student use in Mullen 312. To continue receiving reasonable accommodations, the student must schedule an appointment to meet with 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 Disabilities Specialist at 440 449-2046 or stop into Mullen 316.

### **Program for Students with Learning Disabilities**

Housed in URSA, 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.

### **Student Success Office**

Housed in URSA, 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, and 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 Success Office is in Mullen 306 and can be reached at 440-684-6018.

## **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 MU 306 in URSA.

## **TUTORING**

URSA (Ursuline Resources for Success in Academics) provides free professional tutorial assistance in biology, chemistry, math, reading comprehension, writing, note taking, test taking and time management.

One-on-one tutoring sessions as well as small group reviews are offered. Students may sign-up for tutoring at URSA's Academic Support Center, Mullen 312, or by directly contacting the tutors.

## **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, s/he 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: <http://clep.collegeboard.org/exam> and pay a fee of \$85 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 student passes the exam, s/he must pay a fee of \$10 to have the grade officially transferred to her/his 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 her/his 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 Support Center of URSA, 312 Mullen, 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 128-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

[http://www.ursuline.edu/Student\\_Life/Campus\\_Ministry/service\\_learning\\_application.pdf](http://www.ursuline.edu/Student_Life/Campus_Ministry/service_learning_application.pdf).

## **COUNSELING AND CAREER SERVICES**

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

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

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

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

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

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

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

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

## URSULINE COLLEGE ACADEMIC CALENDAR

*Note: Check calendar annually for revisions.*

### Fifteen Week Undergraduate Programs: 2017-2018 and 2018-2019

#### Fall Semester 2017

Wednesday	August 23, 2017	Fall classes begin
Monday	September 4	Labor Day – no classes
Monday-Saturday	October 16-21	Fall midterm break: no classes
Monday	October 23	Classes resume
Wednesday-Saturday	November 22-25	Thanksgiving break
Monday	November 27	Classes resume
Tuesday-Saturday	December 12-16	Final exams

#### Spring Semester 2018

Monday	January 15, 2018	Martin Luther King Day -- no classes
Tuesday	January 16	Spring classes begin
Monday-Saturday	March 5-10	Spring midterm break – no classes
Monday	March 12	Classes resume
Thursday – Monday	March 29 – April 2	Easter break
Tuesday	April 3	Classes resume
Monday-Saturday	May 8-12	Final Exams
Friday	May 18	Commencement Exercises

#### Summer Semester 2018

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

#### Fall Semester 2018

Monday	August 20	Fall semester classes begin
Monday	September 3	Labor Day—no classes
Monday-Saturday	October 15-20	Fall midterm break—no classes
Monday	October 22	Classes resume
Wednesday-Saturday	November 21-24	Thanksgiving break—no classes
Monday-Thursday	December 17-20	Final Exams

### Spring Semester 2019

Monday	January 7, 2019	Spring semester classes begin
Monday	January 21	Martin Luther King Day—no classes
Monday-Saturday	March 11-16	Spring midterm break
Monday	March 18	Classes resume
Thursday-Monday	April 18-22	Easter break—no classes
Tuesday	April 23	Classes resume
Tuesday-Saturday	May 7-11	Final Exams
Friday	May 17	Commencement Exercises

### Summer Semester 2019

Monday	May 13	Summer I classes begin
Monday	May 27	Memorial Day—no classes
Saturday	June 15	Summer I ends
Monday	June 17	Summer II classes begin
Thursday	July 4	Independence Day—no classes
Saturday	July 20	Summer II ends

### UCAP Calendar 2017-2018 and 2018-2019

Session	Start	End	Holidays
Fall 1	August 28, 2017	September 30, 2017	September 4, 2017
Fall 2	October 2, 2017	November 4, 2017	—
Fall 3	November 6, 2017	December 16, 2017	--
Spring 1	January 8, 2018	February 10, 2018	January 15, 2018
Spring 2	February 12, 2018	March 17, 2018	--
Spring 3	March 19, 2018	April 28, 2018	April 2, 2018
Summer 1	May 7, 2018	June 9, 2018	May 28, 2018
Summer 2	June 11, 2018	July 14, 2018	July 4, 2018
Summer 3	July 16, 2018	August 18, 2018	--
Fall 1	August 27, 2018	September 29, 2018	September 3, 2018
Fall 2	October 1, 2018	November 3, 2018	--
Fall 3	November 5, 2018	December 15, 2018	November 22, 2018
Spring 1	January 7, 2019	February 9, 2019	January 21, 2019
Spring 2	February 11, 2019	March 16, 2019	--
Spring 3	March 18, 2019	April 27, 2019	April 21, 2019
Summer 1	May 6, 2019	June 8, 2019	May 27, 2019
Summer 2	June 10, 2019	July 13, 2019	July 4, 2019
Summer 3	July 15, 2019	August 17, 2019	--

## **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.

### **Requirements for Admission**

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](http://ursuline.edu/apply) or via [commonapp.org](http://commonapp.org). Normally, applicants are notified of their acceptance within two weeks of receipt of all credentials. Paper applications are available online, but a \$25 processing fee is charged to all paper applicants.

For admission to the Ursuline College Accelerated Program, contact the UCAP Office at 440.684.6130 or apply online at [ursuline.edu/apply](http://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](http://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.

### **Application Deadlines**

The following are the application deadlines for degree-seeking first-year students for the fall 2018 semester:

- Scholarship Priority Deadline 1: November 1, 2017
- Scholarship Priority Deadline 2: December 15, 2017
- Regular Decision Deadline: February 1, 2018
- Rolling Admission: After February 1, 2018

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:

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#### **The College requires the following credentials of applicants for admission:**

- Official application and fee
  - 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 (see #3 below)
  - A written personal statement or essay
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 is 23 years of age or older. 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.*
  3. *BSN Applicants must also submit 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.*

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 Education, Nursing, Pre-Pharmacy, 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 Studies Program (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

#### **1. 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.

#### **2. 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 12 credit hours per semester for the first year. 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 2014 was:

GPA: 3.0375

ACT: 16.73

SAT: 782

### **Support Courses**

Ursuline College offers three courses 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 103 College Reading and Writing**

- 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 English 103. Other factors that may be taken into consideration in requiring EN 103 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 13-19 and/or a Mathematics SAT score 320-470 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 103** and **MAT 100** are graded, not Pass/No credit courses.

### **SC 099 Introduction to Physical Science and SC 100L Introduction to Physical Science Lab**

High school seniors and transfer students who are required to take EN 103 or MAT 100 will be evaluated for placement in SC 099 and SC 100L. Need for these courses will be determined by placement test results and lack of/or previous performance in high school or college science classes.

#### **Students who take SC 099 or SC 100L will:**

- Receive grades of PA, PB, PC, D/NC or F/NC in those courses
- Receive a temporary GPA that includes grades in those classes (official GPA will not include SC 099 or SC 100L grades); students who do not achieve a 2.0 GPA may be placed on probation or may be dismissed if they do not achieve a 1.0.
- Will be counted toward a student's semester credit hour load, including financial aid requirements. These courses will also count toward the 128 credit graduation requirement.

### **3. *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.

### **4. *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. 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 should submit an application, appropriate fee, and all official school transcripts. All international transcripts must be evaluated course by course by the World Education Services (WES) at [wes.org](http://wes.org) or Educational Credential Evaluators (ECE) at [ece.org](http://ece.org). 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](http://ets.org/toefl) or [ielts.org](http://ielts.org).

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**

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. Students should have a report of the examination scores sent directly to the Office of Admission.

## **ADMISSION TO SPECIFIC PROGRAMS**

### **Admission to the Breen School of Nursing**

#### **Prospective incoming freshman nursing students must:**

1. Send official high school transcript or GED
2. Send official ACT or SAT scores\* (NOTE: if ACT or SAT scores are printed on your "official" transcript, they will be considered "official scores")
3. Send official transcript of AP scores (if taken)

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

1. Have a cumulative GPA of 2.75
2. Have a composite ACT of 20 or SAT of 1000 (not including the writing portion of the test)
3. Demonstrate a proficiency in algebra, 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:**

1. 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
2. Send one letter of recommendation from a counselor or teacher
3. 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.
4. Earn a cumulative GPA of 2.5 in all college courses.
5. Required sciences (anatomy & physiology, general chemistry, organic/biochemistry and microbiology) may be attempted only twice, including courses taken at any previous schools.
6. 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 wishing to pursue teacher licensure programs 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 access the Teacher Education Handbook at [http://www.ursuline.edu/Academics/Graduate\\_Professional/Bachelors\\_Programs/Education/resources.html](http://www.ursuline.edu/Academics/Graduate_Professional/Bachelors_Programs/Education/resources.html).

**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
- Accuplacer writing assessment; if applicable

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 he/she is 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, his/her 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, his/her admission status will be changed to CLEAR or CONDITIONAL.

**UCAP ADMISSION WRITING ASSESSMENT**

At the time of admission to the Ursuline College Accelerated Program (UCAP), entering new and transfer students may be required to take a writing assessment test. To ensure academic success, students who score below the designated levels on writing will be placed into the appropriate level of writing course(s) as his/her first required classes in the program.

If students are transferring from a partner college, they will not be required to complete the writing assessment and will automatically be placed in the higher level writing course.

## **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 [http://www.ursuline.edu/Admission/Financial\\_Aid/index.html](http://www.ursuline.edu/Admission/Financial_Aid/index.html).

### **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 see the schedule of classes for the refund policy in effect each semester.

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 the Director of Residence Life and/or Vice President for 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 [http://www.ursuline.edu/Admission/Financial\\_Aid/forms.html](http://www.ursuline.edu/Admission/Financial_Aid/forms.html). 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](http://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 [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - a. Print and complete the Pre-Application Worksheet before entering your information online.
  - b. If you do not have a PIN number, you must apply or reapply for one by going to the "Getting Started" tab on this website or go to [www.pin.ed.gov](http://www.pin.ed.gov) to request a PIN number. *Both parents and students must apply for PIN numbers and 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, Perkins Loan (NDSL), 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 \$5,730 for the 2014-15 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.
- **Perkins Loan (NDSL):** For any student who demonstrates financial need. Must be repaid with 5% interest. Currently \$500 to \$1,500 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 2014-15 academic year is \$2,568.

### **Merit-Based Institutional Scholarships**

Various scholarships are awarded to incoming students who demonstrate academic excellence or leadership qualities. All students who are clearly admitted to the College are automatically considered for an Academic Scholarship. High school students with a GPA of 2.8 or higher; and a composite ACT test score of at least 20, or SAT test score of at least 940 (Math and Verbal total) may be awarded. 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, provided students attend full-time (at least 30 credits per year) and maintain at least a 3.0 cumulative GPA at Ursuline College. Specific questions regarding eligibility can be found on the Ursuline College website at [http://www.ursuline.edu/Admission/Financial\\_Aid/Undergraduate/merit\\_scholarships.html](http://www.ursuline.edu/Admission/Financial_Aid/Undergraduate/merit_scholarships.html) 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 [www.fastweb.com](http://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 [http://www.ursuline.edu/Admission/Financial\\_Aid/forms.html](http://www.ursuline.edu/Admission/Financial_Aid/forms.html), or through Net Partner.

## **NON-ACADEMIC POLICIES**

For a complete description of all policies governing Ursuline College, the programs and students, please consult the *Student Handbook*, at [http://www.ursuline.edu/docs/student\\_life/handbook16-17.pdf](http://www.ursuline.edu/docs/student_life/handbook16-17.pdf). Selected non-academic policies are highlighted below.

### **Family Educational Rights and Privacy Act**

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

### **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.

### **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.

## **ACADEMIC POLICIES**

### **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. Please see **Probation and Suspension** for criteria for probation.

### **Admission Assessment**

At the time of admission to the College, first year students may be subject to placement testing in English depending on their ACT or SAT scores. 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.

Due to the accelerated, writing-intensive nature of the Ursuline College Accelerated Program (UCAP), UCAP students must complete an on-site writing assessment as an admission criterion.

### **Alternative Credit Options (see Academic Services for Students)**

#### **Athlete Missed Class Policy**

1. All student-athletes are expected to attend all classes.
2. All student-athletes are expected to provide their instructors 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.
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

#### **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 in 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) 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. Education students are required to participate in field/clinical work.

### **UCAP**

Due to the accelerated nature of the program, the minimum of 20 contact hours is required for accreditation purposes. 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 facilitator.

### **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. Tuition for an audited course is the same as for a course taken for credit.

## **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.

### **Class Rank**

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.

## **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 two semesters at Ursuline College. If they earn a 3.0 GPA during their first semester at Ursuline, they may enroll in no more than 16 credits during the second semester.

**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.

### **Concurrent Enrollment**

Matriculated students who are in good academic standing may 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.

### **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 in 15-week semesters and the occasional 7-week format.

**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-, 8- 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 a dean's permission.

### **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 may not continue in

a major if they receive two failing grades in the same course in the major or if they receive a failing grade in two different courses in the major.

### **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.

For more information on how to request a reasonable accommodation for assignment/course modification or substitution, please see the section above on "Special Services for Students" and the subsection on "Accommodations for Students with Disabilities."

### **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-, 8- 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.

### **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.

**Students with demonstrated needs (see Admission Decisions, Support Courses)**, are required to take the following courses (please see Undergraduate Academic Programs for course content descriptions). Students will be notified of the need for this requirement before they register for classes.

- For students who are required to take **EN 103, College Reading and Writing** (3 credits), it is a prerequisite to EN 125 College Composition and Research. It is a graded course, whose credits will count toward graduation.
- **MAT 100, Basic Algebra** (3 credits) is a prerequisite to MAT 125 Quantitative Reasoning, or MAT 212 Introduction to Statistics, or MAT 131 College Algebra for students who are required to take it. MAT 100 is a graded course and credits will count toward graduation.
- **SC 099, Introduction to Physical Science** (2 credits), is prerequisite to Stage I Science. It is a Pass/No Credit course, and credits will **not** be counted toward graduation, but will count toward a student's full time semester credit load.
- **SC 100L, Introduction to Physical Science Laboratory** (1 credit) is a co-requirement for students taking SC 099. It is a Pass/No Credit course, and the credit will count toward

graduation credit requirements. It will also count toward a student's full time credit load.

Grades in SC 099, and SC 100L will not be included in calculating students' permanent overall grade point averages. However, they will be used to determine probation and academic suspension. Students will receive 4 quality points per credit for a grade of PA, 3 quality points per credit for a grade of PB, and 2 quality points per credit for a grade of PC. Any grade lower than a C will receive no quality points, and thus, may result in a student's probation or suspension.

### **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 by the Registrar. 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 14-week semester.

### **Grade Reports**

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	

### Graduation Requirements

- A minimum of 128 hours for Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science in Nursing degrees
- A GPA of 2.0 in the major and a cumulative GPA of 2.0 in all work completed at Ursuline. Students expecting to be certified in Education must attain a 2.5 cumulative GPA in all Education courses. Social Work majors must achieve 2.5 in Social Work courses.
- A minimum of 32 credit hours must be completed at Ursuline, as well as half of the credit requirements for the student's major
- External Learning Experience, test-outs, and CLEP examinations 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 and required participation in standardized assessment of student learning
- 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.

Completion of a graduation application (form available online) signed by the student and the student's advisor and submitted to the Office of the Registrar by the designated date (June 15<sup>th</sup> for January conferral and December 1<sup>st</sup> for May and August conferral).

### **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.

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 on the College website: [http://www.ursuline.edu/Student\\_Life/Academic\\_Information/registrar.html](http://www.ursuline.edu/Student_Life/Academic_Information/registrar.html).

Diplomas must be ordered either in person by the graduate, or the graduate must submit a signed, written consent form.

### **Incomplete Grade**

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 14-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 for longer than one academic year 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. In that situation, the degree conferral date will be August 31st. If the student and faculty member agree that the work will not be completed in August, they may agree to a later date. The diploma will be issued at the date of degree conferral following the completion of the coursework.

### **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.

### **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 is available on the Counseling and Career Services website. The office of the Coordinator of Experiential Education is located within the Student Affairs Center in Mullen 130.

### **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, Bachelor of Fine 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.

### **Pass/No Credit**

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.

Students who take SC 099 and SC 100L may also take six additional courses for Pass/No Credit.

### **President's and Deans' Lists**

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.

### **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 either of the following conditions:

- The student earns a GPA less than 2.0 during her or his **first** semester.
- The student has a cumulative GPA of 2.0 or higher, but earns a semester GPA of less than 2.0.

### **Initial Probation**

Students will be placed on initial probation if either of the following conditions exists:

- Cumulative GPA less than 2.0
- New students who in their first two consecutive semesters earn cumulative GPAs less than 2.0, and who have earned a semester GPA of less than 2.0 in the second semester

Students placed on probation (initial, continued, or final) 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 after first semester on probation
- Good standing was achieved after previous probationary term, but cumulative GPA again falls below 2.0.

Students placed on probation (initial, continued, or final) 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 will 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 probation (initial, continued, or final) 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 will 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.

### **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.

### **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.

### **Second Degrees**

Ursuline College permits students who already have a baccalaureate degree to complete a second degree without earning an additional 128 credit hours. The following policies govern second degrees:

Ordinarily a student who has obtained a Bachelor of Arts degree from any institution, including Ursuline, does not pursue a second Bachelor of Arts degree.

A student who 1) holds a Bachelor’s degree other than a Bachelor of Arts degree (e.g. BS, BME, BSN, etc.), 2) received the degree from a college other than Ursuline, and 3) wants to pursue a BA, BSN, or BFA 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 requirements 1 and 4 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.*

### **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 UCAP and Web-based courses, credit hours will be granted based on completion of course goals equivalent to those existing for classroom-based formats.

### **Transcripts**

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

### **Transfer of 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.

### **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.)

### **UCAP (Ursuline College Accelerated Program)**

UCAP is Ursuline College’s program that provides working adults the opportunity to complete a Bachelor’s degree, minors, or certificates. Students who are admitted to UCAP choose from evening or weekend accelerated classes that meet once each week and are offered in 5, 8, or 10-week terms. Nine consecutive 5-week sessions are offered each year. Specific admission requirements for UCAP are listed under the Admission link of this catalog.

### **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. A \$15.00 fee will be charged to your account. 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, an 8-week class prior to the 6<sup>th</sup> class session, and a 10-week class prior to the 7<sup>th</sup> 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 URSA 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.

## **ACADEMIC INTEGRITY**

### **New Student Pledge**

As a new student at Ursuline College, I understand the important role in the campus community I am accepting today.

I will do my best to respect, trust, and help others; and  
I will do my best to achieve goals through collaboration.

I will do my own academic work fairly and  
honestly. I will study what it means to plagiarize and will be diligent to avoid violation.

I will strive to take responsibility for society;  
Make decisions based on values;  
Cultivate understanding of human expression;  
Demonstrate intercultural knowledge;  
Communicate effectively;  
Analyze and synthesize; and  
Be a problem solver.

These are the outcomes of an Ursuline College education,  
which I readily and willingly undertake today.

### **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:

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

- a. Downloading of papers or portions of papers from internet sources.
- b. Submitting portions of other students' papers.

- c. Directly quoting or utilizing sources or intellectual property without proper citation.
- d. Purchasing papers for submission.

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

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

**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**

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

**Sanctions for Academic Integrity Violations**

The determination of whether or not a violation of the academic integrity policy has occurred rests with the instructor, who will submit an Academic Offense form once she/he has determined a violation has occurred.

At her/his discretion, the instructor may assess one of the following:

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

**Ursuline College reserves the right to assess additional penalties, 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.**

*Approved by Faculty Assembly May 9th 2005.*

## PROCEDURES FOR ADDRESSING ACADEMIC INTEGRITY ISSUES

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

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

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

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

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

### **Academic Appeals**

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.

### **Courses Failed in 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 may not continue in a major if they receive two failing grades in the same course in the major or if they receive a failing grade in two different courses in the major.

## CORE CURRICULUM FOR ALL URSULINE STUDENTS

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.

### Academic Outcomes

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 AND DISTRIBUTION 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 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

31 CR

\*\*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
TOTAL	37 - 40

## Ursuline Core Transfer Policies

### 1. Common Courses

- a. Students are expected to complete the 100- level, 200-level and 400-level common courses for the Ursuline Core Curriculum, as placement dictates.
- b. Students who transfer in 64 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).
- c. Students who transfer in fewer than 12 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).
- d. Courses taken prior to students' matriculation at Ursuline College may not be used to fulfill common course requirements.
- e. Once students matriculate at Ursuline College they may not fulfill common course requirements elsewhere by substitution or equivalency.
- g. Advanced placement courses, alternative credit options (CLEP exams, test-outs, External Learning Assessment, Workplace Training Credit, and independent study activities may not be used to fulfill common course requirements, nor are common courses offered independently.

### 2. Distribution Courses:

- a. Courses taken prior to students' matriculation at Ursuline College may be used to fulfill Ursuline Core Curriculum distribution course requirements.
- b. 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.

- c. 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.
- d. Students may use a passing score on an approved CLEP exam for a distribution course in the Ursuline Core Curriculum.
- e. Students who qualify under the Articulation Agreements with Cuyahoga Community College and Lakeland Community College may be eligible to have two distribution classes waived.
- f. 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.
- g. 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 Programs**

Accelerated BSN Program

BSN

DNP

MSN

RN to BSN\*

### **School of Arts & Sciences Majors**

Art Studio (BFA or BA)

Art Therapy

Art Graphic Design (BFA or BA)

Biochemistry

Biology

Biology: Pre-Med/Pre-Professional

Biology: Life Science

Biology: Medical Technology

Biotechnology

Chemistry

English

History

Humanities\*

Mathematics

Pharmacy (Partnership with U. of Toledo)

Philosophy

Political Science

Pre-Law

Psychology\*

Religious Studies\*

Sociology

### **School of Professional Studies Majors**

Accounting\*

Business Administration\*

Education

    Early Childhood

    Middle Childhood

    Adolescence to Young Adult

    Multi-Age Visual Arts

    Special Education: Mild to Moderate

Fashion Design

Fashion Merchandising

Health Care Administration (*offered only in UCAP*)  
Historic Preservation  
Human Resource Management (*offered only in UCAP*)  
Legal Studies\*  
Marketing  
Public Relations and Corporate Communications\*  
Social Work  
Sport Management

*\*Offered in traditional 15-week and UCAP format)*

**School of Graduate Studies\*\***

Counseling and Art Therapy  
Educational Administration  
    Certificate—Superintendent Licensure  
Education: Master Apprentice Program (MAP)  
Historic Preservation  
Liberal Studies  
Master of Business Administration  
Nursing (DNP, MSN)  
Theological and Pastoral Studies

*\*\*For more information see the Graduate Catalog.*

**Minors**

Accounting  
African-American Studies  
Art  
Biology  
Business Administration  
Chemistry  
English  
Fashion Design  
Fashion Merchandising  
Historic Preservation  
History  
Humanities  
Human Resources  
Legal Studies  
Marketing  
Mathematics  
Philosophy  
Political Science  
Psychology

Public Relations and Corporate Communications  
Religious Studies  
Sociology  
Women's Studies

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

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**
- **Certificate of Completion**
- **Certificate of Proficiency**

## **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, students must successfully complete all of 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)  
Social Media Communications

### **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.

## UNDERGRADUATE ACADEMIC PROGRAMS

### ACCOUNTING (OFFERED IN 15-WEEK TRADITIONAL AND UCAP FORMATS)

#### FACULTY

Marilynn Butler, Ph.D.

Anthony Cafarelli, Ph.D., Department Chair

Debra Fleming, Ph.D.

Kevin Flynn, DBA Candidate

Laura Hammel, Ph.D.

#### Program Information

The Accounting program is designed to prepare a student for an entry-level career in public, private, and not-for-profit accounting. In each of these areas, accountants provide financial information to management, clients, investors, and other stakeholders to meet their decision making needs.

#### Career Opportunities

An undergraduate degree in Accounting will prepare you for numerous corporate and government positions. You might enter a company's management training program or work in budgeting for a nonprofit organization. Several government positions also need strong accounting and finance backgrounds. Some potential career choices include:

Certified Public Accountant\*

Managerial Accountant

Internal Auditor

Government Analyst

Financial Planner

Bank or trust officer

Forensic Accountant

Under Ohio law, a CPA\* candidate must have a Baccalaureate degree and 150 hours of college credit to sit for the CPA exam. As part of the 150 hours, the candidate must have 30 hours of accounting, including Accounting Principles I and II and 24 hours of Business courses. For complete information on educational requirements please go to the Accountancy Board of Ohio at [www.acc.ohio.gov](http://www.acc.ohio.gov). As a certified public accountant you perform specialized public accounting, auditing and tax work which requires licensing through the state. Many graduates of the program have gone on to pursue their master's in accounting or MBA to fulfill the 150 hour requirement.

A student can become a certified internal auditor or a certified managerial accountant with the BA degree.

**Requirements for the Major**

63 credit hours: AC 210, 211, 315, 316, 325, 345, 415, 420, and AC 475; BU 210, 220, 310, 336, 340, 350, 375, 450; MIS 300; EC 102, 103; and PH 355, which may also be used as a Philosophy course in the core curriculum.

**Requirements for the Minor**

33 credit hours: BU 340; EC 102, 103; AC 210, 211, 315, 316, 325, 345, 415 and an additional 3 credits in approved upper-level accounting courses.

**Requirements for the Certificate of Proficiency in Accounting**

21 credit hours: AC 210, 211, 315, 316, 325, 345, 415.

**AC 210 Introduction to Financial Accounting (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. *Prerequisites: MAT 125 or permission of instructor.*

**AC 211 Introduction to Managerial Accounting (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. *Prerequisites: AC 210; or permission of instructor.*

**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 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. *Prerequisites: AC 316, MAT 125.*

### **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 388, 488 Special Topics (3, 3)**

A study of selected accounting topics. *Prerequisite: AC 211.*

### **AC 461, 462 Independent Study (1-3, 1-3)**

Directed study of a special topic or area. *Approval of department chair required.*

### **AC 475 Academic Internship (1-3)**

Directed practical experience in accounting. *Prerequisites: Senior standing.*

### **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.

*Prerequisites: none.*

### **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. *Prerequisites: BU 210 or permission of instructor.*

### **BU 310 Principles of Finance I (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. *Prerequisites: EC 102, 103, and AC 211 or permission of instructor.*

### **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. *Prerequisites: 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. *Prerequisites: At least 21 credit hours in the major.*

### **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. *Prerequisites: EC 102 & BU 220.*

### **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. *Prerequisites: MAT 125.*

### **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. *Prerequisites: Senior Standing and BU 220, BU 310 & BU 350; EC 102 & 103; or instructor permission. Do not recommend doubling up while taking this class.*

### **MIS 300 Fundamentals of MIS (3)**

This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems – people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage.

### **PH 355 Business Ethics (3)**

A critical examination of competing ethical theories and their application to concrete practical issues in today's business environment. *Ursuline core curriculum Philosophy requirement.*

***Students planning to sit for CPA Exam must take 6 additional hours of accounting plus an Accounting Information Systems course.***

## **AFRICAN-AMERICAN STUDIES (MINOR)**

### **FACULTY**

Gary Polster, Ph.D. (Coordinator)

### **Program Information**

Ursuline offers a minor in African-American Studies, an interdisciplinary program of courses in Sociology, History, Music, and English.

### **Twenty-one credit hours in the following areas:**

12 credits (4 courses) are required in African-American Studies:

HI 351 Readings in History: African-American History;  
SO 351 African-American Experiences;  
SO 215 The Civil Rights Movement; and **either**

SO 475 Academic Internship **or**  
SO 461 Independent Study in African-American Issues.  
The remaining 9 credits (3 courses) may be selected from:

HI 216 History of African-American Women;  
SO 322 Urban Sociology;  
SO 323 Race, Culture, and Politics in American Society;  
EN 347/247 Major Authors of Africa;  
MU 236 History of Jazz;  
UC 401 African-American Women Writers, and either  
SO 475 Academic Internship

**OR**

SO 461 Independent Study in African-American Issues, but not to repeat the courses taken in the 12-credit requirements.

## **ART**

### **Faculty**

Diane Therese Pinchot, O.S.U., M.A.L.S., M.F.A. (Chair)  
Rosaria Perna, O.S.U., M.F.A.  
Anna Arnold, M.A.

### **Adjunct Faculty**

Clark DeCapite, Jr., M.F.A.  
Nancy Lick, M.A.L.S.  
Catherine Rozmarynowycz, M.F.A.

### **Department Mission and Goals**

The Mission of the Art Department is to provide education in, Studio Art and Graphic Design while preparing students for further education and careers in art and related fields. Respecting the growth and creativity of the individual art student, art faculty expose each student to a problem-solving, skills-based curriculum that encourages the passion and spirit of aesthetic activity, emphasizes leadership roles, and promotes service to society.

### **Aims and Objectives**

The department aims to produce graduates who are creative, have excellent problem-solving skills, are comfortable with 21<sup>st</sup>-century technology, think constructively, experience beyond the tangible, and seek to produce artwork that reflects their values and provides service to society.

To reach these objectives, the art department offers two degrees, a Bachelor of Arts degree (BA), and the professional degree, a Bachelor of Fine Arts in Studio Art (BFA).

The BA degree has three majors: Studio Art, Graphic Design, and Art History. A minor is offered in each area as well.

The BFA degree in Studio Art offers the student a choice among six fields of concentration: Ceramics, Drawing, Metals, Painting, Printmaking, and Graphic Design. Both degrees stress empathic resolution and sensitivity to materials, and acknowledge the human spirit in matters of art. Both rest firmly on the foundation of the Ursuline Studies Program and reflect the Mission of Ursuline College. It is this academic program that provides the intellectual strength needed for the education of an artist, and it is another aspect that makes this program unique.

### **Career Opportunities in Art**

The fields of study lead to careers in the arts or to careers utilizing aesthetic knowledge and skill.

The BFA in Studio Art is a professional degree offering a solid foundation for graduate education (the Master of Fine Arts, MFA) to work as a professional artist, art educator, or as preparation for a variety of disciplines.

The BA student has an opportunity also to major in education (K-12) or to prepare for graduate work in Art Therapy Counseling. The BA degree art major is excellent preparation for graduate work in anthropology, journalism, public relations, arts administration, law, and medical illustration as well as working in one's own studio.

Study of Graphic Design, at either the BFA or BA level, enables students to begin working in the field immediately or to continue with graduate education.

### **DEGREE REQUIREMENTS**

Art Department degrees rest on Studio Foundation Studies, a core of courses that offer the language, skills and critique that is common to all fields of the visual arts within the first levels of ceramics, drawing, metals, painting, printmaking, and Graphic Design. Students may also use an art or art history course to fulfill the Ursuline Core requirement of an Art, Art Therapy, or Music.

#### **Studio Foundation**

Course Number		Credits
AR 106	Design Foundations I	3 or 4
AR 206	Design Foundations II	3 or 4
AR 107	Drawing	3 or 4

AR 108	Painting	3 or 4
AR 114	Introduction to Graphic Design	3 or 4
AR 115	Introduction to Ceramics	3 or 4
AR 200	Metalcraft	3 or 4
AR 203	Introduction to Printmaking	3 or 4
	<b>Total Foundation Course Credits</b>	<b>24-32</b>

Studio majors, whether for the BA or BFA degree, take all the Foundation Courses for 4 credits. GRAPHIC DESIGN majors may take the Foundation courses for 3 credits.

### Portfolio Review

With the completion of Studio Foundation Studies, all students present a portfolio of their best work in order for the department to assess whether they are ready to declare a candidacy in either the BA or BFA degree. At this point, students who took foundation courses at 3 credits have the opportunity to make up the missing credits if they wish to declare a studio major.

### BFA in Studio Art

The BFA in Studio Art offers six professional concentrations: Ceramics, Drawing, Metals, Painting, Printmaking, and Graphic Design. All of the BFA studio concentrations focus intensively in studio work, rely on skilled knowledge of the uses of technology, and provide exposure to visiting artists, field trips to galleries and artworks. The senior year focuses on senior studio, professional practices, and knowledge of and participation in advocacy in the arts and social justice concerns. The year culminates with a formal exhibition in the Florence O'Donnell Wasmer Gallery.

### Specific Requirements for Each Art Program

#### BFA Degree in Studio Art

Studio Foundation Courses	32 credits
Art History	12 credits
Studio Concentration	16 credits
Studio Elective	4 credits
Art History Survey	3 credits
AR 360 Professional Practice	4 credits
AR 460 Art and Advocacy	3 credits
AR 475 Studio Internship	1-3 credits
AR 441, 442 Senior Studio	8 credits
<b>Total Art Credits for BFA</b>	<b>83-85 credits</b>

#### BA in Studio Art

Studio Foundation Courses	32 credits
Art History	9 credits
AR 360 Professional Practices	4 credits

AR Studio Elective	4 credits
AR 460 Art and Advocacy	3 credits
<b>Total Art Credits for BA in Studio Art</b>	<b>52 credits</b>

### Minor in Studio Art

Studio Foundation (AR 106, 107, 108, 114, 115)	20 credits
Art History 200-level course	3 credits
Two 300 or 400-level courses in ceramics, drawing, metalcraft, painting, or printmaking	6 credits
<b>Total Art Credits for Minor in Studio Art</b>	<b>29</b>

The BA in Graphic Design requires 39 credit hours. Students complete 12 credits of Studio Foundation, pursue specific programs using digital equipment, complete at least one internship in the field, and prepare a professional portfolio of work.

### BA in Graphic Design

Studio Foundation Courses (AR 106, 107, 108, 114)	12 credits
AR 112 Digital Photography	3 credits
AR 210 GRAPHIC DESIGN I	3 credits
AR 211 GRAPHIC DESIGN II	3 credits
AR 300 GRAPHIC DESIGN III	3 credits
AR 311 HTML and Web Design	3 credits
AR 400 Advanced GRAPHIC DESIGN	3 credits
AR 474 Senior Project: Portfolio	3 credits
AR 475 Graphic Design Internship	3 credits
PR 222 Intro to Advertising	3 credits
<b>Total required credits for major in Graphic Design (BA)</b>	<b>39 credits</b>

Should the GRAPHIC DESIGN major wish to transfer to the BFA degree in Studio with a GRAPHIC DESIGN concentration, arrangements will be made to add the 4<sup>th</sup> credit hour in each course above.

### Graphic Design Minor

Studio Foundation Studies (AR 106, 114)	6 credits
AR 210 Graphic Design I	3 credits
AR 211 Graphic Design II	3 credits
AR 300 Graphic Design III	3 credits
AR 400 Advanced Graphic Design	3 credits
<b>Total credits in Graphic Design minor</b>	<b>18 credits</b>

Students in the Graphic Design minor also have the option of taking studio courses for 4 credits, especially if they are considering an Art major.

**BFA--4-Year Recommended Degree Plan**

<b>Fall Year One</b>		<b>Spring Year One</b>	
UC 101 First Year Seminar	3	Math	3
Science with lab	4	AR 107 Drawing	4
Psychology or Sociology	3	AR 108 Painting	4
AR 106 Design Foundations I	4	EN 125 College Comp. & Research	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>
<b>Fall Year Two</b>		<b>Spring Year Two</b>	
US 201 Identity, Diversity, Comm.	3	History or Political Science	3
AR 251 Ancient World Art-WO	3	Art History	3
AR 114 Intro to Graphic Design	4	AR 200 Metalcraft	4
AR 115 Intro to Ceramics	4	AR 206 Design Foundations II	4
AR 203 Intro to Printmaking	4	100 or 200 level Religious Studies	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>17</b>
<b>STUDIO FOUNDATION COMPLETED; PORTFOLIO PRESENTATION ASSESSED.</b>			
<b>Fall Year Three</b>		<b>Spring Year Three</b>	
AR 360 Professional Practice	4	300 or 400 level Philosophy	3
Art Studio Concentration	4	Art History	3
Art Studio Elective	4	300 or 400 level Religious Studies	3
Art History	3	AR Art Studio Concentration	4
<b>Total</b>	<b>15</b>	English Literation	3
		<b>Total</b>	<b>16</b>
<b>Fall Year Four</b>		<b>Fall Year Four</b>	
Art History	3	UC 401 Capstone Seminar	3
AR 441 Senior Studio	4	AR 442 Senior Studio	4
AR 475 Internship	1-3	Art Studio Concentration	4
Art Studio Concentration	4	AR 460 Art and Advocacy	3
Elective	3	Art History	3
<b>Total</b>	<b>15-17</b>	<b>Total</b>	<b>15</b>

**BA in Studio Art--4 Year Recommended Degree Plan**

<b>Fall Year One</b>		<b>Spring Year One</b>	
UC 101 First Year Seminar	3	UC 201 Identity, Diversity, Community	3
Math	3	Science with lab	4
AR 107 Intro to Drawing	4	AR 108 Introduction to Painting	4
AR 112 Digital Photography	3	AR 203 Intro to Printmaking	4
Art History	3	Service Learning	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

<b>Fall Year Two</b>		<b>Spring Year Two</b>	
EN 125 College Comp. & Research	3	Psychology or Sociology	3
AR 106 Design Foundations	4	AR 115 Intro to Ceramics	4
AR 114 Intro to Graphic Design	4	AR 206 Design Foundations II	4
AR 200 Intro to Metalcraft	4	AR Studio Concentration	4
Service Learning	1		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
<b>Fall Year Three</b>		<b>Spring Year Three</b>	
English Literature	3	History or Political Science	3
AR 114 Glass and Mixed Media	3	Art History	3
Philosophy	4	Religious Studies	3
Religious Studies	3	AR Art Elective	4
Elective	3	Elective	4
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>
<b>Fall Year Four</b>		<b>Fall Year Four</b>	
Art History	3	UC 401 Capstone Seminar	3
AR 460 Art and Advocacy	3	AR 360 Professional Practice	4
AR 475 Internship or Elective	1-3	Art History	4
Elective	4	AR Elective	4
Elective	3	Service Learning	1
<b>Total</b>	<b>14-16</b>	<b>Total</b>	<b>16</b>

Sophomore Standing – 32 credits

Junior Standing – 64 credits

Senior Standing – 96

128 credits needed to graduate – if a student takes 12 credits each semester, s/he will have 120 credits at the end of year five. To graduate in five years, student needs to take more than 12 credits at least three semesters or take classes over the summer.

*Note: This is a recommended sequence to follow and classes are subject to availability*

### **BA in Studio Art—5 Year Recommended Degree Plan**

<b>Fall Year One</b>		<b>Spring Year One</b>	
UC 101 First Year Seminar	3	UC 102 Identity, Diversity, Community	3
Math	3	Science with lab	4
AR 107 Intro to Drawing	4	AR 108 Introduction to Painting	4
Art History	3	Service Learning	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>

<b>Fall Year Two</b>		<b>Spring Year Two</b>	
EN 125 College Comp. & Research	3	History or Political Science	3
AR 106 Design Foundations	4	AR 206 Design Foundations II	4
AR 200 Intro to Metalcraft	4	AR 203 Intro to Printmaking	4
Elective	3	Elective	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>
<b>Fall Year Three</b>		<b>Spring Year Three</b>	
English Literature	3	Art History	3
Art History	3	Psychology or Sociology	3
AR 114 Intro to Graphic Design	4	AR 115 Intro to Ceramics	4
Elective	3	Elective	3
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>13</b>
<b>Fall Year Four</b>		<b>Fall Year Four</b>	
Religious Studies	3	Religious Studies	3
AR 203 Intro to Printmaking	4	AR 460 Art and Advocacy	3
AR Art Concentration	4	AR 300/400 Art Concentration	4
		AR Elective	3
<b>Total</b>	<b>11</b>	<b>Total</b>	<b>13</b>
<b>Fall Year Five</b>		<b>Spring Year Five</b>	
Philosophy	3	UC 401 Capstone Seminar	3
AR Studio Art Elective	4	AR Studio Art Elective	4
AR 360 Professional Practice	4	Elective	3
Service Learning	1	Elective	3
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>13</b>

Sophomore Standing – 32 credits

Junior Standing – 64 credits

Senior Standing – 96

128 credits needed to graduate – if a student takes 12 credits each semester, s/he will have 120 credits at the end of year five. To graduate in five years, student needs to take more than 12 credits at least three semesters or take classes over the summer.

*Note: This is a recommended sequence to follow and classes are subject to availability*

## Art Courses

### AR 103 Fundamentals in Studio Art (3)

Primarily a course for UCAP students, this course provides an experience of the visual arts, through some hands-on applications along with the use of 21<sup>st</sup> century technology and visits to galleries, artists, and arts administrators, as well as reading and writing about the visual arts.

*Fulfills Core Curriculum requirement of Art, Art Therapy, or Music.*

### **AR 106 Design Foundations I (3/4)**

In this course, stress is placed on the analysis and application of abstract visual principles and the elements of design in two-dimensional projects as well as experimentation in a variety of materials and techniques with the aid of computer technology. Students begin to understand, in an historical context, the voice and the creative efforts of artists by viewing digital images of past and present works of art. Required for art majors; open to non-majors. *Fulfills Core Curriculum requirement of Art, Art Therapy, or Music.*

### **AR 107 Drawing I (3/4)**

Using the basic materials of drawing, students move from a synthetic, holistic view of various subjects to analytical placement of form, value, and line in a problem-solving format. Considerable exposure to the drawn image, past and present, is given in order to foster new attitudes toward the activities of seeing and drawing. Students encounter life drawing as a part of this course and are introduced to technology as an art tool in the manipulation of images by machines such as the photocopier and digital cameras. Required for art majors, open to non-majors. *Fulfills core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 108 Painting I (3/4)**

Using water-based paints, this course offers a progressive study of the elements of painting, including grounds, supports, methods of application, and value and color. Composition is approached through sketches and/or the manipulation of images through the use of technology, such as slides, digital cameras, computer, and photocopier. The course uses a problem-solving format and embraces content through assignments reflecting mood and the relation between audience and artist. Required for art majors, open to non-majors. *Fulfills core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 112 Digital Photography (3/4)**

This course offers an introductory survey of the art of digital photography. Important criteria and resources for choosing a camera and accessories will be identified. During the course students will learn how to improve the photos they take by controlling both the composition and subject matter, and creative, theoretical, and technical aspects will be considered. Each of the steps that produce a digital photograph, digital camera techniques, software viewing, and image editing will be covered. Apple's iPhoto for image organization, and the latest version of Adobe Photoshop for the digital darkroom will be the primary software used. This course is intended for students who shoot for personal, business, or professional purposes, as well as for photography enthusiasts. *Required for Graphic Design. Fulfills core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 114 Introduction to Graphic Design (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 Graphic Design majors and Studio Arts majors; open to non-majors.

### **AR 115 Introduction to Ceramics (3/4)**

This foundation course introduces students to the principles, elements, and skills necessary to create in clay; computer technology is used to aid students in taking designs from two to three dimensions. Students are encouraged to express their voice concerning global issues and contemporary concerns through clay sculptures, vessels, installations and mixed media artwork. Required for Studio Art majors; open to non-art majors.

### **AR 200 Metalcraft (3/4)**

This course introduces students to the design fundamentals necessary to work with non-ferrous metal and enameling. With computer technology, students create designs for a series of studio problems. Techniques of soldering, fabrication, sawing, filing, chasing, polishing, forming, and enameling are introduced. Students are encouraged to use the metal and enameling media as a means of expression, giving voice to a concept or issue that is meaningful to them, within a world view. Installation, multi-media, time-based projects are encouraged. Required for studio art majors; open to non-art majors.

### **AR 203 Introduction to Printmaking (3/4)**

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.  
*Prerequisite: AR 107 or permission of the instructor.*

### **AR 204 Introduction to Glass and Mixed Media (3/4)**

This course will focus on the introduction of both traditional as well as experimental glass working techniques so as to provide students with new ways of combining glass with other mixed media. Through the use of 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.

### **AR 206 Design Foundations II (3/4)**

Using a problem-solving approach, this course provides continued studies in the principles and elements of art in 2- and 3-dimensional design with the aid of computer technology. Students are required to complete a series of studio problems that explore their conceptual ideas, values, social issues of the day as well as learning technical skills and contemporary ways of presenting their artwork through time-based design, installations, and multi-media. Required for Studio Art majors; open to non-art majors.

### **AR 208 The Figure: Traditional and in Time and Motion (4)**

This course is about the human form. It begins with the traditional life-drawing format, continues with the body as it ages, and ends with the body in motion. Students work with models, grids, photocopiers, and SLR cameras for slides, Polaroid cameras for transfers, and digital cameras and video cameras as they master images of the human form changing through time and space. Cameras, digital and/or 35mm, required. Fieldtrips required. *Prerequisite: AR 107.*

### **AR 210 Graphic Design I (3/4)**

Working with Adobe Photoshop and InDesign, students continue their studies in text placement, color, layout and basic design, and learn to use external digital enhancements. Emphasis is placed on desktop publishing. Required for Graphic Design majors; open to non-majors.

### **AR 211 Graphic Design II (3/4)**

Continued studies in graphic design utilizing Adobe Illustrator, and other programs with digital technologies such as the camera and scanner in order for the student to become adept in managing good design at this level. Emphasis will be placed on vector illustration techniques. Required for Graphic Design majors; open to non-majors.

### **AR 215 Portrait I (4)**

Using charcoal, graphite, pastel, ink and paint, the power of portraiture will be explored through achieving a likeness, effecting mood, and by exploiting the use of slides, multiples, photocopies, and the camera. Emphasis will be on composition, the use of value, and experimenting with scale. Students with an interest in portraiture and knowledgeable in other fields, such as painting, photography and printmaking, are encouraged to take this course. *Prerequisites: AR 107, 108.*

### **AR 219 Drawing II (4)**

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. *Prerequisite: AR 107.*

### **AR 231 Painting II (4)**

This course is about the chemistry of different kinds of paints—acrylic, oil, watercolor and pastel—so that they can be used separately and layered, with confidence, on particular supports. Students learn where pigments come from, how paints are made, and how to read archival and safety symbols on professional artists paint tubes. Students create various glazed paintings, alla prima paintings, and combinations of them. The course emphasizes color and its relation to value, explored by creating all-white and all-black paintings with various values, textures, and hues. Students are encouraged to use digital, slide, and photocopy images as a method of arriving at scale and creating compositions. Open to non-majors. *Prerequisite: AR 108.*

### **AR 232 Painting in Nature (4)**

Using a choice of water-based and oil paints, this course offers a progressive study of painting in the outdoors. The focus of this class is fieldwork. Students will learn to develop approaches to painting on location. A large percentage of the class will be direct observational painting at various regional places. Discussions and readings related to landscape and nature will also be used. Open to majors and non-majors.

### **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. *Prerequisite: AR 115.*

### **AR 250 History of Women in the Arts (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 core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 251 Survey of Ancient World Art: Prehistory to 1250 (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. 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 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 core curriculum.*

### **AR 252 Survey of Western Art: 1250 to Today (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 core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 253 Survey of Art History III (3)**

This course offers a survey of Western art from 1750 through 1900. 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 artwork in the collection of the Cleveland Museum of Art. Open to non-majors. *Fulfills core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 254 Modern Art (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 core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 255 Survey of Non-Western Art (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 core curriculum requirement of Art, Art Therapy, or Music.*

### **AR 300 Graphic Design III (3/4)**

This advanced course continues to develop the student's design skills in the digital environment. Students refine skills in typography, layout, and design using InDesign, Adobe Illustrator, and Adobe Photoshop on the Macintosh platform. Projects are specifically geared toward three-dimensional package design. Required for Graphic Design majors; open to non-majors. *Prerequisite: AR 210 or AR 211.*

### **AR 301 Relief Printmaking (4)**

Explorations in the relief print with special emphasis on the relation between image and process and the use of prints as a tool for social change. Students expand their use of the computer, printer and scanner, and they are encouraged to experiment with their relief plates as a foundation for digital additions and printing on digital archival paper. Required for Printmaking concentration; open to non-majors. *Prerequisite: AR 203.*

### **AR 302 Intaglio Printmaking (4)**

Further studies in etching and the intaglio processes, including color prints and viscosity work. Students are encouraged to look at contemporary prints in relation to their work and to consider the importance of presenting and conserving prints, especially in light of the role of prints during periods of social change. Students use the digital equipment and programs available to enhance their work. Required for Printmaking concentration; open to non-majors. *Prerequisite: AR 203.*

### **AR 306 Wheel Throwing (4)**

Students concentrate on creating vessels and sculptures while working on the potter's wheel. Basic forms such as the cylinder, cup, bowl, teapot, and altering shapes are taught. Technology is used to aid the student with design and concept. Open to non-majors. *Prerequisite: AR 235.*

### **AR 310 Photography (3/4)**

This course offers a theoretical and practical examination of photography as a medium of communication. Students learn basic camera operation and darkroom technique for the SLR 35mm camera, and they begin work with the digital camera. Required for Graphic Design majors; open to non-majors. A 35mm SLR camera is required.

### **AR 311 HTML and Web Design (3/4)**

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. Required for Graphic Design majors; open to non-majors. *Prerequisite: AR 210 or permission of the instructor.*

### **AR 315 Portrait II (4)**

This course studies portrait painting in oil, acrylic, or pastel, with the objective of sharpening the painter's skills of observation, use of materials, methods of application, and ability to

compose a painting that presents the sitter in a manner that is compelling to the viewer. Integral to the course is the study and discussion of contemporary portrait painting and portraiture as a modern art form. *Prerequisites: AR 215 and AR 231.*

#### **AR 320 Advanced Drawing (4)**

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. *Prerequisites: AR 219 or 220.*

#### **AR 325 Alternative Methods in Handbuilding (4)**

This course introduces alternative methods of handbuilding besides the pinch, coil, and slab techniques used in creating ceramic artwork. Mold-making and armature work are introduced, along with current methods used by ceramic artists, including technology, installation and time-based design processes. Open to non-majors. *Prerequisite: AR 115, 235.*

#### **AR 332 Advanced Painting (4)**

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 21<sup>st</sup> century. Students consider the relation between two- and three-dimensional representations of objects and pattern in various cultures, present their perspectives on directions in 21<sup>st</sup>-century painting, research specific painters and their influence on their own work. Open to non-majors. *Prerequisite: AR 231.*

#### **AR 337 Intermediate Metalcraft (4)**

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. *Prerequisite: AR 200.*

#### **AR 348 Forming (4)**

This course is for the advanced metalcraft concentrator; focus is placed on advanced techniques of forming and forging. Students learn the skills of sinking, crimping, raising, and stretching new shapes with non-ferrous metal and conceptualizing these shapes with new technology. Open to non-majors. *Prerequisite: AR 200, 337.*

#### **AR 351 Reading Seminar in Art History (2)**

This course involves independent, in-depth reading and research on a self-defined topic in order to gain an understanding of the discipline through practice. Special attention will be paid

to the methods employed by art historians and their cultural underpinnings, as well as to how different publication venues contribute to the variety of art historical scholarship. This course culminates in a research proposal to be pursued in AR 490. *Prerequisite: AR 251.*

### **AR 352 Reading Seminar (2)**

This course involves reading and discussions of selected works of art, artists, and critics and results in a research paper.

### **AR 360 Professional Practice (4)**

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 by teaching students how to enter shows, record their work, make contracts, present themselves to a gallery, prepare job interviews or graduate school. 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 only.

### **AR 362 Approaches to Art History (3)**

This course introduces students to the different methodological approaches involved in the study of art history; in other words, students will study the ideas that inform how art history is created. Students come to understand the variety of perspectives brought to bear on art objects, and through a case study of their own, learn to judiciously apply these approaches. The course also addresses key research techniques and materials to the study of art history and culminates in a research proposal utilizing the methodologies explored in class.

### **AR 400 Advanced Graphic Design (3/4)**

This course continues to instruct students in developing a sense of the design process while beginning to prepare for the professional portfolio class. A series of advanced projects explores the expressive qualities of art elements such as line, shape, form, value, and texture. Special emphasis is placed on the selection and creative integration of type styles with images to be produced for cyberspace, the printed page, or 3D form. Required for Graphic Design majors; open to non-majors. *Prerequisites: AR 210 or 211.*

### **AR 403 Special Studies in Painting (4)**

Designed specifically for the art major concentrating in painting, this course may take any number of directions depending on the student's needs and interests in the discipline. After consultation with the instructor, the student develops a statement of purpose that includes a timeline for research and production and that allows for periodic critiques. Students are

encouraged to explore particular concerns deeply so that they understand the concept of “mastery.” *Prerequisite: AR 332.*

#### **AR 404 Special Studies in Printmaking (4)**

Designed specifically for the art major concentrating in printmaking, this course further develops student skills and concentrates on the formal presentation of prints and their archival care. *Prerequisite: AR 301 or 302.*

#### **AR 405 Contemporary Printmaking (4)**

This is the capstone course for printmakers with in depth study of contemporary printmaking in the USA and globally. Students will research, write, and make prints relating to contemporary printmaking. *Prerequisite: AR 404 or permission of instructor.*

#### **AR 429 Special Studies in Drawing (4)**

Designed specifically for the art major concentrating in drawing, this course allows the student to select individual areas for investigation within the classroom setting of presentation and critique. *Prerequisites: AR 107, 210, 320.*

#### **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. *Prerequisite: AR 115, 235.*

#### **AR 437 Casting (4)**

In this course for the advanced metalcraft concentrator, focus is placed on designing forms for non-ferrous metal casting of small jewelry and sculpture. The student uses computer technology to help create designs. Open to non-majors. *Prerequisite: AR 200, 337.*

#### **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. *Prerequisite: AR 200, 337.*

#### **AR 441, 442 Senior Studio (4, 4)**

These last courses are the continuation of study in drawing, painting, printmaking, ceramics, metal, and Graphic Design. With the aid of technology, students develop concept, complete a body of work, and creatively present and install their work. A professional level of performance is emphasized throughout the year, culminating in an exhibition of the student's artwork. 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 only. *Prerequisites: Foundation Studies; Portfolio Review; upper-level courses in their concentration; and senior standing.*

#### **AR 445 Special Studies in Ceramics (4)**

This course builds on the knowledge and skills acquired in earlier courses. The integration of concept, craft, refinement, material, presentation and process are emphasized. Students create a body of work that explores their own vision and prepares them for specific approaches in the clay arts that will transition them into the professional world of art. Using new technology and contemporary practices, students are encouraged to work with their own glazes, clay bodies, concepts, and presentations. Open to non-majors. *Prerequisite: AR 115, 235.*

#### **AR 446 Clay and Glaze Calculation (4)**

This course explores the nature of clay and glazes, chemical calculations, materials and processes that the clay artist uses while creating with clay. Open to non-majors. *Prerequisite: AR 115.*

***All 400-level Art History courses have the same prerequisites: the successful completion of any 200-level art history class.*** Those seeking to take a course at the 400-level without previous art history at Ursuline may do so with permission from the instructor. A 400-level course is not open to those who have already taken the corresponding 200-level course.

#### **AR 440 Roman Art (3)**

This course offers an introductory survey of Roman art and architecture from the sixth century B.C.E. through the fourth century C.E. 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 in its cultural contexts. Special attention is paid to artwork in the collection of the Cleveland Museum of Art.

#### **AR 451 Ancient World Art (3)**

A survey of world art from 30,000 B.C.E. through 1250 C.E., addressing art from Europe, the Mediterranean Basin, the Ancient Near East, Sub-Saharan Africa, India, as well as the Islamic world. 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 the relation a work of art has to the culture that produced it, and to the complex roles these objects play in contemporary society. Open to non-majors with permission.

### **AR 453 Eighteenth- and Nineteenth-Century Art (3)**

A survey of Western art and architecture from 1750 to 1900, addressing Neoclassicism, Romanticism, Impressionism, Post-Impressionism, and other modernist movements. Special attention is paid to art in local collections. Open to non-majors with permission.

### **AR 454 Twentieth-Century Art (3)**

A survey of twentieth-century western art from the Fauves through Post-Modernism. Students are introduced to a variety of methods and theoretical approaches employed by art historians as they work to understand art objects through lectures, readings, and independent research. Special attention is paid to architecture in Cleveland and art in local collections. Open to non-majors with permission.

### **AR 455 Asian Art (3)**

A survey of Asian Art that explores art from India, China, Japan and Korea. The survey begins with the civilization of the Indus valley and pre-Shang China and continues through the twentieth-century. Questions of style, visual organization and aesthetics are addressed in the context of each culture. Special attention is paid to art in local collections. Open to non-majors with permission.

### **AR 458 Special Studies in Metalcraft (4)**

This course is for the metalcraft concentrator; focus is placed on integrating advanced techniques of soldering, designing latches and locks, and creating a body of work that builds on skills, knowledge, and the use of new technology to enhance the student's concepts of metal design. Mixed media and other alternative approaches are also encouraged. Open to non-majors. *Prerequisite: AR 200, 337.*

### **AR 460 Art and 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. Required for Studio Majors.

### **AR 461, 462 Independent Study (1-4, 1-4)**

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

### **AR 474 Senior Project: Portfolio (3)**

Designed specifically for the Graphic 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 (1-4)**

Supervised practical experience in professional settings. This is designed specifically for the Studio Arts major and the Art History major.

### **AR 288, 488 Special Topics (4)**

### **AR 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **ART THERAPY**

### **FACULTY**

Jennifer Schwartz, MAAT, ATR-BC (Chair)

### **AIMS AND OBJECTIVES**

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 Art Therapy and Counseling program, 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.

## **CAREER OPPORTUNITIES**

Graduates will be primarily focused on preparation for art therapy graduate studies, since the job entry level for the profession is a Master's degree. However, the curriculum will prepare students to excel in entry level job situations that require the use of art media in the service of working with people. Graduates with a Bachelor's degree in art therapy will secure positions such as direct care staff in children's treatment agencies or as activities staff in nursing homes and similar organizations. They are strong candidates for art therapy related entry level positions, such as working with children in 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 an artist as well as an art instructor.

## **REQUIREMENTS FOR THE MAJOR**

Successful completion of 60 credit hours, including: AT 101, 206, 367, 410, 485; AR 106, 107, 108, 112, 115, 203, 206, one 300-level AR course; one 200-level Art History course; PS 101, 230, 322, 330, 350; and one of the following: AR 114, 200, 219, 231, or 235.

## **REQUIREMENTS FOR THE BRIDGE TO THE ART THERAPY AND COUNSELING MASTERS DEGREE PROGRAM**

All of the requirements for the major listed above in addition to the following 8-9 credits: ATC 501, 505, 591, and one ATC 1-2 credit elective.

## **COURSES**

### **AT 101 Introduction to Art Therapy (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 curriculum requirement of Art, Art Therapy, or Music.*

### **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 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 settings. Students will develop basic skills necessary to assist others in making expressive fiber art. *Prerequisite: AT 367.*

### **AT 367 Media and Methods (3)**

An examination of the techniques and media used by 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. *Prerequisite: AT 206.*

### **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 clients 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 485 Field Placement (3)**

This course will provide an introduction to art therapy as practiced within different clinical settings. 75 hours of clinical experience under the direction of a professional art therapist will be required. Students will learn the basic skills required of the art therapist within a particular setting and how to function effectively as a member of a team. Ethics documents and laws protecting client rights will be learned and applied. *Prerequisites: AT410, PS 230, PS 330, AR 107, AR108, AR115, BCI clearance, and approval from the Clinical Coordinator.*

## **BIOCHEMISTRY**

### **FACULTY**

Mary Kay Deley, M.S. (Chair)  
Melissa Barranger-Mathys, Ph.D.  
Sarah Preston, Ph.D.

### **Biochemistry Aims and Objectives**

The Biochemistry program combines the strengths of the Ursuline chemistry and biology departments along with a unique partnership with CSU emphasizing academic excellence 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 21<sup>st</sup> century. The Biochemistry program would also prepare students for graduate school in science and professional programs, such as medicine and law.

### **Career Opportunities**

A degree in biochemistry allows students access to entry level positions in science-based industries, such as the chemical, polymer, environmental, forensic, and pharmaceutical industries and the government labs. The advantage to a field like biochemistry is the wide applicability. Many fields of science, medicine, engineering, and the food industry hire biochemists as members of an interrelated group of scientists. Advanced degrees in biochemistry allow students to have a job with significantly more responsibilities. Students with a Master's or Ph.D. in biochemistry will be employed as managers or the heads of a research group. Biochemistry is in the top 10 fastest growing occupations in STEM. According to the Bureau of Labor and Statistics, the need for biochemists is projected to increase by 31% by 2020. A degree in Biochemistry is also excellent preparation for professional schools including Medical, Dental, Optometry, Podiatry, Veterinary, and Law Schools. In general, professional schools have a four year course of study leading to licensure to practice in the field. The courses in the major also mesh well with any student that decides to stay at Ursuline to finish a Bachelor's Degree before applying to Pharmacy School. The major also includes all the prerequisites for other post-graduate schools like Ph.D. in Chemistry, Pharmaceutical Science, Molecular Biology, and Medical School.

### **Requirements for the Biochemistry Major**

CH 105/L, CH 106/L, CH 221/L, CH 222/L, CH 422/L, CH 423/L, PY 203/L, PY 204/L, MAT 221, MAT 222, MAT 223, BI200/L, BI205/L, CHM 320, CHM 310, CHM 315. 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. Physical Chemistry (CHM 320) and Analytical Chemistry (CHM 310 and CHM 315) are taken at CSU.

### **Biochemistry Departmental Policy**

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.

### **Biochemistry Course Descriptions**

#### **CH 103 General Chemistry I (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. For students not majoring in science. *Prerequisite: one year high school algebra or equivalent. With CH 103L, fulfills Ursuline core curriculum Science/Lab requirement.*

#### **CH 103L Laboratory for General Chemistry I (1)**

Selected experiments in chemistry. *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 Laboratory for General Chemistry II (1)**

Selected experiments in organic chemistry and biochemistry. *Pre- or co-requisite: CH 104 or equivalent.*

#### **CH 105 Principles of Chemistry I (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. *Prerequisite: one year of high school chemistry or CH 103. With CH 105L, fulfills Ursuline core curriculum Science/Lab requirement.*

### **CH 105L Laboratory for Principles of Chemistry I (1)**

Selected chemistry experiments. *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 Laboratory for Principles of Chemistry II (1)**

Selected chemistry experiments. *Pre- or co-requisite: CH 106.*

### **CH 108 Introduction to General, Organic and Biochemistry (3)**

A one-semester course designed to provide an integrated overview of inorganic, organic chemistry, and biochemistry for nursing and non-science majors. *Pre-requisite: 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 Laboratory for Introduction to General, Organic and Biochemistry (1)**

Selected experiments in chemistry. *Pre- or co-requisite: CH 108.*

### **CH 221, 222 Organic Chemistry I, II (3, 3)**

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, 222L Laboratory for Organic Chemistry I, II (1, 1)**

Selected organic chemistry experiments. *Pre- or co-requisite: CH 221, 222.*

### **CH 288, 488 Special Topics (credit varies)**

### **CH 422 Biochemistry I (3)**

Chemistry and metabolism of carbohydrates, lipids, proteins, and nucleic acids; enzymes and biochemical genetics. *Prerequisite: CH 222, co-requisite: CH 422L*

### **CH 422L Laboratory for Biochemistry I (1)**

Selected experiments. Includes extensive computer spreadsheet analysis (graphing and regression) of lab data. *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. *Prerequisites: CH 422 and 422L. Co-requisite: CH 423L*

### **CH 423L, Laboratory for Biochemistry II (1)**

*Selected biochemistry experiments. Co-requisite: CH 423*

### **CH 461, 462 Independent Study (1-3, 1-3)**

Study of special topics in chemistry. 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.*

### **CH 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **BIOLOGY**

### **FACULTY**

Mark Kyle, D.D.S. (Chair)  
Elizabeth Kavran, D.D.S.  
Janet Kolesar, M.A  
Jenise Snyder, Ph.D.  
Lynn Ulatowski, Ph.D.  
Lita Yu, Ph.D.

### **Aims and Objectives**

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.

The biology program consists of a BA degree offering three biology majors – biology, life science, and biotechnology - with specialized concentrations such as pre-medicine, medical technology, and a biology minor. These include preparation for post-graduate opportunities and careers related to advanced degree programs, medical device sales, science education, and field studies, to name a few. The curriculum ensures exposure to the discipline of biology as a whole and provides an effective and comprehensive education in a student’s particular area of interest. All students majoring in any of the biology courses of study receive a broad foundation befitting a Bachelor of Arts.

Courses of study available as majors within Biology include:

**Biology**

**Applied Science/Bioscience Technology**

**Life Science**

Biology also offers several curricular concentrations available within the Biology and Life Science majors.

**Biology**

**Professional Medicine** (including Pre-Medicine<sup>1</sup>, Pre-Dentistry, Pre-Optometry, Pre-Podiatry<sup>2</sup>, Pre-Veterinary Medicine, and others)

### **Life Science**

- **Professional Medicine** (including Pre-Medicine<sup>1</sup>, Pre-Dentistry, Pre-Optometry, Pre-Podiatry<sup>2</sup>, Pre-Veterinary Medicine, and others)
- **Medical Technology**<sup>3</sup>
- **Biotechnology**

Students from other majors may opt to pursue a concentration of study offered by the Biology Department. A concentration in Biology is available to Education majors pursuing the Adolescence to Young Adult licensure. Professional Medicine concentrations are designed to be taken in conjunction with a variety of other majors. See the professional medicine advisor for additional information. A minor in Biology is also available to students from other majors.

### **Career Opportunities**

Graduates of the Biology program pursue their interests in a variety of careers. Some obtain entry-level jobs to gain experience and develop their work skills; others seek additional education to enter specialized professional programs.

*Business*, whether in marketing or corporate law, often seeks employees with a solid understanding of biological science. Pharmaceutical representatives, for instance, must be able to interact with primary care professionals and patent lawyers must understand the intricacies of bench-top research.

*Technologists* must obtain clinical experience and become licensed to practice in the state of Ohio. New careers in this sector occur each decade and include professions such as audiologists, dietitians, occupational and physical therapists, perfusionists, pathology assistants, medical technologists and medical records administrators.

*Research biologists* may work in academia, in government or in private research laboratories; industries also hire biologists to conduct research and product development and testing. Similar post-graduate training enables individuals concentrating in environmental studies to obtain employment as environmental engineers, environmental attorneys, and health/safety analysts and inspectors. Often additional education and experience enable the biology graduate to obtain more responsible positions with better compensation.

*Teachers* of biology are commonly employed in various educational institutions at the pre-college and college levels; museums, botanical gardens, aquariums, zoos, science centers and outdoor education programs offer the biology graduate many opportunities. Biologists are also

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<sup>1</sup> See Professional Medicine section of the catalog

<sup>2</sup> See Podiatry section of the catalog

<sup>3</sup> See Medical Technology section of the catalog

employed by private corporations as training specialists to provide instruction and curriculum development as well as technical competence. Opportunities for biologists in education are as varied as those in technology and research.

### **Biology Curriculum**

All courses of study leading to the Biology majors consist of two curricular components — fundamentals and specialization. The fundamentals provide the learner with the basic terminology, concepts and perspectives necessary for further work in biology; upon completion of these prerequisites, the learner may then advance into the specialized major and concentration of her/his choice.

### **Biology 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 Specializations**

#### **1. Biology Major**

This course of study along with the judicious selection of elective courses or specific concentrations (such as professional medicine) prepares the graduate for (1) entry into post-baccalaureate graduate or professional programs; (2) for entry into graduate school to pursue a research/teaching career in the biological sciences; and (3) for immediate entry-level employment in a variety of specialized biology disciplines. 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).

#### **2. Life Science Major**

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).

### **3. 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.

### **4. Applied Science/ Bioscience Technology Major (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.

### **Biology Concentrations**

Students may choose to concentrate within the following areas:

- **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.
- For students interested in pursuing graduate school in Biology or a related field, additional course selections should be made in consultation with your academic advisor.

### **Biology Departmental Honors**

Graduation with biology departmental honors is available. Students must be biology majors; biology minors are not eligible. Students must have strong academic background and training in the area(s) needed to complete their honors work. The nature of the preparation will vary with the research, but adequate preparation must be demonstrated in relevant areas both within and outside of biology (e.g., in statistics or chemistry). To earn department's honors, students must have a cumulative GPA in their biology courses of at least 3.00, submit a Departmental Honors Application to the chair of the Biology Department, and successfully complete BI 452 A&B or BI 453 A&B. Students may not use the same work credited for another course for BI 452 A&B and BI 453 A&B.

### **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.

As a scientific discipline, biology both incorporates and makes genuine contributions to many other disciplines. Students majoring in other areas may find a declared minor in biology highly relevant, stimulating and profitable. Upon completion of a fundamentals sequence, the biology

minor may wholly reflect the student's interests or concentrate in such areas as allied health, environmental science, natural history, or biotechnology.

## **Biology Course Descriptions**

### **BI 102 Geocaching/Orienteering (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 (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.*

### **BI 111L Laboratory for Human Environment (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 111.*

### **BI 120 Human Genetics (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.*

### **BI 120L Laboratory for Human Genetics (1)**

Principles of inheritance and population genetics are explored through hands-on activities and computer simulations. Accentuates topics covered in lecture. *Pre- or co-requisite: BI 120.*

### **BI 130 Human Biology: Birth through Aging (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.*

### **BI 130L Laboratory for Human Biology: Birth through Aging (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. *Pre- or co-requisite: BI 130.*

### **BI 200 Introductory Biology – Biodiversity, Form, Function, and Ecology (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.*

### **BI 200L Laboratory for Introductory Biology – Biodiversity, Form, Function, and Ecology (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. *Pre- or co-requisite: BI 200.*

### **BI 205 Introductory Biology – Cells, Genetics, Energy Transfer, and Evolution (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. *Pre-requisite: one semester of college chemistry.*

### **BI 205L Lab for Introductory Biology – Cells, Genetics, Energy Transfer, and Evolution (1)**

The laboratory is comprised of selected exercises designed to reinforce concepts covered in BI 205 including hands-on activities that 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. *Pre-requisite: BI 205*

### **BI 206L Laboratory for Principles of Plant Biology (1)**

Exploration of anatomy, morphology, and physiology of higher plants with taxonomic treatment of selected algae, fungi, bryophytes, and vascular plants. *Pre-requisite: BI 205L or equivalent; Pre- or co-requisite: BI 206.*

### **BI 207 Principles of 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 Laboratory of Principles of Animal Biology (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 214 Human 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 Laboratory for Human Anatomy and Physiology I (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 Human 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. *Pre-requisite: BI 214.*

### **BI 215L Laboratory for Human Anatomy and Physiology II (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-requisite: 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 220c Human Genomics (1)**

Exploration of genomics as it applies to humans. Applications of the human genome project, ethical, legal, and social implications, epigenetics, and epigenomics will be considered. *Prerequisite: BI 335.*

### **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 Laboratory for Clinical Microbiology (1)**

Application of basic techniques for culturing, staining, and identifying selected microbial forms. *Pre- or co-requisite: BI 232.*

### **BI 288 Special Topics in Biology (1-4)**

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. *Pre-requisite: 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 Laboratory in Field Biology (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.*

### **Prerequisites for All Courses at or Above BI 320:**

- (1) Sequence of Biology fundamental courses (BI 200, BI 200L, BI 205, BI 205L);
- (2) Two semesters of college chemistry; and
- (3) Three credits of college math as required.

### **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.

*Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS*

### **BI 320L Laboratory for Developmental Biology (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. *Pre-requisites: 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 Laboratory for Ecology (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. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.*

### **BI 333L Laboratory for Microbiology (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 Laboratory in Genetics (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 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. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.*

### **BI 350L Laboratory for Comparative 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. *Pre-requisites: 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.** *Pre-requisites: 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. *Pre-requisites: 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. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.*

### **BI 430L Laboratory for Cellular and Biochemical Processes (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 451 Departmental Seminar: Evolution (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. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, and senior standing.*

### **BI 452 BI 452A- Experimental Project I (1) and 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). *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.*

### **BI 453 BI 453A- Senior Thesis I (1) and BI 453B- Senior Thesis II (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). *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval.*

### **BI 461, 462 Independent Study (1-3, 1-3)**

Study of a particular topic in biology. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, and approval of department chair.*

### **BI 475 Academic Internship (1-3)**

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

### **BI 488 Special Topics in Biology (1-4)**

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses. *Pre-requisites: 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 199, 299, 399, 499 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.

## **BUSINESS MANAGEMENT (OFFERED IN TRADITIONAL 15-WEEK AND UCAP FORMATS)**

### **FACULTY**

Marilynn Butler, Ph.D.  
Anthony Cafarelli, Ph.D., Department Chair  
Debra Fleming, Ph.D.  
Laura Hammel, Ph.D.  
Kevin Flynn, DBA Candidate  
Anne Murphy-Brown, J.D.

### **PROGRAM INFORMATION**

The Business Management degree program is designed to provide students with an overview of the entire business organization. The major has been carefully created to give students the fundamental skills managers need: an understanding of a economics, marketing, accounting,

and finance from the manager's perspective in a socially conscious business environment; familiarity with the way individuals behave in organizations; an ability to communicate effectively both orally and in writing; and practical work through assignments that mirror the real world environment.

### **Career Opportunities**

The Bachelor of Arts degree in Business Management prepares students with the skills necessary to obtain an entry-level management position, advance their careers in this field or move into an MBA program. Graduates of the Business Management program are employed at Canton/Stark County Convention & Visitor's Bureau, Cleveland Clinic Foundation, Developer's Diversified Realty, Jones Day, Key Bank, Litigation Management, Lubrizol, Parker Hannifin, Philips Medical Systems, Progressive Insurance, Sherwin Williams, University Hospital Health System, and other leading organizations in Northeast Ohio.

Positions held by Business Management graduates include:

- Development Associate
- Account Executive
- Sports Tourism Director
- Sales Manager
- Project Manager
- Office Manager
- Human Resources Manager
- Clinical Research Manager
- Marketing Representative
- Director of Communications
- Network Associate

### **REQUIREMENTS FOR MAJOR**

54 credit hours: BU 200, 210, 220, 310, 330, 336, 340, 350, 375, 450; AC 210, 211; EC 102, 103, MIS 300; PH 355, BU 440, BU 475. (MAT 125 requirement for major is fulfilled in core curriculum).

### **REQUIREMENTS FOR MINOR**

33 credit hours: BU 210, 320, 330, 336, 340; EC 102, 103; AC 210, 211; upper level BU elective; MAT 125 or higher required.

### **COURSES FOR BUSINESS MANAGEMENT MAJOR**

#### **BU 125 Introduction to Business (3)**

A survey of policies, methods, and problems in business and non-profit organizations. This course will cover all functional areas of business, including marketing, finance, information systems, accounting, personnel, operations, law, and business ethics.

### **BU 200 Business Communication (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. *Prerequisites: none.*

### **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. *Prerequisites: none.*

### **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. *Prerequisites: BU 210 or permission of instructor.*

### **BU 226 Principles of Retailing (3)**

An analysis of retail store operation including organization, department layout, buying, sales promotion, display, record-keeping, and control. *Prerequisites: BU 210 or permission of instructor.*

### **BU 288 Special Topics (3)**

A study of selected business topics. *Prerequisites: none.*

### **BU 300 Professional and Technical Writing (3)**

Instruction and practice in writing proposals, progress reports, instructions, manuals, correspondence, web-based projects, and other writing in the workplace. *Prerequisites: UC 101 and EN 125.*

### **BU 310 Principles of Finance I (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. *Prerequisites: EC 102, 103, 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. *Prerequisites: AC 211, MAT 125.*

### **BU 323 Sales Management (3)**

The nature and techniques of selling and the organization and administration of the sales department. *Prerequisites: BU 125 or 210; BU 220.*

### **BU 325 Current Issues in Marketing (3)**

This seminar-style course will examine a thorough scope of current marketing issues in two ways. First, short articles will be discussed relating to the current issues in marketing; secondly, students will look at both sides of controversial issues in marketing and evaluate the positions of both sides. *Prerequisites: BU 220.*

### **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. *Prerequisites: BU 336 and at least 15 credit hours in Business or Accounting.*

### **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. *Prerequisites: 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. *Prerequisites: At least 21 credit hours in the major.*

### **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.  
*Prerequisites: EC 102 & BU 220.*

### **BU 360 Business Protocol and Skills (3)**

Students are introduced to skills that will allow them to succeed in obtaining a job, such as creating an electronic résumé and improving their skills for networking and interviewing. In addition, dressing for success, business etiquette, business ethics, and other areas will be covered. *Prerequisites: 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. *Prerequisites: MAT 125.*

### **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. *Prerequisites: 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. *Prerequisites: BU 220, 320; senior standing.*

### **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. *Prerequisites: BU 330.*

### **BU 435 Current Topics in Human Resource 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. *Prerequisites: Senior Standing – 96 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. *Prerequisites: Senior Standing and BU 220, BU 310, BU 330 & BU 350; EC 102 & 103; or instructor permission. Do not recommend doubling up while taking this class.*

### **BU 461, 462 Independent Study (1-3, 1-3)**

Directed study of a special topic or area. *Approval of department chair required.*

### **BU 475 Academic Internship (credit varies)**

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: Completion of at least 30 credits in major and Junior or Senior level standing.*

### **BU 488 Special Topics (3)**

A study of selected business topics. *Approval of department chair required.*

### **BU 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

### **EC 102 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 103 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.*

### **AC 210 Introduction to Financial Accounting (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. *Prerequisites: MAT 125 or permission of instructor.*

### **AC 211 Introduction to Managerial Accounting (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. *Prerequisites: AC 210; or permission of instructor.*

### **MIS 300 Fundamentals of MIS (3)**

This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems – people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage.

### **PH 355 Business Ethics (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.*

# CHEMISTRY

## FACULTY

Mary Kay Deley, M.S. (Chair)  
Melissa Barranger-Mathys, Ph.D.  
Sarah Preston, Ph.D.

## PROGRAM INFORMATION

### Aims and Objectives

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. A partnership with Cleveland State University allows Ursuline College to offer a chemistry major with the best characteristics of both a small college and a large university. 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.

### Career Opportunities

A degree in chemistry allows students access to entry level positions in science-based industries, such as the chemical, polymer, environmental, forensic and pharmaceutical industries and government labs. When the bachelor's degree is combined with a master's degree in education, students can teach high school chemistry. Students can also combine a bachelor's degree in chemistry with graduate degrees in chemistry, engineering, forensic science, environmental science, pharmacology, or other sciences as preparation for leadership positions in science-based industries, government labs, and post-secondary education. A degree in Chemistry is also excellent preparation for professional schools including Medical, Dental, Optometry, Podiatry, Veterinary, and Law Schools. In general, professional schools have a four year course of study leading to licensure to practice in the field.

The chemistry minor constitutes a valuable career development asset for future life scientists, attorneys, financial analysts, plant managers, marketing consultants, science journalists, textile designers, etc. Thus, it is recommended that the chemistry minor be combined with Ursuline majors such as biology, business, history, public relations, English, sociology, philosophy, psychology, or fashion to prepare students more completely for leadership roles in society.

### Departmental Policy

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.

### **Requirements for the Major**

CH 105/L, CH 106/L, CH 221/L, CH 222/L, CH 422/L, PY 201/L, PY 202/L, PY 203/L, PY 204/L, MAT 221, MAT 222, MAT 223 and the following courses taken at Cleveland State University: CHM 320 (or higher), CHM 310 (or higher), and CHM 315 (or higher). 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.

### **Requirements for the Minor**

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.

### **Course Descriptions**

#### **CH 103 General Chemistry I (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. For students not majoring in

science. *Prerequisite: two years of high school algebra or equivalent. Students placed in MAT 100 must complete this mathematics course prior to taking CH 103/L. With CH 103L, fulfills core curriculum science with lab requirement.*

### **CH 103L Laboratory for General Chemistry I (1)**

Selected experiments in chemistry. *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 Laboratory for General Chemistry II (1)**

Selected experiments in organic chemistry and biochemistry. *Pre- or co-requisite: CH 104 or equivalent.*

### **CH 105 Principles of Chemistry I (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. *Prerequisite: one year of high school chemistry or CH 103. Math 132 or higher completed or concurrent. With CH 105L, fulfills core curriculum science with lab requirement.*

### **CH 105L Laboratory for Principles of Chemistry I (1)**

Selected chemistry experiments. *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 Laboratory for Principles of Chemistry II (1)**

Selected chemistry experiments. *Pre- or co-requisite: CH 106.*

### **CH 108 Introduction to General, Organic and Biochemistry (3)**

A one-semester course designed to provide an integrated overview of inorganic, organic chemistry, and biochemistry for nursing and non-science majors. *Pre-requisite: completion of*

one year of high school chemistry with at least a C+ and two years of high school algebra or CH 103/L. Students not meeting the math requirement must take Math 100 prior to taking the course. *With CH 108L, fulfills core curriculum science with lab requirement.*

### **CH 108L Laboratory for Introduction to General, Organic and Biochemistry (1)**

Selected experiments in chemistry. *Pre- or co-requisite: CH 108.*

### **CH 221, 222 Organic Chemistry I, II (3, 3)**

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, 222L Laboratory for Organic Chemistry I, II (1, 1)**

Selected organic chemistry experiments. *Pre- or co-requisite: CH 221, 222.*

### **CH 288 Special Topics (credit varies)**

### **CH 422 Biochemistry I (3)**

Chemistry and metabolism of carbohydrates, lipids, proteins, and nucleic acids; enzymes and biochemical genetics. *Prerequisite: CH 222, co-requisite: CH 422L*

### **CH 422L Laboratory for Biochemistry I (1)**

Selected experiments. Includes extensive computer spreadsheet analysis (graphing and regression) of lab data. *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. *Prerequisites: CH 422 and 422L. Co-requisite: CH 423L*

### **CH 423L Laboratory for Biochemistry II (1)**

*Selected biochemistry experiments. Co-requisite: CH 423*

### **CH 461, 462 Independent Study (1-3, 1-3)**

Study of special topics in chemistry. 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.*

### **CH 488 Special Topics (credit varies)**

### **CH 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **ECONOMICS**

*For more information about faculty and course listings, see Business Management.*

## **EDUCATION: EARLY CHILDHOOD**

*Please note: The traditional undergraduate education programs leading to licensure are being placed in dormancy status with the State of Ohio. For more information about options, please email Dr. Mary Jo Cherry or call her at 440-646-8147.*

### **FACULTY**

Mary Jo Cherry, Ph.D.

Lisa B. Johnson, Ph.D.

Kathryn Tuohey, Ed.D.

### **PROGRAM INFORMATION**

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of teacher preparation. The Education Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). The education programs continue to be a part of the liberal arts tradition at

Ursuline College. The 49 credits which comprise the liberal arts core stress personal development, the cultivation of individual academic abilities, and the pursuit of an integrated body of knowledge drawn from the content areas. Additional courses in content areas are required by the Education Department to provide depth to the candidate's knowledge base. With this background the education candidate prepares to serve the profession and the community through the professional development sequence specific to her/his area of specialization.

**The following programs are approved by the State of Ohio**

Early Childhood License (Pre-K - grade 3)

Middle Childhood License (grades 4 - 9) with two concentrations chosen from:

- Mathematics
- Reading & Language Arts
- Science
- Social Studies

Adolescence to Young Adult License (AYA) (grades 7 - 12) in four areas:

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences

Multi-age License (MAVA) (Pre-K - grade 12) in Visual Arts

Intervention Specialist License: Mild/moderate educational needs (K-12) (Special Education)

Endorsements: Middle Childhood Generalist for grades 4-6, in one or more additional content areas, to add to an existing Middle Childhood license; Reading endorsement available at graduate level

In addition to these programs, Ursuline also offers the following opportunities:

1. Coursework to renew professional licenses
2. Coursework to add areas to existing licenses
3. Credit for prior learning for selected coursework

**EARLY CHILDHOOD LICENSE  
(Pre-K - Grade 3)**

The Early Childhood Licensure Program responds to the guidelines established by the National Association for the Education of Young Children (NAEYC), the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP), and Ohio-specific requirements in preparing individuals who will be steeped in developmentally appropriate practice and skilled in the strategies and practices necessary for effective teaching in Pre-K through grade 3 (ages 3 through 8 years), concerned about children,

parents/families, colleagues, the community, and the education profession. The early childhood program includes coursework that addresses:

- State-mandated reading core
- Child development and learning
- Curriculum development and implementation
- Family and community relationships
- Assessment and evaluation
- Professionalism

Field experiences in Pre-K through grade three are included throughout the program.

## **PROGRAM POLICIES**

### **Program Admission and Licensure Requirements**

Students seeking teaching licensure must fulfill additional requirements beyond those required for admission to, retention, and graduation from the College. Information is available in the Teacher Education Handbook, which can be accessed at

[http://www.ursuline.edu/docs/academics\\_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf](http://www.ursuline.edu/docs/academics_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf)

## **ENTRY TO EDUCATION MAJOR**

**Students must meet the following requirements to enter the Education major. Deadlines and timelines are available from the Education Department.**

### **I. TEST SCORES**

**Students must meet one of the following test-score requirements to enter the program:**

- a. **SAT REQUIREMENT - A minimum score of 450 on each of the following:**
  - i. Reading
  - ii. Mathematics
  - iii. Writing
- b. **ACT REQUIREMENT**
  - i. **A minimum score of 19 in the following:**
    1. Reading
    2. Mathematics
  - ii. **A minimum score of 8 on Writing**
- c. **Praxis® Core Academic Skills for Educators REQUIREMENT**
  - i. **Mathematics - Minimum Score Required: 150**
  - ii. **Reading - Minimum Score Required: 156**
  - iii. **Writing - Minimum Score Required: 162**

### **II. INTERVIEW**

- a. **Verbal/Non-verbal Communication skills**
  - i. **Passing score of 14\***
- b. **Quality of Responses, Dispositions (Attributes)**

- i. Passing score of 5\*
    - \* *With no more than one criterion score below 1.0*
- III. **COMPLETION OF ENTRY-LEVEL COURSES and field hours (minimum grade of C earned in each course AND minimum 2.75 GPA in professional education required)**
  - a. EDL 101, Introduction to Education
  - b. EDL 102, Educational Psychology
  - c. EDL 210, Planning for Instruction
- IV. **MINIMUM GPA:**
  - a. 2.75 in Professional Education
  - b. 2.5 Cumulative (Overall)
  - c. 2.75 in Content (AYA, MAVA, Middle)
- V. **APPLICATION and PHILOSOPHY OF EDUCATION (minimum competency 85% required)**

**In order to be eligible for recommendation by Ursuline College for the Ohio 4-Year Resident Educator License, candidates must have:**

1. Good moral character, emotional maturity, physical stamina, and commitment to teaching.
2. A cumulative average of 2.50 or better; a minimum average of 2.75 in Professional Education courses; a minimum average of 2.75 in the discipline to be taught (AYA, MAVA) or concentrations (middle childhood).
3. Successful completion of an approved baccalaureate and teacher education program.
4. Successful completion of required field/clinical experiences in culturally, racially, and socioeconomically diverse settings.
5. Successful completion of examinations prescribed by the State Board of Education. Candidates at Ursuline College are considered completers of the education program (degree and/or licensure) only when all coursework including student teaching has been completed successfully and when all examinations prescribed by the State Board of Education have been passed meeting Ohio qualifying scores.
6. Successful completion of all Key and Critical Assessments and Gates, i.e., admission to the department, admission to student teaching/clinical practice, and completion of program and licensure requirements.
7. Recommendation by the Coordinator of the Ursuline College Undergraduate Education Department.

The Undergraduate Teacher Education Committee determines candidate retention in the teacher licensure program and reviews exceptions. The *Teacher Education Handbook* outlines, in detail, objectives, policies, and procedures relating to the undergraduate teacher licensure programs at Ursuline College, including gate requirements. The *Handbook* is intended to be a

general guide for the candidate pursuing licensure in education and is available on the Undergraduate Education Department page of the Ursuline College website, Teaching Resources.

### **REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION MAJOR**

Majors complete the following courses in addition to the USP core: EDL 101, 102, 120, 130, 210; EDE 230, 240, 250, 260, 270, 301, 330, 350, 355, 380, 390, 410, 450; EDM 308; EDR 345; PS 219; an additional art or music course.

### **Course Descriptions**

#### **PROFESSIONAL EDUCATION COURSES**

**(Required of Students in All Licensure Programs)**

#### **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 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 Educators (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 on 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.

*Prerequisites: EDL 101, 102.*

## **EARLY CHILDHOOD EDUCATION COURSES**

### **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.

*Prerequisites: EDL 101, 102.*

### **EDE 240 Teaching, Learning, & Organizing in 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. *Prerequisites: EDL 101, 102, 120, 210.*

### **EDE 250 Expressive Arts in Early Childhood (Music, Art, Drama, Play) (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. *Prerequisites: EDL 101, 102, 120, 210.*

### **EDE 260 Systematic Phonics in the 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. *Prerequisites: EDL 101, 102.*

### **EDE 270 Home, School & Community Relations in Early Childhood (3)**

Studies strategies for involving families in the interchange of information about children, including conference methods, formal parent education, resource and written materials, community resources and referrals, and informal exchanges. Emphasizes understanding diversity, values, family dynamics, guidance and discipline, parents' rights, and addressing special needs. Includes an overview of community agencies that support young children and their families. *Prerequisites: EDL 101, 102.*

### **EDE 301 Elementary School 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 260, 301.*

### **EDE 330 Developmental Assessment in Early Childhood Education (3)**

Teacher candidates learn a variety of strategies and guidelines for the appropriate 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, parent 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 Pre-K-3 settings is addressed.

*Prerequisites: EDL 101, 102, 120, 210.*

### **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, parent 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 260, 301; EDM 308.*

### **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 taught. 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 appropriate strategies for meeting student needs. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 240, 250, 260, 301.*

*Language arts:* Focuses on the basic language arts of Pre-K-primary education. Integrates children's literature, including multicultural, and emphasizes the use of resources, equipment, and materials for developmentally appropriate practices in the areas of speaking, writing, listening, reading, and viewing that address the Ohio Learning and Early Learning Standards.

*Mathematics:* Focuses on basic mathematics concepts of Pre-K-primary education as indicated in the Ohio Learning and Early Learning Standards. Includes developmentally appropriate use of structures, processes, and sequencing of arithmetic and basic algebraic functions. Explores the selection, use, and procedures for hands-on learning. Emphasizes both the creative and cognitive uses of mathematics materials.

*Science:* Focuses on basic science concepts with emphasis on the child as discoverer. Studies principles involved in the development of curriculum for children in Pre-K-primary settings within the context of the Ohio Learning and Early Learning Standards that stress scientific inquiry, scientific knowledge, conditions for learning science, and applications for science learning. Includes selection, evaluation, operations and procedures for discovery learning.

*Social Studies:* Focuses on basic social studies concepts of Pre-K-primary education. Studies selected topics in history, government, geography, economics, psychology, and sociology. Concepts such as understanding how all people are alike or different, changes over time, comparing and contrasting the wants, needs, and resources of various communities, and the rights and responsibilities of citizens are included, as indicated by Ohio Learning and Early Learning Standards. Emphasizes current practices and techniques in teaching major social studies concepts, as well as the use of technological and teacher-made activities.

### **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. *Prerequisites: 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 240, 270, 350.*

### **EDE 450 Student Teaching (PK-3) (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. *Prerequisites: 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 licensing exams.* **Note: Effective July 1, 2017, candidates must also pass the Foundations of Reading OAE test.**

### **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 Pre-K student-teaching experience during associate degree program. *Prerequisites: 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 licensing exams.* **Note: Effective July 1, 2017, candidates must also pass the Foundations of Reading OAE test.**

## **EDUCATION: MIDDLE CHILDHOOD**

*Please note: The traditional undergraduate education programs leading to licensure are being placed in dormancy status with the State of Ohio. For more information about options, please email Dr. Mary Jo Cherry or call her at 440-646-8147.*

### **FACULTY**

Mary Jo Cherry, Ph.D.

Lisa B. Johnson, Ph.D.  
Kathryn Tuohey, Ed.D.

## **PROGRAM INFORMATION**

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of teacher preparation. The Education Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP). The education programs continue to be a part of the liberal arts tradition at Ursuline College. The 49 credits which comprise the liberal arts core stress personal development, the cultivation of individual academic abilities, and the pursuit of an integrated body of knowledge drawn from the content areas. Additional courses in content areas are required by the Education Department to provide depth to the candidate's knowledge base. With this background the education candidate prepares to serve the profession and the community through the professional development sequence specific to her/his area of specialization.

### **The following programs are approved by the State of Ohio**

Early Childhood License (Pre-K - grade 3)

Middle Childhood License (grades 4 - 9) with two concentrations chosen from:

- Mathematics
- Reading & Language Arts
- Science
- Social Studies

Adolescence to Young Adult License (AYA) (grades 7 - 12) in four areas:

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences

Multi-age License (MAVA) (Pre-K - grade 12) in Visual Arts

Intervention Specialist License: Mild/moderate educational needs (K-12) (Special Education)

Endorsements: Middle Childhood Generalist for grades 4-6, in one or more additional content areas, to add to an existing Middle Childhood license; Reading endorsement available at graduate level

In addition to these programs, Ursuline also offers the following opportunities:

4. Coursework to renew professional licenses

5. Coursework to add areas to existing licenses
6. Credit for prior learning for selected coursework

## **MIDDLE CHILDHOOD LICENSE (Grades 4 - 9)**

The Middle Childhood Licensure program responds to the guidelines established by the Association of Middle Level Education (AMLE), the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP), and Ohio-specific requirements in preparing teachers who effectively integrate pedagogy and developmental theories into cohesive and personally enriching experiences for young adolescents (ages 8 through 14 and grades 4 through 9). The program includes coursework that addresses:

- The needs of the young adolescent, cognitively, psychologically, physically, and socially
- A strong liberal arts foundation in addition to further studies in two content areas selected from: mathematics, reading and language arts, science, and social studies
- Personal qualities required to be a middle school teacher (e.g., sense of humor, flexibility, creativity, energy, and a cooperative attitude)
- The necessity of actively including the parent and community in the education of the young adolescent
- Coursework that includes the state-mandated reading requirement in addition to multiple field experiences throughout the program

## **PROGRAM POLICIES**

### **Program Admission and Licensure Requirements**

Students seeking teaching licensure must fulfill additional requirements beyond those required for admission to, retention, and graduation from the College. Information is available in the Teacher Education Handbook, which can be accessed at [http://www.ursuline.edu/docs/academics\\_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf](http://www.ursuline.edu/docs/academics_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf)

### **ENTRY TO EDUCATION MAJOR**

**Students must meet the following requirements to enter the Education major. Deadlines and timelines are available from the Education Department.**

- I. **TEST SCORES - Students must meet one of the following test-score requirements to enter the program:**
  - a. **SAT REQUIREMENT - A minimum score of 450 on each of the following:**
    - i. **Reading**
    - ii. **Writing**
    - iii. **Mathematics**
  - b. **ACT REQUIREMENT**
    - i. **A minimum score of 19 in the following**

- 1. Reading
- 2. Mathematics
- ii. A minimum score of 8 on Writing
- c. Praxis® Core Academic Skills for Educators REQUIREMENT
  - i. Mathematics - Minimum Score Required: 150
  - ii. Reading - Minimum Score Required: 156
  - iii. Writing - Minimum Score Required: 162
- II. INTERVIEW
  - a. Verbal/Non-verbal Communication skills - Passing score of 14\*
  - b. Quality of Responses, Dispositions (Attributes) - Passing score of 5\*
    - \* *With no more than one criterion score below 1.0*
- III. COMPLETION OF ENTRY-LEVEL COURSES and field hours (minimum grade of C earned in each course AND minimum 2.75 GPA in professional education required)
  - a. EDL 101, Introduction to Education
  - b. EDL 102, Educational Psychology
  - c. EDL 210, Planning for Instruction
- IV. MINIMUM GPA:
  - a. 2.75 in Professional Education
  - b. 2.5 Cumulative (Overall)
  - c. 2.75 in Content (AYA, MAVA, Middle)
- V. APPLICATION and PHILOSOPHY OF EDUCATION (minimum competency 85% required)

**In order to be eligible for recommendation by Ursuline College for the Ohio 4-Year Resident Educator License, candidates must have:**

1. Good moral character, emotional maturity, physical stamina, and commitment to teaching.
2. A cumulative average of 2.50 or better; a minimum average of 2.75 in Professional Education courses; a minimum average of 2.75 in the discipline to be taught (AYA, MAVA) or concentrations (middle childhood).
3. Successful completion of an approved baccalaureate and teacher education program.
4. Successful completion of required field/clinical experiences in culturally, racially, and socioeconomically diverse settings.
5. Successful completion of examinations prescribed by the State Board of Education. Candidates at Ursuline College are considered completers of the education program (degree and/or licensure) only when all coursework including student teaching has been completed successfully and when all examinations prescribed by the State Board of Education have been passed meeting Ohio qualifying scores.

6. Successful completion of all Key and Critical Assessments and Gates, i.e., admission to the department, admission to student teaching/clinical practice, and completion of program and licensure requirements.
7. Recommendation by the Coordinator of the Ursuline College Undergraduate Education Department.

The Undergraduate Teacher Education Committee determines candidate retention in the teacher licensure program and reviews exceptions. The *Teacher Education Handbook* outlines, in detail, objectives, policies, and procedures relating to the undergraduate teacher licensure programs at Ursuline College, including gate requirements. The *Handbook* is intended to be a general guide for the candidate pursuing licensure in education and is available on the Undergraduate Education Department page of the Ursuline College website, Teaching Resources.

## **REQUIREMENTS FOR THE MIDDLE CHILDHOOD EDUCATION MAJOR**

Majors complete the following courses in addition to the Ursuline core: EDL 101, 102, 120, 130, 210; EDM 215, 260, 301, 308, 450; EDR 345; and two of the following: EDM 350, 352, 354, 356. In addition, teacher candidates are required to complete two concentrations selected from:

- mathematics,
- reading and language arts,
- science,
- social studies

## **Course Descriptions**

### **PROFESSIONAL EDUCATION COURSES (All Licensure Programs)**

#### **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 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 Educators (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 on 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.

*Prerequisites: EDL 101, 102.*

## **MIDDLE CHILDHOOD COURSES**

### **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. *Prerequisites: 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. *Prerequisites: EDL 101, 102.*

### **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. *Prerequisites: 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, level 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. *Prerequisites: EDL 101, 102, 120, 210; EDM 260, 301.*

### **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, parent 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. *Prerequisites: EDL 101, 102, 120, 210; EDM 260, 301, 308.*

### **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. *Prerequisites: EDL 101, 102, 210; EDM 215.*

### **EDM 352 Middle School Social Studies Methods (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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: EDL 101, 102, 210; EDM 215.*

### **EDM 450 Student Teaching in the Middle School (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. *Prerequisites: 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.*

## **EDUCATION: SPECIAL EDUCATION--MILD TO MODERATE INTERVENTION**

*Please note: The traditional undergraduate education programs leading to licensure are being placed in dormancy status with the State of Ohio. For more information about options, please email Dr. Mary Jo Cherry or call her at 440-646-8147.*

### **FACULTY**

Mary Jo Cherry, Ph.D.  
Lisa B. Johnson, Ph.D.  
Kathryn Tuohey, Ed.D.

### **Program Information**

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of teacher preparation. The Education Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). The education programs continue to be a part of the liberal arts tradition at Ursuline College. The 49 credits which comprise the liberal arts core stress personal development, the cultivation of individual academic abilities, and the pursuit of an integrated

body of knowledge drawn from the content areas. Additional courses in content areas are required by the Education Department to provide depth to the candidate's knowledge base. With this background the education candidate prepares to serve the profession and the community through the professional development sequence specific to her/his area of specialization.

**The following programs are approved by the State of Ohio**

Early Childhood License (Pre-K - grade 3)

Middle Childhood License (grades 4 - 9) with two concentrations chosen from:

- Mathematics
- Reading & Language Arts
- Science
- Social Studies

Adolescence to Young Adult License (AYA) (grades 7 - 12) in four areas:

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences

Multi-age License (MAVA) (Pre-K - grade 12) in Visual Arts

Intervention Specialist License: Mild/moderate educational needs (K-12) (Special Education)

Endorsements: Middle Childhood Generalist for grades 4-6, in one or more additional content areas, to add to an existing Middle Childhood license; Reading endorsement available at graduate level

In addition to these programs, Ursuline also offers the following opportunities:

7. Coursework to renew professional licenses
8. Coursework to add areas to existing licenses
9. Credit for prior learning for selected coursework

**SPECIAL EDUCATION LICENSE**

**(Intervention Specialist: Mild/Moderate; K-12)**

The Intervention Specialist License seeks to prepare teachers to work with learners from kindergarten through grade 12 who present special needs in the mild/moderate classification. Teachers are able to work with these students in pull-out programs, resource rooms, and as co-teachers in inclusion classrooms. This degree and licensure program responds to the guidelines established by the Council for Exceptional Children (CEC), the National Council for Accreditation

of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP) and Ohio-specific requirements. Central to the preparation of the professional in the field of Special Education is the required sequence of courses offered to all education teacher candidates. Additional course offerings in the Special Education sequence then offer the pre-service teacher grounding in the particular content necessary for the education of students with mild to moderate needs in relation to the entire process of education. The program includes coursework that addresses:

- State-mandated reading core
- Curriculum development and implementation
- Assessment
- Management of behavior
- Collaboration and consultation with families and other professionals

## **Program Policies**

### **Program Admission and Licensure Requirements**

Students seeking teaching licensure must fulfill additional requirements beyond those required for admission to, retention, and graduation from the College. Information is available in the Teacher Education Handbook, which can be accessed at

[http://www.ursuline.edu/docs/academics\\_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf](http://www.ursuline.edu/docs/academics_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf)

### **ENTRY TO EDUCATION MAJOR**

**Students must meet the following requirements to enter the Education major. Deadlines and timelines are available from the Education Department.**

#### **I. TEST SCORES**

**Students must meet one of the following test-score requirements to enter the program:**

- a. **SAT REQUIREMENT - A minimum score of 450 on each of the following:**
  - i. Reading
  - ii. Mathematics
  - iii. Writing
- b. **ACT REQUIREMENT**
  - i. **A minimum score of 19 in the following:**
    1. Reading
    2. Mathematics
  - ii. **A minimum score of 8 on Writing**
- c. **Praxis® Core Academic Skills for Educators REQUIREMENT**
  - i. **Mathematics - Minimum Score Required: 150**
  - ii. **Reading - Minimum Score Required: 156**
  - iii. **Writing - Minimum Score Required: 162**

#### **II. INTERVIEW**

- a. Verbal/Non-verbal Communication skills - Passing score of 14\*
- b. Quality of Responses, Dispositions (Attributes) - Passing score of 5\*  
\* *With no more than one criterion score below 1.0*
- III. COMPLETION OF ENTRY-LEVEL COURSES and field hours (minimum grade of C earned in each course AND minimum 2.75 GPA in professional education required)
  - a. EDL 101, Introduction to Education
  - b. EDL 102, Educational Psychology
  - c. EDL 210, Planning for Instruction
- IV. MINIMUM GPA:
  - a. 2.75 in Professional Education
  - b. 2.5 Cumulative (Overall)
  - c. 2.75 in Content (AYA, MAVA, Middle)
- V. APPLICATION and PHILOSOPHY OF EDUCATION (minimum competency 85% required)

In order to be eligible for recommendation by Ursuline College for the Ohio 4-Year Resident Educator License, candidates must have:

1. Good moral character, emotional maturity, physical stamina, and commitment to teaching.
2. A cumulative average of 2.50 or better; a minimum average of 2.75 in Professional Education courses; a minimum average of 2.75 in the discipline to be taught (AYA, MAVA) or concentrations (middle childhood).
3. Successfully completed of an approved baccalaureate and teacher education program.
4. Successful completion of required field/clinical experiences in culturally, racially, and socioeconomically diverse settings.
5. Successful completion of examinations prescribed by the State Board of Education. Candidates at Ursuline College are considered completers of the education program (degree and/or licensure) only when all coursework including student teaching has been completed successfully and when all examinations prescribed by the State Board of Education have been passed meeting Ohio qualifying scores.
6. Successful completion of all Key and Critical Assessments and Gates, i.e., admission to the department, admission to student teaching/clinical practice, and completion of program and licensure requirements.
7. Recommendation by the Coordinator of the Ursuline College Undergraduate Education Department.

The Undergraduate Teacher Education Committee determines candidate retention in the teacher licensure program and reviews exceptions. The *Teacher Education Handbook* outlines,

in detail, objectives, policies, and procedures relating to the undergraduate teacher licensure programs at Ursuline College, including gate requirements. The *Handbook* is intended to be a general guide for the candidate pursuing licensure in education and is available on the Undergraduate Education Department page of the Ursuline College website, Teaching Resources.

### **Requirements for the Major**

Special Education majors complete the following courses in addition to the USP core: EDL 101, 102, 120, 130, 210; EDE 230, 260, 301, 379; EDM 308; EDR 345; EDS 201, 202, 301, 302, 303, 304, 440; PS 230; additional credits of electives.

### **Course Descriptions**

#### **PROFESSIONAL EDUCATION COURSES (All Licensure Programs)**

##### **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 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 Educators (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 on 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.

*Prerequisites: EDL 101, 102.*

## **SPECIAL EDUCATION COURSES**

### **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.

*Prerequisites: EDL 101, 102.*

### **EDE 260 Systematic Phonics in the 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. *Prerequisites: EDL 101, 102.*

### **EDE 301 Elementary School 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 260, 301.*

### **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, parent 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. *Prerequisites: EDL 101, 102, 120, 210; EDE 260, 301; EDM 308.*

### **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. *Prerequisites: EDL 101, 102, 120, 210.*

### **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. *Prerequisites: 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. *Prerequisites: EDL 101, 102, 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. *Prerequisites: 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. *Prerequisites: 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 (families, school, and community personnel) are covered. Team meetings and parent conferences are assessed and studied. Must be taken concurrently with EDS 303. *Prerequisites: EDL 101, 102, 120, 210; EDE 230, 260, 301, 379 (or concurrently); EDS 102, 202, 301, 302.*

### **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. *Prerequisites: 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.*

## **EDUCATION: ADOLESCENCE TO YOUNG ADULT (AYA) EDUCATION**

(Grades 7-12)

*Please note: The traditional undergraduate education programs leading to licensure are being placed in dormancy status with the State of Ohio. For more information about options, please email Dr. Mary Jo Cherry or call her at 440-646-8147.*

### **FACULTY**

Mary Jo Cherry, Ph.D.  
Lisa B. Johnson, Ph.D.  
Kathryn Tuohey, Ed.D.

### **Program Information**

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of teacher preparation. The Education Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). The education programs continue to be a part of the liberal arts tradition at Ursuline College. The 49 credits which comprise the liberal arts core stress personal development, the cultivation of individual academic abilities, and the pursuit of an integrated

body of knowledge drawn from the content areas. Additional courses in content areas are required by the Education Department to provide depth to the candidate's knowledge base. With this background the education candidate prepares to serve the profession and the community through the professional development sequence specific to her/his area of specialization.

**The following programs are approved by the State of Ohio**

Early Childhood License (Pre-K - grade 3)

Middle Childhood License (grades 4 - 9) with two concentrations chosen from:

- Mathematics
- Reading & Language Arts
- Science
- Social Studies

Adolescence to Young Adult License (AYA) (grades 7 - 12) in four areas:

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences

Multi-age License (MAVA) (Pre-K - grade 12) in Visual Arts

Intervention Specialist License: Mild/moderate educational needs (K-12) (Special Education)

Endorsements: Middle Childhood Generalist for grades 4-6, in one or more additional content areas, to add to an existing Middle Childhood license; Early Childhood Generalist (4-5) and Reading endorsements available at graduate level)

In addition to these programs, Ursuline also offers the following opportunities:

1. Coursework to renew professional licenses
2. Coursework to add areas to existing licenses
3. Credit for prior learning for selected coursework

The Adolescence to Young Adult (AYA) Licensure program responds to the guidelines established by the National Council for Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP), the specialized professional association for each content area, and Ohio-specific requirements in preparing teachers to work with learners from ages 12 through 21 and grades 7 through 12 in specific curriculum areas. The program includes coursework that addresses:

- Knowledge of content in the field/area to be taught
- Knowledge of and skills in instruction and planning
- Knowledge of the needs of the adolescent/young adult, cognitively, psychologically, physically, and socially.
- Field experience throughout the program
- State-mandated reading course requirement

Teacher candidates may choose from one of four teaching fields:

- Integrated language arts
- Integrated mathematics
- Integrated social studies
- Life sciences

## **Program Policies**

### **Program Admission and Licensure Requirements**

Students seeking teaching licensure must fulfill additional requirements beyond those required for admission to, retention, and graduation from the College. Information is available in the Teacher Education Handbook, which can be accessed at

[http://www.ursuline.edu/docs/academics\\_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf](http://www.ursuline.edu/docs/academics_education/TEACHER%20EDUCATION%20HANDBOOK%20july%202012.pdf)

### **ENTRY TO EDUCATION MAJOR**

**Students must meet the following requirements to enter the Education major. Deadlines and timelines are available from the Education Department.**

- I. TEST SCORES - Students must meet one of the following test-score requirements to enter the program:**
  - a. SAT REQUIREMENT - A minimum score of 450 on each of the following:**
    - i. Reading**
    - ii. Mathematics**
    - iii. Writing**
  - b. ACT REQUIREMENT**
    - i. A minimum score of 19 in the following:**
      - 1. Reading**
      - 2. Mathematics**
    - ii. A minimum score of 8 on Writing**
  - c. Praxis® Core Academic Skills for Educators REQUIREMENT**
    - i. Mathematics - Minimum Score Required: 150**
    - ii. Reading - Minimum Score Required: 156**
    - iii. Writing - Minimum Score Required: 162**
- II. INTERVIEW**
  - a. Verbal/Non-verbal Communication skills – passing score of 14\***

- b. Quality of Responses, Dispositions (Attributes) – passing score of 5\*
- III. COMPLETION OF ENTRY-LEVEL COURSES and field hours (minimum grade of C earned in each course AND minimum 2.75 GPA in professional education required)
  - a. EDL 101, Introduction to Education
  - b. EDL 102, Educational Psychology
  - c. EDL 210, Planning for Instruction
- IV. MINIMUM GPA
  - a. 2.75 in Professional Education
  - b. 2.5 Cumulative (Overall)
  - c. 2.75 in Content (AYA, MAVA, Middle)
- V. APPLICATION and PHILOSOPHY OF EDUCATION (minimum competency 85% required)

**In order to be eligible for recommendation by Ursuline College for the Ohio 4-Year Resident Educator License, candidates must have:**

1. Good moral character, emotional maturity, physical stamina, and commitment to teaching.
2. A cumulative average of 2.50 or better; a minimum average of 2.75 in Professional Education courses; a minimum average of 2.75 in the discipline to be taught (AYA, MAVA) or concentrations (middle childhood).
3. Successful completion of an approved baccalaureate and teacher education program.
4. Successful completion of required field/clinical experiences in culturally, racially, and socioeconomically diverse settings.
5. Successful completion of examinations prescribed by the State Board of Education. Candidates at Ursuline College are considered completers of the education program (degree and/or licensure) only when all coursework including student teaching has been completed successfully and when all examinations prescribed by the State Board of Education have been passed meeting Ohio qualifying scores.
6. Successful completion of all Key and Critical Assessments and Gates, i.e., admission to the department, admission to student teaching/clinical practice, and completion of program and licensure requirements.
7. Recommendation by the Coordinator of the Ursuline College Undergraduate Education Department.

The Undergraduate Teacher Education Committee determines candidate retention in the teacher licensure program and reviews exceptions. The *Teacher Education Handbook* outlines, in detail, objectives, policies, and procedures relating to the undergraduate teacher licensure programs at Ursuline College, including gate requirements. The *Handbook* is intended to be a

general guide for the candidate pursuing licensure in education and is available on the Undergraduate Education Department page of the Ursuline College website, Teaching Resources.

### **Requirements for Major**

Majors complete the following courses in addition to the USP core: EDL 101, 102, 120, 130, 210; EDA 310, 440; and one of the following: EDA 301, 302, 303, OR 304; EN 109, EN 205, PS 230. Course listings for the concentrations are available on the Academics page, Audit Sheets, at [www.ursuline.edu](http://www.ursuline.edu).

### **Course Descriptions**

#### **PROFESSIONAL EDUCATION**

(Required of students in all licensure programs)

#### **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 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 Educators (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 on 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.  
*Prerequisites: EDL 101, 102.*

## **AYA PROGRAM COURSES**

### **EDA 301 Integrated Mathematics 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 junior and senior 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 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. *Prerequisites: EDL 101, 102, 210.*

### **EDA 302 Integrated Science Methods (3)**

The course is designed for one seeking Adolescence to Young Adult licensure in Life Sciences in the State of Ohio. The teacher candidate will study criteria for effective life science instruction, review principles of adolescent development, consider the components of effective junior and senior high schools, apply both Ohio’s 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 journal articles relating to science education, and reflect on her/his personal philosophy of the value and purpose of science 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. *Prerequisites: 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 junior and senior 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. *Prerequisites: 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 junior and senior high schools, apply both Ohio Learning 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. *Prerequisites: EDL 101, 102, 210.*

### **EDA 310 Reading & Literacy - Adolescence 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 the learning of junior and senior high school students. 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. *Prerequisites: EDL 101, 102, 120, 210.*

## **EDA 440 Student Teaching: Adolescence to Young Adult (12)**

For 16 weeks the candidate engages in a variety of activities related to organization of the junior or senior high school 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. *Prerequisites: 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 Gates 1 and 2 requirements, including passage of OAE licensing exams.*

## **MULTI-AGE EDUCATION IN VISUAL ARTS (MAVA)**

(Pre-K through grade 12)

*Please note: The traditional undergraduate education programs leading to licensure are being placed in dormancy status with the State of Ohio. For more information about options, please email Dr. Mary Jo Cherry or call her at 440-646-8147.*

### **Faculty**

Mary Jo Cherry, Ph.D.  
Lisa B. Johnson, Ph.D.  
Kathryn Tuohey, Ed.D.

### **Program Information**

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of teacher preparation. The Education Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). The education programs continue to be a part of the liberal arts tradition at Ursuline College. The 49 credits which comprise the liberal arts core stress personal development, the cultivation of individual academic abilities, and the pursuit of an integrated body of knowledge drawn from the content areas. Additional courses in content areas are required by the Education Department to provide depth to the candidate's knowledge base. With this background the education candidate prepares to serve the profession and the community through the professional development sequence specific to her/his area of specialization.

### **The following programs are approved by the State of Ohio**

Early Childhood License (Pre-K - grade 3)  
Middle Childhood License (grades 4 - 9) with two concentrations chosen from:

Mathematics  
Reading & Language Arts  
Science  
Social Studies

Adolescence to Young Adult License (AYA) (grades 7 - 12) in four areas:

Integrated Language Arts  
Integrated Mathematics  
Integrated Social Studies  
Life Sciences

Multi-age License (MAVA) (Pre-K - grade 12) in Visual Arts

Intervention Specialist License: Mild/moderate educational needs (K-12) (Special Education)

Endorsements: Middle Childhood Generalist for grades 4-6, in one or more additional content areas, to add to an existing Middle Childhood license; Early Childhood Generalist (4-5) and Reading endorsements available at graduate level

In addition to these programs, Ursuline also offers the following opportunities:

1. Coursework to renew professional licenses
2. Coursework to add areas to existing licenses
3. Credit for prior learning for selected coursework

### **MULTI-AGE LICENSE (Pre-K - grade 12)**

The Multi-Age Visual Arts Licensure program responds to the guidelines established by the National Association of Schools of Art and Design (NASAD), the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP), and Ohio-specific requirements. The multi-age license seeks to prepare teachers to work with learners from ages 3 through 21 and Pre-kindergarten through grade 12 in the specific curriculum area of Visual Arts. The program includes coursework that addresses:

- Knowledge of content in the visual arts field
- Knowledge of and skills in instruction and planning
- Knowledge of the needs of the Pre-K to young adult student, cognitively, psychologically, physically, and socially
- Field experience throughout the program

### **Program Policies**

#### **Program Admission and Licensure Requirements**

Students seeking teaching licensure must fulfill additional requirements beyond those required for admission to, retention, and graduation from the College. Information is available in the Teacher Education Handbook, which can be accessed at

## **ENTRY TO EDUCATION MAJOR**

**Students must meet the following requirements to enter the Education major. Deadlines and timelines are available from the Education Department.**

- I. TEST SCORES - Students must meet one of the following test-score requirements to enter the program:**
  - a. SAT REQUIREMENT - A minimum score of 450 on each of the following:**
    - i. Reading**
    - ii. Mathematics**
    - iii. Writing**
  - b. ACT REQUIREMENT**
    - i. A minimum score of 19 in the following:**
      - 1. Reading**
      - 2. Mathematics**
    - ii. A minimum score of 8 on Writing**
  - c. Praxis® Core Academic Skills for Educators REQUIREMENT**
    - i. Mathematics - Minimum Score Required: 150**
    - ii. Reading - Minimum Score Required: 156**
    - iii. Writing - Minimum Score Required: 162**
- II. INTERVIEW**
  - a. Verbal/Non-verbal Communication skills – passing score of 14\***
  - b. Quality of Responses, Dispositions (Attributes) – passing score of 5\***
- III. COMPLETION OF ENTRY-LEVEL COURSES and field hours (minimum grade of C earned in each course AND minimum 2.75 GPA in professional education required)**
  - a. EDL 101, Introduction to Education**
  - b. EDL 102, Educational Psychology**
  - c. EDL 210, Planning for Instruction**
- IV. MINIMUM GPA**
  - a. 2.75 in Professional Education**
  - b. 2.5 Cumulative (Overall)**
  - c. 2.75 in Content (AYA, MAVA, Middle)**
- V. APPLICATION and PHILOSOPHY OF EDUCATION (minimum competency 85% required)**

**In order to be eligible for recommendation by Ursuline College for the Ohio 4-Year Resident Educator License, candidates must have:**

- 1. Good moral character, emotional maturity, physical stamina, and commitment to teaching.**
- 2. A cumulative average of 2.50 or better; a minimum average of 2.75 in Professional Education courses; a minimum average of 2.75 in the discipline to be taught (AYA, MAVA) or concentrations (middle childhood).**

3. Successfully completed of an approved baccalaureate and teacher education program.
4. Successful completion of required field/clinical experiences in culturally, racially, and socioeconomically diverse settings.
5. Successful completion of examinations prescribed by the State Board of Education. Candidates at Ursuline College are considered completers of the education program (degree and/or licensure) only when all coursework including student teaching has been completed successfully and when all examinations prescribed by the State Board of Education have been passed meeting Ohio qualifying scores.
6. Successful completion of all Key and Critical Assessments and Gates, i.e., admission to the department, admission to student teaching/clinical practice, and completion of program and licensure requirements.
7. Recommendation by the Coordinator of the Ursuline College Undergraduate Education Department.

The Undergraduate Teacher Education Committee determines candidate retention in the teacher licensure program and reviews exceptions. The *Teacher Education Handbook* outlines, in detail, objectives, policies, and procedures relating to the undergraduate teacher licensure programs at Ursuline College, including gate requirements. The *Handbook* is intended to be a general guide for the candidate pursuing licensure in education and is available on the Undergraduate Education Department page of the Ursuline College website, Teaching Resources.

### **Requirements for the Major**

Majors complete the following courses in addition to the USP core: EDL 101, 102, 120, 130, 210; EDA 300, 310, 442; EDE 300; EDM 300; EN 109, 205; PS 230. Required Visual Arts course listing is on the Academics page, Audit Sheets, at [www.ursuline.edu](http://www.ursuline.edu).

### **Course Descriptions**

#### **PROFESSIONAL EDUCATION COURSES (Required of students in all licensure programs)**

##### **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 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 Educators (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 on 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. *Prerequisites: EDL 101, 102.*

## **MULTI-AGE PROGRAM COURSES**

### **EDA 300 Visual Arts Methods - Adolescence to Young Adult (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. *Prerequisites: EDL 101, 102, 210.*

### **EDA 310 Reading & Literacy - Adolescence 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 the learning of junior and senior high school students. 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. *Prerequisites: EDL 101, 102, 120, 210.*

### **EDE 300 Visual Arts Methods - Early Childhood (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. *Prerequisites: EDL 101, 102, 210.*

### **EDM 300 Visual Arts Methods - Middle Childhood (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. *Prerequisites: EDL 101, 102, 210.*

## **EDA 442 Student Teaching: Multi-Age (12)**

Student teaching for Multi-age Visual Arts license seekers entails a 16-week experience: 8 weeks in an elementary setting and 8 weeks 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 a master teacher and a college supervisor. No additional courses may be pursued during the student-teaching semester. *Prerequisites: 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 Gates 1 and 2 requirements, including passage of OAE licensing exams.*

## **ENGLISH**

### **Faculty**

Jennifer Dunegan, M.A., M.F.A.  
Cynthia Glavac, O.S.U., Ph.D. (Chair)  
Mary Frances Pipino, Ph.D.  
Katharine Trostel, Ph.D.  
Celeste Wiggins, Ph.D.

### **Aims and Objectives**

The English Department offers an undergraduate program leading to the Bachelor of Arts degree. The major provides a solid foundation in language studies and a choice of two tracks: Literature or Media and Language.

The Literature track, with a focus on literary works and their interpretation, prepares students for graduate studies or, in conjunction with Education, classroom teaching. The Media and Language track prepares students for careers in the growing fields of communication technology, media, and professional writing.

The department also offers a minor for those whose primary commitment is to another field.

Emphasis in both programs 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; and on preparing students for both the world of work and further professional education.

### **Career Opportunities**

Graduates with a degree in English are well-suited for careers in many fields such as advertising, business, government, human resources, law, marketing, publications, public relations, and sales. Those who choose the Literature track are well prepared for graduate study leading to

college and university teaching or, in conjunction with an education major, for high school teaching. Those who choose the Media and Language track are well prepared for careers in communication technology, media, and professional writing. A related minor also enhances career opportunities, especially when paired with a major such as business administration, psychology, public relations, sociology, or graphic design.

### **Course Requirements**

All English majors must complete a total of 36 credit hours. Whether students choose the Literature or the Media and Language Track, all must complete the following courses: EN 303 or 340; EN 328, 344, 347, or 348; EN 433; and EN 463.

Those in the Literature track, in addition to the required courses, must take EN 250 or 251; EN 329; EN 330; EN 331; EN 332; EN 437; and two additional courses at the 200, 300, or 400 level.

Those in the Media and Language track, in addition to the required courses, must take EN 329 or 330; EN 331 or 332; EN 205; EN 341; EN 475; AR 210; PR 220; and one additional course at the 200, 300, or 400 level.

**Note:** EN 288/488 may be substituted for any of the above with permission from the English Department.

Minors complete 18 credit hours in English, including EN 303 or 340; EN 329 or 330; EN 331 or 332; EN 328, 344, 347, or 348; and two additional courses at the 200, 300, or 400 level, one of which must be at the 300 or 400 level.

Education majors in Adolescent/Young Adult (AYA) Integrated Language Arts complete requirements for an English major. Education majors seeking licensure in Middle Childhood Language Arts also take a number of courses in English. Students in both areas need to contact the Education Department for more details.

### **EN 103 College Reading and Writing (3)**

This course is designed to help students develop their reading and writing skills and to develop greater confidence in each of these areas. The goal of this class is to provide students with the skills they need to read critically and to comprehend what they read; to write and communicate effectively, not only in college, but throughout their lives. Strong communication skills are a valuable asset in all academic disciplines and careers, and this course is designed to supplement these skills across the curriculum. *Prerequisite: Placement.*

### **EN 107 Introduction to Literature (3)**

This course is used for awarding credit from the CLEP general literature exam and the Advanced Placement exam.

### **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 114 Theatrical Production (1)**

A hands-on experience in the “behind the scenes” areas of theatrical production for a fully mounted play.

### **EN 125 College Composition and Research (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. Students are expected to engage in intensive writing and research activities, both in and out of the classroom; to share and discuss writing and research with classmates in both large and small groups; to respond critically to one another’s work; to engage in self-assessment; and to participate in all class discussions of assigned readings. *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 125.*

### **EN 202 American Theater (3)**

A history of the American theater with readings from selected plays. *Prerequisite: 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 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 125.*

### **EN 217 The American Short Story (3)**

A study of representative American short stories from Edgar Allan Poe to the present. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and American Culture (AM).*

### **EN 218 Modern European Drama (3)**

A study of representative European plays from Henrik Ibsen to the present. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and Western Culture (WE).*

### **EN 219 United States Women's Literature (3)**

A study of selected short fiction, nonfiction, poetry, and drama by eighteenth-, nineteenth-, and twentieth-century women writers of the U.S. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and American Culture (AM).*

### **EN 224 American Autobiography (3)**

A study of representative American autobiographies illustrating a variety of approaches to recording one's life history. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and American Culture (AM).*

### **EN 227 The Adolescent in American Literature (3)**

A study of the adolescent character in selected American novels as well as in literature written specifically for young adult readers. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and American Culture (AM).*

### **EN 250 European Literature I (3)**

A survey of the literature of Europe through the Renaissance. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and Western Culture (WE).*

### **EN 251 European Literature II (3)**

A survey of the literature of Europe from the Enlightenment to the present. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and Western Culture (WE).*

### **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 125.*

### **EN 328/228 World Mythology (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. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and World Culture (WO).*

### **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 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 125.*

### **EN 331 British Literature I (3)**

A survey of the literature of England from the eighth to the late eighteenth century. *Prerequisite: 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 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 125.*

### **EN 340 Creative Nonfiction Writing (3)**

An advanced study of the writing of nonfiction prose, including essays, reviews, and interviews. *Prerequisite: 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 125.*

### **EN 344/244 Asian Literature (3)**

A survey of Asian cultures and literary traditions from ancient to modern times. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and World Culture (WO).*

### **EN 347/247 Major Authors of Africa (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. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and World Culture (WO).*

### **EN 348/248 Latin American Women's Literature (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. *Prerequisite: EN 125. Fulfills core curriculum requirement of EN Literature and World Culture (WO).*

### **EN 433 Introduction to the History of the English Language (3)**

Study of linguistic developments from Old English to Contemporary British and American English with attention to language history and language diversity. *Prerequisite: EN 125.*

### **EN 437 Shakespeare (3)**

Intensive study of the major tragedies, comedies, and histories. *Prerequisite: EN 125.*

### **EN 461, 462 Independent Study (1-3, 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. 461 is a prerequisite for 462.*

### **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 (credit varies)**

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.*

### **EN 288, 488 Special Topics (3)**

Topics from any genre, author, or theme. Focus varies depending on the professor offering the course. *Prerequisite: EN 125.*

### **EN 199, 299, 399, 499 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. The “PL” is listed before all course titles for which credit is granted through external learning assessment.

## **FASHION**

### **FACULTY**

Constance Korosec, Ph.D., (Chair)

Anne-Marie Balcer, M.A.

May Beard, M.A.,

Jennifer Knaus, M.A.,

Susan Powers, M.A.

### **Aims and Objectives**

Ursuline College offers two programs in fashion: fashion design, and fashion merchandising with an opportunity for the F.I.T. Track. The programs offer the latest technology to prepare students for an industry that is increasingly dependent on electronic design techniques. Facilities include CAD, 3-D printing, sewing machines, industrial sewing machines, cover stitch machines, multi-thread serger, industry-standard pattern drafting tables, and standard Wolf dress forms. The computer-aided design lab features work stations with color printers, scanners, Adobe Illustrator software, Photo Shop, and online access to fashion links and resources.

The program is formulated to meet the following objectives: to provide students interested in self-employment 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 entrepreneurial skills necessary for success.

The Fashion Department houses the Ursuline College 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 20<sup>th</sup> century American contemporary costume/apparel/retail design. Students have an opportunity to restore, preserve, promote, visual display, sketch, photograph, and conduct research test analysis on the collection.

The Fashion Department sponsors field study trips in Cleveland, Columbus, New York City, Chicago Apparel Mart, Dallas Apparel Mart, and Atlanta Apparel Mart. The department also offers an international field study trip to Toronto, Canada, and the Paris Academy.

### **Career Opportunities**

***Fashion Design:*** The fashion industry offers graduates a variety of career options: apparel designer, apparel manufacturer, costume designer, research, retailing, illustrator, CAD designer, stylist, fashion forecaster, restoration, preservation, fashion beading and colorist. To teach at the university level, majors are strongly encouraged to pursue a Master's degree.

***Fashion Merchandising:*** The fashion industry offers graduates a variety of career options: buyer, stylist, manufacturer's representative, visual merchandiser, display, mall marketing, mall advertising, retailer, market consultant, communications, fashion marketer, fashion forecaster, fashion editor, textile and fashion publications. To teach at the university level, majors are strongly encouraged to pursue a Master's degree.

### **Requirements for the Major**

#### ***Fashion Design***

42 hours including FH 101,105, 201, 206, 220, 251, 260, 300, 301, 315, 419, 420, 429, and 475. Recommended electives: AR 211, PR 222, FH 288, 488, and F.I.T. Track opportunity.

#### ***Fashion Merchandising***

42 hours including FH 101, 105, 201, 206, 220, 251, 300, 301, 305, 332, 338, 400, 452, and 475. Recommended electives: FH 260, 288, 300, 488, and F.I.T. track opportunity.

### **Requirements for the Minor**

#### ***Fashion Design***

18 hours including FH 101, FH 201, FH 206, FH 301, FH 452, FH 488.

#### ***Fashion Merchandising***

18 hours including PR 222, FH 101, FH 301, FH 338, FH 452, FH 488.

## **Fashion Institute of Technology (F.I.T.) Track Option in Fashion Design and Merchandising**

Students in Fashion Design and Merchandising may choose to spend their third year at the Fashion Institute of Technology in New York City. Students who choose the F.I.T. track are responsible for providing their own room, board, and transportation while in New York and seeing that all official transcripts of their completed work in New York are mailed to the Registrar's Office at Ursuline College. All work in both fashion design and 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 a year of studies at the Fashion Institute of Technology a student majoring in Fashion Design or Fashion Merchandising must:

1. Complete 30 credit hours and be full time
2. Be nominated by the faculty of the fashion department
3. Be officially accepted by the Fashion Institute of Technology
4. Have 3.0 G.P.A. at time of application
5. An art portfolio evaluation is required of all applicants who select one year design major.

### **Course Descriptions**

#### **FH 101 Apparel Construction (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 Textiles: Concepts and Principles (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 201 Figure/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 Intermediate Apparel (3)**

A reinforcement of the industry skills acquired in FH 101; practice in detailed techniques for construction of apparel. *Prerequisite: FH 101*

### **FH 220 Beyond Design: The Synergy of 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 three creative projects designed to enhance constructive and authentic knowledge of topics and issues presented over the course of the semester.

### **H 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. A final project will recreate a period costume on a 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 300 Color and Presentation Boards (3)**

This course introduces students in fashion to color-way storyboard theory, the physiology and psychology of color perception, and the physics of color. It also offers the opportunity to put that knowledge into practice in a variety of media. The four dimensions of color that include hue, value, intensity, and temperature will be analyzed. Students develop an understanding of color-way storyboard design presentation layout, mixing color, and how to work with fabric swatches selected for a collection.

### **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, Photoshop 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 and Photoshop is recommended. *Prerequisite: FH 201*

### **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. *Prerequisites: None.*

### **FH 315 Patternmaking Fundamentals (3)**

This course emphasizes development of technical patternmaking skills and draping. Principles of flat pattern, draping methods, and advanced sewing techniques are used in the development of original design ideas. Students will create basic sloper sets; create muslin samples; practice ASTM standards, grading, marker making and sewing samples for industry standards. *Prerequisites: FH 101, 206; completion of all preceding requirements.*

### **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 and Merchandising (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 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. *Prerequisites: FH 101, 201, 206, 260, 300, 301, 315.*

### **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. *Prerequisites: FH 101, 201, 206, 220, 260, 300, 301, 315, 419.*

### **FH 429 Senior Fashion Studio (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. *Prerequisites: FH 101, 201, 206, 220, 260, 300, 301, 315, 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. Speed Interviewing is introduced which includes etiquette, business attire, résumé development and business cards. *Senior status required.*

### **FH 452 Senior Symposium: Hot Topics (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. *Senior status required.*

### **FH 461, 462 Independent Study (1-3, 1-3)**

Directed study of a particular topic not covered in the listed fashion courses. Approval of department chair required.

### **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. 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. *Junior status required.*

### **FH 288/488 Special Topics (1-3 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, Columbus, Chicago, Dallas, F.I.T., New York, Toronto, and Cleveland to study fashion operations.

### **FH 199, 299, 399, 499 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.

## **MODERN LANGUAGES: FRENCH**

### **Aims and Objectives**

The goal of the Modern Languages Department is to prepare students to fulfill a role in the global community through the ability to communicate in more than one language and to understand and appreciate more than one culture and civilization.

### **Career Opportunities**

Students in other areas of study are encouraged to enroll in language courses with the intention of increasing their career opportunities. Many employers consider the ability to speak a foreign language a definite asset. Basic courses emphasize the development of language skills and the practical use of the target language in everyday situations. Bilingual individuals are employed in virtually every type of business, industry, government and social service agency, health services, and educational institutions.

### **Placement Qualifications**

Students who have completed two units of the same foreign language in high school may not enroll in the elementary level (101- 102) of that language for college credit. If students have had two years of the same foreign language in high school and wish to continue the same language at Ursuline, the intermediate level courses (103-104) will be the initial college courses. Requests for exemptions to these qualifications are to be referred to the department chair.

If students have had more than two years of high school language study, or an equivalent experience, they will be placed according to ability and preparation.

*Note: Modern Language classes are cycled irregularly. Please check the class schedule for current offerings.*

### **French Course Descriptions**

Note: All modern language courses taught in French fulfill the Ursuline Core Curriculum requirement for Western Culture (WE).

#### **FR 101, 102 Elementary French (3, 3)**

For those who have no previous knowledge of French. An introduction to the fundamental principles of grammar. Designed to enable students to understand, read, speak, and write simple French.

#### **FR 103, 104 Intermediate French (3, 3)**

Review and further study of essentials of grammar with emphasis on increased proficiency in oral and written French. *Prerequisite: FR 101 and 102, two or more years of high school French, or permission of instructor.*

### **FR 127 Preparation for Travel in France and Quebec (3)**

Intensive language preparation for travel/study abroad.

### **FR 354 Francophone Culture (3)**

A study of the French-speaking peoples in Quebec, the Caribbean, Africa, and the United States. A comparison and contrast of cultural elements in their lives with those of French citizens. Course given in English. *Fulfills Ursuline Core Curriculum requirement of World Culture (WO).*

### **FR 475 Academic Internship (credit varies)**

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.

### **FR 288, 488 Special Topics (3)**

### **FR 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **GEOGRAPHY**

### **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.

### **GO 199, 299, 399, 499 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.

## **HEALTH CARE ADMINISTRATION PROGRAM (OFFERED IN UCAP)**

### **FACULTY**

Anthony Cafarelli, Ph.D., L.S.W., Program Director

## **Program Description**

The Health Care Administration program has been specifically designed to provide students with the core competencies and skill sets health care providers are looking for their managers and administrators to possess in order to be successful. The core curriculum offers courses in principles of health care administration, health care economics, legal aspects of health care administration, health care finance and strategic planning, policy formulation and implementation. Today's health care manager/administrator must possess a wide range of skills to be employable in a variety of different types of health care settings and levels of care facilities. Critical thinking and problem-solving skills will be developed and enhanced through case study analysis and assessment of problematic situations commonly faced in current health services organizations. The major premise of the development of a seamless and integrated health care delivery system will be a primary focus of coursework taken in the program's core curriculum with an emphasis on the effective management of the change process towards the successful achievement of work unit, departmental and organizational goals within a health services organization.

## **Requirements for Major**

48 credit hours: HCA 350, 360, 370, 430, 450; \*475; AC 210, 211; EC 102, 103; BU 210, 220, 310, 330, 336, 375; MIS 300.

HCA 475: Academic Internship (**Required "Only"** for those students who have no paid work experience as a supervisor/manager/administrator employed with a health services organization).

## **Career Opportunities**

Career opportunities in the health care industry are among the fastest growing in the United States, and health care is the largest industry in the Greater Cleveland metropolitan area. New laws and delivery systems in providing health care have created many specialized industries, such as long-term rehabilitation, assisted living facilities, industrial medicine and home health care.

## **Entry level management positions in the health care industry**

- Activities Program Coordinator
- Coordinator of Volunteer Services
- Coordinator of Discharge Planning
- Manager of Home Health Care Services
- Manager of Patient Advocacy
- Coordinator of Outreach Services
- Coordinator of Ancillary Services

Supervisor of Transportation Services  
Manager of Quality Assurance  
Medical Staff Coordinator  
Coordinator of Billing and Finance

### **Advanced Management Positions in the Health Care Industry**

Admissions Director for a multi-care hospital  
Business Manager for a large physician group practice  
Director of Emergency Services  
Director of Information Technologies  
Director of Financial Services  
Director of Volunteer Services  
Director of Activities/Programs  
Director of Wellness Programming  
Director of Community Relations and Social Media

### **Health Care Administration (Certificate of Proficiency)**

#### **Program Description (30 Credit Hours)**

The Health Care Administration Certificate has been carefully designed to provide students with the fundamental skills and competencies needed to manage within a health services organization that offers a wide array of services and different levels of care within a seamless integrated delivery system.

Techniques of case analysis and evaluation will be applied to course content with a focus on the salient issues facing health care managers pertaining to the areas of:

- Organizational Behavior
- Human Resources
- Economics
- Marketing
- Finance
- Policy Formation and Implementation
- Conducting Data Analysis with the Use of Excel

Students may begin studies with or without a college degree, and certificate courses may be applied towards a Bachelor of Arts Degree in Health Care Administration at Ursuline College.

In addition, the Certificate in HCA can significantly supplement the BA Degree in Business Management affording students greater employment opportunities within the local job market where health care is the number one dominant industry.

#### **Requirements for the HCA Certificate**

30 credit hours: BU 220, 336, 330; HCA 350, 360, 370, 430, 450, 475; MIS 300.

## **Career Opportunities**

Career opportunities in the health care industry are among the fastest growing within the local Greater Metropolitan Cleveland Area. The 21st Century Model of a vertically integrated health care delivery system provides for many specialty health services organizations: 1) physician practices; 2) acute care (hospital) settings; 3) outpatient clinics and surgical outpatient centers; 4) long-term care rehabilitation centers; 5) skilled nursing (long-term care facilities); 6) assisted living facilities; 7) continuous care retirement communities; and 8) government agencies at the federal, state, county, and city level.

### **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. *Prerequisites: MAT 125, AC 211.*

### **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 of Health Care Institutions (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. *Prerequisites: HCA 350, 360; AC 211.*

### **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. *Prerequisites: HCA 350, 360, 430; AC 211, and senior standing.*

### **HCA 475 Health Care Academic Internship (3)**

Required to complete a minimum of 120 clock hours per college policy.

### **Required Business Courses for Health Care Administration Major**

#### **AC 210 Introduction to Financial Accounting (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 or permission of instructor*

#### **AC 211 Introduction to Managerial Accounting (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*

### **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.

*Prerequisites: none.*

### **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: MGT 350 or permission of instructor.*

### **BU 310 Principles of Finance I (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. *Prerequisites: EC 102, 103, and AC 211 or permission of instructor.*

### **BU 330 Human Resource Management (3)**

A study of the concepts, practices, and problems of administering the 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 336.*

### **BU 336 Organizational Behavior (3)**

A study of the basic principles, policies, and methods used in managing an enterprise, including leadership, motivation theories and their application; study of individual and group behavior within the context of a business organization, conflict resolution strategies, and the effective management of change utilizing the formal management change model.

### **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.*

## **MIS 300 Data Analysis for Management (3)**

This course is designed with a focus on data organization, analysis, and presentation. The curriculum includes: (1) spreadsheet software to develop typical moderate size business applications: budgeting and forecasting, sales and marketing, planning, finance, human resources and more; (2) common business database applications with examples drawn from the students' areas of interest; (3) consideration of the privacy, ethics, and human issues associated with databases and the implications of the massive data collection in all areas of society; (4) advanced features of presentation software and the planning, design, development and evaluation of various kinds of presentations, including the use of multimedia elements such as graphics, audio, video, images, and animation.

## **HISTORIC PRESERVATION**

### **FACULTY**

Bari Oyler Stith, Ph.D., Director

**The National Council on Preservation Education** credentials the Ursuline College Program in Historic Preservation for fully meeting its standards for preservation education degree programs.

### **Mission and Practices**

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

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

### **Aspiring Historic Preservationists**

- ◆ explore the richness and depth of our cultural identity and experience
- ◆ mine the remnants of the past to interpret the *VALUES* and lessons in the cultural landscapes, innovative architecture, and artifacts we create

- ◆ develop the skills to identify the most meaningful and sustainable elements of our created environment
- ◆ en*VISION* the path to assure that cultural heritage resources enrich quality of life
- ◆ find their *VOICE* to protect and enhance appreciation of our cultural legacy

### **Career Choices for Preserving Cultural Memory**

Historic Preservation is one of the fastest growing fields within Public History today. Historic Preservationists contribute to their profession through a wide variety of professional opportunities in:

- ◆ National Park Service
- ◆ state preservation and transportation departments
- ◆ local government planning and landmark commissions
- ◆ historic sites and parks
- ◆ heritage corridors
- ◆ preservation and conservation organizations
- ◆ architectural and design firms
- ◆ revitalization projects
- ◆ environmental consulting agencies
- ◆ and more!

Undergraduates may choose from three curriculum paths:

1. **Major in Historic Preservation** with 57 credit hours in HIP 125, 210, 220, 225, 260, 270, 325, 345, 355, 425, 450, 455, 460, 465, 470, 475; AR 210, PR 321, and HI 290 or 490
2. **Minor in Historic Preservation** with 24 hours including HIP 125, 425, 450, 455, 465, and three classes from the following: HIP 225, 325, 345, 355, HI 290 or 490
3. **Bridge 5-Year Bachelor of Arts/Master of Arts in Historic Preservation:** Undergraduate students majoring in Historic Preservation 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 Studies. These students will take the 18 credit hours of Bridge courses as part of their undergraduate degree and in so doing will have already completed that coursework. Only 9 credit hours of Foundation courses and 15 credit hours of Capstone courses will be required for graduation with a Masters.

Breakdown:

- ◆ Undergraduate Major courses –39 credit hours
- ◆ Undergraduate/Graduate Bridge courses – 18 credit hours
- ◆ Graduate Foundation courses – 9 credit hours
- ◆ Graduate Capstone courses – 15 credit hours

## Historic Preservation Course Descriptions

### **HIP 125 Introduction to Historic Preservation and Preserving Cultural Memory (3)**

Introduces historic preservation in perspective to other public history professions. Provides a solid grounding in the history, theory, philosophy, and practice of historic preservation with special focus on how historical significance is determined culturally and architecturally. Historic preservation is an interdisciplinary field that relies upon a broad variety of disciplines, including archaeology, architecture, history, landscape studies, public policy, real estate and business development, and urban and rural planning. This class briefly investigates the implications of those involvements. *Prerequisites: None.*

### **HIP 210 Materials and Methods (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. *Prerequisites: None.*

### **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. *Prerequisites: None.*

### **HIP 225 Architectural History (3)**

This course surveys the history of Western architecture from Classical Greece and Rome, through the Middle Ages, Renaissance, Neoclassical period, Victorian, and Modern. Upon completion, students will demonstrate skill in identifying styles and element using correct architectural terminology. Fieldwork is incorporated. *Prerequisites: None.*

### **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. *Prerequisite: None.*

### **HI 290 or HIP/HI 490 World Sacred Landmarks or Cleveland Sacred Landmarks (3)**

Study of historic places of worship including styles, elements, symbolism, relationship to the

community, and meaning. Field trips to sacred landmarks and their documentation will be a focus, in order to treat these structures as both historic landmarks and subjects for historic preservation methods. As part of the minor in Sacred Landmarks, the Sacred Arts Inventory Project of the Catholic Diocese, and the Center for Sacred Landmarks, students may substitute formal documentation of stained glass windows for a portion of their work. *Prerequisites: None.*

### **HIP 325 American Architecture (3)**

This course surveys the 400 years of American architecture, beginning with the Colonies in the 17th century and concluding with the present. Students will understand high-style and vernacular architecture in America and demonstrate the ability to identify styles, understand construction and materials, and societal values. Field study will be an important aspect of the class. *Prerequisites: None.*

### **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. *Prerequisites: None.*

### **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. *Prerequisites: HIP 225 or 325.*

### **HIP 475 Internship (3)**

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.*

## **HISTORIC PRESERVATION BRIDGE COURSES**

Courses taken at the undergraduate level are designated with a 400 number. Undergraduate students enrolled in the 5-year bridge program may take these courses for graduate credit with the 500 number. In this way, students may earn both a bachelor's and master's degree in as little as 5 years.

### ***Historic Preservation Bridge Course Descriptions***

### **HIP 425/525 Documenting and Recording Historic Properties (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 450/550 Issues and Ethics in Preserving Cultural Memory (3)**

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

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

This lecture/discussion course examines the history, theory, and practice of preserving historic resources through the United States legal system. Students will analyze how laws are made in general; understand significant national, state, and local preservation law; explore legal strategies for protecting historic sites and districts; investigate building codes and finance; and study preservation case law. Students examine the fundamentals of legal protection for and regulation of historic cultural resources. Preservation is addressed in light of political systems that shape contemporary attitudes toward the historic environment.

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

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

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

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

### **HIP 470/570 Adaptive 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.

### **Electives/Special Topics/Independent Studies (3)**

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

## **HISTORY**

### **Faculty**

Timothy Kinsella, Ph.D. (Chair)  
Pamela McVay, Ph.D.

### **Aims and Objectives**

The History Department prepares students to understand the past with a critical eye toward the many lessons it offers for the present and future. Faculty members in the department encourage students to heed the past and its lessons, know themselves and their value system, understand the values of others in our diverse global society, and participate in society as responsible citizens. Objectives include the following: understand cultures across the globe from a historical perspective; identify major questions and enduring themes, including values, within and across cultures over time; develop a capacity for critical judgment based on evidence; use of creative and critical thinking displayed through writing, speaking, and listening; and become familiar with various research methodologies that allow for a clearer understanding of the past.

### **Career Opportunities**

The History program prepares students for employment in a variety of fields after graduation. The most common careers for alumnae with the B.A. in History are in the public sector (government service, non-profits, non-governmental organizations, policy studies organizations). Some alumnae have pursued careers in retail. History graduates are also well-prepared for careers that require the ability to work in groups, apply critical thinking, solve research problems, and communicate well in speech and writing. Students who complete the program and do well in their classes are prepared for graduate study in history, political science, historic preservation, and museum studies. Students who intend to enter graduate study in History should include relevant foreign language training in their undergraduate programs and strongly consider taking at least one course in statistics.

## Complementary Coursework

Depending on their career objectives, History students should consider a double major or at least a minor in another field. Historic Preservation, English, Political Science, Sociology, and Art History make especially good choices for those considering graduate work. History students may also consider simultaneously majoring in Education (Adolescent to Young Adult Licensure) or returning for the College's Master of Arts in Education. Students planning to go on to graduate work in History should strongly consider taking foreign languages as part of their preparation. Students planning on ending their studies after the B.A. should take advantage of Ursuline College's opportunities for mentoring and internships as early in their career as possible.

## Course Requirements:

Students majoring in History are required to complete 30 hours for the History major, including the following:

HI 214 US Social and Cultural History (3 credits)

HI 454 Research Methods in History & Historic Preservation (3 credits)

One European History, any level (3 credits)

One Non-Western History (3 credits)

18 Credits of History electives, including 12 credits at the 300-level and above (18 credits)

**Total Credits in Major 30 credits**

Recommended electives include courses in Political Science, Historic Preservation, Foreign Languages, English, Sociology, Religious Studies, and Geography. A variety of learning experiences are encouraged. These include directed foreign travel, independent study, service learning, prior learning assessment, and internships. On a case-by-case basis, and pending permission of the History Department Chair, students may take some courses in other disciplines for History credit.

## Requirements for the Minor

18 semester hours of course work in the following areas: World Culture; Western Culture; American Culture; and three History electives. Students are strongly encouraged to take Political Science and World Geography as electives. At least three courses in the minor must be above the 200 level. Courses in Modern Languages, Art History, and Religious Studies may be included in the minor at the discretion of the History faculty; however, students should have at least 12 hours of course work within the History Department.

## Course Descriptions

*Courses listed with asterisks no longer rotate regularly but are included here because they are accepted as transfer credits.*

### **HI 204 World Civilization 1500-Present (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).*

### **HI 205 Western Culture (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).*

### **HI 207 Chinese Civilization and Society (3)**

A study of the intellectual, political, social, and cultural history of China from the agricultural revolution to the present. *Fulfills Ursuline Core Curriculum World Culture requirement (WO).*

### **HI 208 Survey of Middle Eastern History (3)**

A survey of the cultural, political, intellectual, and social history of the Middle East since the rise of Islam. *Fulfills Ursuline Core Curriculum World Culture requirement (WO).*

### **HI 211, 212 History of the United States (3, 3)**

A study of the economic, political, and social development of the United States from its beginnings.

### **HI 214 Social and Cultural History of the United States (3)**

A study of U.S. culture over time, values expressed in the culture, forces shaping these values, and implications of these values for behavior in the past and present. *Fulfills Ursuline Core Curriculum American Culture requirement (AM).*

### **HI 216 History of African American Woman (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. This course is cross-listed with the Sociology Department.

### **HI 220, 221 History through Biography: Selected Topics (3, 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 of Ohio (3)**

A study of the formation of the State of Ohio and the development of its principal political, cultural, and social institutions.

### **HI 240 Ordinary Women: 1500 to the Present (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).*

### **HI 241 The Ancient World (3)**

Comparative history of the origins of world civilizations, starting from the late paleolithic era and ending prior to the sixteenth century. Emphases on the origins of government and religion, comparative social and kinship structures, and the role of the environment in human activities. *Fulfills Ursuline Core Curriculum World Culture requirement (WO).*

### **HI 250 Introduction to Southeast Asia (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).*

### **HI 290 World Sacred Landmarks (3)**

Study of historic places of worship around the world from ancient times to the present. Focus will include history, styles, elements, symbolism, meaning, and relationship to the community. Field trips to sacred landmarks in the Cleveland area will illustrate historic features originally used on religious structures throughout the world, and their adaptation to modern culture.

### **HI 320 Women of the Renaissance (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).*

### **HI 324 Medieval Culture: The Knight, The Lady and the Priest (3)**

A study of political, social, economic, religious, and intellectual developments from the break-up of the Roman Empire to the Renaissance. *Fulfills Ursuline Core Curriculum Western Culture requirement (WE).*

### **HI 325 American Built Environment (3)**

This course surveys the 400-year history of American architecture, beginning with the Colonies in the 17th century and concluding with the present. Students will understand the cultural context, values, and meaning in both high style and vernacular architecture in America. Field study will be an important aspect of the class.

### **HI 330 French Revolution and Napoleon (3)**

A study of the political, social, economic, and religious factors that led to the Revolution; course of the Revolution; rise of Napoleon; the French Empire; impact of these events on the world.

### **HI 332 Nineteenth-Century Europe (3)**

An analysis of the social, economic, and intellectual movements that have contributed to the formation of present-day institutions, from the post-Napoleonic Age to World War I.

### **HI 333 Twentieth-Century Europe (3)**

A study of Europe from 1914 to the present, including the two world wars, the pursuit of peace, conflicting ideologies, nationalism, and internationalism.

### **HI 335 Modern Britain (3)**

A survey of the principal political, social, economic, and cultural developments in Great Britain since the Glorious Revolution.

### **HI 136/336 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 342/242 Modern Europe (3)**

A study of the political, technological, social, military, and intellectual history of Europe from the French Revolution to the present. This course is a Stage II Western Culture Satellite. Students who take the course at the 300-level will be assigned additional readings and discussion, and will complete additional advanced work. *Prerequisite for 300 Level: US 350 or*

*one college-level History course. Fulfills Ursuline Core Curriculum Western Culture requirement (WE).*

### **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 351, 352 Readings in History (2-3, 2-3)**

Assigned readings of historical works and class discussions based on these works. Topics vary according to the students' needs and interests; topics previously offered have included the Modern City, the American South, Women in American History, Introduction to Asia, Selected Topics in Medieval European History, African American History, and Ohio and the Western Reserve.

### **HI 370 Modern Russia (3)**

A study of Russian ideas and institutions since the emergence of the Romanov Dynasty.

### **HI 380 History of Latin America (3)**

A study of the European exploration and imperial settlements; the problems, institutions, and culture of Latin America during the national period; relations with the United States; contemporary problems.

### **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.

### **HI 430 History Through Film: Selected Topics (3)**

A study of contemporary historical topics from a values perspective through the use of DVDs, CD-ROMs, films, slides, and other audio-visual devices. Emphasis is placed on the examination of both primary and secondary accounts as well as class discussion.

### **HI 454 Research Methods in History and 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. *Pre-requisites: senior standing in History, first-year standing in MAHIP, or consent of department chair.*

### **HI 461, 462 Independent Study (1-3, 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. Approval of department chair required.

### **HI 475 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 288, 488 Special Topics (3)**

### **HI 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **HUMAN RESOURCE MANAGEMENT (OFFERED ONLY IN UCAP)**

### **FACULTY**

Anthony Cafarelli, Ph.D., Department Chair

### **Program Description**

Understanding the human side of business is integral to a holistic organization. Human resource managers must take the lead in guiding the organization to treat all employees fairly and justly while being responsible to shareholders. Students who earn a major in Human Resources at Ursuline College achieve proficiency in general business and human resource competencies, in

addition to a strong liberal arts foundation. The combination provides critical thinking skills that fuel the empathetic manager. Because an interdisciplinary background is important in this field, a combination of coursework in business, management and psychology, along with the human resources major curriculum, is provided.

*Major Requirements:* The human resources major is 60 credit hours: MAT 125 (core curriculum requirement), HR 140; BU 200, 210, 220, 310, 330, 335, 336, 340, 350, 375, 430, 435, 440, 450; AC 210, 211; EC 103; MIS 300; PH 355 (satisfies core curriculum philosophy requirement).

### **Certificate Program Description**

The Human Resources Certificate of Proficiency has been carefully designed to emphasize fundamental skills and competencies necessary to obtain an entry level job in the human resources field or to advance in this area, if the student has current or prior experience.

Techniques of case analysis and evaluation will be applied to course content with a focus on the salient issues facing human resource professionals pertaining to the areas of:

- Workforce Development
- Workplace Learning and Performance
- Management
- Compensation and Benefits
- Labor Relations
- Current and Contemporary Issues in HR

Students may begin studies with or without a college degree. Certificate courses may be applied toward a Bachelor of Arts Degree in Human Resources at Ursuline College. In addition, the Certificate in HR can significantly supplement the BA Degree in Business Management affording students greater employment opportunities within the local job market.

*Certificate of Proficiency Requirements:* The human resources certificate of proficiency is 18 credit hours: HR 140; BU 330, 335, 430, 435; PH 355 (core curriculum philosophy).

### **Career Opportunities**

The Human Resources major emphasizes the specific competencies necessary to obtain an entry level job in the human resources field or to advance in this area, if the student has current or prior experience. Internships for students who major in Human Resources provide work experience as part of the requirements for completion of this degree. The private sector accounts for the majority of the salaried jobs, which include administrative and support services, professional, scientific, technical services, manufacturing, health care and social assistance, and finance and insurance firms. The Government also employs human resources practitioners as managers and specialists. They handle recruitment, interviewing, job classification, training, salary administration, benefits, employee relations, and other matters

related to public employees. Students who complete the B.A. degree in Human Resources may find opportunities for employment in the following positions:

Director of Human Resources  
Employment and Placement Specialist  
Recruiter  
Employer Relations Representative  
Occupational Analyst  
Compensation, Benefits, and Job Analyst  
Employee Benefits Manager  
Employee Assistance Plan Managers  
Training and Development  
Equal Employment Opportunity Officers  
Director of Industrial Relations  
Conciliators, Mediators, and Arbitrators  
Affirmative Action Coordinator  
Labor Relations Specialist

### **Human Resource Management Course Descriptions**

#### **HR 140 Introduction to HR & 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. *Prerequisites: None.*

#### **BU 200 Business Communication (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. *Prerequisites: none.*

#### **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. *Prerequisites: none.*

### **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. *Prerequisites: none.*

### **BU 310 Principles of Finance I (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. *Prerequisites: EC 103, AC 211, or Permission of Instructor.*

### **BU 330 Human Resource Management (3)**

A study of concepts, practices, and problems of administering the 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 336.*

### **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 introduction to legal principles as they affect business and non-profit entities with emphasis on topics such as torts, crimes, contracts, the principal-agent relationship, sales under the Uniform Commercial Code, negotiable instruments, insurance and bankruptcy. *Prerequisites: At least 21 hours in major.*

### **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. *Prerequisites: EC 103 & BU 220.*

### **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. *Prerequisites: MAT 125*

### **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 Human Resources (3)**

The purpose of the course is to present students with the 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. *Prerequisites: Senior Standing – 96 credits.*

### **BU 450 Business Policy (3)**

This course covers strategic management issues, the international business environment and ethical issues as they relate to the planning, development and control of an organization. *Prerequisites: Senior Standing and BU 220, 310, 330 & 350; or Instructor permission. Do not recommend doubling up while taking this class.*

### **AC 210 Financial Accounting (3)**

Introductory accounting theory and principles, including coverage of the complete accounting cycle, internal controls and the beginning of detailed study of assets, liability, and equity accounts. Also included is the study of the balance sheet, income statement, and other financial reports. Computer literacy required.

### **AC 211 Managerial Accounting (3)**

Continuation of AC 210, including study of corporations, stockholders' equity, business income taxes, and analysis of financial statements. Overview of managerial accounting, which includes cost accounting, budgeting, and differential accounting. Computer literacy required.

*Prerequisites: AC 210.*

### **MIS 300 Fundamentals of MIS (3)**

This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems – people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage.

## **HUMANITIES**

### **Coordinator**

George Matejka, Ph.D.

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.

### **Career Opportunities**

The art of being human/humane is the focus of this major. This focus enhances almost every possible career choice, whether education, business, government, human services, journalism, communication, or entertainment.

### **Requirements for Major**

40-41 credit hours in the following areas. At least 50% of these credits must be taken at the 300- or 400-level.

Art: any 3-4 credits

Drama: 3 credits from these courses: EN 218, 301, 437

English: 6 credits in literature (1 American course and 1 British course)

History: 6 credits (1 American course and 1 World course)

Modern Languages: any 6 credits

Music: any 3 credits

Philosophy: any 6 credits  
Religious Studies: any 6 credits  
Humanities: 1credit senior thesis (HU 490)

### **Requirements for Minor**

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

### **HU 315 Reading Seminar in Humanities (1)**

#### **HU 490 (1) Senior Project in Humanities**

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.

In order to ensure that the Humanities major extends beyond the liberal arts core of the Ursuline Core Curriculum, at least 33 of these 40-41credits must be taken in addition to the required distribution courses in the core curriculum. In other words, only two of these courses (any two, at the discretion of the student in consultation with his or her academic advisor) may be applied to Ursuline Core requirements.

## **INTERDISCIPLINARY STUDIES**

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.

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

1. A unifying theme
2. The intended fields of study
3. A list of intended courses to apply to the proposed major, with the following criteria:
  - a. As is the case for all majors at Ursuline, a minimum of 50% of the major must be taken at Ursuline.

- b. At least 50% of the courses must be at the 300-400 level.
- c. Prior credits earned at Ursuline or other institutions are limited to at least 50% of the major being declared.
4. 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:

1. The interested student will contact the URSA Office (Ursuline Resources for Success in Academics), who 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 committee members will assume the role of lead advisor.
2. The student will submit the required proposal for a course of study that consists of 48 credits with rationale for the major.
3. The committee must unanimously approve the proposal in order for the student to be admitted to the Interdisciplinary Studies Major.
4. A culminating project will be presented to demonstrate the integration of the student's learning.
5. 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.
6. "Student Proposal for An Interdisciplinary Studies Major" form may be found on the Ursuline College website under *Forms and Guides* on the Registrar's home page:  
[http://www.ursuline.edu/Student\\_Life/Academic\\_Information/registrar.html](http://www.ursuline.edu/Student_Life/Academic_Information/registrar.html) .

## **LEGAL STUDIES PROGRAM (OFFERED IN TRADITIONAL 15-WEEK AND UCAP FORMATS)**

***An American Bar Association Approved Program***

### **FACULTY**

Anne Murphy Brown, J.D.

### **Program Description**

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 challenges. Every effort is made to encourage students to begin or continue legal employment while in college.

An undergraduate degree in Legal Studies is excellent preparation for students planning to attend law school. The Legal Studies curriculum provides the law student with the analytical, oral, and written communication skills necessary to be successful in law school and later, as an attorney.

*Major Requirements:* The major is 48 credit hours: LS 101, 110, 115, 118, 150, 210, 250, 360, 380, 450 and 480. All students enrolled in the legal studies program must earn a “C” or above in any legal studies core course, or must retake the class.

Students also take 12 credits of electives in special topics such as: LS 120 Personal Injury Law, LS 200 Real Property Law, LS 230 Probate Law, LS 390 Intellectual Property, LS 400 Juvenile Law, LS 410 Family Law, LS 420 Commercial and Residential Property Law, LS 430 Medical-Legal Research and Issues, LS 460 Immigration Law, LS 470 Corporate Legal Department, LS 480 Advanced Legal Technology, or LS 490 Insurance Law. Students also choose 3 credits in LS 340 Civil Rights, LS 310 Constitutional Law, LS 350 Criminal Law and Procedure, LS 488 Employment Law, or LS 488 Civil Rights-Gender. Attorneys, paralegals and other legal professionals with appropriate experience are facilitators for the courses, which emphasize the current law and daily tasks legal professionals complete in the office and the courtroom.

### **Minor Requirements**

The minor is 18 credit hours: LS 101, 115, 118, and 9 credits of Legal Studies electives.

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

### **Requirements for Post-Degree Certificate**

36 credit hours including: LS 101, 110, 115, 118, 150, 210, 250, 360, and 450. Students also take 6 credits of upper level electives in special topics such as: LS 230 Probate Law, LS 390 Intellectual Property, LS 400 Juvenile Law, LS 410 Family Law, LS 420 Commercial and Residential Property Law, LS 430 Medical-Legal Research and Issues, LS 460 Immigration Law, LS 470 Corporate Legal Department, LS 480 Advanced Legal Technology, or LS 490 Insurance Law. Students also choose 3 credits in LS 340 Civil Rights, LS 310 Constitutional Law, or LS 350 Criminal Law & Procedure. Attorneys, paralegals and other legal professionals with appropriate experience are facilitators for the courses, which emphasize the current law and daily tasks legal professionals complete in the office and the courtroom.

All students enrolled in the legal studies post-degree certificate program must take at least 28 credit hours of legal specialty courses leading to their post-degree certificate at Ursuline College. Students in the legal studies post-degree certificate program are limited to eight

credits from transfer, the External Learning Assessment credit option or other course challenge credit options.

All students enrolled in the Legal Studies program must earn a C or above in any legal studies core course or must retake the class.

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

### **Career Opportunities**

Increased litigation and the demand for accessible, specialized legal services have made the paralegal profession one of the fastest-growing career tracks available. Paralegals handle duties that attorneys previously managed. They draft and manage documents, keep clients updated, correspond with opposing counsel, assist in the courtroom, manage investigations and much more. Paralegals may not give legal advice, sign court pleadings or represent a client in court. Intelligent, detail-oriented and organized paralegals are needed in various law office practice areas. Opportunities are available in traditional law firms, corporate legal departments, insurance companies, hospitals, title companies, banks and governmental agencies. Paralegals are employed in litigation, probate, business, bankruptcy, real estate, corporate and other legal practice areas. There are also management and independent contractor options.

### **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.

*Prerequisite: None.*

### **LS 110 Legal Ethics (3)**

This course gives the student a thorough grounding in professional responsibility and ethics for the legal professional. 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 unauthorized practice of law, conflicts of interest, confidentiality, zealous representation, solicitation, restrictions regarding fee splitting and multidisciplinary practice issues. *Prerequisite: LS 101.*

### **LS 115 Legal Research and 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 101*

### **LS 118 Computerized 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 that 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.

*Prerequisites: LS 101 and 115.*

### **LS 120 Personal 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.

*Prerequisites: LS 115, and 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. *Prerequisites: LS 101, 115, & 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. *Prerequisites: None.*

### **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. *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 340 Civil Rights (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 380 Business Organizations (3)**

This course focuses on the paralegal's role in the corporate department of a law firm or the in-house legal department. Students learn about the different business entities: the sole proprietorship, agency, partnership, corporation, and legal professional associations. Students will learn how to draft documents necessary for the formation, operation and dissolution of business entities. Additionally, the course includes instruction on tax considerations, Securities and Exchange Commission ramifications, and Sub-chapter S filings. *Prerequisites: None.*

### **LS 390 Intellectual Property Law (3)**

This course explores the basic structures that create protectable rights in patents, trademarks, copyrights and trade secrets. Students will focus on the role of the paralegal professional in the procurement, maintenance and protection of these rights. The course also focuses on the paralegal's role in litigation and dispute resolution with respect to intellectual property disputes and technology transactions as they relate to Intellectual Property Law. *Prerequisites: LS 115, 118.*

### **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. *Prerequisites: 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. *Prerequisites: LS 115, 118, and 150.*

### **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. *Prerequisites: 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. *Prerequisites: LS 115, 118, 120, 150.*

### **LS 450 Professional Development Seminar (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 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. *Prerequisites: LS 115, 118, and 150.*

### **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. *Prerequisites: LS 115, 150, 200, 250, & 380.*

### **LS 475 Legal Internship (3)**

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. *Prerequisites: 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, specialty applications software used in the legal profession, as well as current technology trends in the law office setting. Programs utilized include *AbacusLaw, LexisNexis CaseMap and TimeMap, Summation and Sanction.* *Prerequisites: LS 101, 360.*

### **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. *Prerequisites: LS 115, 118, 120, 150, and 250.*

### **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: None.*

## **MODERN LANGUAGES: ITALIAN**

### **Aims and Objectives**

The goal of the Modern Languages Department is to prepare students to fulfill a role in the global community through the ability to communicate in more than one language and to understand and appreciate more than one culture and civilization.

### **Career Opportunities**

Students in other areas of study are encouraged to enroll in language courses with the intention of increasing their career opportunities. Many employers consider the ability to speak a foreign language a definite asset. Basic courses emphasize the development of language skills and the practical use of the target language in everyday situations. Bilingual individuals are employed in virtually every type of business, industry, government and social service agency, health services, and educational institutions.

### **Placement Qualifications**

Students who have completed two units of the same foreign language in high school may not enroll in the elementary level (101- 102) of that language for college credit. If students have had two years of the same foreign language in high school and wish to continue the same language at Ursuline, the intermediate level courses (103-104) will be the initial college courses. Requests for exemptions to these qualifications are to be referred to the department chair.

If students have had more than two years of high school language study, or an equivalent experience, they will be placed according to ability and preparation.

*Note: Modern Language classes are cycled irregularly. Please check the class schedule for current offerings.*

### **Italian Course Descriptions**

#### **IT 101, 102 Elementary Italian (3, 3)**

For those who have no previous knowledge of Italian. An introduction to the fundamental principles of grammar. Designed to enable students to understand, read, speak, and write simple Italian.

#### **IT 103, 104 Intermediate Italian (3, 3)**

Review and further study of essentials of grammar with emphasis on increased proficiency in oral and written Italian. *Prerequisite: IT 101 and 102, two or more years of high school Italian, or permission of instructor.*

#### **IT 127 Preparation for Travel in Italy (3)**

Intensive language preparation for travel/study abroad.

#### **IT 354 Italian Americans (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).*

### **IT 475 Academic Internship (credit varies)**

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.

### **IT 288, 488 Special Topics (3)**

### **IT 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **MARKETING (OFFERED ONLY IN 15-WEEK TRADITIONAL FORMAT)**

### **FACULTY**

Anthony Cafarelli, Ph.D., Department Chair  
Laura Hammel, Ph.D.

### **Program Information**

Building on Ursuline College's strong liberal arts background and the undergraduate business program's socially conscious vision for organizations, the Business Marketing major provides students with the necessary competencies to pursue a career in an organization's strategic marketing endeavors. Students complete coursework that specifically addresses the many facets of marketing in a for-profit business or not-for-profit organization, including ethical selling, production, procurement and pricing strategies. These skills help prepare the student to obtain an entry level job in this field, to advance in this area if the student has current or prior experience or to bridge into graduate level courses.

### **Requirements for Business Marketing Major**

51 credit hours including: BU 210, 220, 320, 350, 375, 420, 425, and 475; EC 102, 103; AC 210, 211; MIS 300 and BU 380/PR 380; PR 111 and 222; PH 355 (fulfills Ursuline Core Philosophy requirement.) Marketing students are required to take MAT 125 or a higher level math course as a core requirement.

## **Requirements for Business Marketing Minor**

Requirements: 24 credit hours including BU 210; BU 220; PR 111; PR 222; BU 420; BU/PR 380 plus 6 hours of approved upper level marketing courses. PH 355 is the required Core Curriculum Philosophy course for students pursuing a major or minor in Marketing.

## **Business Marketing Course Descriptions**

### **BU 125 Introduction to Business (3)**

A survey of policies, methods, and problems in business and non-profit organizations. This course will cover all functional areas of business, including marketing, finance, information systems, accounting, personnel, operations, law, and business ethics.

### **BU 200 Business Communication (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. *Prerequisites: none.*

### **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. *Prerequisites: none.*

### **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. *Prerequisites: BU 210 or permission of instructor.*

### **BU 226 Principles of Retailing (3)**

An analysis of retail store operation including organization, department layout, buying, sales promotion, display, record-keeping, and control. *Prerequisites: BU 210 or permission of instructor.*

### **BU 288 Special Topics (3)**

A study of selected business topics. *Prerequisites: none.*

### **BU 300 Professional and Technical Writing (3)**

Instruction and practice in writing proposals, progress reports, instructions, manuals, correspondence, web-based projects, and other writing in the workplace. *Prerequisites: UC 101 and EN 125.*

### **BU 310 Principles of Finance I (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. *Prerequisites: EC 102, 103, 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. *Prerequisites: AC 211, MAT 125.*

### **BU 323 Sales Management (3)**

The nature and techniques of selling and the organization and administration of the sales department. *Prerequisites: BU 125 or 210; BU 220.*

### **BU 325 Current Issues in Marketing (3)**

This seminar-style course will examine a thorough scope of current marketing issues in two ways. First, short articles will be discussed relating to the current issues in marketing; secondly, students will look at both sides of controversial issues in marketing and evaluate the positions of both sides. *Prerequisites: BU 220.*

### **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. *Prerequisites: At least 15 credit hours in Business or Accounting.*

### **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. *Prerequisites: 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. *Prerequisites: At least 21 credit hours in the major.*

### **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. *Prerequisites: EC 102 & BU 220.*

### **BU 360 Business Protocol and Skills (3)**

Students are introduced to skills that will allow them to succeed in obtaining a job, such as creating an electronic résumé and improving their skills for networking and interviewing. In addition, dressing for success, business etiquette, business ethics, and other areas will be covered. *Prerequisites: 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. *Prerequisites: MAT 125.*

### **BU 380/PR 380 Social Media and Customer Relationship Management (3)**

This course introduces students to the new technologies which have driven organizations and marketing to new structures and relationships. In this area technology is not just the supporting factor, but has led to revolutionary changes in how organizations increase the productivity of employees and service to customers. This often leads to the re-engineering of business processes in a global and collaborative world. *Prerequisite: Permission of the department chair recommended.*

### **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. *Prerequisites: 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. *Prerequisites: BU 220, 320; senior standing.*

### **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. *Prerequisites: BU 330.*

### **BU 435 Current Topics in Human Resource 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. *Prerequisites: Senior Standing – 96 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. *Prerequisites: Senior Standing and BU 220, BU 310, BU 330 & BU 350; EC 102 & 103; or instructor permission. Do not recommend doubling up while taking this class.*

### **BU 461, 462 Independent Study (1-3, 1-3)**

Directed study of a special topic or area. *Approval of department chair required.*

**BU 475 Academic Internship (credit varies)**

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.*

**BU 488 Special Topics (3)**

A study of selected business topics. *Approval of department chair required.*

**BU 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

**EC 102 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 103 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.*

**AC 210 Introduction to Financial Accounting (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. *Prerequisites: MAT 125 or permission of instructor.*

**AC 211 Introduction to Managerial Accounting (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. *Prerequisites: AC 210; or permission of instructor.*

### **MIS 300 Fundamentals of MIS (3)**

This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems – people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage.

### **PH 355 Business Ethics (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.*

### **PR 111 Introduction to Public Relations (3)**

Introduction to the strategies and tactics of public relations and the persuasive forces that shape public opinion, such as print and electronic media., and the ethical considerations behind persuading target publics; the role and function of PR in society and within the management function of organizations; the study of strategic public relations processes; and its potential as a career. An examination of PR activities in diverse areas including counseling firms, corporations, nonprofits, and trade organizations. *Prerequisites: None.*

### **PR 222 Advertising (3)**

Introduction to the strategies and tactics of advertising, its role in society and its potential as a career. An examination of advertising activities including preparation of advertising campaigns. Comparative study of advertising media. The development of creative solutions to communication challenges. *Prerequisites: None.*

## **MATHEMATICS**

**Faculty: Michelle Wiggins, Ph.D., Chair**  
**Rosemarie Emanuele, Ph.D.**

**Aims and Objectives:**

Mathematics is becoming more necessary in our technological world. Mathematical modeling and critical thinking can solve problems in business, ecology, science, government, and social sciences. Employers look for individuals who can think critically, solve problems, and write their results in a comprehensive and coherent fashion. The mathematics curriculum, the core curriculum, small classes that encourage questions and participation, and interdisciplinary studies that constitute the liberal arts core work together to this end.

**Career Opportunities:**

<http://www.ams.org/careers/>

Alphabetical listing of over 90 career profiles of mathematicians working in nonacademic positions.

**Requirements for the Major:**

The mathematics major requires 32 credit hours. Students are required to take 11 credit hours of MAT 221, 222, and 420, and choose 21 credit hours of electives to complete the 32 credits. These electives include MAT 223, MAT 310, MAT 311, MAT 312, MAT 324, MAT 212, MAT 412, MAT 313, MIS 325, PY 201, and PY 202.

Students desiring practical experience are encouraged to participate in the internship and/or cooperative education program. Students who are thinking of pursuing graduate work in mathematics are encouraged to speak to department faculty early in their academic careers to plan for any additional courses that would be beneficial to take, especially those that they might need to take at a neighboring college. Students are welcome to explore test-out opportunities to earn credits.

**Requirements for the Minor:**

The mathematics minor requires 20 credit hours. Students are required to take 8 credit hours of MAT 221 and 222, and choose 12 credit hours of mathematics electives to complete the 20 credits of mathematics courses. These electives include MAT 212, MAT 223, MAT 310, MAT 311, MAT 312, MAT 313, MAT 324, MAT 412, and MAT 420.

**MAT 100 Basic Algebra (3)**

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. *Prerequisites: Placement.*

**MAT 125 Quantitative Reasoning (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. Prerequisites: Completion of MAT 100 or placement.*

### **MAT 131 College Algebra (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. Prerequisites: Completion of MAT 100 or placement.*

### **MAT 132 Pre-calculus (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. Prerequisites: Completion of MAT 131 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. *Prerequisites: MAT 131*

### **MAT 212 Introductory Statistics (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. Prerequisites: completion of MAT 100 or placement.*

### **MAT 221 Calculus I (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. Prerequisites: Completion of MAT 132 or placement.*

### **MAT 222 Calculus II (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. Prerequisites: Completion of MAT 221 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. *Prerequisites: Completion of MAT 222 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. *Prerequisites: 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 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 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. *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. *Prerequisites: MAT 221, 222, and one of the following: MAT 310, 311 or 312.*

### **MAT 461, 462 Independent Study (credit varies)**

Directed study of a special topic or area. *Approval of department chair required.*

### **MAT 475 Academic Internship (credit varies)**

Opportunity for the student of mathematics to learn and work in areas to which mathematics is applied, such as computers, statistics, business, or actuarial science.

### **MAT 288, 488 Special Topics (credit varies)**

## **MEDICAL TECHNOLOGY**

### **Faculty**

Lita Yu, Ph.D., Program Coordinator

Janet Kolesar, M.A (Biology Department Chair)

Elizabeth Kavran, D.D.S.

Mark Kyle, D.D.S.

Jenise Snyder, Ph.D.

Lynn Ulatowski, Ph.D.

Medical technology is a rapidly expanding field that encompasses utilization of modern laboratory technology to assist with improving patient health. Techniques include clinical applications of molecular biology, cytology, cytogenetics, serology, urinalysis, hematology, microbiology, and chemistry. Careers for medical technologists expand beyond the laboratory to include researchers, managers, consultants, and lobbyists, to name a few.

Through an affiliation program with Cleveland Clinic School of Medical Technology, Ursuline juniors who are in the Biology Department Life Science major with the medical technology concentration may apply for admission to Cleveland Clinic School of Medical Technology. Any student applying to Cleveland Clinic School of Medical Technology from Ursuline College must have completed at least 96 semester hours, completed the Ursuline Core Curriculum requirements, and have finished her/his junior year upon entry into the program. Students admitted to Cleveland Clinic School of Medical Technology in this manner will earn a Bachelor of Arts degree in Life Science from Ursuline College after successful completion of Cleveland Clinic School of Medical Technology program.

Students considering pursuing the medical technology course of study are urged to contact the medical technology coordinator in the Ursuline College Biology Department as early as is feasible in their freshman or sophomore years. The Ursuline College courses that are program requirements are outlined in this catalog under *Biology*. These include courses in Biology, Chemistry, Math, and Physics, and are prerequisites to qualify for admission to The Cleveland

Clinic School of Medical Technology. Contact Cleveland Clinic School of Medical Technology for their specific course requirements and application procedures.

### **Requirements for the Medical Technology Program**

The requirements for this concentration include BI 200, BI 200L, BI 205, BI 205L; one year of general college chemistry; one college-level mathematics course; BI 232 and BI 232L; an environmental biology elective; BI 430 and BI 430L; BI 435 and BI 435L; BI 400; and completion of ASCP/ NCA national exam along with the requirements for Cleveland Clinic School of Medical Technology.

### **Course Descriptions**

#### **BI 200 Introductory Biology – Biodiversity, Form, Function, and Ecology (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.*

#### **BI 200L Laboratory for Introductory Biology – Biodiversity, Form, Function, and Ecology (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. *Pre- or co-requisite: BI 200.*

#### **BI 205 Introductory Biology – Cells, Genetics, Energy Transfer, and Evolution (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. *Pre-requisite: one semester of college chemistry.*

#### **BI 205L Lab for Introductory Biology – Cells, Genetics, Energy Transfer, and Evolution (1)**

The laboratory is comprised of selective 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 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 Laboratory for Clinical Microbiology (1)**

Application of basic techniques for culturing, staining, and identifying selected microbial forms. *Pre- or co-requisite: BI 232.*

### **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. *Pre-requisites: 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 Laboratory for Ecology (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 Environmental Microbiology (3)**

A general study of the morphology and physiology of microorganisms. Basic techniques peculiar to the handling of these special organisms are considered. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.*

### **BI 333L Laboratory for Environmental Microbiology (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 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. *Pre-requisites: 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. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS.*

### **BI 430L Laboratory for Cellular and Biochemical Processes (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. *Pre-requisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Recommended: MAT 131 College Algebra.*

### **BI 435L Laboratory in Genetics (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.*

## **MUSIC**

## **PROGRAM DIRECTOR**

Leo Coach, M.A.

The Music Program at Ursuline College provides an opportunity for students' aesthetic development. Music courses that satisfy Ursuline Core Curriculum requirements are so designated in the list of course offerings each semester.

### **MU 210 The Listening Experience in Music (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.*

### **MU 233 Women and Music (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 the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

### **MU 235 American Music (3)**

An historical survey of the main currents in American music from the Colonial Period to the present. *Fulfills the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

### **MU 236 History of Jazz (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 the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

### **MU 238 Introduction to World Music (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 the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

### **MU 251 Music History: Antiquity to 1750 (3)**

A general survey of the great movements in the development of the art of music. Intensive study of representative works. *Fulfills the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

**MU 252 Music History: 1750 to the Present (3)**

A general survey of the great movements in the development of the art of music. Intensive study of representative works. *Fulfills the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

**MU 261 Piano (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 the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

**MU 271 Voice (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 the Ursuline Core Curriculum requirement for a course in Art, Art Therapy or Music.*

**MU 461, 462 Independent Study (1-3, 1-3)**

Research in a specific area of music. Approval of department chair required.

**MU 288, 488 Special Topics (3)**

Study of specialized topics in the field of music. Content varies each time the course is offered.

**MU 199, 299, 399, 499 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.

## NURSING—TRADITIONAL PROGRAM



### Faculty and Administration

Dean: Patricia A. Sharpnack DNP, RN, CNE, NEA-BC, ANEF

Associate Dean of Graduate Programs: Janet R. Baker DNP, APRN, CPHQ, CNE

Associate Dean of Undergraduate Programs: Kimberly Dillon-Bleich PhD(c), MSN, RN

Ashley Badders, MSN, RN

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Sandra Stratman DNP, RN, APN-BC

Teresa Washington MSN, RN, CNP

Mary Beth Zeni Sc.D., MSN, RN

### Staff:

Leah Grill, MEd, BS Coordinator of BSN Enrollment and Clinical Placement  
Jennifer Jay, Administrative Assistant to the Dean  
Ellen Berts, Secretary, BSN Enrollment and Clinical Placement  
Barbara Dussing, Secretary, Graduate Nursing Programs

## **PROGRAM INFORMATION**

### **Aims and Objectives**

The Breen School of Nursing offers programs that prepare clinically competent and caring nurses at the generalist (BSN), graduate/advanced practice (MSN), and terminal degree (DNP) levels. The school is affiliated with internationally renowned healthcare institutions and is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The faculty of the Breen School of Nursing views nursing as a profession that supports individuals, families and communities in the achievement of their optimal health potential. Professional nursing requires knowledge, critical thinking, goal-directed planning, caring, and creative use of self. With these skills, the graduate nurse assists clients to promote health, maintain life, and cope with human responses to life events. The nursing program reflects the Christian philosophy of Ursuline College. The graduate of the program supports the dignity, worth and rights of other members of the human community.

### **Traditional Undergraduate Nursing Program**

The Breen School of Nursing offers an undergraduate program leading to a Bachelor of Science in Nursing Degree (BSN). Students may select from the following areas of study:

- Traditional Four-year BSN Program
- Accelerated/Second Degree BSN Program
- RN-BSN Program

The RN to BSN program is also inclusive of the dual enrollment option with select pre-license registered nurse programs toward the progression to the BSN degree.

### **Career Opportunities**

Ursuline includes leadership experience as part of each student's professional preparation. The nursing program provides an excellent foundation for the professional nurse to function as a decision maker and caregiver within and across health care systems. This is in keeping with the changing role of the professional nurse, who today combines these dual functions. Today's nurse works autonomously in a variety of acute care hospitals, long-term care facilities, and community-based agencies. A nurse's role in these settings also varies. Some nurses pursue careers as practitioners, educators, administrators, clinical specialists, and consultants, while others are engaged in private practice. Especially important to women is that nursing offers

professional, personal, and economic rewards, with flexible opportunities for hours and career patterns. The Ursuline nursing program also offers a strong foundation for graduate study leading to positions as advanced practice nurses as well as positions in research, education, and administration.

### **Skills and Capabilities for Successful Completion of the Nursing Program**

Students pursuing the BSN degree must be able to demonstrate, with or without accommodations, possession of the following capabilities and skills includes but is not limited to:

#### **Observational Skills**

- Observation, as one feature of patient assessment, through the functional use of the senses (sight, touch, and hearing).
- Visual capabilities sufficient for observing demonstrations of nursing procedures and skills.
- Visual acuity, with or without corrective lenses, to read small print on medication labels and/or physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.
- Hearing capabilities with or without auditory aids for understanding normal speaking voices without seeing the individual's face and for hearing emergency alarms, calls for assistance, call bells, and stethoscope sounds related to heart, lung, abdominal, and blood pressure assessments.

#### **Communication Skills**

- Verbal and language capabilities for speaking with patients in order to elicit information, describe changes in patient mood, activity, posture, skin appearance, and observe nonverbal communications as a part of thorough patient assessment.
- Verbal and language capabilities for communicating effectively and sensitively with patients regarding a nursing plan of care.
- Capabilities for interacting with individuals, families, and groups from a variety of social, cultural, and ethnic backgrounds.
- Reading and writing skills sufficient for patient communication, record keeping, and professional health care team interaction.

#### **Motor Skills**

- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Capabilities for providing general physical care and emergency response to patients as necessary, including cardiopulmonary resuscitation (CPR), administration of intravenous, intramuscular or subcutaneous medications, application of pressure to stop bleeding, calibration of instruments, lifting, positioning, and transfer of patients.

- Capabilities for coordinating both gross and fine muscular movements and the ability to move quickly; physical stamina needed as a student in the clinical setting for the number of clinical hours designated per day/week in each and every assigned clinical course(s).

### **Behavioral, Social, and Ethical Skills**

- Emotional health required for full use of intellectual abilities, exercise of good judgment, prompt completion of all responsibilities related to the nursing care of patients.
- Capabilities for developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds.
- Capabilities for tolerating physically and mentally taxing workloads and functioning effectively under stress.
- Awareness of ethical actions related to the well-being of others and as part of the direct patient service role required of registered nurses.

### **Student Responsibilities**

Students are responsible for knowing the requirements of their degree program. Students currently in the program must complete 128 credit hours of course work divided in the following manner: 31 credits in the pre-requisite and co-requisite nursing classes, 39 credits in Ursuline core courses, and 58 credit hours in nursing courses. *See RN-BSN requirements for escrow and transfer credit.*

Students will be held responsible for knowing and following all of the policies and guidelines outlined in:

1. *The Breen School of Nursing Handbook*
2. *The Ursuline College Student Handbook and Planner*
3. *The Ursuline College Catalog*
4. Student Nurse Portal on LMS
5. Each course syllabus

Every nursing student must earn a “C” (76%) or better in all nursing courses, nutrition, mathematics, general psychology, lifespan development, sociology, anatomy and physiology, microbiology, and chemistry courses. Any grade of less than a “C” (76%) in any of these courses (a “C-,” “D+,” “D,” “D-” or “F”) will be considered a failure. (See Probation and Dismissal Policies in the BSN Handbook for details concerning failures in a program.). It is policy that there will be no rounding of grades.

### **Course Failures/Attempted Course Policies**

The failed course policy found in the *Ursuline College Student Handbook and Planner* and in the *Ursuline College Catalog* reads: “A course failed in the major may be repeated once. If the student fails it again, s/he may not continue in that major. A student is also not permitted to

continue in any major in which two different courses have been failed. Courses that are considered part of the major are determined by individual departments.”

This college policy applies to Nursing and to Nursing-Related courses separately in the following way:

1. Students enrolled in Nursing (NR) courses must earn a grade of C or higher to pass a Nursing course; a C minus is considered a failure.
2. Students may repeat any NR course once; if the course is failed the second time (second attempt\*), the student may not continue in nursing.
3. If a student earns less than a C in two different NR courses, the student may not continue in nursing. (An exception to this policy is this: if a student fails BOTH NR 325/NR 335 or NR 345/NR 355 while they are CONCURRENTLY ENROLLED, these course failures will be considered ONE failure. This is effective for students enrolling in the BSN Programs after January 2017.)

Students enrolled in the nursing program must also pass their Nursing-Related courses in accordance with the above policy regarding two course failures or two course attempts. The college policy applies to Nursing-Related courses in the following way:

1. Nursing and Pre-Nursing students must earn a grade of C or higher in Nursing-related courses including Chemistry, Sociology, General Psychology, Anatomy and Physiology, Nutrition, Math, Lifespan Development, Microbiology, and Genetics/Genomics. A grade of C minus in these courses is considered a failure.
2. Students may repeat any of the courses listed above once; if the course is failed the second time (second attempt\*), the student may not continue in nursing.
3. If a student earns less than a C in two different nursing-related courses, the student may not continue in nursing.

Please note: **One** failure in a Nursing-Related course AND **one** failure in a Nursing course are not considered two failures in nursing. **One** repeated Nursing-Related course AND **one** repeated Nursing course do not constitute two course attempts in the major and will not result in dismissal from nursing. For purposes of the repeat/attempt course policy, Nursing courses and Nursing-Related courses are viewed as two distinct areas.

\*A student may attempt the same nursing course or nursing-related course for credit only two times. An "attempt" is defined as taking a course for credit, repeating a failed course and/or repeating a course from which the student withdrew due to failure. "Attempts" are not counted in cases where students withdraw from a course, *while still passing the course*, due to

illness, personal issues, or family concerns, etc. If a student withdraws failing from a course, this is considered a “failed first attempt.” If a student is successful on her/his second attempt at the same course, the “failed first attempt” failure will be void and omitted. If the student is unsuccessful on their second attempt at the same course, a failure out-of-program will occur.

All nursing students must meet the objectives of the laboratory component of all nursing courses. In addition, students must earn a grade of at least 76% in clinical evaluation tool. Any student who does not achieve the laboratory objectives and/or clinical passing grade may not progress to the next nursing level without repeating and satisfactorily passing the course. Students in stand-alone, graded clinical courses must achieve a “C” (76%) or above. The College reserves the right to withdraw a student whose level of achievement, clinical practice, health or conduct constitutes a risk to self or others.

Students are responsible for providing their own transportation to clinical settings. Students are required to have student uniforms purchased from the campus bookstore. Attendance at clinical is mandatory. Students are required to carry professional liability and health insurance through the Breen School of Nursing. Students must also meet all health requirements of the College and affiliated agencies and will be required to submit to a background check as sophomores. Students may be subject to additional testing as required by clinical agencies.

### **Ohio Board of Nursing Law for Licensure as a Registered Nurse**

According to the Law Regulating the Practice of Nursing, Dialysis Care, and Community Health Workers as of June 26, 2003 candidates for licensure who entered a nursing program on or after June 1, 2003 must meet the following regulation concerning background checks (from Rules Promulgated From the Law Regulating the Practice of Nursing as of February 1, 2004, Chapters 4723-1 to 4723-23 of the Ohio Administrative Code, page 44.): 4723-7-02 Admission to the Licensure Examination for a Graduate of a Nursing Program Approved by a Jurisdiction, which states, “In accordance with section 4723.09 of the Revised Code, submit to a criminal records check completed by the bureau of criminal identification and investigation, in the form specified by the board.” The results of the criminal records check will:

- (a) Be received by the board before a license may be issued; and
- (b) Indicate that the individual has not been convicted of, pleaded guilty to, or had a judicial finding of guilt for any violation set forth in section 4723.09 of the Revised Code.

### **Progression in the Traditional Nursing Program**

Pursuing a degree in nursing is challenging, rewarding, and demanding. Most students complete the nursing program in four years, but some students choose to spread their studies over a longer period of time. Courses in the nursing curriculum are organized sequentially. Because the nursing courses are organized sequentially, students cannot accelerate their studies once they enter. Due to the nature of clinical courses, class sizes are limited.

### **Pre-Nursing Students**

Students not meeting requirements for clear admission to nursing must complete a probationary year of academic work in a variety of general education and preparatory courses. Students must demonstrate ability to handle a rigorous workload in science and mathematics required of all nurses. All students accepted as pre-nursing must follow the criteria listed in the letter received from admissions. Pre-nursing students applying for admission must demonstrate successful completion of mathematics, microbiology, anatomy and physiology, chemistry (with labs), sociology, psychology, and nutrition with a grade of “C” or better in each course. Upon successful completion of all nursing prerequisites, a student may apply to the Breen School of Nursing.

Students may apply for admission to The Breen School of Nursing. To be eligible for admission a student must:

1. Meet the criteria for admission to the nursing school in effect at the time of application to the nursing program (see above paragraph)
2. Complete a formal application to the nursing school following academic advisor’s recommendation. \*Admission to the nursing school does not automatically guarantee registering for nursing courses whenever students wish.

\*\*An interview may be requested of an applicant at the discretion of the Nursing Admissions Committee or The Breen School of Nursing.

### **Requirements for the Traditional Bachelor of Science in Nursing**

To graduate with a BSN, the student must have completed the Ursuline Core Curriculum requirements and all necessary coursework including BI 214/L, BI 215/L, CH 103/L and CH 104/L OR CH 108, BI 232/L, MAT 125 OR 212, PS 101, SO 103, PS 230, PH 260, NU 104, NR 205, NR 215, NR 235, NR 245, NR 255, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355, BI 220, NR 435, NR 445, NR 455, NR 465, NR 404.

A minimum of 128 credit hours is required for graduation.

### **COURSES**

#### **NR 205 Pathophysiologic Foundations for Nursing Practice (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. *Prerequisites: BI 214/L, 215/L, CH 103/L & 104/L or CH 108/L; NU 104; BI 232/L. Traditional 4-Year Program: Concurrent enrollment in: NR 215, NR 235, and NR 245. Students, with departmental permission, may elect*

to enroll in NR 205 and 235 concurrently during one semester and enroll in NR 215 and 245 concurrently the following semester. NR 205 and 235 must be taken first.

### **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. *Prerequisites: BI 214/L, BI 215/L, BI 232/L, CH 103/L, CH 104/L, NU 104, Math, PS 101, SO 103, PS 230, PH 260. Traditional 4-Year Program: Concurrent enrollment in NR 205, NR 235, NR 245, NR 245L, NR 245C. Students, with departmental permission, may elect to enroll in NR 205 and 235 concurrently during one semester and enroll in NR 215 and 245 concurrently the following semester. NR 205 and 235 must be taken first.*

### **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. *Prerequisites: BI 214/L, BI 215/L, BI 232/L, CH 103/L, CH 104/L, NU 104, Math, PS 101, SO 103, PS 230, PH 260. Traditional 4-Year Program: Concurrent enrollment in NR 205, NR 215, NR 245, NR 245L, and NR 245C. Students, with departmental permission, may elect to enroll in NR 205 and 235 concurrently during one semester and enroll in NR 215 and 245 concurrently the following semester. NR 205 and 235 must be taken first.*

### **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. *Prerequisites: BI 214/L, BI 215/L, BI 232/L, CH 103/L, CH 104/L, NU 104, Math, PS 101, SO 103, PS 230, PH 260. Co-requisite: NR 245-C, NR 245-L. Traditional 4-Year Program: Concurrent enrollment in NR 205, NR 215, NR 235. Students, with departmental permission, may elect to enroll in NR 205 and 235 concurrently during one semester and enroll in NR 215 and 245 concurrently the following semester. NR 205 and 235 must be taken first.*

### **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. *Prerequisites: NR 205, NR 215, NR 235, NR 245: Co-requisite NR 255-C: Concurrent enrollment in NR 265, NR 275.*

### **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.

*Prerequisites: NR 205, NR 215, NR 235, NR 245, NR 245L, NR 245C. Concurrent enrollment in: NR 255, NR 255-C, NR 275. \*In circumstances where progression may be delayed, or transfer credits provide for enrollment at the junior level, NR 265 may also be taken as a co-requisite to NR 325. Approval of Dean is required.*

### **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. *Prerequisites: 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. *Prerequisites: NR 255, NR 255-C, NR 265\*, NR 275; Co-Requisite: NR 335.*

### **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. *Prerequisites: NR 255, NR 255C, NR 265, NR 275. Co-requisite: NR 325.*

*\*In select circumstances, NR 265 may also be taken as a co-requisite. Approval of the Dean is required.*

### **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. *Prerequisites: NR 325, NR 335; Co-requisite: BI 220, 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. *Prerequisites: NR 325, NR 335; Co-requisite: NR 345.*

#### **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: NR 345, NR 355 and senior level status; Co-requisite: NR 435-C; Concurrent enrollment in: NR 445, NR 445-C.*

#### **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: NR 345, NR 355 and senior level status; Co-requisite: NR 445-C; Concurrent enrollment in: NR 435, NR 435-C.*

#### **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: NR 345, NR 355 and senior level status; Co-requisite: NR 455-C.*

#### **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. *Prerequisites: NR 455, NR 455-C, NR 435, NR 435-C, NR 445, NR 445-C; Concurrent enrollment in NR 404.*

## **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: NR 455, NR 455-C, NR 435, NR 435-C, NR 445, NR 445-C; Concurrent enrollment in NR 465.*

## **NR 461, 462 Independent Study**

Directed study or research on a selected topic. Approval of Dean required.

## **NURSING—SECOND DEGREE ACCELERATED PROGRAM (SDAP)**



### **Faculty and Administration**

Dean: Patricia A. Sharpnack DNP, RN, CNE, NEA-BC, ANEF

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Associate Dean of Undergraduate Programs: Kimberly Dillon-Bleich PhD(c), MSN, RN

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**PROGRAM INFORMATION**

**Aims and Objectives**

The Breen School of Nursing offers programs that prepare clinically competent and caring nurses at the generalist (BSN), graduate/advanced practice (MSN), and terminal degree (DNP) levels. The school is affiliated with internationally renowned healthcare institutions and is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The faculty of the Breen School of Nursing views nursing as a profession that supports individuals, families and communities in the achievement of their optimal health potential. Professional nursing requires knowledge, critical thinking, goal-directed planning, caring, and creative use of self. With these skills, the graduate nurse assists clients to promote health, maintain life, and cope with human responses to life events. The nursing program reflects the Christian philosophy of Ursuline College. The graduate of the program supports the dignity, worth and rights of other members of the human community.

**Undergraduate Nursing Program**

The Breen School of Nursing offers an undergraduate program leading to a Bachelor of Science in Nursing Degree (BSN). Students may select from the following areas of study:

- Traditional Four-year BSN Program
- Second Degree Accelerated Program (SDAP)
- RN-BSN Program\*

\*The RN to BSN program is also inclusive of the dual enrollment option with select pre-license registered nurse programs toward the progression to the BSN degree.

### **Career Opportunities**

Ursuline includes leadership experience as part of each student's professional preparation. The nursing program provides an excellent foundation for the professional nurse to function as a decision maker and caregiver within and across health care systems. This is in keeping with the changing role of the professional nurse, who today combines these dual functions. Today's nurse works autonomously in a variety of acute care hospitals, long-term care facilities, and community-based agencies. A nurse's role in these settings also varies. Some nurses pursue careers as practitioners, educators, administrators, clinical specialists, and consultants, while others are engaged in private practice. Especially important to women is that nursing offers professional, personal, and economic rewards, with flexible opportunities for hours and career patterns. The Ursuline nursing program also offers a strong foundation for graduate study leading to positions as advanced practice nurses as well as positions in research, education, and administration.

### **Skills and Capabilities for Successful Completion of the Nursing Program**

Students pursuing the BSN degree must be able to demonstrate, with or without accommodations, possession of the following capabilities and skills that includes but is not limited to:

#### **Observational Skills**

- Observation, as one feature of patient assessment, through the functional use of the senses (sight, touch, and hearing).
- Visual capabilities sufficient for observing demonstrations of nursing procedures and skills.
- Visual acuity, with or without corrective lenses, to read small print on medication labels and/or physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.
- Hearing capabilities with or without auditory aids for understanding normal speaking voices without seeing the individual's face and for hearing emergency alarms, calls for assistance, call bells, and stethoscope sounds related to heart, lung, abdominal, and blood pressure assessments.

#### **Communication Skills**

- Verbal and language capabilities for speaking with patients in order to elicit information, describe changes in patient mood, activity, posture, skin appearance, and observe nonverbal communications as a part of thorough patient assessment.
- Verbal and language capabilities for communicating effectively and sensitively with patients regarding a nursing plan of care.

- Capabilities for interacting with individuals, families, and groups from a variety of social, cultural, and ethnic backgrounds.
- Reading and writing skills sufficient for patient communication, record keeping, and professional health care team interaction.

### **Motor Skills**

- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Capabilities for providing general physical care and emergency response to patients as necessary, including cardiopulmonary resuscitation (CPR), administration of intravenous, intramuscular or subcutaneous medications, application of pressure to stop bleeding, calibration of instruments, lifting, positioning, and transfer of patients.
- Capabilities for coordinating both gross and fine muscular movements and the ability to move quickly; physical stamina needed as a student in the clinical setting for the number of clinical hours designated per day/week in each and every assigned clinical course(s).

### **Behavioral, Social, and Ethical Skills**

- Emotional health required for full use of intellectual abilities, exercise of good judgment, prompt completion of all responsibilities related to the nursing care of patients.
- Capabilities for developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds.
- Capabilities for tolerating physically and mentally taxing workloads and functioning effectively under stress.
- Awareness of ethical actions related to the well-being of others and as part of the direct patient service role required of registered nurses.

### **Student Responsibilities**

#### **Second Degree Accelerated Program**

The Breen School of Nursing at Ursuline College offers an accelerated degree program for second-degree students. The Accelerated BSN degree option is designed for students who hold a baccalaureate degree in another major and who are interested in pursuing a degree in nursing. The program includes all the courses of a fully approved and accredited traditional BSN program, but they are offered in a 15 month format. In addition to the nursing requirements students take two Ursuline Core Curriculum courses, PH 260, Bioethics and UC 401, Capstone Seminar which may be taken concurrently with the nursing courses. After successful completion of the program, students receive a BSN degree and are eligible to sit for the RN licensing exam (NCLEX).

Students will be held responsible for knowing and following all of the policies and guidelines outlined in:

1. *The Breen School of Nursing Handbook*
2. *The Ursuline College Student Handbook and Planner*

3. *The Ursuline College Catalog*
4. Student Nurse Portal on LMS
5. Each course syllabus

Every nursing student must earn a “C” (76%) or better in all nursing courses, nutrition, mathematics, general psychology, lifespan development, sociology, anatomy and physiology, microbiology, and chemistry courses. Any grade of less than a “C” (76%) in any of these courses (a “C-,” “D+,” “D,” “D-“ or “F”) will be considered a failure or non-transferable. (See Probation and Dismissal Policies in the *BSN Handbook* for details concerning failures in a program.). It is policy that there will be no rounding of grades.

### **Course Failures/Attempted Course Policies**

The failed course policy found in the *Ursuline College Student Handbook and Planner* and in the *Ursuline College Catalog* reads: “A course failed in the major may be repeated once. If the student fails it again, s/he may not continue in that major. A student is also not permitted to continue in any major in which two different courses have been failed. Courses that are considered part of the major are determined by individual departments.”

This college policy applies to Nursing and to Nursing-Related courses separately in the following way:

1. Students enrolled in Nursing (NR) courses must earn a grade of C or higher to pass a Nursing course; a C minus is considered a failure.
2. Students may repeat any NR course once; if the course is failed the second time (second attempt\*), the student may not continue in nursing.
3. If a student earns less than a C in two different NR courses, the student may not continue in nursing. (An exception to this policy is this: if a student fails BOTH NR 325/NR 335 or NR 345/NR 355 while they are CONCURRENTLY ENROLLED, these course failures will be considered ONE failure. This is effective for students enrolling in the BSN Programs after January 2017.)

Students enrolled in the nursing program must also pass their Nursing-Related courses in accordance with the above policy regarding two course failures or two course attempts. The college policy applies to Nursing-Related courses in the following way:

1. Nursing and Pre-Nursing students must earn a grade of C or higher in Nursing-related courses including Chemistry, Sociology, General Psychology, Anatomy and Physiology, Nutrition, Math, Lifespan Development, Microbiology, and Genetics/Genomics. A grade of C minus in these courses is considered a failure.

2. Students may repeat any of the courses listed above once; if the course is failed the second time (second attempt\*), the student may not continue in nursing.

3. If a student earns less than a C in two different nursing-related courses, the student may not continue in nursing.

Please note: **One** failure in a Nursing-Related course AND **one** failure in a Nursing course are not considered two failures in nursing. **One** repeated Nursing-Related course AND **one** repeated Nursing course do not constitute two course attempts in the major and will not result in dismissal from nursing. For purposes of the repeat/attempt course policy, Nursing courses and Nursing-Related courses are viewed as two distinct areas.

\*A student may attempt the same nursing course or nursing-related course for credit only two times. An "attempt" is defined as taking a course for credit, repeating a failed course and/or repeating a course from which the student withdrew due to failure. "Attempts" are not counted in cases where students withdraw from a course, *while still passing the course*, due to illness, personal issues, or family concerns, etc. If a student withdraws failing from a course, this is considered a "failed first attempt." If a student is successful on her/his second attempt at the same course, the "failed first attempt" failure will be void and omitted. If the student is unsuccessful on their second attempt at the same course, a failure out-of-program will occur.

All nursing students must earn a "satisfactory" in the clinical and laboratory component of all nursing courses. No student with an "unsatisfactory" may progress to the next nursing level without repeating and satisfactorily passing the course. Students in stand-alone, graded clinical courses must achieve a "C" (76%) or above. The College reserves the right to withdraw a student whose level of achievement, clinical practice, health or conduct constitutes a risk to self or others.

Students are responsible for providing their own transportation to clinical settings. Students are required to have student uniforms purchased from the campus bookstore. Attendance at clinical is mandatory. Students are required to carry professional liability and health insurance through the Breen School of Nursing. Students must also meet all health requirements of the College and affiliated agencies and will be required to submit to a background check as sophomores. Students may be subject to additional testing as required by clinical agencies.

### **Ohio Board of Nursing Law for Licensure as a Registered Nurse**

According to the Law Regulating the Practice of Nursing, Dialysis Care, and Community Health Workers as of June 26, 2003 candidates for licensure who entered a nursing program on or after June 1, 2003 must meet the following regulation concerning background checks (from Rules Promulgated From the Law Regulating the Practice of Nursing as of February 1, 2004, Chapters 4723-1 to 4723-23 of the Ohio Administrative Code, page 44.): 4723-7-02 Admission to the Licensure Examination for a Graduate of a Nursing Program Approved by a Jurisdiction, which states, "In accordance with section 4723.09 of the Revised Code, submit to a criminal

records check completed by the bureau of criminal identification and investigation, in the form specified by the board.” The results of the criminal records check must:

- (a) Be received by the board before a license may be issued; and
- (b) Indicate that the individual has not been convicted of, pleaded guilty to, or had a judicial finding of guilt for any violation set forth in section 4723.09 of the Revised Code.

Students may apply for admission to The Breen School of Nursing. To be eligible for admission a student must:

1. Meet the criteria for admission to the nursing school in effect at the time of application to the nursing program (see above paragraph)
2. Complete a formal application to the nursing school following academic advisor’s recommendation.

\*Admission into the nursing school does not automatically guarantee registering for nursing courses whenever students wish.

\*\*An interview may be requested of an applicant at the discretion of the Nursing Admissions Committee or The Breen School of Nursing.

### **Requirements for Second Degree Accelerated Program: Bachelor’s Degree in Nursing**

*SECOND DEGREE STUDENTS BEGINNING THE ACCELERATED PROGRAM ARE ASKED TO CONTACT THE SCHOOL OF NURSING FOR PROGRAM REQUIREMENTS.*

To graduate with a BSN, the Second Degree Accelerated Program nursing student must have completed the UC 401, BI 214/L, BI 215/L, CH 103/L and CH 104/L OR CH 108, BI 232/L, MAT 125 OR 212, PS 101, SO 103, PS 230, PH 260, NU 104, NR 205, NR 215, NR 235, NR 245, NR 255, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355, BI 220, NR 435, NR 445, NR 455, NR 465, NR 404.

### **COURSES**

#### **NR 205 Pathophysiologic Foundations for Nursing Practice (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. *Prerequisites: BI 214/L, 215/L, CH 103/L & 104/L or CH 108/L; NU 104; BI 232/L. Successful completion of NR 205 needed to advance.*

### **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. *Prerequisites or transfer equivalents: BI 214/L, BI 215/L, BI 232/L, CH 103/L, CH 104/L, NU 104, Math, PS 101, SO 103, PS 230, PH 260. Nursing prerequisites: NR 205.*

### **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. *Prerequisites or transfer equivalents: BI 214/L, BI 215/L, BI 232/L, CH 103/L, CH 104/L, NU 104, Math, PS 101, SO 103, PS 230, PH 260. Nursing prerequisites: NR 205 and 215.*

### **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 professional nursing practice. *Prerequisites or transfer equivalents: BI 214/L, BI 215/L, BI 232/L, CH 103/L, CH 104/L, NU 104, Math, PS 101, SO 103, PS 230, PH 260. Nursing prerequisites: NR 205, NR 215, NR 235. 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. *Nursing prerequisites: NR 205, NR 215, NR 235, NR 245, NR 245-L, NR 245-C; co-requisite NR 255-C.*

### **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. *Nursing prerequisites: NR 205, NR 215, NR 235, NR 245, NR 245-C, NR 245-L.*

### **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

pharmaceutics, 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. *Nursing prerequisites: NR 205, NR 215, NR 235, NR 245, NR 245-C, NR 245-L.*

### **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. *Nursing prerequisites: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275; co-requisite: NR 335.*

### **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. *Nursing prerequisites: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275; 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. *Nursing prerequisites: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335; co-requisite: NR 355. BI 220 may or may not be taken concurrently in the Second Degree Accelerated Program.*

### **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. *Nursing prerequisites: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335; co-requisite: NR 345.*

### **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. *Nursing prerequisite: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355; co-requisite: NR 435-C.*

### **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. *Nursing prerequisite: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355; co-requisite: NR 445-C.*

### **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. *Nursing prerequisite: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355; co-requisite: NR 455-C.*

### **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. *Nursing prerequisites: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355, NR 435, NR 435-C, NR 445, NR 445-C, NR 455, NR 455-C; co-requisite: NR 404.*

### **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. *Nursing prerequisites: NR 205, NR 215, NR 245, NR 245-C, NR 245-L, NR 255, NR 255-C, NR 265, NR 275, NR 325, NR 335, NR 345, NR 355, NR 435, NR 435-C, NR 445, NR 445-C, NR 455, NR 455-C; co-requisite: NR 465.*

### **NR 461, 462 Independent Study**

Directed study or research on a selected topic. Approval of Dean required.

## **NURSING—RN TO BSN (OFFERED IN UCAP FORMAT)**



### **Faculty and Administration**

Dean: Patricia A. Sharpnack DNP, RN, CNE, NEA-BC, ANEF

Associate Dean of Graduate Programs: Janet R. Baker DNP, APRN, CPHQ, CNE

Associate Dean of Undergraduate Programs: Kimberly Dillon-Bleich PhD(c), MSN, RN

Ashley Badders, MSN, RN

Janet Baker DNP, APRN, ACNS-BC, CPHQ, CNE

Connie Beal MSN, RN, FNP-BC

Constance Bruening MSN, RN, RNC-NIC

Denise Crowther JD, MSN, RN

Kimberly Dillon-Bleich PhD(c), MSN, RN

Bonnie Fellows MSN, RN, CNE, LNC

Laura Goliat, DNP, RN, FNP-BC

Leighanne Hustak DNP, FNP-C, CDE

Amy Jackson, MSN, RN

Debbie Keresztesy MSN, RN, CCRN

Lisa Kuhen DNP, APRN-BC, CNP

Karen Link MSN, RN, PMHCNS-BC, CNE

M. Murray Mayo PhD, MSN, RN

Sandra Mastrodonato MSN, RN

Lauren Patton MSN, RN, CCRN, CHSE

Regina Prosser, DNP, RN-BC, CNE, LNHA

Kathleen Rogers DNP, RN, CNE

Noel Santa MSN, RN, CCRN

Katherine Sewell MSN, RN

Patricia Sharpnack DNP, RN, CNE, NEA-BC, ANEF

Michelle Slater, DNP, RN

Sandra Stratman DNP, RN, APN-BC

Teresa Washington MSN, RN, CNP  
Mary Beth Zeni Sc.D., MSN, RN

**Staff:**

Leah Grill, MEd, BS Coordinator of BSN Enrollment and Clinical Placement  
Jennifer Jay, Administrative Assistant to the Dean  
Ellen Berts, Secretary, BSN Enrollment and Clinical Placement  
Barbara Dussing, Secretary, Graduate Nursing Programs

**PROGRAM INFORMATION**

**Aims and Objectives**

The Breen School of Nursing offers programs that prepare clinically competent and caring nurses at the generalist (BSN), graduate/advanced practice (MSN), and terminal degree (DNP) levels. The school is affiliated with internationally renowned healthcare institutions and is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

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The Breen School of Nursing offers an undergraduate program leading to a Bachelor of Science in Nursing Degree (BSN). Students may select from the following areas of study:

- Traditional Four-year BSN Program
- Second Degree Accelerated Program (SDAP)
- RN-BSN Program\* and RN to MSN\*\*

\*The **RN to BSN program** is also inclusive of the dual enrollment option with select pre-license registered nurse programs toward the progression to the BSN degree.

\*\***RN-BSN-MSN Option:** This option is available for qualified candidates. Two MSN bridge courses: **NR 540 Advanced Pathophysiology** and **NR 532 Introduction to Evidence-Based Practice** replace two undergraduate nursing core requirements for seamless progression to graduate studies. After successful completion of the program, the student is awarded the BSN and MSN degrees.

*Please contact the Breen School of Nursing for admission and graduation criteria.*

## **Career Opportunities**

Ursuline includes leadership experience as part of each student's professional preparation. The nursing program provides an excellent foundation for the professional nurse to function as a decision maker and caregiver within and across health care systems. This is in keeping with the changing role of the professional nurse, who today combines these dual functions. Today's nurse works autonomously in a variety of acute care hospitals, long-term care facilities, and community-based agencies. A nurse's role in these settings also varies. Some nurses pursue careers as practitioners, educators, administrators, clinical specialists, and consultants, while others are engaged in private practice. Especially important to women is that nursing offers professional, personal, and economic rewards, with flexible opportunities for hours and career patterns. The Ursuline nursing program also offers a strong foundation for graduate study leading to positions as advanced practice nurses as well as positions in research, education, and administration.

## **Skills and Capabilities for Successful Completion of the Nursing Program**

Students pursuing the BSN degree must be able to demonstrate, with or without accommodations, possession of the following capabilities and skills includes but is not limited to:

### **Observational Skills**

- Observation, as one feature of patient assessment, through the functional use of the senses (sight, touch, and hearing).
- Visual capabilities sufficient for observing demonstrations of nursing procedures and skills.
- Visual acuity, with or without corrective lenses, to read small print on medication labels and/or physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.
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- Emotional health required for full use of intellectual abilities, exercise of good judgment, prompt completion of all responsibilities related to the nursing care of patients.
- Capabilities for developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds.
- Capabilities for tolerating physically and mentally taxing workloads and functioning effectively under stress.
- Awareness of ethical actions related to the well-being of others and as part of the direct patient service role required of registered nurses.

### **Student Responsibilities: RN to BSN**

Registered nurses who wish to complete the requirements for the BSN degree must complete 21 credit hours in nursing in addition to the core curriculum. Credit for prior learning is awarded through transfer of college credits, the test-out program of the College, or CLEP examinations. In addition, RNs may receive up to 42 escrow/bypass credits for previous learning in nursing courses within the pre-licensed registered nursing program.

The RN to BSN program is also inclusive of the dual enrollment option with select pre-license registered nurse programs toward the progression to the BSN degree. For information regarding the RN-BSN Dual Admission/Enrollment Program with select community colleges, please contact the Breen School of Nursing.

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#### **COURSE FAILURES /ATTEMPTED-COURSE POLICIES**

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Students are responsible for providing their own transportation to clinical settings. Students are required to have student uniforms purchased from the campus bookstore. Attendance at clinical is mandatory. Students are required to carry professional liability and health insurance through the Breen School of Nursing. Students must also meet all health requirements of the College and affiliated agencies and will be required to submit to a background check as sophomores. Students may be subject to additional testing as required by clinical agencies.

### **Ohio Board of Nursing Law for Licensure as a Registered Nurse**

According to the Law Regulating the Practice of Nursing, Dialysis Care, and Community Health Workers as of June 26, 2003 candidates for licensure who entered a nursing program on or after June 1, 2003 must meet the following regulation concerning background checks (from Rules Promulgated From the Law Regulating the Practice of Nursing as of February 1, 2004, Chapters 4723-1 to 4723-23 of the Ohio Administrative Code, page 44.): 4723-7-02 Admission to the Licensure Examination for a Graduate of a Nursing Program Approved by a Jurisdiction, which states, "In accordance with section 4723.09 of the Revised Code, submit to a criminal records check completed by the bureau of criminal identification and investigation, in the form specified by the board." The results of the criminal records check will:

(a) Be received by the board before a license may be issued; and

(b) Indicate that the individual has not been convicted of, pleaded guilty to, or had a judicial finding of guilt for any violation set forth in section 4723.09 of the Revised Code.

### **Course Requirements for RNs Pursuing a Bachelor of Science in Nursing**

PLEASE CONTACT THE BREEN SCHOOL OF NURSING FOR PROGRAM ADMISSION AND GRADUATE REQUIREMENTS.

To graduate with a BSN, the RN student must have completed 21 credit hours in nursing in addition to the core curriculum. In addition, RNs may earn up to 42 escrow-bypass credits for previous learning in nursing courses within the pre-licensed registered nursing program.

### **NURSING CORE COURSES (*in addition to required College Core courses nursing courses and BI 220 Genetics and Genomics*)**

#### **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.

#### **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.

#### **NR 331 Societal Impact on 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 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.

### **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.

## **NUTRITION**

### **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 199, 299, 399, 499 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.

## **PHARMACY—PARTNERSHIP WITH UNIVERSITY OF TOLEDO**

### **ADVISORS**

Sarah Preston Ph.D.

Mary Kay Deley, M.S.

Mary Borovicka, Pharm.D., BCPS, BCPP (Director, UC/UT partnership)

## **AIMS AND OBJECTIVES**

In partnership with the University of Toledo, the Pre-Pharmacy program at Ursuline provides students with two years of coursework in preparation for their application to professional pharmacy programs. Students are enrolled under dual admission at both Ursuline College and the University of Toledo; they take their two years in the Pre-Professional Division on campus at Ursuline and then apply to complete the rest of their work in the Professional Division at Toledo.

## **STUDENTS CAN PLAN TWO PATHS**

- 2 years at UC + 4 years at UT: students can graduate with a Pharm.D. (Doctor of Pharmacy), the professional degree for practicing pharmacists
- 2 years at UC + 2 years at UT: students can graduate with a BSPS (Bachelor of Science in Pharmaceutical Sciences), a degree that can lead to careers in pharmaceutical research, pharmacy or health care administration, pharmaceutical sales, or further study in graduate or medical schools.

Students who are enrolled under *Contingent Admission* are ensured a seat for their remaining years in the Professional Division at Toledo (leading to a 6-year Pharm.D. degree or the 4-year BSPS degree), provided they maintain a minimum GPA of 3.5 and a minimum science GPA of 3.5 during their two years at Ursuline.

Students who are enrolled under *Regular Admission* must apply in their second year for admission to the Professional Division of the Pharm.D. or BSPS program. They are guided through the process for internal admission at Toledo. They may also apply as external applicants to another Pharmacy institution, or they may choose a different major and remain at Ursuline.

## **CAREER OPPORTUNITIES**

Pharmacists are in demand both nationally and regionally, where Cleveland serves a large healthcare market centered on the Cleveland Clinic Foundation and University Hospitals of Cleveland. The UT College of Pharmacy has a 90% on-time graduation rate and a 100% placement rate for its graduates.

Graduates with Pharm.D. degrees can help fill the national shortage of pharmacists projected for the next several decades of the 21<sup>st</sup> century. Those with BSPS degrees can begin careers in pharmaceutical research or pharmaceutical sales and management. BSPS graduates are also attractive candidates for medical schools and graduate schools in biomedical sciences.

## **Requirements**

**Year 1 Fall (15-18 credits):** CH 105, 105L; BI 200, 200L; MAT 221; UC 101; recommended: PS 101 or SO 103.

**Year 1 Spring (18 credits):** CH 106, 106L; BI 205, 205L; MAT 222; US 102; PS 101 or SO 103 if not taken in Fall *or* another core curriculum requirement.

**Year 2 Fall (17 credits):** CH 221, 221L; PY 201, PY 203 recommended, 201L; UC 201; PHCL 2600 (UT).

**Year 2 Spring (18 credits):** CH 222, 222L; PY 202, PY 204 recommended, 202L; EC 103; US 351; PHCL 2620 (UT)

By the end of their fourth year, students are also required to complete one course in Diversity of U.S. culture (see Ursuline core curriculum American Culture courses at UC or list at UT) and one course a world culture course from at UC or list at UT).

A minimum of 44 credits are required for eligibility to apply to the Professional Division.

A minimum of 63 credits of Pre-Professional Division courses must be earned prior to the fall semester of the first year in the Professional Division.

A minimum of 44 credits are required for eligibility to apply to the Professional Division.

A minimum of 63 credits of Pre-Professional Division courses must be earned prior to the fall semester of the first year in the Professional Division.

### **BI 200 Introductory Biology – Biodiversity, Form, Function, and Ecology (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.*

### **BI 200L Laboratory for Introductory Biology – Biodiversity, Form, Function, and Ecology (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. *Pre- or co-requisite: BI 200.*

### **BI 205 Introductory Biology – Cells, Genetics, Energy Transfer, and Evolution (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. *Pre-requisite: one semester of college chemistry.*

**BI 205L Lab for Introductory Biology – Cells, Genetics, Energy Transfer, and Evolution (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.*

**CH 105 Principles of Chemistry I (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. *Prerequisite: one year of high school chemistry or CH 103. Math 132 or higher completed or concurrent. With CH 105L, fulfills core curriculum science with lab requirement.*

**CH 105L Laboratory for Principles of Chemistry I (1)**

Selected chemistry experiments. *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 Laboratory for Principles of Chemistry II (1)**

Selected chemistry experiments. *Pre- or co-requisite: CH 106.*

**CH 221, 222 Organic Chemistry I, II (3, 3)**

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, 222L Laboratory for Organic Chemistry I, II (1, 1)**

Selected organic chemistry experiments. *Pre- or co-requisite: CH 221, 222.*

**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 Laboratory I (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 Laboratory II (1)**

Selected experiments. *Pre- or co-requisite: PY 202.*

### **EC 103 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.*

### **PHCL 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 207, 207L, 205, 205L. Co-requisite: second-year standing. Course taught by UT faculty via distance learning at Ursuline.*

### **PHCL 2620 Functional Anatomy and Pathophysiology II (4)—UT course**

A continuation of PHCL 2600. *Prerequisite: PHCL 2600. Course taught by UT faculty via distance learning at Ursuline.*

## **PHILOSOPHY**

### **Faculty**

George S. Matejka, Ph.D. (Chair)

### **AIMS AND OBJECTIVES**

Philosophy pursues clarity and depth of thought, critical thinking skills, and effective communication skills. These emphases place philosophy at the very center of the Ursuline Studies Program, the interdisciplinary studies that constitute the liberal arts core. An appreciation of the philosophical dimension of reality not only marks an educated person but also enhances the skills demanded by a changing business and professional world.

## **CAREER OPPORTUNITIES**

A major in philosophy is the basic preparation for graduate studies in philosophy, which could lead to a career in teaching philosophy. Traditionally, philosophy has been one of the very best preparations for law school. A major or minor in philosophy also critically and competently prepares students for professional programs such as medicine, business, the social sciences, theology, and ministry. The American Philosophical Association has documented that philosophy majors are employed in business, education, government, publishing, and the computer field.

## **REQUIREMENTS**

**Majors** complete 30 credit hours of philosophy including PH 205, 221, and either 260 or 350.

**Minors** complete 18 credit hours of philosophy including PH 205 and 221.

### **PH 205 Logic (3)**

A study of the principles of critical and creative thinking with emphasis on practical applications. *Fulfills Ursuline Core Curriculum Western Culture (WE).*

### **PH 221 Ancient Philosophy (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).*

### **PH 260 Bioethics (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).*

### **PH 275 American Political Philosophy (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).*

### **PH 325 Philosophy of the Human Person (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 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 (3)**

An introduction to social and political philosophy through a study of selected writings of thinkers from Plato to Marx. *Fulfills Core Curriculum Philosophy requirement.*

### **PH 340 Animals and Ethics (3)**

A study of the various approaches to the question of how humans ought to act in relationship to nonhuman animals. *Fulfills Core Curriculum Philosophy requirement.*

### **PH 350 Ethical Values (3)**

A discussion of the principles of ethical action and application of these principles to some contemporary issues. *Fulfills Core Curriculum Philosophy requirement.*

### **PH 355 Business Ethics (3)**

A critical examination of competing ethical theories and their application to concrete practical issues in today's business environment. *Fulfills Core Curriculum Philosophy requirement.*

### **PH 365 Existential Philosophy (3)**

An examination of the existential trend in philosophy from Kierkegaard and Nietzsche to Beauvoir and Sartre. *Fulfills Core Curriculum Philosophy requirement.*

### **PH 370 Philosophy of Woman (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 Core Curriculum Philosophy requirement.*

### **PH 371 Women Philosophers (3)**

A study of selected women philosophers from ancient to contemporary times and consideration of their contribution to the history of philosophy. *Fulfills Core Curriculum Philosophy requirement.*

**PH 420 Eco-Philosophy (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 Core Curriculum Philosophy requirement.*

**PH 425 Philosophy and Literature (3)**

A discussion of the philosophical aspects of several literary works. *Fulfills Core Curriculum Philosophy requirement.*

**PH 430 Philosophy of Art (3)**

A study of the meaning of art, the nature of artistic intuition, and the creative process. *Fulfills Core Curriculum Philosophy requirement.*

**PH 431 Philosophy of Science (3)**

A study of major issues in philosophy of science including the problem of scientific change and the philosophical implications of science. *Fulfills Core Curriculum Philosophy requirement.*

**PH 435 Philosophy of Religion (3)**

An analysis of the grounds for belief and disbelief in God's existence, rational arguments, religious experiences, and faith. *Fulfills Core Curriculum Philosophy requirement.*

**PH 441, 442 Reading Seminar (3, 3)**

Reading and discussion of philosophical works dealing with special problems of topical interest.

**PH 461, 462 Independent Study (1-3, 1-3)**

Directed study of a specific philosophical problem or topic.

**PH 475 Academic Internship (credit varies)**

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 288, 488 Special Topics (3)**

### **PH 199, 299, 399, 499 External Learning (credit varies)**

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.

## **PHYSICS**

### **Coordinator**

Mary Kay Deley, M.S.

### **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 Laboratory I (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 Laboratory 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 204 General Physics II with Calculus (1)**

An add-on to PY 202 to include the same topics addressed from a calculus perspective. *Pre-requisite: PY 203, co-requisite: PY 202/L.*

## **PODIATRY**

Through a binary degree program with the Kent State University College of Podiatric Medicine (KSUCPM), Ursuline juniors who have concentrated in Biology and completed the Ursuline Studies requirements may make application for admission to the Kent State University College of Podiatric Medicine program.

Students admitted to the KSUCPM program in this manner will be awarded a Bachelor of Arts degree from Ursuline College after successful completion of their first year of study at KSUCPM. With three additional years of study at the KSUCPM, students may qualify to receive the degree of Doctor of Podiatric Medicine.

Any student applying to KSUCPM from Ursuline College must have completed at least 90 semester hours, completed the Ursuline Studies requirements, and have finished her/his junior year.

Courses in Biology, Chemistry, Math, and Physics are required as the science prerequisites to qualify for admission to KSUCPM.

Contact KSUCPM for specific course requirements and application procedures.

## **POLITICAL SCIENCE**

### **Faculty**

Timothy K. Kinsella, Ph.D. (Chair)  
Anne Murphy Brown, J.D.

### **Aims and Objectives**

Political Science is an academic discipline that prepares students to use both humanistic and scientific approaches to understanding governments and other decision-making institutions, public policies, and political behavior, both in the United States and internationally. The major combines courses in American and international government systems with studies in law, civic rights, and political policies.

This major prepares students for active civic engagement and teaches ways they can have an impact on local and national governments at the grassroots level. The program offers a concrete application of Ursuline's mission, as it calls students to identify their values, use their

voice, and stretch their vision. In combination with numerous campus organizations, students have the opportunity to work with community partners to effect change in Northeast Ohio.

### **Career Opportunities**

Students in Political Science are well qualified for exciting careers in law, business, public service, non-profit administration, politics, teaching, government, research analysis, and grass roots engagement.

### **Requirements for the Major**

The Political Science major requires 36 credit hours. All students in the major are required to take 21 credits in these foundation courses: PO 106, 220, 230, 250, 340, 420, 430, 475; MAT 212; and PH 331. Students in the major are also required to select two courses, 3 credits each, from the following interdisciplinary offerings: PO 288/488, EC 102, EC 103, HI 208, HI/SO 215, HI 233, HI 342, RS 360A, RS 360B, SO 319, SO 322, SW 318.

### **Requirements for the Minor**

The Political Science minor requires 18 credit hours. All students in the minor are required to take 9 credits in these foundation courses: PO 106, PO 230, and PH 331. In addition, students in the minor must select 9 credits from these electives: PO 115, PO 210, PO 220, PO 250, PO 310, PO 340, PO 420 or PO 475.

### **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 (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. *Prerequisite: EN 125. Fulfills Core Curriculum American requirement (AM).*

### **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 (3)**

This course is designed to help students understand and assess 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. *Prerequisite: EN 125. Fulfills Core Curriculum World (WO) requirement.*

### **PO 250 Major Policy Issues (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. *Prerequisite: EN 125. Fulfills Core Curriculum American (AM) requirement.*

### **PO 310/LS 310 Constitutional Law (3)**

This course offers 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.

### **PO 340 Public Policymaking (3)**

This course calls for a theoretical analysis of U.S. public policy and policymaking. Material includes a conceptual framework of various theories of public policymaking, applied to real-world political phenomena. Although grounded in the discipline of political science, the course draws on other social sciences, such as psychology, public relations, sociology, criminal justice, and public administration for a holistic study of the complex world of U.S. public policymaking. *Prerequisites: EN 125 and PO 106.*

### **PO 420 Political Science Research Methods (3)**

This course examines how political scientists know what they know and what procedures they use to develop knowledge in the field. It is the “science” of “political science.” Students study research design, measurement, sampling, and quantitative and qualitative analysis. The course is more conceptual than mathematical and more concerned with understanding, applying, and evaluating research than deriving statistical formulas. *Prerequisite: MAT 212 and senior standing or consent of instructor.*

### **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. *Prerequisites: Senior standing with completion of all 100- to 300-level major requirements.*

### **PO 475 Academic Internship (credit varies)**

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 288, 488 Special Topics (credit varies)**

Topical study that expands the curriculum, with a focus determined by the faculty offering the course. *Prerequisites: to be determined by instructor.*

### **PO 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **PRE-LAW**

**Coordinator:** Anne Murphy Brown, J.D.

Ursuline’s small, personalized setting is ideal for students interested in pre-law. Students who desire to enter law school after they complete the baccalaureate degree are advised to select a

major with a strong liberal arts foundation. Ursuline College offers pre-law students choices from a variety of academic majors such as English, History, and Philosophy. The chosen major is taken in concert with our core curriculum, the Ursuline Studies Program. The major and the core curriculum, while focusing on content, also emphasize the importance of critical thinking, communications (reading, writing, listening, and speaking), values, and social responsibility. In addition, a Pre-Law concentration remains available within the Political Science major. Beyond coursework, the Pre-Law Program also offers Law School Admission Test preparation, special events, and other opportunities and resources to help prepare a student for law school and life as a lawyer.

In sum, the Pre-Law Program at Ursuline College is not a major; rather it is a program that advises students on a major and other courses in preparation for a career in law.

### **3 + 3 PROGRAM WITH CLEVELAND-MARSHALL COLLEGE OF LAW**

Ursuline College (UC) and Cleveland-Marshall College of Law (C-M Law) have established a 3+3 Program in which a student completes three full years of study at UC, followed by three years at C-M Law, culminating in a baccalaureate degree from UC after the fourth full year of study and the J.D. degree from C-M Law after the sixth full year of postsecondary study. A variety of majors are eligible to participate in the 3+3 program, including;

Biology  
Biology: Life Science  
Business Management  
English  
History  
Legal Studies  
Mathematics  
Marketing  
Nursing (3 year degree program)  
Political Science  
Psychology  
Public Relations and Corporate Communications

C-M Law will accept for regular admission all candidates from Ursuline College who meet the following eligibility requirements:

- a minimum cumulative GPA of 3.45 for three years
- completion of all undergraduate major field and all general education requirements
- completion of the LSAT no later than the February test of the student's third year at Ursuline College with a minimum LSAT score not below the 60th percentile

- Satisfaction of all regular admissions requirements of C-M Law, including completion of the admission application, submission of two letters of recommendation, and disclosure of matters (listed on the application form) that may preclude admission to C-M Law; and
- Recommendation by a selection committee appointed by the administration of UC and the Assistant Dean for Admission and Financial Aid at C-M Law.

Please direct any questions concerning the 3+3 Program between Cleveland-Marshall College of Law and Ursuline College to Anne Murphy Brown, Associate Professor and Director of Legal Studies, Campus Pre-Law Advisor. She can be reached by phone at 440-449-5403 or by email at [amurphybrown@ursuline.edu](mailto:amurphybrown@ursuline.edu).

## PROFESSIONAL MEDICINE (PRE-MED)

**Coordinator:** Lita Yu, Ph.D.

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.

### **Nursing Professional Medicine**

Many nursing students often foresee a career in medicine as a physician. At Ursuline College, these students can both major in nursing and take the minimum requirements for entrance into medical school. The initial placement in natural science courses, however, is exceedingly important. Prior to matriculating at Ursuline College such prospective students should meet with one of several advisors in the Biology Department to ensure placement in the correct chemistry and biology sequences. In addition, these students are encouraged to take some Ursuline Studies Program requirements during the summer months so they may enroll in additional natural science and mathematics courses prized by medical schools during the regular academic year.

Electing to follow a Nursing Professional Medicine course of study may extend your residence beyond the traditional 4-year college undergraduate program.

This same sequence may also be a desirable option for the transfer student and continuing studies student who often need to take only the nursing courses for the BSN.

## **PSYCHOLOGY (offered in 15-week traditional and UCAP formats)**

### **Faculty**

Christopher L. Edmonds, Ph.D. (Chair)

Thomas W. Frazier, Ph.D.

### **AIMS AND OBJECTIVES**

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.

## **REQUIREMENTS FOR THE MAJOR**

39 hours (18 core hours plus 21 track hours). Psychology Core: 18 hours including PS 101, 222, 322, 330, 350, 490. The balance of the psychology major depends upon the specific psychology track selected. Students are required to select one of the following tracks: *Applied* (core+21 hours): PS 310, 335, and 15 additional PS elective hours. *Graduate School* (core+21 hours): PS 324, 380, 380L, 430, and 9 additional PS elective hours.

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*

*Experimental/Cognitive Psychology*

*Industrial/Organizational Psychology*

*School Psychology*

See the Psychology Major Audit sheet for specific courses for each content area.

## **DEPARTMENTAL HONORS IN PSYCHOLOGY**

Departmental Honors in Psychology is available to students who demonstrate exemplary performance in the major. To graduate with Departmental Honors in Psychology the student must: be a psychology major, have earned an overall AND psychology grade point average greater than 3.5, completed scholarly research which resulted in a conference presentation, and achieved exemplary performance on an external content exam in psychology through the Educational Testing Service. Please contact the Psychology Department Chairperson for the specific details of earning Departmental Honors in Psychology.

## **REQUIREMENTS FOR THE MINOR**

21 hours including PS 101, 222, 322, 330, 350, 490; one PS elective.

### **PS 101 General Psychology (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 PS or SO requirement in core curriculum. Prerequisite to all other Psychology courses.*

### **PS 155 Learning Disabilities Program (1-4)**

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 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. *Prerequisites: 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. *Prerequisites: 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.*

### **PS235 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, 3)**

Prerequisite(s): 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. *Prerequisites: 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. *Prerequisite: PS 101.*

### **PS 310 The Psychology of the 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 of 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. *Prerequisites: PS 101; co-requisite PS 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. *Prerequisites: 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 is discussed. The role of the psychologist evaluating police officers and correctional workers experiencing stress due to their occupations is also examined. *Prerequisites: 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 & 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. *Prerequisites: PS 101, 222, 322.*

### **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. *Prerequisites: 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. *Prerequisites: 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. The description of these characteristics will be utilized to 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 special reference to the Behavioral Crimes Unit of the FBI and its use of mental health professionals. *Prerequisites: PS 101, 330 (or concurrent enrollment in PS 330).*

### **PS 380 Human Memory & 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. *Prerequisites: PS 101, 222, PS 322, concurrent enrollment in PS 380L.*

### **PS 380L Human Memory & 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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 bona fide 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. *Prerequisites: PS 101, 222, 322.*

### **PS 461, 462 Independent Study (1-3, 1-3)**

Directed study and research on a selected topic. Approval of department chair required.

### **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 head injuries, vascular disease, accidents, and dementias. Rehabilitation planning is reviewed in the context of a multidisciplinary team approach. *Prerequisites: PS 101, 222, 335 or 430; 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.*

### **PS 199, 299, 399, 499**

External Learning Assessment (credit varies) 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.

## **PUBLIC RELATIONS AND CORPORATE COMMUNICATIONS**

**(Offered in 15-week traditional and UCAP formats)**

**Faculty:** Laura Hammel, Ph.D., Fellow PRSA (Program Director)

## **Program Description**

An organization's credibility is challenged constantly today. The public's expectations of an organization's behavior have increased, and emerging technologies have pressured organizations to adapt continually to the standards of society. **For these reasons, positive relationships with the public are no longer an option but a necessity.** A degree in Public Relations & Corporate Communications (PRCC) from Ursuline College provides a student with the necessary ethics, sensitivity, knowledge and techniques required to analyze and solve the array of complex issues faced by individuals and organizations today.

Uniquely housed in the Business Department, the PRCC major offers courses in public relations, business, written and oral communications, graphic design and technology. Both practical application and theory are stressed. Students exit the program with an understanding of the ethics and responsibilities involved in providing an organizational or individual a voice that fosters open and informed decision-making in a democratic society, and the ability to be an advocate for "doing the right thing."

A required internship experience enables students to integrate academic life with real-work situations outside the classroom; broaden human relationship/communication skills and develop networking skills; and acquire professional skills and experience while still in school. It also opens possibilities for future employment.

## **Career Opportunities**

Students are prepared to pursue graduate study in the field of Business or Communications and to seek entry-level positions in the public relations, marketing, social media and communications departments of all types of organizations including government, corporations, non-profits, education, and health care. During their undergraduate years, qualified and pre-admitted students can bridge into Ursuline College's MBA program or continue in the program upon graduation. PRCC majors join the Public Relations Student Society of America, Ursuline Chapter, which gives them access to networking opportunities for job and internship placement as well as professional development activities.

## **Requirements for Major**

46 credits, including PR 111, 220, 222, 320, 415, PR 450, 475; BU 210, 220, 370; AR 114, 311; AR 210; MIS 350 and PH 355.

## **Requirements for Minor**

18 credits, including PR 111, 222, 320, 415; BU 210 plus 1 elective from the following courses: PR 220, 321, 450; AR 114, 311; BU 200, 220, 336, 320; EC 103; EN 340; FH 332, 338; PH 355

## **PR 111 Introduction to Public Relations (3)**

Introduction to the strategies and tactics of public relations and the persuasive forces that shape public opinion, such as print and electronic media, and the ethical considerations behind persuading target publics; the role and function of PR in society and within the management function of organizations; the study of strategic public relations processes; and its potential as a career. An examination of PR activities in diverse areas including counseling firms, corporations, nonprofits and trade organizations. *Prerequisite: EN 125.*

### **PR 220 Journalism (3)**

Introduction to the role of the journalist and the relationship between journalists and public relations professionals. An examination of what constitutes “news” and the principles and ethics of reporting. The class explores the basics of writing news and feature stories. *Prerequisite: EN 125.*

### **PR 222 Advertising (3)**

Introduction to the strategies and tactics of advertising, its role in society, and its potential as a career. An examination of advertising activities including preparation of advertising campaigns. Comparative study of advertising media. The development of creative solutions to communication challenges. *Prerequisite: BU 210.*

### **PR 288, 488 Special Topics in Public Relations**

An in-depth examination of timely topics relevant to public relations.

### **PR 320 Writing for Public Relations (3)**

Study of the conceptual and technical skills required of practitioners to communicate messages through a variety of channels and styles to reach an organization’s publics. News releases, PSAs, newsletters, brochures, speeches, internet/web, and other written communication vehicles. *Prerequisite: PR 111.*

### **PR 321 (cross listed with HP 502) Grant Writing (3)**

Introduction to the role of the grant writer in the nonprofit sector. Emphasis on the ethics of fundraising and development and the attitudes and values associated with the act of asking for money. Provides an overview of the various types of fundraising. Opportunity to write a grant for a local nonprofit. *Prerequisites: None*

### **PR 415 Creating the Campaign (3)**

Creation of a strategic public relations campaign for a Greater Cleveland community organization. The entire public relations process is implemented, beginning with defining the

communication problem, identifying audiences, developing objectives, strategies, tactics, budgets, timetables, and evaluation methods. *Prerequisites: PR 111 and 320.*

#### **PR 450 Research Analysis and Messaging Strategy (4)**

This course focuses on research analysis and subsequent development, implementation and evaluation of social media messaging strategies. Topics discussed will include: evaluating the need for social media within a business context; understanding the proper tools for reach, message and manageability of social media strategy; and analyzing the impact of social media use on a business's marketing efforts. Students will create and implement a social media plan that is practical and manageable for a small, for-profit business or nonprofit client. *Prerequisite courses: MC 360, MIS 350, and PR 320 or permission of the department.*

#### **PR 461, 462 Independent Study (1-3, 1-3)**

Directed study of specific problems or topics in public relations. Approval of program director is required.

#### **PR 475, 476 Academic Internship (credit varies)**

Directed practical experience in public relations. *Prerequisites: PR 111, 220, 222, 320, and 415.*

#### **PR 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

#### **AR 210 Graphic Design I (3/4)**

Working with Adobe Photoshop and InDesign, students continue their studies in text placement, color, layout and basic design, and learn to use external digital enhancements. Emphasis is placed on desktop publishing. Required for Graphic Design majors; open to non-majors.

#### **BU 370 Data Analysis for Management (3)**

This course is designed for students majoring in Business, HCA, and pursuing the SMC Certificate. The curriculum includes (1) spreadsheet software to develop typical moderate-size business applications: budgeting and forecasting, sales and marketing, planning, finance, human resource and more; (2) common business database applications with examples drawn from the students' areas of interest; (3) consideration of the privacy, ethics, and human issues

associated with databases and the implications of the massive data collection in all areas of society; (4) advanced features of presentation software and the planning, design, development and evaluation of various kinds of presentations, including the use of multimedia elements such as graphics, audio, video, images, and animation.

## **RELIGIOUS STUDIES**

### **Faculty**

Lisa Marie Belz, OSU, Ph.D. (Chair)

### **Aims and Objectives**

The Mission Statement of Ursuline College underscores the importance of the total development of persons. Study of the humanities and/or liberal arts fosters this growth, and religion has an integral part to play in such an education. The Religious Studies Department seeks to promote, deepen, and support the spiritual as well as the intellectual life of students. It encompasses the study of Scripture, the moral life, systematic and pastoral theology, religious history, world religions, and spirituality.

Religion deals with those areas of life that most closely touch upon a person's relationship with God. The Religious Studies Department challenges the student to face the ultimate meaning of human existence and its relationship to the transcendent. At Ursuline the theological focus is centered in the Roman Catholic tradition. However, the Religious Studies Department provides courses outside of and encompassing more than that tradition. The department offers a major, with options for concentrations in three areas, as well as a minor.

### **Career Opportunities**

Students prepare for careers in parish pastoral ministry, youth ministry, hospital ministry, religious education administration and teaching, campus ministry, church/religious architecture, religious art, music ministry, missionary work, religious bookstore sales and management, religious journalism, church camp ministry, academic scholarship and teaching, parish administration, social justice advocacy, prison ministry, retreat ministry, and ministry to the elderly.

Even more career choices emerge when the religious studies major is combined with another major or minor, such as business administration, education, nursing, health care management, art, music, psychology, English, philosophy, and public relations. For volunteers in church communities, courses in religious studies provide the background necessary for effective service.

The Bachelor of Arts in Religious Studies degree may also serve as a bridge to the Master of Arts in Ministry program at Ursuline College. The bridge program allows qualified Religious Studies majors to take a select set of graduate ministry courses toward their Master of Arts in Ministry

requirements, which also satisfy a maximum of 9 credits of undergraduate Religious Studies requirements. Students must meet admission criteria to the bridge program, including: 1) candidate must be an Ursuline College Religious Studies major; 2) candidate must have a 3.0 undergraduate GPA and 3.3 GPA in the undergraduate major; 3) candidate must have completed at least 90 credit hours toward the BA degree; 4) candidate must have submitted an application to the Graduate Ministry Program, received three letters of recommendation, and passed an interview with the Graduate Ministry Director.

The Religious Studies major may serve as partial fulfillment of the requirements for the certification of elementary and high school teachers of religion in the Diocese of Cleveland.

### **DIOCESAN LAY PASTORAL MINISTRY CERTIFICATION**

The course cores in Scripture, systematic theology, moral theology and pastoral and ministerial skills required in the Cleveland Catholic Diocesan Lay Ecclesial Ministry Formation Program are available through Ursuline College. Certification is granted by the Diocesan Lay Ecclesial Ministry Program.

### **REQUIREMENTS FOR THE MAJOR**

The Religious Studies major consists of 34 credits: RS 205, 312, 314, 322, 325, 342, 490; and five RS electives at the 200 level or higher.

### **CONCENTRATIONS WITHIN THE MAJOR**

Students completing the Religious Studies Major may elect to work toward the completion of their required number of RS electives in one of four areas of concentration. The **Catholic Studies Concentration** consists of RS 255, 311, 331, and 333. The **Religion and Society Concentration** consists of any four courses bearing a 360 or 460 numerical designation. The **Pastoral Theology Concentration** consists of any three courses bearing a 366 or 466 designation and RS 475 (a three credit internship). Students who do not choose one of these three areas of concentration may complete the RS major with the **General Religious Studies Concentration** whereby the student may take any 200+ level RS courses toward the completion of the RS electives.

### **REQUIREMENTS FOR THE MINOR**

The Religious Studies Minor consists of a minimum of 21 credits: RS 205, 312, 314, 322, 325, 342, and one RS elective at the 200 level or above.

### **Requirements for Ursuline Core Curriculum**

The academic discipline of Religious Studies forms an essential component of the Ursuline Core Curriculum. Students are therefore required to complete 6 credits of Religious Studies courses for graduation. Students matriculating prior to fall 2017 must take two upper-level Religious Studies courses in fulfillment of their Stage III core. Under the new core, students matriculating as of fall 2017 must still take 6 credits of Religious Studies courses for graduation; however,

only 3 of these must be at the 300 level or higher. Transfer students may transfer credit for upper-division religious studies courses taken previously at colleges with missions similar to that of Ursuline. All students needing Religious Studies credit must take courses from Ursuline core curriculum offerings; they may not be taken at any other institution.

**In all cases of transfer credit, courses completed more than twenty years ago will be accepted for transfer to Ursuline College only at the discretion of the department chair.**

### **RS 205 Introduction to the Study of Religion (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 one Ursuline Core Curriculum Religious Studies requirements. The other must be taken at the 300 or 400 level. Also fulfills the World (WO) requirement.*

### **RS 231 Religion in American Culture (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 one of Ursuline Core Curriculum Religious Studies requirements. The other must be taken at the 300 or 400 level. Also fulfills the American (AM) requirement.*

### **RS 255 History of Catholicism in America (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 one of Ursuline Core Curriculum Religious Studies requirements. The other must be taken at the 300 or 400 level. Also fulfills the American (AM) requirement.*

### **RS 275 World Religions (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 one Ursuline Core Curriculum Religious Studies requirements. The other must be taken at the 300 or 400 level. Also fulfills the World (WO) requirement.*

### **RS 311 Jesus: Divine and Human (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 one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 312 Hebrew Scriptures (3)**

A survey of Old Testament books, history, interpretation, and motifs in the light of modern biblical studies. *Fulfills one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 314 Christian Scriptures (3)**

An exegetical historical study of the Gospels, Epistles, Acts and Revelation with an emphasis on the experiences and faith beliefs of the early communities who wrote them. Application is made to contemporary Christianity. *Fulfills one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 322 Christian Theology and Belief (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 one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 325 Fundamental Principles of Morality (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 one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 331 Sacramental Encounter with Christ (3)**

The history and theology of the sacraments of the Catholic tradition with an emphasis on their expression in communal ritual celebrations. *Fulfills one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 333 Nature and Mission of the Catholic Church (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 one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 342 History of Christianity (3)**

A survey of the significant events that have shaped the development of Christianity from its origin to the present. *Fulfills one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 360 [A, B, C], 460 [A, B, C] 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. Varieties include:

*RS 360A Peace and Justice-* This course studies Catholic social teachings as they are related to social justice issues in a contemporary global setting, placing an emphasis on the personal moral response of the student to global realities.

*RS 360B Ecojustice-* 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.

*RS 360C Christian Sexual Ethics-* 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.

*RS 460A Liberation Theology-* 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.

*RS 460B Women and Christian Theology-* 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.

*RS 460C Religion and Violence-* 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.

*See course schedule for Core Curriculum Religious Studies current offerings.*

### **RS 366 [A-G], 466 [A, B, C] 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. Varieties include:

*RS 366A Fundamentals of Christian Spirituality-* 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.

*RS 366B Women's Spirituality-* 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.

*RS 366C Theology of Suffering and Death-* This course develops a fundamental understanding of the Christian theology of suffering and death in light of the theology of hope and resurrection.

*RS 366D Theology of the Family-* 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.

*RS 366F Spirituality and the Healing Professions-* This pastoral course is designed for students who are in or aspire to work in a variety of helping professions. It considers the relationship between the spiritual dimension of life and the helping professions.

*RS 366G Christianity and the 12 Step Process-* 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.

*RS 466B Pastoral Counseling-* 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.

*RS 466C Thomas Merton: The Spiritual Journey-* 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.

*See course schedule for Core Curriculum Religious Studies current offerings.*

**RS 369[A,B], 469[A,B] Topics in Scriptural Studies (3)**

Courses in this area offer selected topics in various books and themes of the Hebrew and Christian Scriptures. Varieties include:

*RS 369A Matthew, Mark and Luke: Gospels and Acts-* 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.

*RS 369B Epistles of the Christian Scriptures-* 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.

*RS 469A Johannine Literature-* This course is a survey of the gospel and epistles of John.

*RS 469B The Book of Revelation-* This course examines the theology, literary characteristics, and the cultural setting of the final book of the Christian Scriptures, the Book of Revelation.

*See course schedule for Core Curriculum Religious Studies current offerings.*

### **RS 288, 488 Special Topics (3)**

An occasional course examining a particular aspect of religious studies not in the regular course of studies. *Fulfills one of the Ursuline Core Curriculum Religious Studies requirements.*

### **RS 351, 352 Reading Seminar (3)**

An occasional course involved with reading, analysis, and discussion of selected works or topics.

### **RS 400 Special Workshop (1-3)**

### **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 475 Academic Internship (credit varies)**

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 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.

### **RS 199, 299, 399, 499 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.

## **THE MINISTRY BRIDGE PROGRAM**

### **CHAIR**

Natalie Kertes Weaver, Ph.D.

### **DIRECTOR OF GRADUATE MINISTRY**

Linda Martin, Ph.D.

### **Program Description**

The Ministry Bridge Program is an accelerated course of study for earning a Master of Arts in Ministry degree. Students admitted to the Bridge Program as undergraduate Religious Studies majors at Ursuline College will be able to complete the Master's degree work in a shortened time frame. The Bridge Program is structured to allow undergraduate majors to earn a release of up to eight graduate credits toward the 36 credit hour Master of Arts in Ministry degree.

### **ADMISSION TO THE GRADUATE MINISTRY BRIDGE PROGRAM**

The director of the Graduate Ministry Program in conversation with the chair of the undergraduate Religious Studies program will determine eligibility for the Bridge Program. The criteria for admission are as follows:

- Ursuline College Religious Studies major
- 3.0 undergraduate GPA and 3.3 GPA in the undergraduate major
- completed at least 90 credit hours toward the BA degree
- application to the Graduate Ministry Program, which includes three letters of recommendation
- an interview with one of the co-directors

### **COURSE OF STUDY**

To earn the Master's degree in the Ministry Bridge Program, students must complete a total of 36 credits of graduate level course work. The sequencing of the Bridge Program is as follows. Students will:

1. Complete up to eight credits at 400/600 level during junior and senior years, including-
  - MM 610 Foundations of Theology – 2 credits;
  - Two (or fewer) additional 3-credit courses from the following options:
    - MM 641 – Christian Scriptures [RS 314]\*
    - MM 661– Christology [RS 311]
    - MM 642 – Hebrew Scriptures [RS 312]
    - MM 643 – Issues & Skills in Pastoral Care & Counseling [RS 466]
    - MM 644 – Liturgy and Sacraments [RS 331]
    - MM 670 – Church History [RS 342]
    - MM 681 – Moral Theology [RS 325]

\*The number in brackets refers to the undergraduate Religious Studies required course that is satisfied by the Graduate Ministry course.

2. Complete all of the following required Ministry courses that have not been completed as undergraduates: 610, 641, 663, 661, 662, 642, 643, 644, 654, 681, 610A, 655, and 700.
3. Earn a total of 36 credits, from both required and elective courses. Some students may exceed the 36 credit hour minimum degree requirement because of elective choices.
4. Participate in the Graduate Ministry Program formation and community activities, as required of all regular Ministry students.
5. Meet with a Ministry co-director advisor at least once per semester.

## **SACRED LANDMARKS MINOR**

### **COORDINATOR**

Bari Stith, Ph.D.

The minor in Sacred Landmarks is an interdisciplinary curriculum open to all students, but of special interest to Ursuline students majoring in History or Historic Preservation. This minor is collaboration between the Schools of Professional Studies and Liberal Arts, as well as the Maxine Goodman Levin College of Urban Affairs, Department of Urban Studies, at Cleveland State University.

Requirement for this minor: 23 credits, including the following:

HIP 125 Introduction to Historic Preservation (3)

HI 290 World Sacred Landmarks (3)

HI 344 Cleveland Past, Present, & Future (3)

HIP 355 Cleveland Architecture (3)

HI 490 Cleveland Sacred Landmarks (3)

UST 478 / 578 Sacred Landmarks (CSU, 4)

UST 416 Cleveland Neighborhoods and Neighborhood Institutions (CSU, 4)

## SCIENCE

### COORDINATOR

Mary Kay Deley, M.S.

### Course Descriptions

#### 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. *Pre-requisite: Needs permission. Co-requisite: Students who do not demonstrate math proficiency must be enrolled in Math 100.*

#### SC 100L Introduction to Physical Science Laboratory (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 (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. *With the corresponding lab, SC 101L, fulfills core curriculum science requirement.*

### **SC 101L Principles of Science Laboratory (1)**

Selected experiments in astronomy, physics, chemistry, and geology. *Pre- or co-requisite: SC 101.*

### **SC 140 Integrated Earth Science (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 core curriculum science requirement. Prerequisites: SC 101 or high school chemistry and MAT 100 or an equivalent course, ACT score, or test out.*

### **SC 140L Integrated Earth Science Laboratory (1)**

Selected experiments in astronomy and geology. *Pre- or co-requisite: SC 140.*

### **SC 199, 299, 399, 499 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 portfolio assessment.

## **SOCIAL MEDIA COMMUNICATIONS CERTIFICATE OF PROFICIENCY**

**(Offered in 15-week traditional and UCAP formats)**

### **FACULTY**

Laura Hammel, Ph.D., Fellow PRSA

### **Program Description**

The Social Media Communications Certificate of Proficiency provides opportunities for applied and lifelong learning. Students obtaining the certificate enter the workforce with a skill set that currently is uncommon, but necessary, and are able to immediately make a contribution to any work situation. Individuals obtaining the certificate as professional development can use the applied approach and practical courses to increase productivity in their current work situation. Emphasis is placed on targeting appropriate audiences, counseling clients on legitimate uses of

social media in the communication strategy, creating responsible messaging, and reporting realistic analysis. The capstone course offers a hands-on social media project for a local organization needing assistance with social media content analysis and application. Undergraduates majoring or minoring in Public Relations & Corporate Communications can obtain this certificate by successfully completing as few as two of the required courses as electives in the certificate sequence.

## **CAREER OPPORTUNITIES**

Increasingly, chief marketing officers at businesses are looking to recent college graduates to bring to the table the capability to analyze the impact of social media on business strategy. The combination of courses in this certificate program allows students to acquire a skill set that is needed in the 21<sup>st</sup> century workplace.

## **REQUIREMENTS FOR CERTIFICATE**

25 credit hours, including PR 111, BU 210, BU 220, AR 210, BU 370, PR 320, PR 350/BU 350, PR 450.

### **PR 111 Introduction to Public Relations (3)**

Introduction to the strategies and tactics of public relations and the persuasive forces that shape public opinion, such as print and electronic media, and the ethical considerations behind persuading target publics; the role and function of PR in society and within the management function of organizations; the study of strategic public relations processes; and its potential as a career. An examination of PR activities in diverse areas including counseling firms, corporations, nonprofits, and trade organizations. *Prerequisite: EN 125.*

### **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. *Prerequisites: BU 210 or permission of instructor.*

### **AR 210 Graphic Design I (3/4)**

Working with Adobe Photoshop and InDesign, students continue their studies in text placement, color, layout and basic design, and learn to use external digital enhancements. Emphasis is placed on desktop publishing. *Required for Graphic Design majors.*

### **BU 370 Data Analysis for Management (3)**

This course is designed for students majoring in Business, HCA, and pursuing the SMC Certificate. The curriculum includes (1) spreadsheet software to develop typical moderate-size business applications: budgeting and forecasting, sales and marketing, planning, finance, human resource and more; (2) common business database applications with examples drawn from the students' areas of interest; (3) consideration of the privacy, ethics, and human issues associated with databases and the implications of the massive data collection in all areas of society; (4) advanced features of presentation software and the planning, design, development and evaluation of various kinds of presentations, including the use of multimedia elements such as graphics, audio, video, images, and animation.

### **PR 320 Writing for Public Relations (3)**

Study of the conceptual and technical skills required of practitioners to communicate messages through a variety of channels and styles to reach an organization's publics. News releases, PSAs, newsletters, brochures, speeches, internet/web, and other written communication vehicles.

*Prerequisite: PR 111.*

### **PR 350/BU 350 Social Media and Customer Relationship Management (3)**

This course introduces students to the new technologies which have driven organizations and marketing to new structures and relationships. In this area technology is not just the supporting factor but has led to revolutionary changes in how organizations increase the productivity of employees and service to customers. This often leads to the re-engineering of business processes in a global and collaborative world. *Pre-requisite: Permission of Program Director.*

### **PR 450 Research Analysis & Messaging Strategy (4)**

This course focuses on research analysis and subsequent development, evaluation, and implementation of social media and customer relationship management strategies. Topics discussed will include: evaluating the need for social media within a business context; analyzing the impact of social media use on a business's marketing efforts; and understanding the proper tools for reach, message and manageability of social media strategy. Students will create and implement a social media plan that is practical and manageable for a small business or nonprofit client. *Prerequisite: Successful completion of BU 370, BU/PR 380, and PR 320 or permission of instructor.*

## **SOCIAL WORK**

### **FACULTY**

Sharon Zimmerman Wilson, M.S.S.A., L.I.S.W.-S., Program Director, Director of Online Social Work Education

Stacey O'Brien, M.S.S.A., L.I.S.W.-S., Director of Field Education

## **PROGRAM INFORMATION**

### **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 14, 2015.

### **PURPOSE OF THE SOCIAL WORK PROGRAM**

The purpose of the Social Work program is to prepare entry-level social work professionals for generalist social work practice at the baccalaureate level of a liberal arts education. The goals of the program are to prepare students to integrate the values, skills, knowledge and ethical standards of the social work profession with those learnings offered them from their liberal arts education at Ursuline College and to prepare students for graduate education and social work licensure in the State of Ohio.

### **ADVANTAGES OF A BACCALAUREATE DEGREE IN SOCIAL WORK**

Graduates are eligible for up to 15 credits in advanced standing in a master's of social work program. 15 credits are equivalent to one semester of graduate studies. In support of the values of Ursuline College, i.e., student focus, commitment to spirituality, respect for the individual, and collaboration, the Social Work Program prepares social work practitioners and leaders for service in the local and global communities. The Social Work Program seeks to promote a reflective professional stance marked by integrity, respect for diversity and focused on social, economic, and environmental justice.

### **MISSION OF THE SOCIAL WORK PROGRAM**

The mission of the Social Work program is to prepare competent, effective, and entry-level generalist social work professionals to work with diverse populations, and 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 focus of the Ursuline, Catholic tradition is drawn from the Ursuline Sisters' mission to transform society through contemplation, justice and compassion, their experience of violence against women in Central America, and their historic dedication to women and families. The principles of Catholic Social Teaching focus on human dignity; social and economic justice, locally and globally; the preferential option for the poor; and solidarity across national, racial, economic, and ideological differences. The program is committed to work in active partnerships with other religiously sponsored charities, with the civic community, with public and private partnerships and with the government at all levels, to advocate for those in need. A strengths

perspective is a key theoretical approach to practice-based education. An important program goal is to assist students in identifying their strengths and challenging students to be reflective in relation to their professional growth and development.

## **PROGRAM ADMISSION**

Students interested in a Bachelor of Arts in Social Work take courses in social work and in the liberal arts. While enrolled in SW 302 Generalist Practice I, students complete a formal admission process. Criteria for admission include:

1. Maintain a minimum cumulative GPA of 2.0 in general course work and 2.50 in courses designated as part of the Social Work Program.
2. Evidence good moral character, emotional maturity, and commitment to the ethical code of the Social Work Profession.
3. Submit two letters of recommendation supporting the candidate's abilities, motivation, and suitability for the social work profession.
4. Make formal application to the program while enrolled in SW 302. Sample forms are in the *Social Work Department's Student Handbook*, available on the Social Work Department website.
5. Interview with faculty designated by the Program Director.

Upon admission to the Social Work Program, students with documented disabilities, who are in need of reasonable accommodations, should contact the URSA office promptly for assistance. The URSA staff will work with the student and the Social Work faculty to determine what reasonable accommodations, if any, are needed by the student with respect to course work and/or field placements.

## **CONDITIONAL ADMISSION**

Students who are admitted conditionally to the program may take social work courses but are subject to review before taking SW 411 and SW 412. Conditional admission is an opportunity for the faculty and the student to address issues identified in the pre-admittance phase of the Program that affect professional growth and development.

Conditional admission is limited to one year. The Social Work Department's Student Handbook identifies procedures for conditional admission, denial of admission to the program, termination from the program, and departmental policies for appealing any of these decisions.

Students should consult these policies in conjunction with the College's appeals process for course grades and dismissal from the College.

## **POTENTIAL EMPLOYMENT AND LICENSURE RESTRICTION**

The following is from the *Field Instruction Manual* (2015-2017)

## **Employment and Licensure restrictions based on criminal convictions**

In accordance with the State of Ohio Revised Code, employment and social work licensure may be negatively impacted by misdemeanor or felony convictions. The Social work Department of Ursuline College advises students with criminal records to seek legal advice regarding employment and licensure.

Employment involving out-of-home care and services to children and work with the elderly may be restricted based on criminal convictions. Social work licensure in the State of Ohio requires licensure applicants to report felony and first degree misdemeanor convictions on the application for social work license (LSW). A decision regarding licensing of a social work graduate with a criminal conviction is made on a case by case basis by the Counselor, Social Worker, and Marriage and Family Therapists Board of the State of Ohio. Graduation from the Social Work Program at Ursuline College provides no guarantee that licensure will be awarded.

The application to the Social Work Program at Ursuline College requests information regarding criminal convictions to assist students in academic planning and field placement site selection. If you have questions regarding this policy or application, please contact the program director.

### **SOCIAL WORK PROGRAM RECOMMENDATION**

If you have been convicted of a misdemeanor or felony charge, even if the conviction has been expunged from your record, it is important that you seek legal advice regarding your employment and licensure options.

Policy established: May 25, 2001

Policy reviewed: January 2017

### **TRANSFER STUDENTS**

Credits recognized by the College as transferable from accredited schools may be used to fulfill the liberal arts requirements of the program. Social Work courses may be used to fulfill program requirements only if these courses have been taken in an institution that is accredited by the Council on Social Work Education or a transfer agreement has been approved by the Social Work Department of the College.

Transfer courses with human biology content can be submitted for review. Although Ursuline College has a policy that recognizes life experience for course areas that qualify, the Social Work Program does not accept life experience in lieu of Social Work courses. The Social Work Department's policy is in keeping with the Educational Policy and Accreditation Standards (EPAS) for Baccalaureate social work programs of the Council on Social Work Education. Questions about this policy can be discussed with the program director.

## **SECOND MAJOR/SECOND DEGREE**

Persons with a Bachelor of Arts degree from Ursuline College are required to take the specified courses in the major: individuals with a Bachelor of Arts from another institution must take required courses in the major and designated Ursuline Studies courses at Stage III. Persons with a Bachelor of Science need to follow the guidelines “Conditions for Pursuing a Second Degree” outlined in Ursuline College’s Academic Policies and Procedures.

## **CURRICULUM DESIGN**

The curriculum of the Social Work Program is designed to assist students in attaining the nine core competencies defined in the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS, 2015). The nine core competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Social Work major consists of specified liberal arts courses and social work professional courses. Students take courses across five major content areas:

1. Human Behavior and the Social Environment
2. Social Welfare Policy and Services
3. Research
4. Social Work Practice
5. Field Experience

Additional content areas include: Values and Ethics, Diversity, Populations-at-risk, and Economic and Social Justice. These are integrated across all courses in the Social Work curriculum.

## **REQUIREMENTS FOR THE MAJOR**

The Social Work major consists of 58 credit hours; 42 credit hours are offered by the Social Work Program; SW 101, 216, 240, 302, 318, 338, 360 (or SW 488), 401, 402, 411, 412, 434, and an additional 16 credit hours offered through other departments.

Requirements include two semesters of field experience in a social service agency for 480 clock hours. Students are required to carry liability insurance coverage while in field placement.

Students have the option of purchasing liability insurance from NASW, the College, or other sources. Field placement meets the clock hour requirements established for social work licensure by the State of Ohio.

## **Required Courses**

### **1. Human Behavior and the Social Environment (HBSE)**

PS 101 Introduction to Psychology  
SO 103 Principles of Sociology  
BI 130/130L Human Biology: Birth through Aging  
SW 101 Introduction to Social Work  
SW 240 Human Behavior and the Social Environment

### **2. Social Welfare Policy and Services**

SW 216 Social Welfare as a Social Institution  
SW 318 Policy, Programs, and Issues

### **3. Research**

MAT 212 Statistics  
SW 338 Sociological Theory  
SW 434 Research Methods

### **4. Social Work Practice**

One of the following Special Topics:

SW 360 A-E or SW 488

One of the following:

PH 350 Ethical Values, PH 260 Bioethics, OR SW Seminar on Ethics

SW 302 Generalist Practice I

SW 401 Generalist Practice II

SW 402 Generalist Practice III

### **5. Field Experience**

SW 411 (A, B) Field Placement I

SW 412 (A, B) Field Placement II

*All Generalist Practice and Field Courses are limited to Social Work majors.*

## **ELECTIVES**

The Social Work Program offers electives through regularly cycled SW 360 offerings or a SW 488 for a current issue. Electives include topics such as addictions, domestic violence, ethics, children and adolescents, and the elderly. Students are required to complete one elective. Transfer credit is given for special topics through articulation agreements.

Students can explore areas of special interest through SW 461, 462 Independent Study (1-3 credits) or SW 475, 476 Academic Internship (1-6 credits).

## **Course Descriptions**

### **SW 101 Introduction to Social Work (3)**

The first course in the social work major introduces the profession's history, philosophy, mission, 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. *Prerequisites: 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 it impacts social and economic justice. Ethical values and issues are discussed. *Prerequisites: 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 interpersonal helping skills using a problem-solving model. Emphasizes student's awareness of the self and of cultural, ethnic, and lifestyle diversity as

these impact practice. *Prerequisites: 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. *Prerequisites: PS 101; SO 103; SW 101. This course is cross-listed with SO 338.*

### **SW 360 A-E Elective Courses (3)**

Topics of special interest in social work are offered to address emergent issues and to enrich the program offerings. Each of the following special topics courses fulfills the requirement for a seminar course in the social work major.

#### **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 including the National Association of Social Workers (NASW); the American Counseling Association (ACA); and the American Psychological Association (APA). 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.

### **SW 360D 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.

### **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 special emphasis on how the social work profession uses groups to accomplish individual, family, organization and/or community goals. The use of the problem solving model is reinforced and expanded. *Prerequisites: 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 all size client systems as they are linked to community and institutional systems. This course emphasizes macro practice related to community organizations, social planning, and advocacy. *Prerequisite: SW 401. This course is restricted to social work majors.*

### **SW 411(A, B), 412 (A, B) Field Placement I, II (6, 6)**

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 with the Field Education Director and all students in placement. The agency-based fieldwork (SW 411B, SW 412B) is graded on a Pass/Fail basis (each course is 3 credit hours). The Integrative Seminar (SW 411A, SW 412A) is graded based on the Ursuline College grading system (each course is 3 credit hours). SW 411 and 412 are typically taken concurrently with SW 401 and 402. *Prerequisites: 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. *Prerequisites: SW 338; MAT 212. This course is cross-listed with SO 434.*

### **SW 461, 462 Independent Study (1-3, 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, 476 Academic Internship (1-6, 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 Director required.*

### **SW 488 Special Topics (3)**

## **SOCIOLOGY**

### **FACULTY**

Gary E. Polster, Ph.D. (Chair)

Stacey O'Brien, M.S.S.A., L.I.S.W.-S.

Sharon Wilson, M.S.S.A., L.I.S.W.-S.

### **Career Opportunities**

An undergraduate major in sociology is especially useful if human relations are central to the career goal. Often such jobs are available in public and private social agencies concerned with child care, the homeless, domestic violence, family services, public health, juvenile delinquency,

criminal justice, drug abuse, mental health, social security, the elderly, minority affairs, labor management problems, or environmental improvement.

A bachelor's degree in sociology enables one to work in private business and local, state, and federal governments. The sociology major prepares students for graduate training in a variety of professions that include education (college and high school level), law, medicine, journalism, urban planning, government service, corrections, and non-profit administration.

#### **REQUIREMENTS FOR MAJOR: GENERAL TRACK**

33 credit hours including SO 103, 338, 434; 475 MAT 212; 18 additional hours of Sociology as arranged with department chair.

#### **REQUIREMENTS FOR MAJOR: CRIMINAL JUSTICE TRACK**

33 credit hours including SO 103, 230, 315, 319, 338, 434, 475; MAT 212; PS 330, PS 350; and one of the following: SO 488 offered as Addictions or Domestic Abuse; PS 365 Personality Disorders and Criminal Behavior, PS 372 Profiling of Violent Offender, or PS 348 Forensic Psychology.

#### **REQUIREMENTS FOR MINOR**

18 credit hours including: SO 103, 338, 434; MAT 212; and 6 additional credits of Sociology as arranged with department chair.

### **Course Descriptions**

#### **SO 103 Introduction to Sociology: Diversity, Justice and the Sociological Imagination (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 core curriculum PS/SO requirement.*

#### **SO 104 Social Issues in 21<sup>st</sup> Century America (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.

#### **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 Origins (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 Introduction to Cultural Anthropology (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 core curriculum World (WO) requirement.*

### **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 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 315 Sociology of Gangs (1)**

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 the 21<sup>st</sup> 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.

**SO 351, 352 Reading Seminar (3, 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 408 The Changing American Family: Traditional and Non-traditional (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 Experience 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. *Prerequisites: 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 21<sup>st</sup> Century America (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. *Prerequisites: SO 338; MA 212.*

### **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 Seminar Topics in Contemporary Social Issues (3, 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, 1-3)**

Independent study program on selected topics. Discussions with faculty advisor. Permission of department chair required.

### **SO 475, 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.

### **SO 288, 488 Special Topics (3, 3)**

### **SO 199, 299, 399, 499 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.

## **MODERN LANGUAGES: SPANISH**

### **Aims and Objectives**

The goal of the Modern Languages Department is to prepare students to fulfill a role in the global community through the ability to communicate in more than one language and to understand and appreciate more than one culture and civilization.

### **Career Opportunities**

Students in other areas of study are encouraged to enroll in language courses with the intention of increasing their career opportunities. Many employers consider the ability to speak a foreign language a definite asset. Basic courses emphasize the development of language skills and the practical use of the target language in everyday situations. Bilingual individuals are employed in virtually every type of business, industry, government and social service agency, health services, and educational institutions.

### **Placement Qualifications**

Students who have completed two units of the same foreign language in high school may not enroll in the elementary level (101- 102) of that language for college credit. If students have had two years of the same foreign language in high school and wish to continue the same language at Ursuline, the intermediate level courses (103-104) will be the initial college courses. Requests for exemptions to these qualifications are to be referred to the dean.

If students have had more than two years of high school language study, or an equivalent experience, they will be placed according to ability and preparation.

*Note: Modern Language classes are cycled irregularly. Please check the class schedule for current offerings.*

### **Spanish Course Descriptions**

Note: All modern language courses taught in Spanish fulfill the core curriculum requirement for Western Culture (WE).

#### **SP 101, 102 Elementary Spanish (3, 3)**

For those who have no previous knowledge of Spanish. An introduction to the fundamental principles of grammar. Designed to enable students to understand, read, speak, and write simple Spanish.

#### **SP 103, 104 Intermediate Spanish (3, 3)**

Review and further study of essentials of grammar with emphasis on increased proficiency in oral and written Spanish. *Prerequisite: SP 101 and 102, two or more years of high school Spanish, or permission of instructor.*

#### **SP 125, 126 Spanish for the Professions (3, 3)**

Designed for the professional needs of those who must communicate with Spanish-speaking persons, especially in the areas of health care, business, welfare, law enforcement, and education. Drills in basic grammar, vocabulary building, and conversation applicable to realistic situations. *Prerequisite: Two years of high school Spanish, one year of college Spanish, or an equivalent background in the language which the instructor judges sufficient.*

#### **SP 127 Preparation for Travel in Spain and Latin America (3)**

Intensive language preparation for travel/study abroad.

#### **SP 354 Hispanics in the United States (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 core curriculum American requirement (AM).*

#### **SP 475 Academic Internship (credit varies)**

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.

### **SP 288, 488 Special Topics (3)**

### **SP 199, 299, 399, 499 External Learning Assessment (credit varies)**

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.

## **SPORT MANAGEMENT**

### **FACULTY**

Laura Hammel, Ph.D.

Jason Kubbins, M.A.

Cindy McKnight, M.A.

Cathy Rook, M.S, A.T., A.T.C.

Brandon Stewart, M.A.

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, publicists, and sporting goods manufacturers and retailers. As the number of sports enthusiasts grow around the globe, the need for sport managers grows as well.

The Sport Management major at Ursuline College was created by coaches and industry professionals and will be submitted for Commission on Sport Management Accreditation in 2016. Classes stress ethical decision making, integrity in negotiations, and the importance of sound business decision making in sport management.

### **Requirements for Major**

Successful completion of 54 credit hours including: BU 210, 220, 450; EC 103; AC 210; PH 355 (fulfills Ursuline Core Curriculum Philosophy requirement); SPT 125, 210, 310, 315, 325, 340, 420, 475; PS 307; PR 111, PR 220; and one PR elective. MAT 125 is required for all business majors and fulfills the core curriculum math requirement.

### **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 Sports and Society (3)**

This course examines the social relations within the institution of sport and its role in the production and transformation of society. A sociological perspective of sports and its participants (athlete, coach, fan, media) serves as a foundation of the course. Emphasis will be placed on how sports reflect and reinforce social issues such as discrimination based on gender, race, ethnicity, and religion.

### **SPT 210 Coaching and Leadership (3)**

This course is intended to grow personal skills and further develop knowledge in and practice coaching in realistic leadership scenarios. Students will focus on researching and creating sound coaching practices while developing the leadership skills necessary to succeed in life and a career in sports.

### **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. *Prerequisites: SPT 125, BU 220.*

### **SPT 250 Sport Public Relations (3)**

This course promotes the development of writing skills and styles used in sport organizations. It includes promotional writing, public relations, and business communications. Emphasis will be on research, organization, and revision to produce polished, final submissions. Specific areas addressed will include communications that improve customer service, team building, public speaking, and mass communication in print and electronic media. *Prerequisites: SPT 125, BU 200, and SPT 220.*

### **SPT 288 Special Topics (3)**

A study of selected sport management topics.

### **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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: SPT 250.*

### **SPT 310 Principles of Sport Finance (3)**

This course will ground students in the real world of financial management in sport, showing them how to apply financial concepts and appreciate the importance of finance in establishing sound sport management practices. By applying theory to practice, the course addresses the challenges facing today's professionals, while engaging students with a practical approach to traditionally difficult financial skills and principles. *Prerequisites: AC 210, EC 103.*

### **SPT 315 Sport Sales and Marketing (3)**

This course builds on the fundamentals learned in BU 210 and BU 220. The course is designed to introduce students to the area of sales and marketing in sport and entertainment. Historical, theoretical, and conceptual frameworks will be thoroughly examined, as well as functions,

activities, and skills of the professional salesperson and marketer in this modern age of information and technology.

### **SPT 325 Facility and Event Management (3)**

This course is intended to develop the knowledge and understanding of how sports facilities are designed and constructed based on the needs of the community (high school, college, or community centers) and how events in facilities are planned and managed. The course will focus on how events and facilities are staffed, marketed, managed, equipped, and scheduled.

### **SPT 340 Sport Law (3)**

This course examines the legal issues applicable to both amateur and professional sports. Emphasis is 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 also are explored. Collective bargaining, arbitration, and the representation of professional athletes are addressed. *Prerequisites: None.*

### **SPT 420 Athletic Administration (3)**

This course is designed to develop student understanding of rules and regulations, organization, health and safety, emergency procedures, athletic eligibility, office management, scheduling, officials, personnel evaluation, gender equity and budget that fall under the auspices of athletic administration.

### **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. *Prerequisites: 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. *Prerequisites: Completion of 40 credit hours in business administration or departmental approval.*

### **SPT 475 Sport Internship (3)**

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. Model for the class will be based on the Professional Studies Internship program. The course will require the completion of 120 hours at the internship site. *Prerequisites: Senior status or completion of 80% of major requirements.*

### **SPT 488 Special Topics (3)**

A study of selected sport management topics. *Prerequisites: Approval of department chair required.*

### **PR 111 Introduction to Public Relations (3)**

Introduction to the strategies and tactics of public relations and the persuasive forces that shape public opinion, such as print and electronic media, and the ethical considerations behind persuading target publics; the role and function of PR in society and within the management function of organizations; the study of strategic public relations processes; and its potential as a career. An examination of PR activities in diverse areas including counseling firms, corporations, nonprofits and trade organizations. *Prerequisite: EN 125.*

### **PR 220 Journalism (3)**

Introduction to the role of the journalist and the relationship between journalists and public relations professionals. An examination of what constitutes “news” and the principles and ethics of reporting. The class explores the basics of writing news and feature stories. *Prerequisite: EN 125.*

### **PS/SPT 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. *Prerequisite: PS 101.*

### **EC 103 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.*

### **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. *Prerequisites: Senior Standing and SPT 220, SPT 310; EC 103; or instructor permission.*

## **URSULINE CORE CURRICULUM**

### **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.

*Prerequisites: EN 125 and UC 101 (or equivalents) or 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

## **WOMEN'S STUDIES (MINOR)**

### **Chair**

Mary Frances Pipino, Ph.D.

*Director of Ursuline Core Curriculum*

### **Aims and Objectives**

The three goals of the Women's Studies minor are: (1) to 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; (2) to incorporate an interdisciplinary approach that integrates coursework from multiple departments; (3) to engender an empowered voice in students, with the hope that they will become more socially-conscious, ethically-motivated citizens of their world.

### **Requirements for the Minor**

18 credits, including WS 201 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; EN 219, EN 248/348; HI 216, HI 240, HI 320; MU 233; NR 331; PH 370, PH 371; RS 366B, and RS 366D.

### **WS 201 Introduction to Gender Studies (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 inter-disciplinary 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 core curriculum World Culture (WO).*

### **US/WS 401 Culminating Seminar for 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.

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Sc.D., University of Pittsburgh

## **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](http://www.ncahigherlearningcommission.org)).*

*The Education Unit at Ursuline College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). 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  
OCAPA Ohio College Personnel Association  
Ohio State Bar Association  
Online Computer Library Center (OCLC)  
Pennsylvania Association of Secondary School and College Admissions Counselors  
Religious Education Association  
Society of American Archivists  
Society of European and American Stage Authors and Composers  
The American Society of Composers, Authors, and Publishers

### **Ursuline Educators Services**

*Ursuline College is a member of the **Ursuline Educators Services** which includes the following colleges and schools:*

### **Colleges**

#### *United States*

Illinois: Springfield College of Illinois  
Kentucky: Brescia College  
Ohio: Ursuline College; Chatfield College  
New York: College of New Rochelle

*Canada*

Quebec: College Merici

Trois Rivieres: College Lafleche

**Secondary Schools**

*United States*

California: Ursuline High School, Santa Rosa

Texas: Ursuline Academy, Dallas

Louisiana: Ursuline Academy, New Orleans

Missouri: Ursuline Academy, St. Louis

Illinois: St. Teresa High School, Decatur; Ursuline Academy, Springfield

Kentucky: Sacred Heart Academy, Louisville

Ohio: Beaumont School, Cleveland;

St. Ursula Academy, Toledo;

Ursuline Academy of Cincinnati;

Ursuline High School, Youngstown

Delaware: Ursuline Academy, Wilmington

New York: Academy of Mount St. Ursula, Bronx; The Ursuline School, New Rochelle

Massachusetts: Ursuline Academy, Dedham

*Canada*

L'Ecole des Ursulines de Quebec

College Marie de l'Incarnation, Trois Rivieres

Pensionnat des Ursulines, Stanstead, Province of Quebec

St. Angela's Academy, Prelate, Saskatchewan

*Mexico:*

Collegio Union, A.C., Puebla