Ursuline College
Educational Administration
Program
Student Handbook

(Rev. 6/14)
Table of Contents

Welcome 1
Admission Procedure and Requirements 2
Retention 2
Academic Appeals 2
Gate Assessments 3
Process for Obtaining Administrative License 5
Information about Pearson/OAE Exam 5
Faculty and Staff Contact Information 6
Required Courses 7
Course Descriptions 8
Educational Administration Course Offering Schedule 12
Course Registration 13
Tuition Reduction 13
Tk20 13
Ursuline Login and Grade Access 13
Student ID and Parking Pass 14
Library Information 14
Bookstore 14
Graduation Application, Form, and Procedure 15
A Grade of Incomplete 16
Campus Map & Classroom Locations - Accreditations 17
Food Availability on Campus 18
Graduate Catalog 18
Mission Statement – Vision Statement – Core Values 18
ELCC Standards 19
Ohio Standards for Principals 20
Should you need help 20
Welcome

Welcome to the Ursuline College Educational Administration Program. We are pleased that you have made the choice to join us as you further your career as an educational leader.

The Ursuline College Educational Administration program prepares individuals to function as principle-centered leaders in a school setting, focusing on the unique challenges facing both public, charter, and nonpublic schools.

The program emphasis includes:

- working with others through the development of positive relationships
- identifying values and operating from a value-based system
- developing personal and professional skills necessary for effective leadership
- understanding and integrating knowledge required for leading an effective school

This emphasis includes the unique mission and philosophy of both public and private education; leadership and management; curriculum and instruction; personnel and resource management; contract as well as local, state, and federal law; funding and fundraising; judgment and decision making; crisis management; and educational theories within the unique environment of the private and nonpublic school.

Educational research indicates that the principal of a school is vital in establishing a quality educational program for the challenges of today's society. The leadership necessary for quality school administration calls for a unique preparation. Integral to the program is the emphasis on a shared mission and vision for the school. The mission and vision are developed in collaboration with the school community and are implemented by the administration, faculty, and staff of the school. Candidates in the program experience collaborative interactions with faculty, experienced school administrators in both private and public schools, and their colleagues in a variety of classes, seminars and field work opportunities.

There are over 300 Ursuline College graduates serving as administrators in the NE Ohio area, including one-hundred who have been named to new administrative positions in the past three years. Ursuline prepares outstanding administrators, and our graduates consistently obtain administrative positions. Ursuline College produces school leaders who have a deep desire to make certain each student learns.

James V. Connell, Ph.D.
Program Director
Ursuline College Educational Administration Program

VALUES VOICE VISION
Admission Procedure and Requirements

The following are the requirements necessary for admission into the School of Graduate Studies and the Educational Administration Program at Ursuline College:

- Earned bachelor's degree from an accredited institution.
- A completed application, including a brief autobiographical essay, and the $25.00 non-refundable application fee.
- Official transcript(s) from the institution(s) which awarded the applicant's baccalaureate degree, and from any institution(s) where undergraduate and/or graduate course work was taken.
- 3.0 undergraduate grade point average, based on a 4.0 system, on all course work taken at the institution awarding the degree. A 3.0 grade point average on any previous graduate work. MAT/GRE may be required of students whose GPA is less than 3.0
- Three recommendations written by appropriate professionals on the required recommendation form which is available upon request.
- A teaching license and two years of teaching experience are required for an Ohio administration licensure.
- Successful completion of an entrance interview.

Retention

All candidates enrolled in the Educational Administration program are required to maintain a 3.0 grade point average throughout their course of study at Ursuline College. Candidates who fall below the minimum GPA will be placed on probation and will have one semester to bring the average up to the 3.0 level. If a candidate does not bring the grade point average up, the candidate may be dismissed from the program.

In addition, the gate requirements found on the next two pages must be met in order for a candidate to progress through the program. If a gate requirement is not met, The Educational Administration faculty will decide what action will be taken.

Academic Appeals

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

If after consultation with the instructor the candidate remains dissatisfied, she/he should present the grievance to the program director who will make an appropriate recommendation. This step must be taken within two weeks after the candidate receives notice of the instructor’s decision.
If the candidate remains dissatisfied after receiving the program director’s recommendation, the candidate has one week to file a grievance with the dean of Graduate and Professional Studies. Appeals to the dean must include a written statement of the grounds for the appeal, the specific relief sought, copies of all relevant documents including the syllabus and the graded assignment(s) and any other relevant information. The statement and documentation must be submitted at least one week prior to any scheduled meeting between the candidate and the dean. The dean will consult with the candidate, the faculty member and any other person who has relevant information before rendering a decision, normally within two weeks of meeting with the candidate.

Any candidate who remains convinced of an injustice after receiving the dean’s decision may present a formal statement to the Academic Standing and Appeals Board. Forms may be obtained in the Academic Affairs Office. The form must be presented within one week after the candidate receives notice of the dean’s decision. The appeal process may extend beyond eight weeks following the issuance of grades only in exceptional circumstances and with the permission of the Vice President for Academic Affairs and the dean of Graduate and professional Studies.

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

**URSULINE COLLEGE**

**EDUCATIONAL ADMINISTRATION PROGRAM**

**GATE ASSESSMENTS**

**Entrance to Master’s Degree Program and Licensure Certification Program (Gate 1)**

Candidates desiring unconditional admission into the Master’s Degree Program or Licensure Program must meet the following criteria:

- Cumulative GPA of 3.0 or higher
- Bachelor or Master’s Degree from accredited institution (Master’s degree required for Licensure Program.)
- Possess a current teaching license
- Rating on candidate interview of 2.0 overall or higher
- Practicing educator at time of application

**Criteria for Advancement in Educational Administration Master’s Degree Program (Gate 2)**

At the conclusion of 15 hours of graduate credit, Master’s degree candidates must meet the following criteria in order to continue unconditionally in the program:

- Earned a cumulative GPA of 3.0 or higher
- Educational Administration I Assessment with a grade of 80% or better – ED 500*
- Mid Program Skill and Disposition Assessment average score 2.0 or higher

1. Students will be assessed on the following dispositions:
   - Builds Positive Relationships
   - Exhibits Belief that All Children Can Learn
   - Exhibits Dignity and Respect for All
Portrays a Positive Attitude  
Demonstrates Trustworthiness and Dependability

2. Candidates will be assessed on the following skills:
   - Organization
   - Speaking
   - Writing
   - Decision Making
   - Skills in Being a Reflective Learner

*Candidates who have not completed this course within their first fifteen credits will be assessed on this item as soon as the course has been completed.

Criteria for Exiting Master’s Degree Program (Gate 3)
Candidates anticipating graduation from the Master’s Degree Program must meet the following criteria:

- Earned a cumulative GPA of 3.0 or higher and have completed the required 30 or 32 semester hours
- Score at least 80% or better on each of the following projects:
  - Action Research Project – ED 560
  - Best Practices Project – ED 520
  - Climate Improvement Plan – ED 536
  - Educational Administration I Field Component Project – ED 500
  - Community Relations Field Component Project – ED 554
  - Teacher Evaluation Project – ED 505
  - Integrating Seminar Vision Project – ED 590

Criteria for Exiting Program with a License only or Degree and License (Gate 4)
Candidates anticipating exiting the program with a License only or a Degree and License must meet the following criteria:

- Earned a cumulative GPA of 3.0 or higher and have completed all courses required by the State of Ohio through Ursuline College to obtain a license
- Passed Pearson Exam with a score of 220 or higher
- Score at least 80% or better on each of the following projects:
  - Field Experience II/Internship Portfolio completed with a score of 80% or higher – ED 519
  - Cooperating Principal Evaluation score of 8.0 or higher – ED 519
  - Comprehensive Staff Development Plan and Needs Assessment for Improving Student Achievement – ED 549
  - Values Project – ED 510
  - Strategic Planning Project – ED 519

NOTE: Candidates exiting the program with a Master’s degree and a License must meet the criteria for both Gate 3 and Gate 4.
THE REFLECTIVE LEARNER

Process for Obtaining an Administrative License
Upon the successful completion of all course requirements, all program requirements and the Pearson exam a candidate may apply for the State of Ohio Administrative License.

Licensure Areas
As of September 2, 2003, The State of Ohio issues licenses for the Principalship in the following areas:

- Grades Pre-K through 6  
  (Ages 3-12)
- Grades 4 through 9  
  (Ages 8-14)
- Grades 5-12  
  (Ages 10-21)

There is no longer an entry year program in Ohio, although such a program may be re-introduced in the near future. In place of the entry year program, candidates who apply for a license in 2014 will be granted a FIVE YEAR license with no entry year program.

The grade level of the license or licenses each candidate receives after completing the program requirements depends upon which grade level or levels the candidate has taught currently and in the recent past. A candidate must have the grade band in his/her teaching license and must also have taught at least two years in the grade band in which he/she intends to obtain the administrative license. Since the answer to this question can be complicated, it will be dealt with on an individual basis.

When a candidate is ready to apply for an administrative license he/she should contact the Ohio Department of Education. You will complete the application on line and it will be forwarded to Ursuline College for verification of license eligibility.

Information about Pearson Exam
The Pearson Exam required for licensure in administration in the State of Ohio is:

- OAE Educational Leadership/015  
  Qualifying Score: 220 or higher

The PRAXIS II Exam ceased to be the test that Ohio accepts for licensure on August 31, 2013.

Candidates who successfully completed a Praxis series test required for licensure prior to September 1, 2013, may use this test and test results to satisfy the licensure testing requirement at the time licensure is sought.
The Pearson test must be completed and passed with a qualifying passing score before a license can be approved. For the Pearson exam, applicants are responsible for authorizing the testing company to release test results to Ursuline College.

Online registration for the Pearson test is available 24 hours a day, seven days a week. Access the following website for information. [http://www.oh.nesinc.com/](http://www.oh.nesinc.com/).

**All Pearson assessments are computer-delivered and offered continuously on demand. In Ohio, testing is available at Pearson Professional Centers or Educator preparation program sites.**

### Faculty and Staff Contact Information

- **James Connell, Ph.D., Program Director**
  - Room 230, Pilla Hall
  - 440-449-3413
  - jconnell@ursuline.edu

- **Marc Gray, Ed.D.**
  - Room BL102, Besse Library
  - 440-646-8105
  - Marc.Gray@ursuline.edu

- **Jeanne Sternad, Ph.D., Executive Director of Ed.**
  - Room 212, Besse Library
  - 440-646-8338
  - jsternad@ursuline.edu

- **Brittiani McNeil-Ketcham, Ed. Unit Data Coord.**
  - Room 013, Besse Library
  - 440-684-6004
  - bmcneilketcham@ursuline.edu

- **Diana Lynch, Administrative Assistant**
  - Ed. Unit, Room 231 Besse Library
  - 440-646-8145
  - dlynch@ursuline.edu

### Adjunct Faculty

- **Patricia Nugent, Ph.D., Principal**
  - St. Joseph Elementary School
  - 1909 3rd Street
  - Cuyahoga Falls, Ohio 44221
  - 330-928-2151
  - pungent@saintjoe.org

- **Cynthia Anderson, Principal**
  - Wickliffe High School
  - 2255 Rockefeller Road
  - Wickliffe, Ohio 44092
  - 440-944-0800/440-313-7110 (Cell)
  - cyndianderson@sbcglobal.net

- **Martin M. Kane, M.Ed.**
  - 2520 Brian Drive
  - Parma, Ohio 44134
  - 440-886-3437
  - mkane@ursuline.edu

- **Kathy Burnett, Director of Human Resources**
  - Mentor Public Schools
  - 6451 Center Street
  - 440-796-9070
  - burnett@mentorschools.org.
## Required Courses

### Master’s Program in Educational Administration

**Required Courses for Master's Degree for candidates entering the summer of 2013 or later:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 500</td>
<td>Principles of Educational Administration &amp; Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>ED 505</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ED 509</td>
<td>Field Experience I</td>
<td>3</td>
</tr>
<tr>
<td>ED 520</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 536</td>
<td>School Climate</td>
<td>3</td>
</tr>
<tr>
<td>ED 554</td>
<td>Current Issues &amp; Problems of the Principal</td>
<td>3</td>
</tr>
<tr>
<td>ED 560</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 575</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Integrating Seminar (should be taken last in sequence of degree coursework)</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL – 30 Credit Hours
For any candidate entering the program prior to the summer of 2013, add Ed 550 Philosophies (2 Credit Hours) to the requirement for a total of 32 Credit Hours.

**Post-Masters Courses for Licensure for any candidate entering summer of 2013 or later:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510</td>
<td>Principles of Educational Administration &amp; Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>ED 519</td>
<td>Field Experience II/Internship (should be taken last in sequence of licensure coursework)</td>
<td>3</td>
</tr>
<tr>
<td>ED 541</td>
<td>Pupil Personnel Services</td>
<td>3</td>
</tr>
<tr>
<td>ED 549</td>
<td>Professional Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 589</td>
<td>Administrative and Instructional Use of Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>15 Credit Hours</strong></td>
</tr>
</tbody>
</table>

For any candidate entering the program prior to the summer of 2013, add Ed 531 Curriculum Leadership (3 Credit Hours) and Ed 570 School Finance (3 Credit Hours) and eliminate Ed 589 Administrative and Instructional Use of Technology for a total of 18 Credit Hours.

**Course Descriptions**

**ED 500**  
*Principles of Educational Administration and Leadership I (3)*  
The focus of this course is on the understanding of administration, management and leadership. Emphasis is placed on the relationship-building skills of the principal. These skills include: understanding of the school community, its demographics and resources; data and information collection; data analysis; judgment; effective communication, building trust; consensus building; shared decision making; effective problem solving; organizational development principles, including organizational oversight and organizational policy development. The principal as a role model is emphasized. Methods of assuring that students, parents, faculty, staff and school community feel valued and important are studied. Strategies for recognizing and celebrating student, faculty, and staff accomplishments are reviewed. Public relations and marketing strategies are discussed.

**ED 505**  
*Principles of Supervision (3)*  
The differences between evaluation and supervision are clarified. Strategies for hiring, evaluating and assisting faculty and staff members are identified. Working with marginal teachers and staff members and the process of termination are discussed. Emphasis throughout the course is placed on instructional improvement, individual growth, effective instruction and clear communication. High quality standards, expectations and performance are emphasized. The concepts of sharing responsibility and delegation to maximize ownership and accountability are studied.
ED 509
Field Experience I (3)
This is a planned in-school experience involving participation, observation and discussion of the role and tasks of a school administrator. The in-school experiences are developed around eight specific administrative competencies: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curriculum and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law and 8) School Finance. Each student works in his/her own school setting with the principal of the building in which the student teaches as well as with a mentor principal from another school. Class seminars emphasize each administrative competency as well as consensus building, time management, visibility, competence, role modeling, problem solving and judgment.

ED 510
Principles of Educational Administration and Leadership II (3)
The application of organizational development theories as they apply to educational administration will be studied, examined, and applied as well as Covey's Four Roles of Leadership empowerment, modeling principles of trust, trustworthiness, path finding, alignment, responsibility and use of power. The topics of shared decision making, school governance and boardmanship, community relations, conflict management, collective bargaining and negotiations and the theory and practice of strategic planning are addressed. Partnerships with the school community, community groups and area businesses are discussed. Current trends in educational administration are related to principles to assist students to identify and assess their own values. The principal as facilitator and delegator are also studied. An emphasis is placed on students assessing their own effectiveness as leaders.

ED 519
Field Experience II/Internship (3)
Prerequisite: Completion of a substantial portion of the Administrative Licensure Program. This is a planned, in-school experience involving active participation in the application of knowledge and skills of administration to various responsibilities and challenges faced by school principals. The eight administrative competencies of: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curricular and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance are again utilized. The difference is the in-depth involvement in the activities of the competencies that each student is expected to accomplish. Each student works in his/her own school setting with the principal of the building in which the student teaches as well as with a mentor principal from another school. Class seminars emphasize the application of each administrative competency as well as the examination of the components of a safe, secure and supportive learning environment; designing effective co-curricular programs and their evaluation; current technologies that support management functions; and conflict resolution.

ED 520
Instructional Leadership(3)
The roles and functions of the principal as an instructional leader are studied with a strong emphasis on the best instructional practices and strategies, along with the appropriate use of technology in teaching and learning. The belief that all students can learn is emphasized in conjunction with the research on continuous school improvement; growth and development; and
the latest research on applied learning and teaching theories, including multiple intelligences; brain research; and the best practices found in educational research.

**ED 530**  
*Curriculum Development (3)*  
The theories and application of curriculum development, curriculum design, curriculum alignment and evaluation are examined with practical application of federal, state, and district curriculum guidelines for early childhood, middle childhood, adolescent and young adult students. Students understand major curriculum design models; interpret school district curricula; initiate needs analyses; adjust content as needs and conditions change; and understand the articulation of an entire school district curriculum. The relationship of curriculum to the school philosophy, personnel, outside agencies, research and school community resources are discussed and applied.

**ED 536**  
*School Climate (3)*  
The identification, implementation, assessment and evaluation of the unique culture of a school is developed along with an emphasis on faculty, parent, and student collegiality and teamwork through the use of traditions, celebrations, ceremonies and other similar activities. Cultivation of an environment of high expectations of self, student and staff performance is emphasized. The importance of a caring school community is studied. Provision is made for the development of guidelines, techniques, and practices which facilitate positive relationships between the school, staff, students, parents and community.

**ED 541**  
*Pupil Personnel Services (3)*  
The role and function of various support staff and services which impact students and their parents are studied. Emphasis is placed on the non-academic services which are provided in the schools. These include: psychological services, school health services, guidance services, special education services, speech and hearing therapy services and alcohol and drug programming. Consideration is given to the influence of these services on other school personnel and parents. The role of intervention assistant teams is discussed. Confidentiality and privacy of school records are studied. Utilizing community resources to assist students in need is a focus of this course along with collaboration and communication with families.

**ED 549**  
*Professional Staff Development (3)*  
Adult learning strategies for professional staff development to improve student learning outcomes according to district and building parameters are studied. Change as a process is examined. Diversity and its implication for educational leadership is discussed. The importance of understanding parents and community groups whose values and opinions sometimes conflict is reviewed. The evaluation of professional development programs is taught. The concept of life-long learning is stressed, along with risk-taking to improve schools. Working with parents, parent groups, special interest groups and the total school community are discussed.

**ED 554**  
*Current Issues & Problems of the Principal (3)*  
Current issues facing school educators are examined and discussed. These include but are not limited to the following: school crisis and disasters; diversity; empowerment; involving parents
in the school and gaining their support; urban youth, collaboration as a process; dealing with
difficult parents, the achievement gap, mobilizing the community to support learning

ED 560
*Educational Research (3)*
The qualitative and quantitative methodologies and terminology of educational research are
studied, along with evaluation and action research. Major emphasis is placed on developing a
research proposal to conduct an individual action research project. The elements of the proposal
include the identification of an action research topic; a review of the pertinent literature, both
primary and secondary; the identification of a qualitative or quantitative research design; and a
plan for the analysis of the data that will be gathered. Emphasis is placed on reading and
interpreting present-day educational research that can be applied to the fields of administration,
leadership, and curriculum and instruction.

ED 575
*School Law (3)*
The survey of laws and court decisions affecting education and school operations from the
viewpoint of the school principal and the school district are reviewed. Selected principles of
constitutional, statutory, case and common law affecting schools and school personnel with
special reference to Ohio school law are studied. Contract law is reviewed as it applies to
nonpublic schools. The importance of applying laws and procedures fairly, wisely, and
considerably is emphasized.

ED 589
Administrative and Instructional Use of Technology (3)
In administration it is necessary to recognize the potential and necessity of technology. Further, it
is critical that administrators recognize their dual role of instruction and technology leaders.
According to the 21st Century learning theory, “Today, we live in a technology and media-
driven environment, marked by access to an abundance of information, rapid changes in
technology tools and the ability to collaborate and make individual contributions on an
unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional
and critical thinking skills like information literacy, media literacy, and ICT (information,
communications, and technology) literacy.” Administrators must have competency and comfort
in a wide array of technologies and their applications. Technology leadership requires the
administrator provide adequate technology resources, professional development and support for
teachers.

ED 590
*Integrating Seminar (3)*
Students develop a vision statement which commits the schools and its services to total student
learning and the highest possible standards of quality, productivity and continuous improvement.
The knowledge, skills, attitudes and values of the educational administration program are
synthesized. Covey’s Seven Habits of Highly Effective People are studied in detail as a model for
personal and professional leadership. The habits of personal responsibility, personal mission
statement, time and self management, respecting differences and diversity, effective teamwork
and empathic listening and taking care of oneself physically, mentally, emotionally, socially and
spiritually enhance the basic code of ethics of the teaching and administrative profession.
Students examine their own assumptions, beliefs and practices. Personal portfolio preparation,
job search techniques, resume writing and interviewing skills are taught.
Typical Schedule of Course Offerings*

Degree Courses

ED 500 Principles of Educational Administration and Leadership – Spring and Summer semesters

ED 505 Principles of Supervision – Spring and Summer semesters

ED 509 Field Experience I – Fall semester only

ED 520 Instructional Leadership – Fall and Spring semester

ED 530 Curriculum Development – Fall semester; other times based on demand

ED 536 School Climate – Fall and Spring semesters

ED 554 Current Issues and Problems of the Principal – Fall semester only

ED 560 Educational Research – Fall and Spring semesters
ED 575 School Law – Fall, Spring, and Summer semesters; based on demand

ED 590 Integrating Seminar – Spring semester only; must be taken as one of the final courses before earning the Master’s degree

Licensure Courses

ED 510 Principles of Educational Administration and Leadership II – Summer semester only

ED 519 Field Experience II – Spring semester only; must be one of the last courses taken before licensure

ED 541 Pupil Personnel Services – Summer semester only

ED 549 Professional Staff Development – Fall and Summer semesters

ED 589 Administrative and Instructional Use of Technology – Fall, Spring, Summer; based on demand

*The preceding list is meant to be used as a general guide, not a guarantee of courses being offered. The course offerings are subject to change at anytime based on student demand and faculty availability.
Course Registration

The Ursuline College Educational Administration Program makes every effort to reduce red tape for students enrolled in the program. Therefore, the course schedule for the next semester is distributed to all students as early in the previous semester as possible. Course advisement takes place in the current semester's classes. The actual pre-registration process is conducted by means of email and then the final and official online registration on a first-come, first-serve basis. The beginning date for registration is announced in each class so that every student has an equal opportunity to register as early as desired. Candidates who are not enrolled in a course during the current semester are contacted and registered via email.

Jim Connell serves as the academic advisor for all students enrolled in Educational Administration courses. His email is jconnell@ursuline.edu and his office phone is 440-449-3413; his cell is 440-465-4486.

Tuition Reduction

The Ursuline College Educational Administration Program offers for the 2014-2015 academic year a 40% tuition reduction for anyone working in education. For the 2014-2015 academic year, graduate tuition is $973 per credit hour or $2919 per three hour course. With the 40% reduction, a student in the Educational Administration who is working in an educational setting would pay $584 per credit or $1752 for a three credit course. This tuition reduction is automatic.

Tk20 Account Information

To meet the requirements of accreditation, an electronic system, TK20, which supports the accreditation process, is used by the college. Every candidate enrolled in any Ursuline education program, whether full-time or part-time, is charged a one-time, $100 fee. This one-time non-refundable fee provides a candidate access to the software system for a minimum of seven years. Candidates are expected to upload all required assignments into Tk20 each semester.

Ursuline Login Information and Grade Access

Ursuline College does not issue paper report cards. Grades can be obtained online and require a valid Ursuline login. Candidates may apply for an Ursuline login as soon as they are registered.

The directions for getting an Ursuline email account are as follows:

1. Go to www.Ursuline.edu
2. Click on Campus Resources
3. Click on Apply for Ursuline login under Computer Information Services
4. Scroll down the page until you get to the application
5. Fill out the personal information, using a reference to an email address that you are currently using
6. Complete the status box with student
7. Your Ursuline ID can be found on a bill or your student ID. If you do not have either of these please contact Diana Lynch at dlynch@ursuline.edu.
8. The Academic Program is Educational Administration
9. Click on I agree at the bottom of the page and complete any other instructions that are given.

If you have any difficulties or questions with this process call Diana Lynch at 440-646-8145 or dlynch@ursuline.edu. Once you have your log-in, go to the Ursuline website, click on the down arrow next to quick links and click on MyUrsuline and then log in using your user name which is usually your first initial and last name. Your password is usually your initials and the 1st five digits of your social security number. Once you have access, you can view your grades.

**Student ID and Parking Pass**

All candidates enrolled in classes should obtain a Student ID from the Student Service Center located in the Mullen Building, 2nd Floor, Room 203. The Student Service Center is open from 8:30 am – 6:00 pm Monday through Thursday and 8:30 am – 5:00 pm Friday. The Student Service Center can be reached at 440-646-8309.

A parking fee of $30.00 each semester is assessed to all candidates taking classes in the fall or spring semesters. All candidates should register their vehicle with student services.

**Library Information**

Ursuline College is proud of its library collection and resources to help you to complete your assignments in the program. The Ursuline College library also has access to resources through Ohio Link. In order to obtain permission to use the library resources you must get a barcode placed on the back of your student ID. This can be done anytime the library is open. The library hours during the fall and spring semesters are:

- 8:00 am – 11:00 pm Monday through Thursday
- 8:00 am – 7:00 pm Friday
- 10:00 am – 7:00 pm Saturday
- 1:00 pm – 11:00 pm Sunday

Library hours during summer and school breaks are different. Please check the website for details. The online link to the Ursuline College library is [http://www3.ursuline.edu/library/](http://www3.ursuline.edu/library/). The library phone number is 440-449-4202.

**Bookstore**

Books for all of your Ursuline coursework can be purchased at our on campus bookstore either in person or online. The hours during fall and spring semester are:

- 9:00 am – 6:00 pm Monday through Thursday + 9:30 a.m. – 3:00 p.m. Friday
- 10:00 am – 1:00 pm Saturday + Closed Sunday

Hours during summer and breaks vary so please consult the bookstore for their hours during this time. The online bookstore can be reached at [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com). The bookstore phone number is 440-449-5368.
URSULINE COLLEGE APPLICATION FOR DEGREE

Deadline Application for December Grads June 15th
Deadline Applications for May/August Grads December 1st
December _______ (year) May _______ (year) August _______ (year)
Name: _________________________________________________ Social Security Number: _______________________

MUST CHECK FOLLOWING TO PROCESS:
DO YOU PLAN TO MARCH IN MAY COMMENCEMENT? _____ YES _____ NO
Application for Degree of: ____ Master of Arts in Art Therapy and Counseling
____ Master of Arts in Education
____ Master of Arts in Educational Administration
____ Master of Arts in Historic Preservation
____ Master of Arts in Liberal Studies
____ Master of Business Administration
____ Master of Management
____ Master of Arts in Ministry
____ Master of Science in Nursing
____ Post Master of Science in Nursing
____ Bachelor of Arts
____ Bachelor of Science in Nursing
____ Bachelor of Fine Arts
____ Certificate

Indicate which major, second major, minor and/or certificate:
Major: ______________________________________________________________________________
Second Major (if applicable): __________________________________________________________
Minor: ____________________________________________________________________________
Certificate of Proficiency: Accounting, Business Administration (General), Business Administration (Human Resource Management), Business Administration (Marketing), Gerontology, Health Services Management, Microcomputer Applications 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 course work required for the program as described in the catalog. Half of this course work must be completed at Ursuline.

Print your name exactly as you want it to appear on your diploma. Please note: the official diploma does not include any titles such as: Miss, Ms, Mr, Mrs, Sr, etc. The diploma is a declaration of your earned degree; it does not list the major(s).

Indicate the phonetic spelling of your name for correct pronunciation
Permanent Address: ________________________________________________________________
Home Phone: __________________________ Work Phone: ______________________________
Cell Phone: __________________________ Home E-mail: ______________________________

Student Signature Date
________________________________________________________________________________________
Advisor Signature Date
☐ ALL GRADUATES ARE CHARGED A $100 GRADUATION FEE WHETHER YOU PARTICIPATE IN COMMENCEMENT OR NOT.
☐ For any changes made to the diploma after the application deadline there will be a $50 fee.
☐ There will be a $25 fee to any student who applied for graduation and withdrew after the application deadline.
☐ Please submit this form and audit sheet to Academic Affairs MU336
☐ Audit Sheet 09/10
A GRADE OF INCOMPLETE

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

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

The candidate must first discuss with the instructor the need for an incomplete grade. The instructor will determine whether or not the circumstances warrant the granting of an incomplete. The instructor may request proof of any claimed medical emergency. If the instructor determines that the granting of an incomplete is appropriate, the candidate must obtain an Incomplete Form from the Office of Graduate and professional Studies.

Accreditations

Ursuline College is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. Degree programs are approved by the Ohio Department of Education and/or the Ohio Board of Regents. The Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the accreditation of Educator Preparation (CAEP). The Educational Administration is NATIONALLY RECOGNIZED by the Educational Leadership Constituent Council (ELCC).
Below is a map of the Ursuline College campus. Most of the classes in the program are held in the Mullen Academic Center (Building 1) or Pilla Student Learning Center (Building 7). Students may park anywhere not designated for Faculty/Staff.
Food Availability on Campus

1871 Grille

The new Pill Dining Commons is now open for full service.

The 1871 Grille is located on the first floor of the Pilla building. The Grille offers a full breakfast menu each morning including Dunkin Donuts coffee. The lunch menu consists of soup de jour, hamburgers, wraps, pizza and an extensive selection of grab-n-go items for those on the run. The Grille is only open while the college is in session during the fall and spring semester only.

The Grille hours are listed below:
Hours of Operation:

Breakfast 7:30-10:00 a.m.
Continental 10:00 a.m.-11:00 a.m.
Lunch 11:00 a.m.-1:30 p.m.
Light Lunch 1:30 p.m.-4:30 p.m.
Dinner 4:30 p.m.-6:00 p.m. (Friday 4:00-7:00 p.m.)

Graduate Catalog

Ursuline Graduate College policies and procedures can be found in the Graduate Catalog available online at http://www3.ursuline.edu/students/gradcatalog.pdf or upon request.

Mission Statement

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

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

Vision Statement

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

Our Core Values

Student Focus
Spirituality
Respect
Collaboration
Standard 1
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

Standard 3
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7
The internship provides significant opportunities for candidates to synthesize and apply knowledge and practice and develop the skills identified in standards 1 through 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
Ohio Standards for Principals

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving those goals.

Standard 2: Instruction

Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

Standard 3: School Operation, Resources, and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard 4: Collaboration

Principals establish and sustain collaborative learning and shared learning to promote student learning and achievement of all students.

Standard 5: Parents and Community Engagement

Principals engage parents and community members in the educational process and crate an environment where community resources support student learning, achievement and well being.

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Should you need help

Please call or email with any questions

Diana Lynch
Telephone: 440-646-8145
Email: dlynch@ursuline.edu
Diana’s office is on the second floor of the Besse Library her office number is 231.

Your Academic Advisor in the Educational Administration Program is

James V. Connell, Ph.D.
Telephone: 440-449-3413
Cell Telephone: 440-465-4486
Email: jconnell@ursuline.edu

Jim’s office is on the second floor of the Pilla Learning Center.