Accredited by:
The Higher Learning Commission of the
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1413
1 800 621 7440

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.
### Telephone Directory

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Main Number</td>
<td>440.449.4200</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>440.646.8107</td>
</tr>
<tr>
<td>Admission Office</td>
<td>440.449.4203</td>
</tr>
<tr>
<td>Alumnae Office</td>
<td>440.646.8375</td>
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<tr>
<td>Athletic Center</td>
<td>440.646.8308</td>
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<td>Athletic Center Evenings and Weekends</td>
<td>440.449.4201</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>440.646.8309</td>
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<tr>
<td>Graduate Admission Office</td>
<td>440.646.8119</td>
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<tr>
<td>Marketing Department</td>
<td>440.646.8368</td>
</tr>
<tr>
<td>Ralph M. Besse Library</td>
<td>440.449.4202</td>
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<tr>
<td>Student Activities</td>
<td>440.646.8325</td>
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<tr>
<td>Student Service Center</td>
<td>440.646.8309</td>
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<tr>
<td>Ursuline College Accelerated Program</td>
<td>440.684.6130</td>
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</tbody>
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VALUES, VOICE, VISION.

Ursuline College is proud of its rich heritage and history as a Catholic, Ursuline and women-focused institution. The strong liberal arts foundation provides you with knowledge and skills necessary to succeed in the world now and in the future. While we welcome all students into an academically challenging and values-based environment, the focus is on YOU the students. You will have opportunities to develop as a whole person and to prepare yourself for roles of leadership and service.

What makes Ursuline College unique is the quality education we have been providing since 1871 that emphasizes the individual, creates a sense of community and endeavors to meet various student needs.

As a Catholic institution, Ursuline College provides an environment when you can encounter God, be respected as an individual, develop your potential, search for the purpose and meaning in life and participate in a caring and concerned community of learners.

Since the 1600s, Ursuline educators have followed a philosophy of education that attempts to develop the uniqueness of each person, adapts to the needs of the time and is open to constant learning. The Ursuline method of teaching requires active participation by each student in an effort to develop independent thinkers and life-long learners. As you know, only you can learn, no one can do that for you!

Our goal is to help you succeed in your education and in life. At Ursuline you will be asked to think critically, to collaborate with others, to communicate effectively, to solve problems and to make decisions based on values. In addition, we encourage you to develop and use your voice, to clarify your values, and to create a vision for the future for yourself as well as for society.

Ursuline College will provide an excellent education with its challenging academic programs focused on your development as a competent and caring individual who will take responsibility for making the world a better place. Your success is important to us. Welcome to Ursuline College as a member of our learning community.

Sister Diana Stano, O.S.U., Ph.D.
President
URSULINE 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
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.

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

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

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.ncahighered.commission.org).

The Education Unit at Ursuline College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher and advanced educator preparation programs.

For additional accreditations and memberships see Accreditations and Memberships in the back of the catalog.

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 Haesly, 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 .... (8:30am-5pm, M-F)
Phone: .....................440.646.8375
Email: .....................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, outcomes and objectives of program specific curriculum. 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, success rates of licensure exams, graduate school placements and employment placements. Because ASL is a living dynamic process, each program/department annually reviews their 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. The ASL Coordinator oversees College-wide assessment processes and plans and chairs the ASL committee, an academic committee comprised of College faculty, staff and administrators.

ATHLETICS

The Arrows compete in volleyball, basketball, golf, soccer, softball, tennis, cross country, track/field, swimming, lacrosse, and bowling. Beginning in 2012-2013, the Athletic Department will be functioning entirely as an NCAA Division II department. The depart-
manship prides itself on having an experienced coaching staff and up-dated facilities for students to excel athletically.

The Harold A. Gonder Swimming Pool and Gymnasium in the Matthew J. O’Brien Athletic Center have various open times in order to serve the College community and the public.

The Athletic Center, fields and tennis courts serve as the home sites for the Arrows. Tennis courts are available to all students, faculty and staff. All athletic schedules and results are available on the college web-site.

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: 9:30 am - 3:00 pm
- Saturday: 10:00 am - 1:00 pm

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. Text material is arranged for self-service by department and course but the staff is available for assistance. Students may also use Follett’s on-line ordering system for convenience: www.ursuline bkstr.com. Phone: (440) 449-5368.

Books are returnable during the first week of classes ONLY with the original sales receipt. They must be in the same condition as originally purchased. If the shrink-wrap is broken or access codes opened, the text is not eligible for a refund. Refunds are payable in the same tender as was used at the time of purchase. Books may also be purchased or rented (where applicable) online at www.ursuline bkstr.com. Books ordered on the website can be shipped directly to your home or held at the store for future pick up. Any refunds after the first week of class MUST be accompanied by receipt and written proof of drop or withdrawal. Payment for purchases may be made through personal checks to Ursuline Bookstore and 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.

CAMPUS

Ursuline College offers students the benefits of life on a suburban campus and 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 exchange), the College is 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 contains one of the largest public libraries in the country; a complex of theatres that sponsor plays, opera, and musical productions; stadiums for major athletic events; world-renowned medical institutions; the Great Lakes Science Museum; the Rock and Roll Hall of Fame; the Greater Cleveland Aquarium; metropolitan parks and the Cleveland Zoological Park. The Cleveland Playhouse, noted as one of the oldest resident regional theatres in the country, operates three theatres that attract professional actors and actresses. Karamu House, a unique interracial community institution, is a center for art, music, and theatre groups.

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

BUILDINGS

Bishop Anthony M. Pilla Student Learning Center is the main classroom building as well as the home of the bookstore, the Piazza Libera, student and College community dining facilities, the Nursing Skills Lab, 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 and the Art Therapy 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.

Gladsys 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 Matthew J. O’Brien Athletic Center is the home for athletic facilities. The lower floor includes a full-sized gymnasium and the indoor Harold A. Gonder Swimming Pool. The second floor includes offices and a Fitness Room.

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 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 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 MUL140, 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 hall. Resident students are required to purchase a meal plan. Hours of service can be found at the dining hall entrance and on the website.

INTERNSHIPS

Academic Internships are typically project-oriented experiences in the student’s major, 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 major. One academic credit is earned for each forty hours at the worksite. Students typically earn 3 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. 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.

When planning an internship, a letter of agreement signed by the student, the employer, the faculty member and the Coordinator of Experiential Education solidifies 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 either through the Coordinator, whose office is located in the Student Affairs Center, Mullen 130 or on the Counseling and Career Services website.
The Office of Inclusion, Equity and Multicultural Affairs

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

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

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 133,000 volumes of books and periodicals, and 9,000 audio visual resources. Institutional memberships include OhioLINK, On-line 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, interactive tutorials, and other tools for successful information gathering (www.ursuline.edu/Library/). The Library’s participation in OhioLINK provides students with direct access to over 46.5 million items in the collections of 89 academic libraries throughout the state of Ohio. OhioLINK also provides a comprehensive array of 100 electronic research databases and numerous full-text resources, including 81,000 electronic books, 17,000 electronic journal subscriptions, and 3,600 electronic videos, 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 new 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. The Besse Picture Archives Collection contains over 100,000 photographs of hundreds of different subjects. The Media Center, located on the lowest 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.

The College Archives, located on the lowest 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)

Academic Support and Disability Services

Housed in URSA (Ursuline Resources for Success in Academics), the Office of Academic Support and Disability Services (ASDS) provides professional tutorial assistance in math, science, study skills, and writing. One-on-one tutoring as well as small group sessions are offered. These services are available to all Ursuline students free of charge.

Accommodations for Students with Disabilities

For students with documented physical, psychological, or learning disabilities, accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 are provided upon review when requested. After students provide URSA with appropriate documentation, the staff will work with them to select reasonable accommodations. URSA will provide each student with letters to faculty listing reasonable accommodations, which may include extended time on exams, testing in a quiet distraction-free room, and note-takers. To continue receiving accommodations, the students must meet with URSA staff at the beginning of each semester to renew accommodations.

Equipment and computer software such as Jaws, Dragon Dictate, Read & Write Gold, Smart Pens, and voice recorders are available for student use in Mullen 312. If a faculty member or a student wishes to appeal an academic accommodation, s/he must complete the Academic Accommodations Policy Board form available in the Office of Academic Affairs. The Policy Board will review the grievance in a timely manner. While the decision of the Policy Board 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 Director at (440) 449-2049 or stop in Mullen 312.

Program for Students with Learning Disabilities

Housed in URSA, the FOCUS Program is a fee-paid comprehensive program for students with learning disabilities and Attention Deficit Disorder (ADD). 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. Phase I of FOCUS includes a full orientation; an individual bi-weekly one-hour session with a Learning Disabilities specialist; an individual weekly one-hour session with a writing specialist; if taking a math/science course, a one-hour weekly session with a math/science specialist, and academic support. Phase II includes a weekly one-hour session with an LD specialist and a half-hour weekly session with a writing specialist, math tutor, and/or science tutor. Interested students are encouraged to contact the LD Specialist at (440) 449-2046 or stop in Mullen 316.

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. Another program is UCOnsult for students who have chosen a major in Arts and Sciences, Professional Studies, or who are undecided about choosing a major. UCOnsult gives students a supplementary advisor/coach who mentors them throughout their time at Ursuline and works with them to offer direction about career decisions and future employment.

The Success Office also 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. Other functions are 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 Orientation 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, students who have not decided on a major, and students in the Program for Academic Success. This program consists of developmental and college-level courses designed to help students expand skills in math, physical science, reading, study skills, and writing so that they will be successful in college. PAS courses include English 100A, English 100B, Math 099, SC 099, and SC 100L.

The Success Office is located in Mullen 306 and can be reached at 440-684-6018.
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 leaders. Professional staff provide 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-campus access to employers
- Electronic access to jobs and internships
- Mentoring opportunities
- Career Fairs
- 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:
- Identify their skills, talents, knowledge and abilities and match them with job descriptions
- Communicate the above effectively on 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 exceed the national average. The Office of Counseling and Career Services is located in the Student Affairs Center, Mullen 130. Contact (440) 646-8322 for further information or to arrange an appointment.

Ursuline College Academic Calendar

FIFTEEN-WEEK UNDERGRADUATE PROGRAMS*

Note: Check calendar annually for revisions

* For calendar information regarding UCAP please contact the UCAP office or see Ursuline College Accelerated Program (UCAP) section in the back of catalog for more information. For calendar information regarding the Graduate School, please contact the office of the Dean.

FALL SEMESTER 2013
August 19 (Monday) Classes Begin
September 2 (Monday) Labor Day: College Closed
October 14-19 (Mon-Sat) Mid-Term Break (classes canceled)
November 18 (Monday) Founder’s Day (classes held except 3-4 pm)
November 27-30 (Wed-Sat) Thanksgiving Holiday period (classes canceled)
December 7 (Saturday) Last Day of Classes
December 9-14 (Mon-Sat) Final Examinations

SPRING SEMESTER 2014
January 13 (Monday) Classes begin
January 20 (Monday) Martin Luther King, Jr. Holiday: College Closed
March 10-15 (Mon-Sat) Mid-Term Break (classes canceled)
April 17-21 (Thurs-Mon) Easter Break (classes canceled)
May 5 (Monday) Last Day of Classes
May 6-10 (Tues-Sat) Final Examinations
May 16 (Friday) Commencement Exercises

SUMMER SEMESTER I, 2014
May 12 (Monday) Summer I Begins
May 26 (Monday) Memorial Day: College Closed
June 14 (Saturday) Summer I Ends

SUMMER SEMESTER II, 2014
June 16 (Monday) Summer II Begins
July 4 (Friday) Independence Day Observed: College Closed
July 19 (Saturday) Summer II Ends
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, a research paper, and computer literacy coursework or experience.

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

APPLICATION PROCEDURES

Formal application for admission may be submitted at any time, but should be filed well in advance of the semester for which admission is desired. Applications may be filed online at http://www.ursuline.edu/Admission/Undergraduate/index.html or on paper. Paper applications are sent to the Office of Admission. Each application must be accompanied by the appropriate fee, which is non-refundable. Normally, applicants are notified of their acceptance within seven days of receipt of all credentials.

For admission to the Ursuline College Accelerated Program, contact the UCAP Office at 440.684.6130 or apply online at http://www.ursuline.edu/UCAP/online_application.html.

For admission to the Graduate School, consult a current Graduate Studies Catalog, call the Office of Graduate Admission at 440.646.8119, or apply online at http://www.ursuline.edu/Admission/Graduate/index.html.

Ursuline College admits those candidates who demonstrate potential for success in rigorous academic work. Qualified applicants are admitted regardless of gender, race, religion, color, age, veteran status, national or ethnic origin, sexual orientation, gender identity or expression, or physical ability. 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.

APPLICATION DEADLINES

The following are the application deadlines for degree-seeking freshmen for the fall 2014 semester:

• Scholarship Priority Deadline: November 1, 2013
• Early Action 1 Deadline: December 1, 2013
• Early Action 2 Deadline: January 15, 2014
• Regular Decision Deadline: March 1, 2014
• Rolling Admissions: After March 1, 2014
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:

- 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
- 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. However, all BSN students must submit a letter of recommendation, regardless of transfer status.
2. NOT REQUIRED if an applicant is 23 years of age or older.

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. Students will be informed of one of the following decisions concerning acceptance:

1. Clear Admission

A student may be admitted as CLEAR with no restrictions when the following conditions are met:

- All recommended course units are fulfilled (see listing above)
- 2.5 grade point average
- 17 or above on the ACT, or 850 or above on the SAT

See ADMISSION TO NURSING PROGRAM for program admission requirements.

2. Conditional Admission

A student may be admitted on a CONDITIONAL basis if s/he does not meet all the requirements 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, students who had been admitted on a conditional basis may take more than 12 credits per semester.

Program for Academic Success (PAS)

Applicants who fit the following student profile may be required to enroll in the Program for Academic Success (PAS), a special program to enhance the success of conditionally admitted students:

- An ACT score between 14 and 17 or an SAT score between 690 and 850
- Weak high school curriculum or missing units of academic courses
- High school or college GPA below 2.5
- Multiple withdrawals and repeated courses from other colleges

On the basis of placement exams, PAS students will be required to enroll in these courses in their first semester:

- English 100A College Reading Skills
- English 100B College Writing Skills
- Math 099 Essentials of Math
- Science 099/100L Introduction to Physical Science

Students in the Program for Academic Success (PAS) classes will:

- Receive grades of PA, PB, PC, D/NC or F/NC in the PAS classes
- Be placed on academic probation at the college if a 2.0 temporary GPA is not earned
- Be required to repeat the PAS course at Ursuline College if the course is failed
- Be dismissed from the College when a second PAS course is failed
- Complete the PAS prerequisite class before enrolling in the required class (i.e., MA 099 must be passed before the student takes MA 125)
- Complete the PAS classes within the first 32 credit hours for full-time students and within the first 16 credit hours for part-time students

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 explained 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 (which must be translated into English).

All foreign transcripts must be evaluated course by course by the World Education Services (WES). Their web address is www.wes.org. Students are also required to achieve a score of 500 or above on the written Test of English as a Foreign Language (TOEFL) exam, or a score of 173 on the computer based exam. For specific information concerning the TOEFL examination, their web address is www.ets.org/toefl/.

In addition, students must submit an affidavit of financial support for all tuition, fees, and expenses for the total years necessary to complete students 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 freshmen 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 directly 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.

*Effective for students entering January 2011

1. Required sciences (anatomy & physiology, general chemistry, organic/biochemistry and microbiology) may be attempted only twice, including courses taken at any previous schools.
2. 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.

Prospective Second Degree Accelerated Nursing Program students need: (after acceptance to Ursuline College)

1. Accelerated BSN Student Data Form

Admission to 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 I scores, as outlined in the Department of Education Student Handbook. For further information contact the Office of Graduate and Professional Studies at 440.646.8120 or check the Ursuline College website.

Admission to the Management Information System and Health Care Informatics Programs:

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue MIS or HCI are required to have a 2.5 overall GPA. Retention is based upon several criteria, including GPA, as outlined in the MIS section of this catalog. For further information contact the Office of Graduate and Professional Studies at 440.646.8120 or check the Ursuline College website.

Admission to Ursuline College Accelerated Program (UCAP):

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue a degree through the UCAP program should meet the following criteria:

- Evidence of three to five years of professional work experience and submission of professional resume
- For “clear” admission, evidence of at least 30 transferable semester credits from a regionally accredited institution
- Submission of all official transcripts (those issued directly by the Registrar) from each College or University previously attended. Official transcripts must be mailed and bear the college/university seal and registrar’s signature. (All sealed transcripts will be opened by an Ursuline College employee.) Students with fewer than 30 semester hours may be asked to provide a copy of official high school transcripts or GED.
- Completion of an on-site writing assessment
- Completion of a UCAP application and non-refundable application fee of $25.00 (Payable to Ursuline College). Fee is waived for online applicants.
- If applicable, official copy of CLEP, AP, and/or DANTES standardized test scores and/or any company training courses if they have been evaluated by the American Council of Education/PONSI. International students have additional admissions requirements, including providing WES transcripts.
- A cumulative G.P.A. of 2.5 or higher for clear admission

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.
Expenses and Financial Aid

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.

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 July. The cost of the plan is $25.00. 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 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 student 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. Generally, financial aid that must be refunded to federal programs will be allocated in the following order: Direct Lending Loan, Perkins Loan (NDSL), Pell Grant, Supplemental Educational Opportunity Grant (SEOG), other Title IV aid programs, and other aid.

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

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

For UCAP refunds, please contact the UCAP office at 440-684-6130 or see Ursuline College Accelerated Program (UCAP) section in the back of catalog for more information.

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:

   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 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 $8,550 for the 2012-13 year.
• Federal Supplemental Educational Opportunity Grant (SEOG): 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 demonstrates financial need. Must be repaid.  

If you have questions about the financial aid process, you can contact your Financial Aid Counselor at 440-646-8976. For more information about Federal, State, Institutional or Other Financial Aid, please visit our Financial Aid Web page at http://www.ursuline.edu/Admission/Financial_Aid/index.html.
State Funds

• Ohio College Opportunity Grant: For full or part-time undergraduate students who demonstrate financial need. Current award for the 2012-13 academic year is $2,280.00.

Merit-Based Institutional Scholarship

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 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 our website at 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 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) or on line at http://www.ursuline.edu/Admission/Financial_Aid/forms.html or through Net Partner.
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.

Alternative credit options include: the External Learning Assessment (ELA) portfolio, ACE 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 ELA and Workplace training combined. Students who plan to graduate in May must complete all alternative credit options by October 31st of the previous year. Students who plan to graduate in December must complete all alternative credit options by June 1st of that year.

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 Bese Library. No prior knowledge of the subject area is required. Students earning the minimum required exam score (roughly equivalent to a grade of “C”) are granted credits based upon the recommendations of the American Council on Education (UCAP), UCAP students must complete an on-site writing assessment as an admission criterion.

External Learning Assessment

Any student who is currently enrolled at Ursuline College is eligible to apply for credit through the External Learning Assessment (ELA). External Learning may be defined as learning which has occurred outside of the traditional classroom setting, for which the student has not received previous college credit. Credits earned through the ELA are applied toward elective credit hours and cannot replace major or Ursuline Studies Program 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 an ELA 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. The ELA opportunity may not work for all programs requiring fresh samples as evidence of skill, in addition to examples of past work.

In order to be considered for credit, the learning that occurred must be equivalent to college-level instruction, measurable, and verifiable. A student must first meet with her/his advisor to determine how ELA credit would fit into the degree program. Next s/he must meet with the
coordinator for Alternative Credit Options, who explains the ELA Program in detail. A faculty evaluator with an expertise in the area about which the student is writing is identified, and the student meets with him/her for permission to proceed. A $25 non-refundable registration fee is required of all students pursuing this option. Students are not guaranteed a certain number of credits before the evaluation process. Students are assessed a $50 per-credit-hour fee, based upon the number of credit hours granted for the project. Students must submit the ELA for evaluation within one calendar year of the date they completed the registration process. Credits earned through ELA 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 ELA and Workplace Training Credit.

Workplace Training Credit

In order for a student to receive credit for a formal training experience, it must first be evaluated by the American Council on Education/College Credit Recommendation Service (ACE/CCRS). A student must be registered through the ACE Registry of Credit Recommendations (ROCR) and must provide the College with an official ROCR 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 Ursuline Studies Program requirements. The credits are reviewed and accepted the same way transfer credits are from any accredited college or university if the student supplies the ROCR transcript at matriculation. If the student submits the ROCR transcript after matriculation, the student is assessed a $10.00 fee per course to post the credits to the transcript. All ACE/CCRS credits must be posted to students’ permanent record before they register for their final semester of classes.

NOTE: Students may earn a combined total of 20 credits through 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 advisor for the course.
• Projects done at Service Learning Site go toward the pass/fail or pass/no credit grade of the added credit and should not be counted toward the letter grade for the rest of the course.
• Students must work a minimum of 30 clock hours for a single academic credit.
• Service learning is graded on a pass/fail or pass/no credit basis.
• Students must complete an Application for Service Learning Credit.

Tuition for Credits

Tuition for Service Learning Credits is Free.

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/index.html.

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.
5. 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 en route, they are expected to wait until the professor arrives.

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

Nursing students are required to attend clinical/community laboratories. Education students are required to participate in field/clinical work.

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.

Ursuline College Accelerated Program (UCAP) students must adhere to the Ursuline College Accelerated Program Attendance Policy. See Ursuline College Accelerated Program (UCAP) section in the back of catalog for detailed attendance policy.

AUDITING COURSES

Students may audit a course by registering for audit status at the time of registration or by changing from credit to audit status anytime before 50% of the course has been completed. Tuition for courses audited is the same as for courses taken for credit.

CATALOG COURSES TAKEN INDEPENDENTLY

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

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. See the section on the Ursuline College Accelerated Program (UCAP) later in this catalog for detailed information on the required courses for this certificate.
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.

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 alumni 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. (This does not include C-) 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.

CORE CURRICULUM REQUIREMENTS
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 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
Courses leading toward bachelor of arts degrees, minors and/or certificates in Accounting, Business Management, Health Care Administration, Health Care Informatics, Humanities, Human Resources, Legal Studies, Management Information Systems (MIS), Marketing, Nursing, RN to BSN, Psychology and Public Relations & Marketing Communications are offered in 5-, 8- and 10-week terms. Students may choose from a variety of in-class evening or weekend classes that meet once per week, or 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 with a dean’s permission. See Ursuline College Accelerated Program (UCAP) section in the back of catalog for more information.

COURSE FAILURES IN THE ACADEMIC MAJOR
Students who fail a course in their major may repeat this course only once; if they fail the course a second time, they will not be permitted to continue in that major. Students may also not continue in a major if they receive failing grades in two of the courses in their major.

COURSE MODIFICATION AND SUBSTITUTION POLICY
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 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 accommodation will be denied.

A similar principle will govern substitutions. 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 requirements, 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 violating the integrity of the academic experience. 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 accommodation will be denied.

Students seeking a modification or substitution must initiate action through the Director of Academic Support and Disabilities Services in URSA, who will verify to the faculty member, department head, program director, or dean (as appropriate) that the student has a documented disability. The student should obtain a Request Form from the Academic Support and Disabilities Services. The Director of Academic Support and Disabilities Services will annotate the form to verify that documentation is on file at the College. The student may be asked to provide additional information or medical documentation to explain why she/he cannot complete the requirements of a particular course or program. Requests should be submitted in writing; the faculty/department response will be provided to the student in writing, and copies will be provided to the Director of Academic Support and Disabilities Services, the Registrar, and the student’s advisor, related to whether or not the student is permitted to continue or must change programs.
CROSS-REGISTRATION

Full-time students at Ursuline who are in good academic standing (GPA of 2.0 or higher) may cross-register for one course per semester at any of the other cooperating area institutions. Students 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, Program for Academic Success), 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 after they have taken placement testing.

- EDL 099, Education Learning Community (3 credits) is a prerequisite to formal admission to the Education program. It is a Pass/No Credit course, and the credit will not count toward graduation credit requirements. It will, however, count toward a student’s full time credit load.
- EN 100A, College Reading and Study Skills (3 credits) is prerequisite to US 313A Transitions I. It is a Pass/No Credit course, but credits will be counted toward graduation credit requirements and will contribute three credits to the student’s full time semester credit load.
- EN 100B, College Writing Skills (3 credits) is prerequisite to US 313A Transitions I. It is a Pass/No Credit course, but credits will be counted toward graduation requirements and will contribute three credits to the student’s full time semester credit load.
- MAT 099, Basic Mathematics (3 credits) is a prerequisite to MAT 114, Algebra, and MAT 125, Quantitative Reasoning. 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 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 these courses will not be included in calculating students’ permanent overall grade point averages. However, they will be used to determine probation and dismissal. 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 dismissal.

DISMISSAL FROM THE COLLEGE

The College reserves the right to dismiss any student for failure to meet the Academic Standards of the College (Academic Dismissal) 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.

GRADING SYSTEM

Grades are valued in quality points on a 4.0 scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>4.0</td>
<td>C</td>
<td>76-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-94%</td>
<td>3.7</td>
<td>C-</td>
<td>72-75%</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
<td>3.3</td>
<td>D+</td>
<td>69-71%</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>85-87%</td>
<td>3.0</td>
<td>D</td>
<td>66-68%</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>82-84%</td>
<td>2.7</td>
<td>D-</td>
<td>61-65%</td>
<td>0.7</td>
</tr>
<tr>
<td>C+</td>
<td>79-81%</td>
<td>2.3</td>
<td>F</td>
<td>Failing (below 61%)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

I – Incomplete
P – Passing, not counted in grade point average. P represents a grade of C or above.
PA, PB, PC – Passing, not counting in grade point average, but performed at A, B, or C grade level.
NC – No credit.
W – Withdrawal with permission before the Last Date to Withdraw (published by Registrar, occurring when approximately 75% of the course is complete)
NR – Not Reported
R – Repeated Course
AD – Audit.

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’s course management system, MyUrsuline.

GRADUATION

1. A minimum of 128 hours for Bachelor of Arts, Bachelor of Fine Arts degrees, and Bachelor of Science in Nursing degree.
2. 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. For a degree in MIS, students must have a GPA of 2.75 in the major and a cumulative GPA of 2.5 in all work completed at Ursuline College.
3. A minimum of 43 credit hours must be completed at Ursuline, as well as half of the credit requirements for the student’s major.
4. No more than a total of 64 semester hours from a junior or community college may be used to fulfill the Bachelor’s degree requirement at Ursuline. Once the maximum number of hours transferred from a junior or community college has been accepted by Ursuline College, no substitutions or additional junior college or community college credits will be accepted to fulfill the Bachelor degree requirements. Exceptions to this policy must be approved by the School Dean.

5. External Learning Experience, test-outs, and CLEP examinations cannot be counted as part of the 43-hour minimum residency requirement.

6. Completion and submission of all CLEP Test scores and Work-Related Learning by the semester prior to the one in which the student completes graduation requirements. 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.

7. Successful completion of all requirements for an academic major as described in the catalog under which the student matriculated.

8. Successful completion of the Ursuline Studies core curriculum and required participation in standardized assessment of student learning.

9. Certification by the academic advisor and the Registrar’s Office.

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

11. 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 15th for January conferral and December 1st for May and August conferral).

Graduating students who plan May or August conferral may not take courses off campus during spring or summer semesters before completion. January graduates may not take courses off campus during the fall semester.

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.

INCOMPLETES

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. If the student’s serious problem occurs prior to the last date to withdraw, an incomplete will not be given; the student is expected to withdraw from the course.

Faculty establish deadlines for completing missing work; that deadline will generally not extend beyond midterm of the next 14-week semester. 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 must be complete. Students who fail to complete the missing work and have not received approval for an extension will receive the grade of “F.” 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 during the month of August, and their degree will be conferred in August. 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 next date of conferral of degrees.

Students who receive a grade of incomplete while in good academic standing will remain in good standing until the course is completed and a grade is issued. At that time the grade point average will be calculated and academic action will be taken if necessary.

Ursuline College Accelerated Program (UCAP) students must adhere to the Ursuline College Accelerated Program Incomplete Policy. See Ursuline College Accelerated Program (UCAP) section in the back of catalog for detailed incomplete policy.

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.

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 Studies 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 EN 100A and/or EN 100B may also take six additional courses for Pass/No Credit.

PRESIDENT’S LIST/DEAN’S LIST

Full-time students (those carrying a minimum of 12 semester credits at Ursuline College) who attain a 4.0 semester grade point average and have no incompletes will be listed on the President’s List.

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 EDL 099, EN 100A, EN 100B, MAT 099, 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 DISMISSAL

Probationary status is a serious warning to the student that her/his academic record at Ursuline is unsatisfactory. Probationary status is incurred because of an unsatisfactory semester record. In order to remain in good academic standing students must maintain a suitable quality point average throughout their entire program. Full-time students placed on probation must achieve a 2.00 average in their probationary semester to be restored to acceptable academic status; part-time students placed on probation must achieve a 2.00 average in the twelve credit hours taken following their placement on probation.

Students are placed on academic probation according to the following guidelines:

- Full-time students who fail to achieve a 2.0 quality point average at the end of any semester are placed on probation. For the purpose of placement on probation, the number of hours a student attempts will be used to determine full-time status.
- Part-time students who fail to achieve a 2.0 grade point average at the end of the semester are evaluated to determine if their recent performance (prior 12 credit hours at Ursuline) is deficient (below 2.0); if so, they are placed on probation.
- Grades in remedial coursework (EDL 099, EN 100A, EN 100B, MAT 099, MAT 114, SC 099, and SC 100L) will not be used to calculate students’ overall grade point average. However, they will be used to determine probation and dismissal. 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 dismissal.

A student subject to academic action will be placed in one of the following categories:

- First probation: The student has not been subject to any prior action.
- Second probation: The student has been on probation once before, but not in the semester immediately prior to the one for which probation is now warranted.
- Final probation: The student has been on probation twice (consecutively or non-consecutively).
- Special probation: The student has been identified as subject to dismissal, but because of special circumstance she/he is allowed to continue at the College; the conditions for special probation will be established by the Academic Standing Committee and Appeals Board.

A student who achieves a quality point average of 2.0 or better in a probationary semester will be removed from probation. Students who achieve a 2.0 in a probationary semester but whose cumulative average remains below or marginally above 2.0 will be sent a warning letter. Students on probation are required to meet with an advisor in URSA twice a month for supervision of their academic progress. They are also advised to minimize their participation in extracurricular activities during the period of probation. Students on probation may take no more than twelve (12) credit hours without permission of the Vice President for Academic Affairs.

DISMISSAL

Students will be dismissed from the College if they meet the following criteria:

- Full-time students who fail to achieve a 1.00 quality point average during any semester are subject to dismissal.
- Remedial coursework (EDL 099, EN 100A, EN 100B, MAT 099, MAT 114, SC 099, and SC 100L) will be included in determining students’ semester grade point average. Grades of PA, PB, PC, and NC are given. Quality points for an A, B, and C will be used in the calculation; no quality points will be awarded for a grade of NC.
- Part-time students who fail to achieve a 1.00 quality point average and whose recent performance (prior 12 credit hours at Ursuline) is also below 1.00 are subject to dismissal.
- No full-time students will be retained on probation for more than two consecutive semesters or for more than three non-consecutive semesters. No part-time student will be retained on probation for more than the equivalent of two consecutive semesters, or for more than the equivalent of three non-consecutive semesters. For purposes of determining academic dismissal, completion of 12 credit hours will be considered equivalent to completing a semester.
- A student who is dismissed from Ursuline College for academic reasons may apply for readmission after a lapse of one academic year, or at the end of one semester by special petition. Applications for readmission are submitted to the Academic Standing and Appeals Board.

Readmission

Matriculated students who do not register for at least one semester, and want to return to Ursuline will be directed as indicated below:

1. Students who have attended other colleges or universities must reapply through the Office of Admission and provide transcripts for those colleges attended. This applies to students who have been enrolled elsewhere for any length of time.
2. Students who have not registered at Ursuline for 1-4 semesters, who were not academically dismissed, and who have not attended another college during that time, may contact an advisor and register for classes.
3. Students who have not been registered at Ursuline for more than 4 semesters (regardless of whether or not they have attended another college during that time) will assume the policies and curriculum in the catalog in place at the time in which they return. All of these students must reapply for admission through the Office of Admission and must resubmit transcripts from all other schools attended.
4. Students who are academically dismissed from Ursuline and want to return, must first contact the Office of the Vice President for Academic Affairs. These students will be advised to write a letter of appeal for reinstatement; the Academic Standing and Appeals Board will then evaluate these students, including the transcripts of any work done during the time they were away. Students who have been dismissed and reinstated by the Academic Standing and Appeals Board will not reapply through the Office of Admission.

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.

REPEAT 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 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. Both the original course and the repeated course appear on the transcript during the semester each was taken, but only the repeated course is used to calculate the GPA. A course may be repeated only once and no more than 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.

RESTRICTIONS ON 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. However, if both majors lead to a Bachelor of Arts degree, only one degree is awarded.

SECOND DEGREE

Ursuline College permits students who already have a baccalaureate degree to complete a second degree without earning an additional 128/129 credit hours. The following policies govern second degrees:

Ordinarily students who have obtained a Bachelor of Arts degree from any institution, including Ursuline, does not pursue a second Bachelor of Arts degree. Students who have a Bachelor’s degree in another area (e.g. B.S., B.S.N., B.M.E., etc.) and wish to pursue a different degree at Ursuline College must complete the following requirements:

1. Successful completion of all the course work in the academic major, at least half of which must be taken at Ursuline College
2. Ursuline Studies 401
3. Ursuline Studies Program Satellite Course in Philosophy (3 credits) OR Religious Studies (3 credits) as designated by the department in which the student majors.
4. Fulfillment of the residency requirement (43 hours) 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 Bachelor of Science in Nursing or a Bachelor of Fine Arts degree must complete the following requirements at Ursuline College:

1. All courses in the current program of study
2. Ursuline Studies 401 (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

The semester hour is the unit of measurement for work done. 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 where 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.

STUDENT 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.

TRANSCRIPTS

A written request for a transcript of credit should be sent to the Student Service Center at least seven working days prior to the date on which it is needed. The fee for a transcript is $3.00 and should accompany the written request. Transcripts may be held if the applicant has not met financial obligations to the college.

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.

No more than a total of 64 semester hours of junior college or community college credit may be transferred to an Ursuline transcript. Any grade lower than a “C” will not 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 Studies anchor course requirements, but they may be used to satisfy satellite course requirements. However, once students matriculate, they may not take courses at other institutions with the intention of substituting them for satellite courses.

TRANSIENT COURSEWORK

Students wishing to take a course 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 to be accepted in transfer as a transient course.

UCAP (URSULINE COLLEGE ACCELERATED PROGRAM)

Students who are admitted to UCAP choose from evening or weekend accelerated classes that meet once per week and are offered in 5-, 8-, and 10-week terms. Nine consecutive 5-week sessions are offered each year. Specific admission requirements for UCAP are listed in the section entitled, “Ursuline College Accelerated Program” that appears later in this catalog.

When space permits, non-UCAP students may be accommodated, but only in the event of extenuating circumstances and at the full tuition expense. Students must petition the Dean of their School with a written request and clear rationale for enrollment in a UCAP course. The Dean reviews the request, confers with the student’s advisor, and the final decision regarding UCAP course enrollment rests with the Dean. In all cases students who have been formally admitted to UCAP are given priority enrollment in UCAP courses. Traditional students may register only after the first two weeks of the official registration for the fall or spring semesters or at the start of the summer session.

WITHDRAWAL FROM THE COLLEGE

Students withdrawing from the college during the course of 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 is enrolled. All students who withdraw, either during a semester, or at its conclusion, must meet with an advisor in the 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.

Additional restrictions may be placed on students withdrawing from the nursing program. Ursuline College Accelerated Program (UCAP) students must adhere to the Ursuline College Accelerated Program Withdrawal Policy. See Ursuline College Accelerated Program (UCAP) section in the back of catalog for detailed withdrawal policy.

WITHDRAWAL FROM A COURSE

During the first week of the semester students may drop a course with the approval of their advisors. Students who officially withdraw from a course within the first week of the semester will not be given a grade of “W” for the course. Withdrawal after that time will be designated as a “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.
Academic Integrity and Appeals

ACADEMIC INTEGRITY

A. Preface

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 treat every student and member of the college community with importance;
I will do my best to become more reflective;
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;
To make decisions based on values;
To respond to beauty;
To interact socially;
To communicate effectively;
To analyze and synthesize; and
To be a problem solver.
These are the outcomes of an Ursuline College education, which I readily and willingly undertake today.

B. 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, aids, and fabrications that compromise the integrity of one’s work and intellectual growth.
In addition, instructors are encouraged to include course and assignment-specific expectations and requirements for academic integrity in their syllabi. Students, however, are finally responsible for knowing which actions constitute violations of academic integrity. Although not an exhaustive list, some common examples of violations of academic integrity are listed in Section C below.

C. Definitions and Examples of Violations

1. Test-taking violations occur when students do not do their own work on exams or quizzes. Examples include:
   a. Copying from someone else’s test or letting someone copy from 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 smuggle information into an examination.

2. 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.

3. Fabrication occurs when students make up or manipulate information to complete an academic assignment. Examples include:
   a. Creating citations from non-existent sources.
   b. Listing sources in the bibliography that were not actually used.
   c. Taking another student’s test or writing another student’s paper.
   d. Making up or manipulating data to support research.

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

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

D. Sanctions

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

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

E. Procedures for Addressing Violations of the Policy

See flow chart next page.

Approved by Faculty Assembly May 9th 2005.
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 Course Grades

An instructor’s evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation 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 will be final and not subject to further appeal.

Appealing Program Dismissals

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, then to the Appeals Board, as listed above. The decision of the Appeals Board relative to program dismissals will be final and not subject to appeal.

Appealing Academic Dismissal From The College

A student who is dismissed from the college, and objects to that dismissal, may send a letter of appeal to the Vice President for Academic Affairs. The Academic Standing and Appeals Board will then meet to consider the student’s request and forward a judgment to the Vice President. The decision of the Appeals Board relative to program dismissals will be 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 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 courses in the major.
The Ursuline Studies Program

CORE CURRICULUM FOR ALL URSULINE STUDENTS

The heart of an undergraduate education at Ursuline College is the Ursuline Studies Program. It consists of a series of 14 writing-intensive, interdisciplinary courses for a total of 49 credits. Ursuline Studies 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 Studies Program takes a holistic and developmental approach to learning by encouraging personal and social growth using integrative activities to explore a variety of content areas. Ursuline Studies courses are collaborative and writing-intensive. Small classes promote individual attention, encourage academic excellence and set the context for lifelong learning.

Assessment of academic progress is an integral part of Ursuline Studies. The program encourages students to relate learning to life; to make connections between their experiences and the experiences of others; and to work together with faculty and peers throughout their college careers.

DEVELOPMENTAL GOALS

The three stages of the Ursuline Studies Program parallel the learning styles and perspectives on knowledge first identified by the authors of Women’s Ways of Knowing. Grounded in theories about how women learn, the curriculum begins with the self and uses personal experience to create a relevant learning environment that is beneficial to both women and men. The model embraces the concept of “connected knowing,” which encourages faculty and students to actively engage in the learning process, disciplinary content and collaborative discussion.

Stage One: Designed to facilitate the move from received knowing, in which knowledge is passively accepted from others, to subjective knowing, in which knowledge is personally appropriated as one’s own.

Stage Two: Designed to facilitate the move from subjective knowing, in which one’s position is considered absolute, to procedural knowing, in which one’s own position is seen in relation to those of others.

Stage Three: Designed to facilitate the move from procedural knowing, in which one learns to evaluate various perspectives in relation to each other, to constructed knowing, in which one’s own knowledge is meaningfully integrated with that of others and in which value statements and personal commitments are possible.

At each of these stages, the Ursuline Studies Program enhances the personal development that always accompanies intellectual growth.

ACADEMIC OUTCOMES

The Ursuline Studies Program seeks to develop certain abilities that help students to excel in academics and in life. The outcomes of a liberal arts education enable students to:

- Analyze and Synthesize by examining and distinguishing constituent elements (analysis) and combining parts or elements into a whole (synthesis).
- Communicate Effectively by exchanging ideas, thoughts, opinions or feelings through a common system of language, symbols, signs or gestures appropriate for everyday living.
- Interact Socially by engaging in behavior that permits effective relationships in both one-to-one and group situations.

Make Decisions Based on Values by making discriminations based upon the consideration of what the individual prizes as ethical, socially worthwhile, good, beautiful, and true.

Respond to Beauty by integrating the cognitive and affective domains in a personal experience of the arts.

Solve Problems by finding a solution to a question or situation that presents uncertainty or difficulty.

Take Responsibility for Society by accepting the obligation to respond to unjust or oppressive social situations.

The goal of the Ursuline Studies Program is to promote and develop these abilities so that students can successfully integrate them into academic, professional, social, and personal situations.

LEARNING PERSPECTIVES

A liberal arts education prepares students to look at life and learning from diverse perspectives. The Ursuline Studies Program considers the following perspectives to be of crucial importance:

- Collaborative learning is collegial, cooperative, connected; it takes into account issues of gender, race and class.
- Global learning takes place in a wide variety of cultures.
- Historical learning provides an understanding of ourselves and society in relation to the human condition over time.
- Philosophical learning is built around values and meaning.
- Religious learning respects the spiritual dimension of life.
- Scientific learning involves inquiry, posing hypotheses, and systematically supporting them.

These perspectives are woven into all of the courses that make up the Ursuline Studies Program, so that as students progress they develop a facility for thinking from these perspectives. Their educational foundation is strong, solid and richly diversified as a result.

THE THREE STAGES: ANCHOR AND SATELLITE COURSES

Each stage of the Ursuline Studies Program features a specially designed anchor course that serves as its foundation, and selected courses, called satellites, that are chosen from the humanities. These interdisciplinary courses integrate the main themes, developmental perspectives and academic goals of the core curriculum into each of the three stages of the curriculum.

STAGE ONE

Introductory or Transitions Seminar

These seminars serve as a transition to the Ursuline College experience. Each is a six-credit, writing-intensive course that gives students the challenge and support they need for high achievement in their college careers. Each offers diversified learning activities that strengthen students’ abilities to speak and write effectively, to interact with others in groups, to read and interpret challenging texts, and to progress smoothly through the remainder of their studies. While seminars may vary in topic, all deal with four main themes: education, identity, meaning, and voice.

Introductory Seminar for new first-year students.
US 101-102: A six-credit, two-semester course for new students of traditional age.

Transitions Seminar for transfer and returning students, is offered in two formats.
US 313-314: A six-credit, two-semester course for students who transfer in fewer than 30 credit hours. Students enrolled in the Ursuline College Accelerated Program (UCAP) must take a writing assessment test that will be used to determine appropriate placement.
US 315: A three credit, one semester course for students who transfer in 30-63 semester hours
and have a B average in 6 semester hours of English composition completed within the last 10 years.
The Introductory or Transitions Seminars are taken prior to or concurrently with Stage One satellite courses from the following areas: Science (Biology, Chemistry, Science), Math, Society (Sociology) and Self (Psychology). A variety of courses identified as Ursuline Studies satellites in the natural and social sciences may fulfill these requirements.

Students must complete Stage One requirements before beginning Stage Two.

STAGE TWO: US 350-351

Introduction to Culture
Introduction to Culture, the anchor course for Stage Two, is a six-credit, two-semester, interdisciplinary course. It identifies key cities from a variety of historical periods and global areas, and studies their cultures from the humanities and fine arts perspective. The course is writing-intensive, and students actively pursue individual and group research.

Introduction to Culture is taken prior to or concurrently with Stage Two satellite courses from four related areas: World Culture, Western Culture, American Culture, and Fine Arts (Aesthetic Response). A variety of courses approved as Ursuline Studies satellites in the humanities and fine arts departments may fulfill these area requirements: Art, English, Foreign Language, History, Music, Philosophy, Political Science, Religious Studies, and Women’s Studies. Students must select courses from at least three different departments to fulfill these requirements.

Students must complete Stage Two requirements before beginning Stage Three.

STAGE THREE: US 401

Culminating Seminar
The anchor course for Stage Three is a three-credit, one-semester Culminating Seminar: a writing-intensive, interdisciplinary course that focuses on values and social responsibility. It offers students the opportunity to reflect on their entire college experience and challenges them to imagine ways in which their education can make them more fulfilled, productive, and responsible for their lives, their careers, and their world. Students may not register for the Culminating Seminar until they have completed at least 96 credits. Prior to or concurrently with the Culminating Seminar, students select courses from the areas of Religious Studies and Philosophy. A variety of upper-division courses approved as Ursuline Studies satellites in these departments may fulfill these requirements. Lower-division courses (those taken at 100- or 200-level) do not satisfy Stage Three requirements.

Students must complete all requirements in the Ursuline Studies Program before graduation.

URSULINE STUDIES PROGRAM CREDIT AND TRANSFER POLICIES

1. Anchor Courses
   a. Students are expected to complete the 100- level, 300-level and 400-level anchor courses for the Ursuline Studies Program.
   b. Students who transfer in 64 semester credit hours or more, including 6 credits of English composition completed within the last 10 years, or who have earned an Associate’s Degree (AA, AS, AAB, AAS) including 2 Introductory English composition courses completed within the last 10 years, will be exempt from the Transitions Seminar. Students who already hold baccalaureate degrees will be exempt from both Transitions and Introduction to Culture.
   c. Students who transfer in fewer than 30 credit hours will complete 6 hours of the Stage One Transitions Seminar. Students who transfer in 30-63 semester hours and have earned a B average in 6 semester hours of English composition completed within the last 10 years will complete 3 hours of the Stage One Transitions Seminar.
   d. Students enrolled in the Ursuline College Accelerated Program (UCAP) must take a writing assessment test that will be used to determine placement in the Transitions Seminars, US 313/314 or US 315. Due to the pace and writing-intensive nature of UCAP courses, English composition taken prior to matriculation at Ursuline College may not be used to fulfill the Stage I anchor requirement.
   e. Courses taken prior to students’ matriculation at Ursuline College may not be used to fulfill anchor course requirements.
   f. Once students matriculate at Ursuline College they may not fulfill anchor 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 anchor course requirements, nor are anchor courses offered independently.

2. Satellite Courses:
   a. Courses taken prior to students’ matriculation at Ursuline College may be used to fulfill Ursuline Studies satellite courses requirements.
   b. Once students matriculate at Ursuline College they may not take courses at other institutions with the intention of substituting them for Ursuline Studies satellite courses in Stage I and II.
   c. Generally, Stage Three satellite 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 satellite course in the Ursuline Studies Program.
   e. Students who qualify under the Articulation Agreements with Cuyahoga Community College and Lakeland Community College may be eligible to have two Stage II satellite classes waived.
   f. Students with high school Advanced Placement courses equivalent to approved Ursuline Studies satellites may use these courses either to fulfill Ursuline Studies satellite requirements or for elective credit.
   g. Alternative credit options (test outs, External Learning Assessment, Workplace Training Credit), independent study activities, and catalog courses taken independently may not be used to fulfill satellite course requirements.
In addition, Ursuline offers students opportunities to supplement their primary area of interest with the following academic minors:

- Accounting
- African-American Studies
- Art
- Biology
- Business Administration
- Chemistry
- English
- Fashion Design
- Fashion Merchandising
- Historic Preservation
- History
- Human Resources
- Management Information Systems
- Marketing
- Mathematics
- Philosophy
- Political Science
- Psychology
- Public Relations and Marketing
- 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
- Business Management
- Education
- Fashion Design
- Fashion Merchandising
- Historic Preservation
- Management Information Systems
- Marketing
- Public Relations and Marketing
- Social Media Communications
- Social Media Communications Certificate
- Social Work
- Sport Management
- Management Information Systems (MIS)
- Nursing: R.N to BSN
- Psychology
- Psychology: Industrial/Organizational Emphasis
- Public Relations & Marketing Communications
- Social Media Communications Certificate

See the section on the Ursuline College Accelerated Program (UCAP) in the back of catalog for detailed information on the required courses for these certificates.

**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 PROGRAM

FACULTY: Debra Fleming, C.P.A, D.B.A.
Robert Verner, Ph.D.

PROGRAM DESCRIPTION

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.

REQUIREMENTS FOR THE MAJOR: The accounting major is 57 credit hours:
AC 210, 211, 315, 316, 325, 345, 415 and one 3-credit, upper level AC elective; BU 210, 220, 310, 336, 340, 350, 375, 450; MIS 300; EC 102, 103.

REQUIREMENTS FOR THE MINOR: The accounting minor is 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.

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. 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.

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

Students planning to sit for CPA Exam must take 6 additional hours of accounting plus PH 355 (Business Ethics) and Accounting Information Systems course.
AFRICAN-AMERICAN STUDIES (MINOR)

FACULTY: Gary Polster, Ph.D. (Coordinator)

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

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;
US 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 course taken in the 12-credit requirements.

ART

FACULTY: Pat Fallon, M.F.A.
Rosaria Perna, O.S.U., M.F.A. (Chair)
Diane Therese Pinchot, O.S.U., M.A.L.S., M.F.A.

THE MISSION OF THE ART DEPARTMENT is to provide education in Art History, Studio Art, and Visual Communication Design while preparing students for further education and careers in art and related fields. Respecting the growth and creativity of the individual art student, we 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 21st-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, Visual Communication 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 Visual Communication 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
All three fields of study lead to careers in the arts or 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 or teach in higher education.

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 in any art major is good 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 Visual Communication Design, at either the BFA or BA level, enables students to begin working in the field immediately or continue with graduate education.

Art History students are prepared to pursue graduate study in the field or entry-level work in museums, galleries, and image libraries.

DEGREE REQUIREMENTS
Both 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 visual communication design. Three of the Foundation Courses fulfill requirements in Stage II of the Ursuline Studies Program, as do all of the Art History survey courses.

Studio Foundation 24/32 credits
AR 106  Design Foundations I 3/4
AR 206  Design Foundations II 3/4
AR 107  Drawing I 3/4
AR 108  Painting I 3/4
AR 114  Intro to Visual Com. Design 3/4
AR 115  Introduction to Ceramics 3/4
AR 200  Metalcraft 3/4
AR 203  Introduction to Printmaking 3/4

Studio majors, whether for the BA or BFA degree, take all the Foundation Courses for 4 credits. Art History majors and VCD 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 Visual Communication 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.

**BA Degree in Studio Art**  
83-85 credits

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<td>Studio Foundation Studies</td>
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<td>Art History</td>
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<td>Studio Concentration</td>
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<td>Studio Elective</td>
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<td>AR 251 Art History Survey I</td>
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<td>AR 360 Professional Practice</td>
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<td>AR 460 Art and Advocacy</td>
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<td>AR 475 Studio Internship</td>
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<td>AR 441, 442 Senior Studio</td>
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**BA Minor in Studio Art**  
29 credits

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<td>Studio Foundation Studies</td>
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<tr>
<td>Art History 200 level course</td>
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</tr>
<tr>
<td>Two 300/400 level courses in ceramics, drawing, metalcraft, painting, or printmaking</td>
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The **BA Major in Visual Communication Design** requires 39 credit hours. Students complete 12 credits of the Studio Foundation, pursue specific programs using digital equipment, complete at least one internship in the field, and prepare a professional portfolio of work.

**BA Major in Visual Communication Design**  
39 credits

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<td>AR 112 Digital Photography</td>
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<td>AR 210 VCD I</td>
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<td>AR 211 VCD II</td>
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<td>AR 300 VCD III</td>
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<td>AR 311 HTML and Web Design</td>
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<tr>
<td>AR 400 Advanced VCD</td>
<td>3</td>
</tr>
<tr>
<td>AR 474 Senior Project: portfolio</td>
<td>3</td>
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<tr>
<td>AR 475 VCD Internship</td>
<td>3</td>
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<tr>
<td>PR 222 Introduction to Advertising</td>
<td>3</td>
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</tbody>
</table>

Should the VCD major wish to transfer to the BFA degree in Studio with a VCD concentration, arrangements will be made to make up the 4th credit hour in each course above.

**Visual Communication Design Minor**  
18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Studio Foundation Studies</td>
<td>6</td>
</tr>
<tr>
<td>Visual Communication Design courses:</td>
<td></td>
</tr>
<tr>
<td>AR 210</td>
<td>3</td>
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<tr>
<td>AR 211</td>
<td>3</td>
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<tr>
<td>AR 300</td>
<td>3</td>
</tr>
<tr>
<td>AR 400</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students in this minor also have the option of taking studio courses for 4 credits, especially if they are considering an Art major.*
The Art History Major requires 48 credit hours. Students complete 9 credits of the Studio Foundation, gain research proficiency in a foreign language, and pursue both general survey and specific art history courses with a stress on research and writing.

**BA Art History Major**

**48 credits**

- Studio Foundation Studies (AR 106, 107, 108) 9
- Foreign Language 6
- 7 Art History courses (at least 6 credits at the 400-level) 21
- AR 351 Reading Seminar 2
- AR 362 Approaches to Art History 3
- AR 490 Senior Thesis in Art History 1
- Electives (from History, Philosophy, Religious Studies, or Historical Preservation) 6

**Art History Minor**

18/19 credits

- 5 Art History courses (3 credits at the 400-level, and 3 credits of non-western art) 15
- Either a Studio Arts Foundation course or an additional Art History Course 3/4

**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 21st-century technology and visits to galleries, artists, and arts administrators, as well as reading and writing about the visual arts. **Ursuline Studies Stage II Aesthetic Response satellite (AE)**.

**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**.

**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 and Polaroid cameras. **Required for art majors, open to non-majors. Ursuline Studies Stage II Aesthetic Response (AE)**.

**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. Ursuline Studies Stage II Aesthetic Response (AE)**.

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

This course offers an introductory survey of the art of digital photography. The differences between film and digital will be explored, and the 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 Visual Communication Design. Ursuline Studies Stage II Aesthetic Response satellite (AE)**

**AR 114 Introduction to Visual Communication 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, and QuickTime movie are incorporated into the projects allowing students to gain experience in digital and time-based art. **Required for Visual Communication Design majors and Studio Arts majors; open to non-majors.**

**AR 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, 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 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. Field trips required. **Prerequisite: AR 107.**
AR 210 (cross-registered with MC 250) Visual Communication 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 Visual Communication Design majors; open to non-majors.

AR 211 Visual Communication 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 Visual Communication 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 and AR 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 which 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. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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, 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. Ursuline Studies Stage II World Culture satellite (WO).

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. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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. Ursuline Studies Stage II Aesthetic Response satellite (AE).

AR 300 Visual Communication 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 Visual Communication 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 relationship 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 Visual Communication 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 Visual Communication 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 21st century. Students consider the relation between two- and three-dimensional representations of objects and patterns in various cultures, present their perspectives on directions in 21st-century painting, research specific painters and their influence on their own work. Open to non-majors. 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 their 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. Open to Art History majors and minors only. Prerequisite: AR 362.

AR 352 Reading Seminar (2)
This course involves reading and discussions of selected works of art, artists, and critics, and for the Art History major results in a research paper. Open to majors only.

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 Studio Art majors only. Co-requisite: AR 441.

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 Visual Communication 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 Visual Communication 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 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 320, 219, 107.

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 visual communication 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 Stage 1 of Ursuline Studies and 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 student’s 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 Visual Communication Design major, this course enables the student to prepare a professional resume and portfolio with the guidance of the instructor and critique from other class members. Open to majors only.

AR 475 Academic Internship (1-4)
Supervised practical experience in professional settings. This is designed specifically for the Studio Arts major and the Art History major.
AR 490 Senior Thesis in Art History (1)
A capstone course for art history majors, the Senior Thesis allows students the opportunity to develop the topic they first proposed and explored in AR 351 (Readings in Art History) into a full-fledged thesis. Prerequisites: AR 351; concurrent enrollment or completion of AR 362.

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: Diane Therese Pinchot, O.S.U., M.A.L.S., M.E.A. (Chair)

AIMS AND OBJECTIVES
The Undergraduate Art Therapy major will provide students with theoretical foundations of the field of art therapy in addition to applications and field experiences. The curriculum will prepare students to function in entry level job situations that require the utilization of art media in the service of working with people. It will also prepare them to enter graduate art therapy programs. 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 career in the profession of 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 a 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 moving on to obtain a Master’s degree in Art Therapy since the job entry level for the profession is a master’s degree. However, 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, etc. They are eligible for art therapists in a variety of health care, residential, and community based agencies. In addition, graduates will have a strong preparation to begin a career as an artist as well as an art educator. They may also be employed in marketing positions, as installation artists in galleries, design web pages, assist in preparations of ads and presentations for businesses, and become illustrators for journals in science and other fields.

REQUIREMENTS FOR THE MAJOR
Successful completion of 66 credit hours, including: AT 101, 106, 267, 370, 449, 450; AR 106, 107, 108, 112, 114, 115, 203, 206, 251, and one 300-level AR course; PS 101, 230, 322, 330, 350; and one of the following: AR 200, 211, 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.

AT 101 Introduction to Art Therapy (3)
This course provides an introduction to the basic concepts of art as therapy. It includes an overview of the origins, theories, and foundations of art therapy, as well as exposure to major readings in the field and their application in many settings utilizing art as a means of communication.

AT 106 Art Therapy Applications (3)
A basic exposure to the application of art therapy utilizing a variety of approaches with diverse populations. Art therapists from selected agencies and settings will explain the goals of art therapy with their clients. Students will observe demonstrations presented by a variety of professionals. Prerequisite: AT 101

AT 267 Media and Methods (3)
An examination of various techniques used by art therapy counselors. Emphasis placed on experiencing the characteristics of a variety of art media. Exploring skills and media appropriate for specific populations. Prerequisites: AT 101, 106

AT 370 Creativity and Visual Thinking (3)
An exploration of various theories of creativity tracing the evolution through history. Deepening understandings of the functions of the right and left brain. Appreciating art works and personal art expression as sources of growth. Increasing a basic understanding of a variety of symbolic frameworks. Prerequisite: AT 101

AT 449 Field Placement I/450 Field Placement II (3,3)
An off-campus experience to provide the student with an opportunity to observe art therapy interventions with varied populations. Prerequisites: AT 101, 106, 267

BIOLOGY
FACULTY: Lita Yu, Ph.D. (Chair)
Glenn Hanniford, Ph.D.
Elizabeth Kavran, D.D.S.
Janet Kolesar, M.A.
Mark Kyle, D.D.S.
Jenise Snyder, M.S.

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\(^1\), Pre-Dentistry, Pre-Optometry, Pre-Podiatry\(^2\), Pre-Veterinary Medicine, and others)
- **Life Science**
- **Professional Medicine** (including Pre-Medicine\(^1\), Pre-Dentistry, Pre-Optometry, Pre-Podiatry\(^2\), Pre-Veterinary Medicine, and others)
- **Medical Technology\(^3\)**
- **Biology Specializations**

**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 Adolescent 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 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 termi-
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.

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. Ursuline Studies Stage I Science satellite.

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. Ursuline Studies Stage I Science satellite.

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. Ursuline Studies Stage I Science satellite.

BI 130L Laboratory for Human Biology: Birth through Aging (1)

Physical conceptual 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. Ursuline Studies Stage I Science satellite.
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 Laboratory 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-require: 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. Recommended: high school biology and chemistry.

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 cells research, gene therapy, genetic testing and genetic screening will be considered. Various practical approaches will be included, as appropriate, based on emerging research and technology.

BI 232 Clinical Microbiology (3)
Clinical Microbiology introduces the student to organisms that are seen with the assistance of a microscope. Topics include the biological characteristics, cellular processes, and physiology of microorganisms that are pathogenic, beneficial, or essential to human life; diseases and illnesses caused by viruses or microorganisms; and the human immune system and its ability to fend the body against infections under normal conditions. Recommended: 1 semester of college chemistry, and either BI 214 & 215 or BI 205.

BI 232L 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

Prerequisites:
(1) Sequence of biology fundamental courses (BI 200, BI 200L, BI 205 and BI 205L);
(2) Two semesters 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 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 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 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. Additional Pre- or co-requisite: BI 435.

BI 451 Departmental Seminar (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. Additional 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 indicated level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. “PL” is listed before all course titles for which credit is granted through external learning assessment.

### BUSINESS MANAGEMENT PROGRAM

**FACULTY:** Debra Fleming, C.P.A, D.B.A.
Marilynn Butler, Ph.D.
Anthony Cafarelli, Ph.D.
Barbara Good, E.D.M.
Robert Verner, Ph.D.

**AIMS AND OBJECTIVES**
The Business Department seeks to educate students at the undergraduate level for meaningful positions in business, government, and non-profit organizations. The Ursuline College Business faculty members believe that education for business must be based upon a blended approach combining the traditional liberal arts with a theoretical and applied classic and contemporary business practices. This approach presents a unique educational experience.

The professional curriculum includes the common body of knowledge in the field of business and stresses a working knowledge of the major areas of business activity. In doing so, the curriculum aims for proficiency in the use of analytic techniques for problem solving and appreciation for, and dedication to the social and ethical responsibilities of today’s business professional. Programs housed in the Ursuline College Business Department include Accounting, Business Management, Management Information Systems, Public Relations and Marketing Communication, Human Resources, Health Care Administration, Marketing, and Sport Management. The Business Department also provides a student majoring in other disciplines the opportunity to complete minor studies.

**PROGRAM DESCRIPTION**
The Business Management program is designed to provide students with an overview of the entire business organization. The major has been carefully designed to give students the fundamental skills managers need: an understanding of economics, marketing, accounting, and finance from the manager’s perspective; 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.

**MAJOR REQUIREMENTS:** The major is 48 credit hours: BU 210, 220, 310, 336, 340, 350, 375, 450; AC 210, 211; EC 102, 103, MIS 300 and three 3-credit BU electives.

**CAREER OPPORTUNITIES**
The Bachelor of Arts degree in Business Management prepares students with the skills necessary to obtain an entry-level management position or advance their career in this field. Graduates of the Business Management Program have found employment with 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
- Sales Manager
- Project Manager
- Human Resources Manager
- Clinical Research Manager
- Director of Communications
- Network Associate
- Marketing Representative
- Office Manager

**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. Prerequisite: Ursuline Studies Stage I anchors.

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. Prerequisite: 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: 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. Prerequisite: BU 125 or 210.

BU 288 Special Topics (3)
A study of selected business topics. No prerequisites.

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. Prerequisite: Ursuline Studies Stage I anchors.

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. Prerequisite: 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, MC 360.

BU 323 Sales Management (3)
The nature and techniques of selling and the organization and administration of the sales department. Prerequisite: 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. Prerequisite: 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, including BU 336.

BU 336 Organizational Behavior (3)
A study of the basic principles, policies, and methods used in managing an enterprise, including leadership, motivation, the group in organizations, and conflict resolution from the viewpoint of the individual and manager. Prerequisite: BU 210.

BU 340 Business Law (3)
An introductory study of the legal principles as they affect business and non-profit enterprises with emphasis on topics such as torts, crimes, contracts, the principal-agent relationship, sales under the Uniform Commercial Code, negotiable instruments, insurance, and bankruptcy. 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 credits)
Students are introduced to skills that will allow them to succeed in obtaining a job, such as creating an electronic resume and improving their skills for networking and interviewing. In addition, dressing for success, business etiquette, business ethics, and other areas will be covered. Prerequisite: Junior or Senior Status.

BU 375 Business Statistics (3)
A working knowledge of the statistical techniques that businesses use on a regular basis is necessary for success in many fields of business. The course will provide a sound basis in descriptive and inferential statistics. Areas covered include descriptive statistics, probability distributions, hypothesis testing, population and sampling techniques, analysis of variance, regression analysis, time series analysis, indexes and an introduction to non-parametric techniques. Prerequisite: MAT 125.

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. Develops solutions. Computer literacy required. Prerequisites: BU 320, BU 375.

BU 425 Advanced Marketing Management (3)
This capstone marketing course uses case studies to teach students 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. Prerequisite: 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 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, development and control of an organization. No test-out or prior learning may apply. **Prerequisites: Senior standing or instructor permission, and at least 40 credit hours in Accounting or Business major.**

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 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 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.

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.**

MGT 450 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.**

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. **Prerequisites: Permission of the program director recommended.**

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**CHEMISTRY**

**FACULTY:** Sarah Preston Ph.D. (Chair)
Jeanette Nappier, Ph.D. (Emeritus)
Mary Kay Deley, M.S.
Melissa Barranger-Mathys, Ph.D.

**AIMS AND OBJECTIVES:**
A unique 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. 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. 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.

REQUIREMENTS FOR THE CHEMISTRY MAJOR:
CH 105/L, CH 106/L, CH 221/L, CH 222/L, CH 422/L, PY 201/L, PY 202/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 CHEMISTRY 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.

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 approval of department chair.

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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. Ursuline Studies Stage I Science satellite.

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 biochemical chemistry. 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, thermodynamics, 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. Ursuline Studies Stage I Science satellite.

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 105.

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. Ursuline Studies Stage I Science satellite.

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 (3)
Chemistry and metabolism of carbohydrates, lipids, proteins, and nucleic acids; enzymes and biochemical genetics. Prerequisite: CH 222.

CH 422L Laboratory for Biochemistry (1)
Selected experiments. Includes extensive computer spreadsheet analysis (graphing and regression) of lab data. Pre- or co-requisite: CH 422.

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

I. Test Scores

A. SAT REQUIREMENT
   1. A composite score of 1000
   2. A minimum score of 450 on each of the following:
      a. Reading
      b. Mathematics
      c. Writing

B. ACT REQUIREMENT
   1. A composite score of 20
   2. A minimum score of 19 in each of the following areas:
      a. Reading
      b. Mathematics
   3. A minimum score of 8 on Writing

C. PRAXIS I REQUIREMENT
   1. Mathematics Minimum Score Required: 174
   2. Reading Minimum Score Required: 175
   3. Writing Minimum Score Required: 173

II. Interview

1. Verbal/Non-verbal Communication skills
   Passing score of 14*
2. 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)

1. EDL 101, Introduction to Education
2. EDL 102, Educational Psychology
3. EDL 210, Planning for Instruction

IV. Minimum GPA:

1. 2.75 Professional Education
2. 2.5 Cumulative (Overall)
3. 2.75 Content (AYA, MAVA, Middle)

V. Application and Philosophy of Education

VI. Successful Completion of EDL 099, Education Learning Community

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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.

EDUCATION

FACULTY:
Mary Jo Cherry, Ph.D.
Dee Stark-Kurtz, M.Ed.
Kathryn Tuohey, Ed.D.

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 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.

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

PROGRAM ADMISSION AND LICENSURE REQUIREMENTS

Students seeking teaching licence must fulfill additional requirements beyond those required for admission to and graduation from the College.

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ECONOMICS

For more information about faculty and course listings, see Business.
IN ORDER TO BE ELIGIBLE FOR RECOMMENDATION FOR LICENSURE IN THE STATE OF OHIO, 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 an approved baccalaureate and teacher education program, required by the State of Ohio.
4. Successfully completed required field/clinical experiences in culturally, racially, and socioeconomically diverse settings.
5. Successfully completed 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. Successfully completed all Key and Critical Assessments and Gate, i.e., admission to the department, admission to student teaching/clinical practice, and completion of program and licensure, requirements.
7. Recommendation by the Director of the Ursuline College Education Unit. 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.

PROFESSIONAL EDUCATION (All Licensure Programs)

EDL 099 Pre-Professional Skills (3)
This course provides an orientation to the Education Department for new education students, including study in the content areas of mathematics, reading, and writing, directly related to preparation for the Praxis I (PPST) assessments. Focus is also placed on test-taking strategies that can enhance successful assessment. The course is required of all students new to the undergraduate education programs. These credits do not count towards the major or the degree.

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 (2)
An examination of the philosophical, historical, and legal underpinnings that support contemporary education’s interpretation and implementation of equity in the educational arena.

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 will 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’Laughlin, 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 will work to provide meaningful ways for candidates to incorporate technology into lessons, making them interactive and motivating to students. Candidates will develop integrated classroom communication ability through lectures, discussions, modeling, laboratory experiences, and completion of a comprehensive project.

EDL 210 Planning for Instruction (4)
A study of curriculum with an emphasis on the practical application of principles of instruction on unit and lesson planning. Teacher candidates plan a unit based on the Ohio Core and Revised Academic Content and Specialized Professional Association Standards, deliver a lesson in the micro-teaching context, are introduced to the principles of measurement and evaluation, practice designing instructional resources for use in supporting classroom teaching and learning, and engage in hands-on practice in the use of technology to support instruction. Requires additional hours of field experience, BCI clearance, and NEA/OEA student and Specialized Professional Association memberships. Prerequisites: EDL 101, 102.

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) and the National Council for Accreditation of Teacher Education (NCATE) standards 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, colleagues, the community, and the education profession. The early childhood program includes coursework that addresses:

- State-mandated reading requirement
- 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. Requirements: Majors complete the following courses in addition to the USP core: EDL 099, 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.

MIDDLE CHILDHOOD LICENSE (grades 4 - 9)
The Middle Childhood Licensure program responds to the guidelines established by the Association of Middle Level Education (AMLE) and the National Council for Accreditation of Teacher Education (NCATE) 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

Requirements: Majors complete the following courses in addition to the USP core: EDL 099, 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,
• Management.

Course listings for the concentrations are available on the Academics page, Audit Sheets, at www.ursuline.edu.

ADOLESCENCE TO YOUNG ADULT LICENSE (AYA) (grades 7 - 12)
The Adolescence to Young Adult (AYA) Licensure program responds to the guidelines established by the National Council for Accreditation of Teacher Education (NCATE) and the specialized professional association for each content area 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

Teacher candidates may choose from one of four teaching fields:
• Integrated language arts
• Integrated mathematics
• Integrated social studies
• Life sciences

Requirements: Majors complete the following courses in addition to the USP core: EDL 099, 101, 102, 120, 130, 210; EDA 301, 302, 303, OR 304; EN 109, EN 205, PS 230. Course listings for the concentrations on the Academics page, Audit Sheets, at www.ursuline.edu.

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

Requirements: Majors complete the following courses in addition to the USP core: EDL 099, 101, 102, 120, 130, 210; EDA 301, 302, 303, OR 304; EN 109, EN 205, PS 230. Required Visual Arts course listing is on the Academics page, Audit Sheets, at www.ursuline.edu.

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, or as co-teachers in inclusion classrooms. This degree and licensure program responds to the guide-

lines established by the Council for Exceptional Children (CEC) and the National Council for Accreditation of Teacher Education (NCATE). 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 requirement
• Curriculum development and implementation
• Assessment
• Management of behavior
• Collaboration and consultation with parents and other professionals

Requirements: Majors complete the following courses in addition to the USP core: EDL 099, 101, 102, 120, 130, 210; EDE 230, 260, 301, 379; EDM 308; EDR 345; EDS 201, 202, 301, 302, 303, 304, 440; PS 230; 12 additional credits of electives.

AYA PROGRAM

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 high schools, apply both Common Core 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 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. 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 high schools, apply both Ohio’s Revised Academic Content 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. 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 high schools, apply both Ohio’s Revised Academic Content 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 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...
EDA 304 Integrated Language Arts (3)
The course is designed for one seeking adolescence to young adult licensure in Integrated Language Arts in the State of Ohio. The teacher candidate will study criteria for effective language arts instruction, review principles of adolescent development, consider the components of effective high schools, apply both Common Core Standards for Language Arts and NCTE Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journal articles relating to language arts education, and reflect on her/his personal philosophy of the value and purpose of language arts education. Includes additional hours of field-based experience during which time the teacher candidate will be required to teach, conduct focused observations, and assist the cooperating teacher with her/his duties and requires BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association. 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. “New” literacies, such as computer and media, are applied to classroom use. Instruction emphasizes practical applications of theory to secondary school students’ learning. “New” literacies, such as computer and media, are applied to classroom use. 

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 Standards for Fine Arts/visual arts, 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 301 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 Standards for Fine Arts/visual arts, 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 442 Student Teaching: Multi-Age (12)
Student teaching for Multi-age Visual Arts license seekers entails a 16-week experience with the first 8 in an elementary setting and the final 8 in a secondary setting. In each setting, the candidate begins by observing and then is mentored into taking over the entire teaching load at each site. The candidate is supervised by an appropriately certified or licensed cooperating teacher and a college supervisor. No additional courses may be pursued during the student teaching semester. 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 Praxis II licensing exams.

EARLY CHILDHOOD PROGRAM

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.

MULTI-AGE PROGRAM

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 Standards for Fine Arts/visual arts, 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 by cooperating teachers. 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. “New” literacies, such as computer and media, are applied to classroom use. Instruction emphasizes practical applications of theory to secondary school students’ learning. Requires additional hours of field experience, BCI clearance, NEA/OEA student membership, and membership in the Specialized Professional Association of the discipline focus of the major. 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 most appropriate strategies for meeting 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 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 pertaining to the level of licensure, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Prerequisites: EDL 101, 102, 120, 210; EDE 260.

EDE 330 Developmental Assessment in Early Childhood Education (3)
Teacher candidates learn a variety of strategies and guidelines for the 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.

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 appropriate 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 appropriate 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 and implemented. 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, 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 Early Learning and Common Core Standards.

**Mathematics**: Focuses on basic mathematics concepts of Pre-K–primary education as indicated in the Ohio Early Learning and Common Core 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 Ohio Early Learning and Revised Science 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's Early Learning and Revised Academic Social Studies 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, parents 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.

**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 are emphasized through authentic and summative instruments, interpretation, practice, 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 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 Praxis II licensing exam.

**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 K-3 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 Praxis II licensing exam.

**MIDDLE CHILDHOOD PROGRAM**

**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 and Praxis standards 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: EDM 300, 301, 308.

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: EDM 260, 301.

EDM 345 Reading Assessment and Intervention (3)
Teachers 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: EDM 300, 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's Academic Content Standards for Language Arts and IRA/NCTE Standards to the writing of lesson plans and constructing of an integrated unit, read and discuss questions posed in text, review journals 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 time 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: EDM 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’s Revised Content Standards for Social Studies and NCSS Stands 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 time 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: EDM 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 Common Core 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 time 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: EDM 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’s Revised Academic Content 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 time 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: EDM 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, assisting, 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 Praxis II licensing exams.

SPECIAL EDUCATION PROGRAM
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: EDS 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: EDE 101, 120, 210; EDS 102.

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: ELD 101, 102.

EDE 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: EDE 101, 102, 120, 210; EDS 102, 202.

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: ELD 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: ELD 101, 102, 120, 210; EDS 102, 202.

EDS 303 Curriculum and Instruction of Students with Special Needs (6)
Intensive review of all facets of curriculum development and design of instructional strategies, in relationship to the Common Core and Ohio Revised Content 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: EDE 101, 102, 120, 210; EDE 230, 260; EDS 102, 202, 301, 302.

EDS 304 Collaborative and Consultative Roles of Special Education Teachers (3)
Effective communication and collaboration among all constituencies (parents, school, community personnel) are covered. Team meetings and parent conferences are assessed and studied. Must be taken concurrently with EDS 303. Prerequisites: EDE 101, 102, 120, 210; EDE 230, 260, 379 (or concurrently); EDS 102, 202, 301, 302.

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 pertaining to the level of licensure, BCI clearance, NEA/OEA student membership, and membership in Specialized Professional Association. Prerequisites: EDE 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: EDE 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: EDE 101, 102, 120, 210; EDE 260, 301; EDM 308.

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 Praxis II licensing exams.

READING ENDORSEMENT
The Reading Endorsement is a series of five courses that encompass all aspects of the reading process. It includes a significant component of diagnosis and intervention as well as general methodology and reading to learn. This endorsement provides the opportunity for the candidate to add a capstone course to the twelve-hour reading core required by the State of Ohio for initial licensure and makes it possible to teach reading beyond the level of licensure. It is also available for those who wish to add reading to an existing license or certificate upon completion of the required coursework.

EDR 260/EDR 560 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 experience. Prerequisite: Completion of professional sequence, BCI and FBI clearances, NEA/OEA student membership, and membership in Specialized Professional Association.
EDR 301/EDR 501 Reading Methods (3)
This course will focus on the application of current philosophies and practices in the teaching of reading with emphasis on the integration of reading, writing, and the language arts. Issues of language and language acquisition, word attack skills, vocabulary development, levels of comprehension, critical and creative reading, reading writing across the curriculum, and English Language Learners are addressed. Teacher candidates will be exposed to trade books, literature-based basal texts and expository materials, assessment procedures and methods for observation, reporting of progress and intervention strategies. Requires additional hours of field experience. Prerequisite: EDR 260/560, completion of professional sequence, BCI and FBI clearances, NEA/OEA student membership, and membership in Specialized Professional Association.

EDR 308/EDR 508 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. Teacher candidates gain experience in conducting needs assessments for reading and writing demands of the reader. Requires additional hours of field experience. Prerequisites: EDR 260/560, 301/501; completion of professional sequence, BCI and FBI clearances, NEA/OEA student membership, and membership in Specialized Professional Association.

EDR 345/EDR 545 Reading Assessment and Intervention (3)
Teacher candidates will examine a variety of strategies and guidelines for the appropriate assessment and evaluation of children. 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. Prerequisites: EDR 260/560, 301/501, 308/508; completion of professional sequence, BCI and FBI clearances, NEA/OEA student membership, and membership in Specialized Professional Association.

EDR 365/EDR 565 Reading Practicum (3)
Based on the foundations of the Phonics in the Integrated Language Arts, Reading Methods, Reading in the Content Area, and Reading Assessment and Intervention, this course begins with the processes and procedures of reading diagnosis and the application of assessment findings to instruction. Teacher candidates develop skill in observing, analyzing, and interpreting reading behavior and designing intervention plans for instruction. A practicum component involves one-on-one work with a reader to practice advanced techniques of diagnosis and intervention. This course includes a written report of findings as well as information for the parents and classroom teacher of the child. Prerequisites: EDR 260/560, 301/501, 308/508, 345/545; completion of professional sequence, BCI and FBI clearances, NEA/OEA student membership, and membership in Specialized Professional Association.

EDR 301/EDR 501 Reading Methods (3)
This course will focus on the application of current philosophies and practices in the teaching of reading with emphasis on the integration of reading, writing, and the language arts. Issues of language and language acquisition, word attack skills, vocabulary development, levels of comprehension, critical and creative reading, reading writing across the curriculum, and English Language Learners are addressed. Teacher candidates will be exposed to trade books, literature-based basal texts and expository materials, assessment procedures and methods for observation, reporting of progress and intervention strategies. Requires additional hours of field experience. Prerequisite: EDR 260/560, completion of professional sequence, BCI and FBI clearances, NEA/OEA student membership, and membership in Specialized Professional Association.

ENGLISH

FACULTY: Alana Andrews, M.A.
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Colette Epplé, Ph.D.
Cynthia Glavac, O.S.U., Ph.D. (Chair)
Eileen Kohut, M.A.
Mary Frances Pipino, Ph.D.
JoAnne M. Podis, Ph.D.
Celeste Wiggins, Ph.D.
Frederick Wright, 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 media, communication technology, 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 students’ capacity for critical and imaginative reading, thinking, discussing, listening, and writing; on introducing students to works of literature that will enrich their lives; on providing learning experiences that enable them to gain insight into lasting human values; and on preparation for both the world of work and further professional education.

CAREER OPPORTUNITIES
Graduates with a degree in English qualify for careers in such diverse fields as publications, public relations, human resources, advertising and sales, business and marketing, and for careers in government and the law. 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 prepared for careers in media, communication technology, and professional writing. A related minor also enhances career opportunities.

COURSE REQUIREMENTS
All English majors must complete a total of 39 credit hours. Whether students choose the Literature or the Media and Language track, all must complete the following courses: EN 132; EN 108 or 135; 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 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 109, 113, 205, or 301; EN 329 or 330; EN 331 or 332; EN 341; EN 475; AR 210; and PR 220.

Note: EN 351/352 or 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 108, EN 132, or EN 135; EN 329 or 330; EN 331, 332, or 333; EN 303 or 340; EN 328, 344, 347, or 348; and one additional course at the 200, 300, or 400 level.

Education majors in Adolescence/Young Adult (AYA) Integrated Language Arts complete requirements for an English major. Education majors seeking licensure in Middle Childhood Reading and Language Arts also take a number of courses in the English Department. Students in both areas need to contact the Education Department for more details.
EN 100A College Reading and Study Skills (3)
This course serves as a support course for students entering college. The focus of the course is on developing student competencies in textbook reading comprehension, writing, listening, and study skills. This course is graded PA, PB, PC, D/NC, and F/NC.

EN 100B College Writing Skills (3)
This course is designed to assess strengths and weaknesses in the understanding and use of expository writing skills, to increase competency in those areas where a weakness exists, and to enable the student to take the Ursuline Studies Introductory Seminar or Transitions. This course is graded PA, PB, PC, D/NC, and F/NC.

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 108 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. Prerequisites: Ursuline Studies Stage I anchor. Ursuline Studies Stage II Aesthetic Response satellite (AE).

EN 109 Fundamentals of Acting (3)
Basic acting techniques and character study examining the experience of acting both on stage and off stage, including performance opportunities.

EN 113 Acting the Scene (3)
A study of script analysis and character, emphasizing the character’s psychology, environment, and interactions with others.

EN 114 Theatrical Production (1)
A hands-on experience in the “behind the scenes” areas of theatrical production for a fully mounted play.

EN 132 Life, Language, Literature (3)
An introduction to English as a discipline for students interested in language and its role in human life. Topics include linguistic issues, literary scholarship, and other areas of English Studies.

EN 135 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. Prerequisites: Ursuline Studies Stage I anchor. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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. Prerequisites: Ursuline Studies Stage I anchor.

EN 217 The American Short Story (3)
A study of representative American short stories from Edgar Allan Poe to the present. Prerequisites: Ursuline Studies Stage I anchor. Ursuline Studies Stage II American Culture satellite (AM).

EN 218 Modern European Drama (3)
A study of representative European plays from Henrik Ibsen to the present. Prerequisites: Ursuline Studies Stage I anchor. Ursuline Studies Stage II Western Culture satellite (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. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II American Culture satellite (AM).

EN 224 American Autobiography (3)
A study of representative American autobiographies illustrating a variety of approaches to recording one’s life history. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II American Culture satellite (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. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II American Culture satellite (AM).

EN 245 Introduction to World Cinema (1-3)
Offered in conjunction with the Cleveland International Film Festival, held annually in the spring, Introduction to World Cinema is a survey course in which students study world cinema with emphasis on the national and cultural contexts within which films are created and distributed. Students will be required to attend the film festival as part of the requirements for the course and thus must be available during the festival dates. Prerequisites: Ursuline Studies Stage I anchors and EN 135 Introduction to Film or permission of the Instructor. Ursuline Studies Stage II World Culture satellite (WO) when taken for three credits.

EN 250 European Literature I (3)
A survey of the literature of Europe through the Renaissance. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II Western Culture satellite (WE).

EN 251 European Literature II (3)
A survey of the literature of Europe from the Enlightenment to the present. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II Western Culture satellite (WE).

EN 301 American Theater (3)
A history of the American theater with readings from selected plays. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II Aesthetic Response satellite (AE).

EN 303 Creative Writing (3)
A study of the techniques of short fiction, poetry, and drama with practice in the writing of each genre. Prerequisites: Ursuline Studies Stage I anchors.

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. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II World Culture satellite (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. Prerequisites: Ursuline Studies Stage I anchors.

EN 330 American Literature II (3)
A survey of fiction, nonfiction, poetry, and drama of the United States from 1865 to the present. Prerequisites: Ursuline Studies Stage I anchors.

EN 331 British Literature I (3)
A survey of the literature of England from the eighth to the late eighteenth century. Prerequisites: Ursuline Studies Stage I anchors.

EN 332 British Literature II (3)
A survey of the literature of England from the late eighteenth century to the mid-twentieth century. Prerequisites: Ursuline Studies Stage I anchors.
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. Prerequisites: Ursuline Studies Stage I anchors.

EN 340 Advanced Expository Writing (3)
An advanced study of the writing of nonfiction prose, including essays, reviews, and interviews. Prerequisites: Ursuline Studies Stage I anchors.

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. Prerequisites: Ursuline Studies Stage I anchors.

EN 344/244 Asian Literature (3)
A survey of Asian cultures and literary traditions from ancient to modern times. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II World Culture satellite (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. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II World Culture satellite (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. Prerequisites: Ursuline Studies Stage I anchors. Ursuline Studies Stage II World Culture satellite (WO).

EN 351, 352 Reading Seminar (3, 3)
Reading, analysis, and discussion of selected works or topics. Focus varies depending on the professor offering the course. Prerequisites: Ursuline Studies Stage I anchors.

EN 433 Introduction to the History of the English Language (3)
Study of linguistic developments from Old English to Modern British and American English with attention to language history and language diversity. Prerequisites: Ursuline Studies Stage I anchors.

EN 437 Shakespeare (3)
Intensive study of the major tragedies, comedies, and histories. Prerequisites: Ursuline Studies Stage I anchors.

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 488 Special Topics (3)
Topics from any genre, author, or theme. Focus varies depending on the professor offering the course. Prerequisites: Ursuline Studies Stage I anchors.

EN 499, 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)
Charlotte Trenkamp, O.S.U., M.A., A.T.R.
Jennifer Knaus, M.A.,
May Beard, 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, sewing machines, multi-thread sergers, 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, 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 3500 pieces of apparel, costume jewelry, hats, handbags, gloves, shoes, and textiles. The Collection provides a direct means of studying 20th 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 Fashion Focus, field study trips in Cleveland, 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.

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. University level instructor teaching, 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 and fashion marketer. University level instructor teaching, majors are strongly encouraged to pursue a Master's degree.

REQUIREMENTS FOR THE MAJOR


F.I.T. TRACK OPTION I N FASHION DESIGN AND FASHION 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 60-64 credit hours
2. Be nominated by the faculty of the fashion department
3. Be officially accepted by the Fashion Institute of Technology
4. 3.0 G.P.A. at time of application

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 will 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 buy 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.

FH 251 Costume and Fashion (3)
A history of the development of costume and fashion will be explored from its simple and practical beginnings to the growth of the multibillion-dollar global industry that it is today. The survey will mirror the development of civilization from ancient Egypt to the present, focusing on trends in clothing style, fabric, accessories, hair styles 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 which show each garment to its advantage. By learning different media, students will be able to develop their creativity and enhance illustrations skills.

FH 300 Color and Presentation Boards (3)
This course introduces students in fashion to color 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 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 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, details, without actually developing the prototype. The software system allows students to simplify every line of the sketches in producing collection boards. Knowledge of Adobe Illustrator is recommended. Prerequisite: FH 201

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 set, create muslin samples, practice ASTM standards, grading, marker making and sewing samples for industry standards. Prerequisites: FH 101, FH 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 to 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 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
sample. 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.

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, resume 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, resume 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 resume when they make appointments with the coordinator/director of internships. All academic internships must be completed before the last semester of the senior year. 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, Chicago, Dallas, F.I.T., New York, Toronto, and Cleveland to study fashion operations.

FH 199, 299, 399, 499 External Learning Assessment (credit varies)
Measureable 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.

FRENCH
See Modern Languages

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)
Measureable 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.

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
- enVISION 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, ID 120, and two classes from the following: HIP 225, 325, 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

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 these 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 course 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. **Prerequisites: ID 120**

HI 290 or HIP/HI 490 World Sacred Landmarks or Cleveland Sacred Landmarks (3)
Study of historic places of worship including the 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 the coursework. **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 3-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.

Bridge Courses

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 and 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, distributed as follows:

- US 350 and US 351 Introduction to Culture I and II (6 cr.)
- HI 214 US Social and Cultural History (3 cr.)
- HI 454 Research Methods in History and Historic Preservation (3 cr.)
- One European History, any level (3 cr.)
- One Non-Western History (3 cr.)
- 12 Credits of History 300-level and above: (including HI 454 and any taken at or above the 300 level) (12 cr.)
- Total Credits: 30 cr.

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. Note that all Stage II satellite courses have as a prerequisite completion of USP Stage I.

*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. Ursuline Studies Stage II World Culture satellite (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. Ursuline Studies Stage II Western Culture satellite (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. Ursuline Studies Stage II World Culture satellite (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. Ursuline Studies Stage II World Culture satellite (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. Ursuline Studies Stage II American Culture satellite (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. Ursuline Studies Stage II World Culture satellite.

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. Ursuline Studies Stage II World Culture satellite (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. Ursuline Studies Stage II World Culture satellite (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 300 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. Ursuline Studies Stage II Western Culture satellite (WE).

HI 324 Medieval Culture (3)
A study of political, social, economic, religious, and intellectual developments from the break-up of the Roman Empire to the Renaissance. Ursuline Studies Stage II Western Culture satellite (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. Ursuline Studies Stage II Western Culture satellite (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. Prerequisites: 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.

HUMANITIES
COORDINATOR: Natalie Kertes Weaver, 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
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 101, 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: 1 credit senior thesis (HS 490)

HS 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 Studies Program, at least 33 of these 40-41 credits must be taken in addition to the
Ursuline Studies satellite courses for Stages I, II, and III. 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 Studies 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 contacts the URSA Office (Ursuline Resources for Success in
make technology decisions and implement computerized systems. The blend of skills acquired in this major prepares the student for careers in businesses, governmental and non-profit organizations such as:

- Programmer/Analyst
- Applications Developer
- Technical Support
- Help Desk and End User Support
- Systems Analyst
- Business Intelligence Analyst

**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. **Prerequisites:** Permission of the Program Director recommended.

**MIS 305 Enterprise Architecture (3)**

This course explores the design, selection, implementation and management of enterprise IT solutions. Students learn frameworks and strategies for infrastructure management, content management, distributed computing, system consolidation, software selection, IT investment analysis, and emerging technologies. **Prerequisites:** MIS 300 or permission of department.

**MIS 315 IT Infrastructure (3)**

This course provides an introduction to IT infrastructure issues relating to computer systems and communication networks. The focus of the course is on the services and capabilities that IT infrastructure solutions enable in an organizational context. It gives the student the knowledge and skills that they need for communicating effectively on hardware and systems software technology and for designing organizational processes and applications. The course focuses strongly on Internet-based solutions, security, and regulatory compliance. **Prerequisites:** MIS 300 or permission of the department.

**MIS 320 Web Development (3)**

Analysis, design and implementation of Web pages including the use of multimedia elements, database connectivity, HTML, and scripting. Basic coverage of e-commerce and issues associated with it.

**MIS 325 Application Development (3)**

This course introduces students to the fundamental concepts of application development so that they can understand the key processes and complexity of application development. Students will learn the basic concepts of program design, data structures, and programming logic. Language used will be determined based on current trends and student needs.

**MIS 330 Network Security (3)**

This course provides an introduction to the administrative, physical, and technical aspects of information security management. Knowledge gained applies to data in students' professional and personal lives.

**MIS 340 Systems Analysis & Design (3)**

Introduction to fundamental concepts of structured systems analysis and design from the feasibility study to implementation. Includes coverage of the tools used by the analyst to achieve a successful system development.

**MIS 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. Prerequisites: Permission of the Program Director
recommended.

MIS 360 Database Management (3)
An advanced course in database management to include concepts, management, creation and
use of databases.

MIS 420 Information Systems Management (3)
Introduction to practice of managing information technology services, including: issues of
information systems strategies and implementations through the use of case studies; staffing
and management of various functions; overview of business process re-engineering, enterprise
information systems and data warehouses; introduction to knowledge management and data
mining; examples of decision support and expert systems used to support sophisticated business
decision-making. Prerequisites: completion of MIS 300-level courses or permission of the department.

MIS 430 Data Mining and Knowledge Management (3)
Business Intelligence (BI) has been defined by some as the strategic use of information to
increase the profitability of a business. This course explores the methodologies of turning
stored data into valuable information to support management decision making. Components
of the BI Solution set will be individually discussed. These include:
• the use of the Data Warehouse as a repository for enterprise data
• Data marts as subsets of the Data Warehouse to support a business unit
• Operational data stores for current and near real-time data
• Data Profiling, ETL and Information Integration/Federation Concepts
• OLAP, Data Mining and Knowledge Discovery
BI will be discussed from the business and technical perspectives, however, the emphasis of
this course will be on the business side. Prerequisite: MIS 360 or permission of the department.

MIS 440 Decision Support Systems (3)
This course provides an introduction to the discipline of decision support systems with a
strong emphasis on Healthcare Informatics (HCI). HCI represents a multi-disciplinary field of
study that combines information technology with medicine to improve patient healthcare
delivery and support leading-edge medical research. It deals with the resources, devices and
methods required to optimize the acquisition, storage, retrieval and use of information in
health, biomedicine, and other industries. Health informatics tools include not only computers
but also clinical guidelines, formal medical terminologies, and information and communication
systems. Prerequisite: MIS 360 or permission of the department.

MIS 450 (cross-listed with PR 450) Research Analysis and Messaging Strategy (4)
This course focuses on research analysis and subsequent development, evaluation, and
implementation of a significant information system. Project management and systems integration
will be components of the development experience. Prerequisites: completion of MIS 300-level
courses or permission of the department.

MIS 460 Project Management (3)
Advanced MIS majors operating as a team will engage in and complete the design and
implementation of a significant information system. Project management and systems integration
will be components of the development experience. Prerequisites: completion of MIS 300-level
courses or permission of the department.
MICROCOMPUTERS

FACULTY: Inge Schmidt, Ph.D.

MC 103 Introduction to Personal Computers (1)
An introduction to personal computers. The course includes a study of computer system components, various kinds of networks, how an operating system provides instructions for the computer to operate, and an examination of the broad impact of computers on society. The need to be familiar with computers and be able to utilize their capabilities at work and at home is essential for everyone. Computer literacy is part of most types of careers.

MC 105 Creating and Formatting Documents (1)
The course includes a hands-on introduction to word processing software in a Windows environment. The need to be familiar with computers and word-processing and be able to utilize their capabilities at work and at home is essential for everyone. Computer literacy is part of almost all types of careers. Prerequisite: MC 103 or prior experience as assessed.

MC 107 Multimedia Presentations (1)
The course includes a hands-on introduction to multimedia presentations in a Windows environment. The course will cover the creation of a basic presentation using graphics, templates, sounds, graphs, build and transition effects, and simple animation. Prerequisite: MC 103 or prior experience as assessed.

MC 250 (Cross-listed with AR 210) Visual Communication 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. Prerequisites: MC 103, 105, 107, or permission of the department.

MC 360 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 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. Prerequisites: MC 103, 105, 107 or prior experience as assessed.

MC 365 Data Analysis with Excel (1)
This course provides introductory to intermediate skills in using spreadsheet software for basic data analysis, graphing, “what-if” scenarios, in developing typical moderate-size applications in various organizational settings: budgeting, planning, statistical analysis and more. Prerequisites: MC 103, 105, 107 or equivalent course(s), or “pass” on placement test.

MARKETING

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 Ursuline Studies program, 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, 310, 311, 312, 324, 325, 412, 413, 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 223, 310, 311, 312, 324, 420, 421, 422, and 513.

MAT 099 Introductory Algebra (3)
A study of whole numbers, prime numbers, fractions, mixed numbers, decimal numbers, ratios and proportions, percent, introduction to algebra, measurement, and geometry. This course does not count toward degree requirements and is graded PA, PB, PC and D/NC or F/NC. Prerequisites: Placement.

MAT 114 Intermediate Algebra (3)
A study of real numbers, algebraic expressions, linear equations and inequalities, straight lines and functions, exponents and polynomials, factoring polynomials and solving quadratic equations. Prerequisites: Completion of MAT 099 or equivalent with a passing grade, or 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. Ursuline Studies Stage I Math satellite. Prerequisites: Completion of MAT 114 or equivalent with a grade of C or better, 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. Ursuline Studies Stage I Math satellite. Prerequisites: Completion of MAT 114 or equivalent with a grade of C or better, or placement.

MAT 132 Precalculus (4)
This course covers trigonometric functions of real numbers, analytic trigonometry, systems of equations and inequalities, topics in analytic geometry. Ursuline Studies Stage I Math satellite. Prerequisites: Completion of MAT 131 with a grade of C or better, or placement.

MAT 204 Teaching Middle School Math (3)
For students seeking license to teach mathematics in grades 4 to 9, this course reviews the content of the grade-specific competencies outlined by the Ohio Department of Education standards. Students are given opportunities to explore and practice teaching these topics, as well as make connections among different topics. The incorporation of visual aids and modern technology, in the form of calculators, spreadsheets, and Internet links, will be used to help bring these topics to life. 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. Ursuline Studies Stage I Math satellite.

MAT 221 Calculus I (4)
This course covers functions, limits and rates of change, derivatives, application of differentiation, integrals, and applications of integration. Ursuline Studies Stage I Math satellite. Prerequisites: Completion of MAT 132 or equivalent with a grade of C or better, 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. Ursuline Studies Stage I Math satellite. Prerequisites: Completion of MAT 221 with a grade of C or better, or placement.

MAT 223 Calculus III (4)
This course covers vectors and the geometry of space, vector functions, partial derivatives, multiple integrals, and vector calculus. Prerequisites: Completion of MAT 222 with a grade of C or better, or placement.

MAT 310 Number Theory (3)
An introduction to mathematical proof and mathematics beyond the beginning level, including a study of the divisibility properties of integers, prime numbers, linear and quadratic congruencies, and primitive roots. 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
COORDINATOR: Lita Yu, 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 include researchers, management, 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. Students admitted to Cleveland Clinic School of Medical Technology from Ursuline College must have completed at least 96 semester hours, completed the Ursuline Studies 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 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.

Courses in Biology, Chemistry, Math, and Physics are required as the science prerequisites to qualify for admission to Cleveland Clinic School of Medical Technology. Contact Cleveland Clinic School of Medical Technology for specific course requirements and application procedures.

MODERN LANGUAGES

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
Note: All modern language courses taught in French fulfill the Ursuline Studies Program 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)

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.

Spanish
Note: All modern language courses taught in Spanish fulfill the Ursuline Studies Program 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.

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. Ursuline Studies Stage II American Culture satellite (AM).

External Learning Assessment (credit varies)

Academic Internship (credit varies)

Preparation for Travel in Spain and Latin America (3)

Preparation for Travel in Italy (3)

Preparation for Travel in France and Quebec (3)

Preparation for Travel in Spain and Latin America (3)

Academic Internship (credit varies)

Preparation for Travel in Spain and Latin America (3)

Academic Internship (credit varies)

Preparation for Travel in Europe (3)

Preparation for Travel in Italy (3)

Preparation for Travel in France and Quebec (3)

Preparation for Travel in Spain and Latin America (3)

Preparation for Travel in France and Quebec (3)

Preparation for Travel in Spain and Latin America (3)
One credit per semester is given for a half-hour private lesson each week. Daily practice is expected. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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. Ursuline Studies Stage II Aesthetic Response satellite (AE).

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. Ursuline Studies Stage II Aesthetic Response satellite (AE).
be held responsible for knowing and following all of the policies and guidelines outlined in:

1. The Breen School of Nursing BSN Program Student Handbook
2. The Ursuline College Student Handbook and Planner
3. The Ursuline College Catalog
4. Each course syllabus

All nursing students 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-” (“D+,” “D,” “D-” or “F”) will be considered a failure. In NR 425 and 426, students must earn a grade of “P” (pass). (See Probation and Dismissal Policies for details concerning failures in a program.)

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 for at least six hours in the clinical setting per day twice per week as a student.

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.

REQUIREMENTS OF PROGRAM

Traditional BSN
Students are responsible for knowing the requirements of their degree program. Students currently in the program must complete 129 credit hours of course work divided in the following manner: 49 credits of core (USP), 22 credits in support courses, and 58 credits in nursing courses. Students starting nursing courses in Fall of 2011 or later must complete 128 credits: 49 credits in the core (USP), 24 credits in support courses, and 55 credit hours in nursing courses.

RN to BSN
Registered nurses who wish to complete the requirements for the BSN degree must complete 22 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 40 escrow/bypass credits for previous learning in nursing courses by having achieved a 2.5 cumulative average in designated courses.

Accelerated Nursing Program for Second-Degree Students
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 concentrated period of time of 15 months. In addition to the nursing requirements students take two Ursuline Studies courses, PH 260, Bioethics and US 401, Culminating 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).

All Students
Students will be held responsible for knowing and following all of the policies and guidelines outlined in:

1. The Breen School of Nursing BSN Program Student Handbook
2. The Ursuline College Student Handbook and Planner
3. The Ursuline College Catalog
4. Each course syllabus

All nursing students 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-” (“D+,” “D,” “D-” or “F”) will be considered a failure. In NR 425 and 426, students must earn a grade of “P” (pass). (See Probation and Dismissal Policies for details concerning failures in a program.)
A student may attempt the same nursing course for credit only two times. An “attempt” is defined as taking a course for credit, repeating a failed course and/or repeating 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 ill health, personal issues, or family concerns.

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.

All nursing students must earn a “satisfactory” in the clinical 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. 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 laboratory settings. Students are required to have student uniforms purchased from the affiliating uniform company. Attendance at clinical laboratory is mandatory. Students are required to carry professional liability and health insurance. 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 444): 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 shall:

(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 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. Due to the nature of clinical courses, class size is limited. Because the nursing courses are organized sequentially, students cannot accelerate their studies once they enter.

PRE-NURSING STUDENTS WISHING TO PURSUE STUDIES IN NURSING

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, anatomy and physiology, and chemistry (with labs) with a grade of “C” or better in each course. Application to the nursing program can be initiated after completion of 24 credits and no more than 40 credits. Every attempt of a course counts toward the 40 credit limit.

Near the end of the first year, 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)
NR 226 Professional Nursing: A Conceptual Approach (3)
This course is designed for the RN and LPN pursuing a BSN degree. Building on prior knowledge, it has as its major focus the identification and development of the requisite skills needed for the professional nurse to function in today's changing health care environment. Health promotion, maintenance, and restoration activities are addressed through discussion of the core concepts of critical thinking, communication, and caring. This course is open only to Registered Nurses returning for a BSN degree and to Licensed Practical Nurses enrolled in the BSN program.

NR 317 Evolving Concepts: Health Promotion, Maintenance, and Restoration of the Developing Family (5)
This course focuses on the nursing care of the woman and her family during the maternity cycle and the care of the newborn. Emphasis is placed on the normal physiological and psychological changes of pregnancy. As a beginning critical thinker, the student also examines conditions and issues relevant to women's health. The roles of caregiver, teacher, advocate and beginning leader are utilized in applying theory to clinical practice in a variety of settings. Prerequisites: NR 216, 217, 218, 219, 220; concurrent enrollment in junior clinical course(s) as advised; completion of all preceding requirements.

NR 318 Evolving Concepts: Health Promotion, Maintenance, and Restoration in Psychiatric Mental Health Nursing (5)
This course introduces the student to principles of psychiatric mental health nursing. Emphasis is placed on a holistic perspective in the delivery of nursing care to clients with mental health problems. The roles of caregiver, beginning leader, teacher and advocate are utilized in applying theory to clinical practice in a variety of settings. Prerequisites: NR 216, 217, 218, 219, 220; concurrent enrollment in junior clinical course(s) as advised; completion of all preceding requirements.

NR 319 Evolving Concepts: Health Promotion, Maintenance, and Restoration of the Acutely Ill Adult (4)
This course is designed to build on beginning critical thinking, communication, and caring skills. Emphasis is placed on the client with an acute illness episode as the student adapts therapeutic nursing interventions to client and family needs. The roles of caregiver, teacher, advocate, and beginning leader are utilized in applying theory to clinical practice in an acute care setting. Prerequisites: NR 216, 217, 218, 219, 220; concurrent enrollment in junior clinical course(s) as advised; completion of all preceding requirements.

NR 320 Evolving Concepts: Health Promotion, Maintenance, and Restoration of the Adult with a Chronic Health Problem (5)
This course is designed to build on beginning critical thinking, communication, and caring skills. Emphasis is placed on the client with a sub-acute and/or chronic health problem as the student adapts therapeutic nursing interventions to client and family needs. The roles of caregiver, teacher, advocate and beginning leader are utilized in applying theory to clinical practice in the home and alternative settings. Prerequisites: NR 216, 217, 218, 219, 220; concurrent enrollment in junior clinical course(s) as advised; completion of all preceding requirements.

NR 331 Societal Impact on American Women's Health (3)
Through a collaborative, historical, and philosophical approach, this course investigates societal issues that have an impact on women's health as well as issues related to women as consumers of health care. In a seminar format, the course evolves through ongoing class input. Content development and assessment methods result from active student participation. Topics may include but are not limited to the following: historical/economic perspectives of women's health, women and the health care system, violence against women, alternative methods of healing, and the physical and mental health of women. Prerequisite: Completion of Stage I Ursuline Studies coursework.

NR 332 Transcultural Nursing (3)
This is a directed study in transcultural nursing in which students broaden their knowledge of and perspective on nursing and health care systems through reading and experiencing such systems in other cultures/countries.

NR 417 Advanced Concepts: Health Promotion, Maintenance, and Restoration of the Community (3)
This course focuses on community/public health nursing and emphasizes an epidemiological approach to the study and care of aggregates and communities. The roles of advanced caregiver, leader, collaborator, and change agent are utilized in applying theory to clinical practice in community settings. Prerequisites: NR 317, 318, 319, 320; concurrent enrollment in senior clinical course(s) as advised; completion of all preceding requirements.

NR 418 Advanced Concepts: Nursing Leadership (2)
This course advances the development of leadership principles and group dynamics to enhance the development of the professional nurse. Emphasis is on concepts associated with leadership and the role of the nurse in the practice setting. The Practicum in Leadership course will enable students to apply principles of leadership in practice settings. Prerequisites: NR 317, 318, 319, 320; concurrent enrollment in senior clinical course(s) as advised; completion of all preceding requirements.

NR 419 Advanced Concepts: Health Promotion, Maintenance, and Restoration of the Critically Ill Client (4)
This course introduces the student to principles of critical care nursing. As an advanced caregiver the student utilizes therapeutic nursing interventions to meet psychosocial and psychological needs of the critically ill client. The roles of leader, collaborator, and change agent are utilized in applying theory to clinical practice in a critical care setting. Prerequisites: NR 317, 318, 319, 320; concurrent enrollment in senior clinical course(s) as advised; completion of all preceding requirements.

NR 420 Advanced Concepts: Health Promotion, Maintenance, and Restoration of Children and Families (5)
This course focuses on the principles of the nursing care of children within their families and the community. It includes concepts and theories relevant to the health promotion, maintenance and restoration needs of children and families. Selected advanced therapeutic nursing interventions are utilized to meet the psychosocial and physiological needs of children and their families. The impact of developmental variables from infancy through adolescence is integrated throughout the course. The roles of advanced caregiver, leader, collaborator and change agent are utilized in applying theory to clinical practice in a variety of settings. Prerequisites: NR 317, 318, 319, 320; concurrent enrollment in senior clinical course(s) as advised; completion of all preceding requirements.

NR 425 Integrative Clinical Experience (5)
This course is an intensive integrative clinical experience emphasizing the transition from the role of the student to the role of the professional nurse. It provides an in-depth experience and opportunity for application of knowledge and skills in the care of clients in selected practice settings with particular emphasis placed on leadership. This course represents the culmination of the nursing program of studies. Prerequisites: Completion of NR 417, 418 and either 419 or 420. Completion of all other program requirements (Students must earn a grade of "P" to pass this course.)

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. This course is open only to the Registered Nurse returning for a BSN degree. Pre- or co-requisite: NR 418. (Students must earn a grade of "P" to pass this course.)

NR 440 Nursing Research (3)
This course guides the student in the research process and its relevance to the advancement of nursing theory and practice. Students advance as participants in the research process and as consumers of nursing research. Prerequisite: Senior level standing in nursing.
NR 288, 488 Special Topics (credit varies)
NR 461, 462 Independent study (1-3, 1-3)
Directed study or research on a selected topic. Approval of Dean required.

FOR STUDENTS WHO BEGIN THE NURSING PROGRAM AT URSULINE COLLEGE IN FALL 2011 OR LATER, THE FOLLOWING REQUIREMENTS MUST BE COMPLETED.

FOR SECOND DEGREE STUDENTS BEGINNING THE ACCELERATED PROGRAM, PLEASE CONTACT THE SCHOOL OF NURSING FOR PROGRAM REQUIREMENTS.


RN to BSN students beginning in fall of 2012 or later, please contact the Breen School of Nursing or the Ursuline College Accelerated Program (UCAP) for program requirements.

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, BI 215, BI 232, CH 108

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, BI 215, BI 232, CH 108

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, BI 215, BI 232, CH 108

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: BI 310, NR 215, NR 235, NR 245, NU 104; Co-Requisite: PS 230

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: BI 310, NR 215, NR 235, NR 245

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. Prerequisites: BI 310, NR 215, NR 235, NR 245

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 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. Prerequisite Courses: NR 255, 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. Prerequisites: NR 325 or equivalent; Co-requisite: NR 335

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 or equivalent; Co-requisite: NR 345

NR 395 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: Completion of all junior level nursing courses and senior level status

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: Completion of all junior level nursing courses and senior level status

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: Completion of all junior level nursing courses and senior level status

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 453; 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. Prerequisite: NR 453; Co-requisite: NR 465

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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

FACULTY: 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 around 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 21st 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; US 102; PS 101 or SO 103; 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 Ursuline Studies World or American Culture satellite otherwise.

Year 2 Fall (17 credits): CH 221, 221L; PY 201, 201L; US 350; PHCL 2600 (UT).

Year 2 Spring (18 credits): CH 222, 222L; PY 202, 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 USP American Culture satellites at UC or list at UT) and one course in Non-U.S. Culture (see USP World Culture satellites 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.

PHCL 2600 Functional Anatomy and Pathophysiology I (4)
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)
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)
Elizabeth E. Mecach, Ph.D.

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.
PH 205 Logic (3) 
A study of the principles of critical and creative thinking with emphasis on practical applications. Ursuline Studies Stage II Western Culture satellite (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. Ursuline Studies Stage II World Culture satellite (WO).

PH 260 Bioethics (3) 
An introduction to ethics and an inquiry into the major ethical problems regarding issues of life and death. Ursuline Studies Stage II Western Culture satellite (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 for the development of basic American political concepts. Ursuline Studies Stage II American Culture satellite (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. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

PH 350 Ethical Values (3) 
A discussion of the principles of ethical action and application of these principles to some contemporary issues. Ursuline Studies Stage III Philosophy satellite.

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.

PH 365 Existential Philosophy (3) 
An examination of the existential trend in philosophy from Kierkegaard and Nietzsche to Beauvoir and Sartre. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

PH 425 Philosophy and Literature (3) 
A discussion of the philosophical aspects of several literary works. Ursuline Studies Stage III Philosophy satellite.

PH 430 Philosophy of Art (3) 
A study of the meaning of art, the nature of artistic intuition, and the creative process. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

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. Ursuline Studies Stage III Philosophy satellite.

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 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.

PH 201L General Physics Laboratory I (1) 
Selected experiments. Pre- or co-requisite: PY 201.

PH 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.

PH 202L General Physics Laboratory II (1) 
Selected experiments. Pre- or co-requisite: PY 202.
Any student applying to KSUCPM from Ursuline College must have completed at least 90 credits to receive the degree of Doctor of Podiatric Medicine. 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**

**COORDINATOR:** Glenn Hanniford, Ph.D.

**FACULTY:** Timothy K. Kinsella, Ph.D. (Chair)  
Arthur R. Frazier, 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. The program enables students to choose from two concentrations, based on their own interests and career plans:

**Pre-Law:** This concentration gives students the background needed for application to law schools at the graduate level, in preparation for a J.D. degree. The program throughout emphasizes skills that U.S. law schools identify in their successful candidates for admission: critical thinking, clear written and spoken communication, ability to work collaboratively, and a global perspective. Pre-Law advising includes co-curricular support in LSAT preparation, dialogues on legal issues, and career planning.

**Public Policy and Advocacy:** This concentration 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.

**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, 230, 420, 430, 475; MAT 212; and PH 331. In addition, all students in the major must select one of two concentrations, Pre-Law or Public Policy and Advocacy. In either concentration, students must take 3 courses, 3 credits each. The Pre-Law concentration includes PO 115, 210, and 310. The Public Policy and Advocacy concentration includes PO 220, 250, and 340. Also, all students in the major are 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 basis. Ursuline Studies Stage II American Culture satellite (AM). Prerequisite: Ursuline Studies Stage I anchors.

**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. Ursuline Studies Stage II World Culture satellite (WO). Prerequisites: Ursuline Studies Stage I anchors.

**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. Ursuline Studies Stage II American Culture satellite (AM). Prerequisite: Ursuline Studies Stage I anchors.

**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 which 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: Ursuline Studies Stage II anchors 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 moot 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.

PROFESSIONAL MEDICINE (PRE-MED)
COORDINATOR: Glenn Hanniford, 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 Studies Program (USP) 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 year of English (satisfied by USP requirements), 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 involve themselves in research projects. 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 coursework. 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 offered 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

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, 322, 330, 350, 490, and MAT 212. 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 335, 370 and 15 additional PS elective hours. Graduate School (core+21 hours): PS 324, 380, 380L, 430, and 9 additional PS elective hours.

Industrial Organizational (I/O) Psychology Emphasis (Optional):
These collateral courses were identified to provide students with the opportunity to learn about the dynamic relationship between psychology and the workplace. Students are recommended to complete the graduate school track and take the following psychology electives: PS 335, PS 360, PS 370 and PS 422. The following general elective collateral courses outside of psychology are also suggested: MGT 350, BU 230, BU 330, BU 335, BU 430, MGT 450.

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, 322, 330, 350, 490; MAT 212; 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. Ursuline Studies Stage I Self satellite. 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 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.

PS305 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, MAT 212, PS 322.

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; MAT 212.

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, grade of “B” or better in PS 322; MAT 212.

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; MAT 212.

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, 322; MAT 212.

PS 360 Industrial-Organizational Psychology (3)
This course is the study of the application of psychological principles and theories to the workplace. This course addresses topics such as employee selection and placement, psychological testing, performance appraisal, training and development, leadership, motivation, job satisfaction, work conditions, organizational development, and health in the workplace. Prerequisites: PS 101; MAT 212.

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 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; MAT 212; 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, 322; MAT 212; 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, MAT 212, PS 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, 335 or 430; MAT 212; junior status or above.

PS 490 Capstone Course in Psychology (3)
This course culminates the psychology major’s study by reviewing all major areas in the academic discipline. The course is both a review of undergraduate studies and a preparation for graduate studies in psychology. Prerequisite: Psychology major with senior status.

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.
departments of all types of organizations including government, corporations, non-profits, education, and health care. Upon graduation, students can continue in Ursuline’s MBA program with a concentration in Marketing & Communications Management. PRMC 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
42 credits, including PR 111, 220, 222, 320, 412, 415, 475; BU 125, 220; AR 114, 311, MC 250 (prerequisites MC 103, 105, 107 or test out); and PH 355.

REQUIREMENTS FOR MINOR
18 credits, including PR 111, 222, 320, 415; BU 125 plus 1 elective from the following courses: PR 220, 321, 412; AR 114, 311; BU 200, 220, 230, 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. Prerequisites: None.

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.

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 125.

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 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 412 Special Problems: Media Analysis and Client Issues (3)
This course will focus on the business aspects of integrated marketing communications, including how to construct research and how to measure the effectiveness of a communications campaign. This course will be hands-on and real-world oriented. Prerequisites: PR 111 and 222 or discretion of instructor.

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 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, 412, 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.

RELIgIOUS STUDIES

FACULTY: Natalie Kertes Weaver, PhD (Chair)
Lisa Marie Belz, OSU, PhD

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 services management, long-term care administration, art, music, psychology, English, languages, 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 core in Scripture, systematic theology, moral theology and pastoral and ministerial skills required in the Cleveland Catholic Diocesan Program is available through Ursuline College. Certification is granted by the Diocesan Pastoral 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 STUDIES
Students are required to complete 6 credits of Religious Studies courses for the fulfillment of their Stage III courses. A certain number of upper-division religious studies courses taken previously at colleges with missions similar to that of Ursuline. However, if courses in Religious Studies are needed, they must be taken from Stage III Ursuline Studies 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. Ursuline Studies Stage II World Culture satellite (WO).

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. Ursuline Studies Stage II American Culture satellite (AM).

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. Ursuline Studies Stage II American Culture satellite (AM).

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. Ursuline Studies Stage II World Culture satellite (WO).

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. Ursuline Studies Stage III Religious Studies satellite.

RS 312 Hebrew Scriptures (3)

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. Ursuline Studies Stage III Religious Studies satellite.

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. Ursuline Studies Stage III Religious Studies satellite.

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. Ursuline Studies Stage III Religious Studies satellite.

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. Ursuline Studies Stage III Religious Studies satellite.

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. Ursuline Studies Stage III Religious Studies satellite.

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. Ursuline Studies Stage III Religious Studies satellite.

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. It explores the tradition of Catholic teaching on sexuality and its implications for contemporary thought and behavior.
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 current offerings.

Ursuline Studies Stage III Religious Studies satellites.

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 366E 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 current offerings.

Ursuline Studies Stage III Religious Studies satellites.

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 current offerings.

Ursuline Studies Stage III Religious Studies satellites.

RS 288, 488 Special Topics (3)
An occasional course examining a particular aspect of religious studies not in the regular course of studies. RS 488 is a Stage III Religious Studies Satellite.

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.
THE MINISTRY BRIDGE PROGRAM
CHAIR: Natalie Kertes Weaver, Ph.D.
DIRECTOR OF GRADUATE MINISTRY: Linda Martin, Ph.D.

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:
- 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]
- 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.
- 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.
- The number in brackets refers to the undergraduate Religious Studies required course that is satisfied by the Graduate Ministry course.
- Participate in the Graduate Ministry Program formation and community activities, as required of all regular Ministry students.
- Meet with a Ministry co-director advisor at least once per semester.

SCIENCE
COORDINATOR: Sarah Preston, Ph.D.

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 for MAT 114 must be enrolled concurrently in MAT 099.

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. Ursuline Studies Stage I Science satellite.

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. Ursuline Studies Stage I Science satellite. Prerequisites: SC 101 or high school chemistry and physics and MAT 114 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 external learning assessment.

**SOCIAL MEDIA COMMUNICATIONS CERTIFICATE OF PROFICIENCY**

**FACULTY:** Laura Hammel, Ph.D., APR
Inge Schmidt, Ph.D.

**AIMS AND OBJECTIVES**
The Social Media Communications Certificate of Proficiency provides opportunities for applied and lifelong learning. Students obtaining the certificate will enter the workforce with a skill set that currently is uncommon, but necessary, and be able to immediately make a contribution to any work situation. Students using the certificate as professional development can use the applied approach and practical courses to increase productivity in their current work situation. The capstone course will offer a hands-on social media project to a local nonprofit organization needing assistance with social media content analysis and application.

**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 21st century workplace.

**REQUIREMENTS FOR CERTIFICATE**
22 credit hours, including PR 111, BU 220, MC 250/AR 210, MC 360, PR 320, MIS 350, PR 450/MIS 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. **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:** MGT 350 (UCAP) or BU 125 or permission of instructor.

MC 250/AR 210 *Visual Communication 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 Visual Communication Design majors. **Prerequisite:** MC 103, 105, 107, or equivalent course(s) or “pass” on assessment.

MC 360 *Data Analysis for Management* (3)
This course is designed for students majoring in Business, HCI, HCA, MIS 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. **Prerequisites:** MC 103, 105 and 107 or equivalent course(s), or “pass” on placement test.

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.

MIS 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/MIS 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 MC 360, MIS 350 and PR 320 or permission of instructor.

**SOCIAL WORK**

**FACULTY:** Sharon Zimmerman-Wilson, M.S.S.A., L.I.S.W-S., (Co-Director)
Kathleen Cooney, O.S.U., Ph.D., L.S.W (Co-Director)

**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, 2007.

**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 and economic justice for oppressed populations.

**MISSION OF THE SOCIAL WORK PROGRAM**
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 legacy of the Ursuline Sisters, the core values of Ursuline College and the principles of Catholic social teaching support and direct the work of the Social Work Program.

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 historical 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 inclusive tradition of Catholic Charities, a network of social services, can be traced to the Ursuline Sisters of New Orleans who opened the first orphanage and hospital in the United States in 1727. 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. The program’s core competencies incorporate skills in research, critical thinking, and problem-solving with various size client systems, and emphasize an appreciation for human diversity. Social work values and ethics are enhanced by a required course in ethics. Skills for promoting social change and understanding the dynamics of oppression are linked to values, principles of Catholic social teaching and the mission of the Ursuline Sisters.

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. Evaluate her/his physical stamina in relation to demands of the social work profession.
4. Submit two letters of recommendation supporting the candidate’s abilities, motivation and suitability for the social work profession.
5. Make formal application to the program while enrolled in SW 302. Samples forms are in the Social Work Department’s Student Handbook, available on the Student Social Work Organization website.
6. Interview with faculty designated by the program co-directors.

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-admission 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 (2011-2013)

A. 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 the 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(s).

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

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 and 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 the field practicum or courses in the professional foundation areas. 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 co-directors.

SECOND MAJOR/SECOND DEGREE

Persons with a Bachelor of Arts 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.

REQUIREMENTS

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, 401, 402, 411, 412, 434 and 488 and an additional 16 credit hours offered through other departments.

CURRICULUM DESIGN

The curriculum of the Social Work Program is designed to assist students in attaining the ten core competencies defined in the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS, 2008). These ten core competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate 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 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 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.

REQUARED COURSES

I. Human Behavior and the Social Environment (HBSE)
   PS 101 Introduction to Psychology
   SO 103 Principles of Sociology
   BI 130 Human Biology: Birth through Aging
   SW 101 Introduction to Social Work
   SW 240 Human Behavior and the Social Environment

II. Social Welfare Policy and Services
   SW 216 Social Welfare as a Social Institution
   SW 318 Policy, Programs and Issues

III. Research
   MAT 212 Statistics
   SW 338 Sociological Theory
   SW 434 Research Methods

IV. Social Work Practice
   One of the following Special Topics:
   SW 360 A-E or SW 488
   One of the following ethics courses:
   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

V. 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).

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. Professional values, ethics, diversity and action on behalf of justice are emphasized. Participation in field observation in an agency setting for 10-15 hours during the semester is required, unless life experience, course credit in a community college meets this requirement. This course can be taken simultaneously 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 ideologies that influence policy. The first of two policy courses. Prequisites: 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) See below
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)
Policy, Programs and Issues (3) from Field Manual with some adaptation from above. 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.
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 fulfill the requirement for a seminar course in the social work major.

**SW 360 A 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 360 B 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 360 C 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 ethic 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 360 D 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 360 E 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 these 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 co-directors 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 co-directors required.

**SW 488 Special Topics (3)**
Topics of special interest in social work are offered to address emergent issues and to enrich the program offerings.

**SOCIOLOGY**
**FACULTY:** Gary E. Polster, Ph.D. (Chair)  
Kathleen Cooney, O.S.U., Ph.D., L.S.W.  
Sharon Wilson, M.S.S.A., L.S.W.

**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 THE SOCIOLOGY MAJOR:**
**GENERAL TRACK**
33 credit hours including SO 103, 338, 434; 475 MA 212; 18 additional hours of Sociology as arranged with department chair.

**REQUIREMENTS FOR THE SOCIOLOGY MAJOR:**
**CRIMINAL JUSTICE TRACK**
33 credit hours including SO 103, 230, 315, 319, 338, 434, 475, 488 (Either Addictions or Domestic Abuse); MA 212; PS 330, PS 350.

**REQUIREMENTS FOR THE MINOR**
18 credit hours including: SO 103, 338, 434; MA 212; and 6 additional credits of Sociology as arranged with department chair.
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. Ursuline Studies Stage I Society satellite.

SO 104 Social Issues in 21st 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 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 PS 155.

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. Ursuline Studies Stage II World Culture satellite (WO).

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 315 Sociology of Gangs (3)
A study of American gangs emphasizing street gangs such as the Bloods, Crips and Vice Lords; racist gangs like the Ku Klux Klan, Skinheads, and Aryan Nation; and outlaw biker gangs such as the Hells Angels, Mongols, and Banditos.

SO 319 Criminology (3)
A consideration of the types and multiple causes of crime, preventive measures and correctional procedures with a special focus on examining different types of crime in Cleveland.

SO 322 Cities and American Society in the 21st Century (3)
Analysis of the urban environment (especially Cleveland, Ohio) from various theoretical perspectives is combined with the study of current issues affecting urban life. The interaction of various levels of government, community power structures and community action efforts and demographic characteristics are examined.

SO 323 Race, Culture and Politics in American Society (3)
A study of various minority groups in the United States, e.g., African, Latina, Asian, Native American and women; their history, special cultural background, contributions, and prejudice and discrimination experienced by each.

SO 325 America’s Ethnic Heritage: Immigration Past to Present (3)
An examination of contemporary American ethnic groups, e.g., Irish, Italian, Polish, Jewish, Mexican, Japanese, and German Americans, with emphasis on their life-styles and organizational patterns, history, culture, customs, traditions, demography, institutions, religious participation, family life, politics and issues.

SO 338 Sociological Theory (3)
Selected theoretical perspectives are considered in relation to classic sociologists and their implications for research in sociology and social work practice.

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, 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.
Successful completion of 69 credit hours including: BU 125, 200, 220, 230, 310, 330, 340, in this burgeoning field.

Ursuline College provides a strong foundation in the fundamentals of business administration field that integrates the sport industry and management. The Sport Management Major at the most obvious career path in professional sports. Sport management is a multidisciplinary managers, fitness centers, recreation management, and sporting goods manufacture, as well as and arena management, sports marketing, sport broadcasting and promotion, sports agents and try. There are many different careers in the sport industry including athletic directors, stadium Sports are a big part of the U.S. economy, estimated to be a $350-$400 billion a year indus-

For faculty listings and course descriptions, see Business

Sports are a big part of the U.S. economy, estimated to be a $350-$400 billion a year industry. There are many different careers in the sport industry including athletic directors, stadium and arena management, sports marketing, sport broadcasting and promotion, sports agents and managers, fitness centers, recreation management, and sporting goods manufacture, as well as the most obvious career path in professional sports. Sport management is a multidisciplinary field that integrates the sport industry and management. The Sport Management Major at Ursuline College provides a strong foundation in the fundamentals of business administration coupled with an in-depth understanding of the sport management skills needed to be successful in this burgeoning field.

Successful completion of 69 credit hours including: BU 125, 200, 220, 230, 310, 330, 340, 350, 375; AC 210, 211; EC 102, 103; MC 360; PH 355; SPT 125, 200, 220, 310, 340, 450, 460, 475, and 2 SPT electives.

SO 430 Social Aging: Growing Older in 21st 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.

SPANISH
See Modern Languages.

SPORT MANAGEMENT
For faculty listings and course descriptions, see Business

Sports are a big part of the U.S. economy, estimated to be a $350-$400 billion a year industry. There are many different careers in the sport industry including athletic directors, stadium and arena management, sports marketing, sport broadcasting and promotion, sports agents and managers, fitness centers, recreation management, and sporting goods manufacture, as well as the most obvious career path in professional sports. Sport management is a multidisciplinary field that integrates the sport industry and management. The Sport Management Major at Ursuline College provides a strong foundation in the fundamentals of business administration coupled with an in-depth understanding of the sport management skills needed to be successful in this burgeoning field.

Successful completion of 69 credit hours including: BU 125, 200, 220, 230, 310, 330, 340, 350, 375; AC 210, 211; EC 102, 103; MC 360; PH 355; SPT 125, 200, 220, 310, 340, 450, 460, 475, and 2 SPT electives.

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 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 (SP 125) 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: Completion of Stage I Self requirement 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 Sport Finance (2)
The course will be an extension of the concepts of Principles of Finance and will focus on how Sport Finance is both different and the same. This course examines finance and accounting principles as applied to managerial control of sport organizations. Areas of focus include forms of ownership, taxation, financial analysis, funds acquisition, feasibility studies and economic impact studies. This course includes not only the areas of current financial needs of the organization, but the future needs and how to evaluate financial needs and options for meeting those needs, especially in the public domain. Prerequisites: AC 211, AC211, BU310.

SPT 340 Sport Law (2)
This course will build on the fundamentals from BU 340, Business Law, and provide an examination of the legal issues applicable to both amateur and professional sports. Emphasis will be placed on identifying the legal issues in contract, tort, and constitutional law as they apply to the actions of athletic associations. Legal issues in risk management and employment law will also be explored. Collective bargaining, arbitration, and the representation of professional athletes will be addressed. Prerequisites: BU 340.

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 are required to be completed.

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 area. 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 apply 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.

URSULINE STUDIES
DIRECTOR: Mary Frances Pipino, Ph.D.
For further information on our Ursuline Studies Program see the front of this catalog.

WOMEN’S STUDIES (MINOR)
CHAIR: Mary Frances Pipino, Ph.D. Director of Ursuline Studies Program

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 US 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. Ursuline Studies Stage II World Culture satellite (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.
UCAP PROGRAM MISSION STATEMENT

URSULINE COLLEGE ACCELERATED PROGRAM (UCAP) provides working adults the opportunity to complete a Bachelor of Arts degree, minors and/or certificates in accounting, business management, health care administration, health care informatics, humanities, human resources, legal studies, management information systems, nursing: RN to BSN, psychology, public relations and marketing communications, and social media communications. UCAP provides opportunities for adults to combine educational goals with their personal needs and lifestyles. Students may choose from a variety of evening or weekend classes that meet only once per week for 5-, 8- or 10-week sessions. Online and hybrid courses are also available. Students normally take one course at a time and attend class one evening or Saturday each week for five, eight or ten weeks. Nine consecutive five-week sessions are offered every year, three in each semester. Facilitators (UCAP’s term for faculty members) must be academically qualified and include both full-time college faculty and practicing professionals. In both cases, the facilitators are chosen because of their exceptional teaching abilities with adult learners. Students in UCAP will find facilitators who provide a rich blend of academic background with practical, professional experience. UCAP classes are adult-oriented and taught in a discussion-driven environment, not the typical lecture/text format. Students are actively involved in the learning process and share education, work, and life experiences; participate in group projects; give presentations; work within team structures; and complete individual assignments. Students utilize leadership skills and apply the concepts that are learned each week through the various methods. Students spend an average of 15 hours on out-of-class work per course each week. Successful students in UCAP have at least three years of professional work experience and have completed at least 30 transferable semester hours of credit. The program is writing-intensive and students are expected to have strong writing abilities.

UCAP PROGRAM MISSION STATEMENT

The mission of the Ursuline College Accelerated Program (UCAP) is to uphold the College’s tradition of excellence in education by providing a quality, accelerated adult educational program in a practical learning environment. UCAP enables students to grow intellectually and professionally and promotes lifelong learning for the enrichment of their own lives as well as the lives of others.

UCAP PROGRAM LEARNING METHODOLOGY

This is an accelerated learning, time intensive program designed for adults. The design of this program recognizes that adults learn most effectively and most rapidly through a process of self-discovery and self-learning. The design of the program further recognizes that each adult brings both life and work experiences to the course that can be a learning resource to the other students in the class. Shared-learning happens in the classroom through discussion, participation, sharing and self-disclosure. It enables each participant to learn from the life and professional experiences of others. Self-learning happens before class through reading and preparation of assignments. It ensures that each student can contribute in a meaningful way to group discussions and be an effective resource in shared-learning. Each adult learner in this class must participate. The student takes primary responsibility for his or her learning and secondary responsibility for the learning of others, through sharing life and work experiences.

The principal responsibility of the facilitator is to guide the learning process, not to teach the technical content of the course. The facilitator is a technical expert in the field and skillfully guides the course direction to meet the stated learning outcomes, but the primary responsibility for learning belongs to the student. Ordinarily the facilitator will not lecture for extended periods of time, but may answer questions beyond the competence of the participants in the course. Each UCAP class has a course module, which contains the course description, course learning outcomes and a list of required materials. In addition, it describes the learning outcomes, activities and assignments for each class session. Facilitators give regular updates on student progress. In an accelerated program, it is pace of UCAP requires students to take a great deal of responsibility for their own learning. Students are expected to have strong writing abilities. They are expected to have completed at least 30 transferable semester hours of credit. The program is writing-intensive and students are expected to have strong writing abilities.

UCAP ETHICS STATEMENT

An integral component of courses in the UCAP Program is student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating course work. Students enrolled in the UCAP program are expected to honor confidentiality as it pertains to student disclosure. No shared information, comments or opinions expressed by another student or the facilitator during the course of classroom discussion should ever be used in a manner in which is intended to humiliate, embarrass, harass, damage or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information which would identify any particular individual. An integral component of higher education is challenging your own perceptions and beliefs regarding course content as well as the sources of opposing perceptions and beliefs. Thus, students have the right to choose how much they will disclose, and they must accept the responsibility of respecting disclosure of other students and facilitators.

UCAP WRITTEN ASSIGNMENTS AND WORKLOAD

An important component of most classes is the completion of written assignments. These may take place in or out of class. The St. Martin’s Handbook by Lunsford is available in the College Bookstore and may be helpful to students. Facilitators will expect written work to conform to established standards of written English. The grade students earn on papers will reflect their demonstrated ability to use these standards. USRA’s Office of Academic Support on campus (Mullen M312, 440/449-2049) offers assistance for those students who wish to polish their skills. The highly accelerated pace of UCAP requires students to take a great deal of responsibility for their own learning. Students should expect to devote a minimum of 15 hours per week to study, homework assignments, and/or group projects. Facilitators give regular updates on student progress. In an accelerated program, it is especially important to stay on target. When students have course questions, it is their responsibility to contact the facilitator.

ADMISSION TO URSULINE COLLEGE ACCELERATED PROGRAM (UCAP)

In addition to the other criteria for admission to Ursuline College, students wishing to pursue a degree through the UCAP program should meet the following criteria:

• Evidence of three to five years of professional work experience and submission of professional resume

• For “clear” admission, evidence of at least 30 transferable semester credits from a regionally accredited institution

• Submission of all official transcripts (those issued directly by the Registrar) from each College or University previously attended. Official transcripts must be mailed and bear the college/university seal and registrar’s signature. All sealed transcripts will be opened by an Ursuline College employee. Students with fewer than 30 semester hours may be asked to provide a copy of official high school transcripts or GED.

• Completion of an on-site writing assessment

• Completion of a UCAP application and non-refundable application fee of $25.00 (Payable to Ursuline College). Fee is waived for online applicants.

• If applicable, official copy of CLEP, AP, and/or DANTES standardized test scores and/or any other pertinent documentation must be submitted.
company training courses if they have been evaluated by the American Council of Education/ PONSI. International students have additional admissions requirements, including providing WES transcripts.
• A cumulative G.P.A. of 2.5 or higher for clear admission
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.

CLEAR ADMISSION POLICY
A student is identified with a clear admit status when he/she has completed all of the admissions requirements and has met all of the qualifications for the Ursuline College Accelerated Program. To achieve this status, a student must have submitted admissions applications, a professional resume, and official transcripts from all colleges or universities he/she has attended prior to applying to Ursuline College. Then the student must complete an on-site writing assessment for class placement.

In addition to submitting the admission materials, the student must have a minimum of 30 transferable semester hours of credit, a cumulative grade point average of 2.5, and at least three years of professional work experience.

CONDITIONAL ADMISSION POLICY
The executive director of the accelerated program has the authority to admit a student conditionally when he/she does not meet all of the qualifications for the Ursuline College Accelerated Program. This occurs when a student does not meet or exceed the minimum grade point average of 2.5 or the minimum 30 transferable semester hours of credit requirement. In addition, a student will be conditionally admitted if he/she does not score at the designated level on the on-site writing assessment. Finally, a student will be conditionally admitted if he/she does not have the minimum of 3 years of professional work experience.

When a student enters the program under the conditional admit status, he/she must maintain a 2.5 grade point average in the UCAP format for their first three classes. If a student does not maintain this required 2.5 grade point average, his/her ability to continue in the Ursuline College Accelerated Program may not be possible and his/her admission can be forfeited.

Once a student has completed his/her first three classes in the accelerated program with a 2.5 grade point average or above, the conditional admit status will be changed to clear admit status.

PROVISIONAL ADMISSION POLICY
A student is identified with a provisional admission status when he/she has not submitted his/her professional resume and/or official transcripts from all colleges or universities attended prior to applying to Ursuline College. The student will have sixty days from the date published on the provisional acceptance letter to turn in the required admission items. A hold will be placed on a student who has not submitted the materials and the student will not be able to register until all materials have been received.

Once a student has submitted the required admission items, the provisional admission status will be changed to clear admit status.

UCAP ADMISSION WRITING ASSESSMENT POLICY
At the time of admission to the Ursuline College Accelerated Program (UCAP), entering new and transfer students must 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.

The writing assessment score will supersede any articulation agreement that Ursuline College has made with partnering colleges. For example, a student who transfers into the UCAP program with an associate of arts or sciences, yet scores below the designated writing level will be placed into appropriate writing course(s) to further develop his or her writing skills.

UCAP AWARDS
Alpha Sigma Lambda
Alpha Sigma Lambda's aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of work and home.

Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student’s career. By so doing, this Society encourages many students to continue toward and to earn associate and baccalaureate degrees. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to fellow students and communities through their academic achievements.

Founded in 1945, Alpha Sigma Lambda recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of work and home. In the winter of 1945-46, Dr. Rollin E. Posey, Dean of University College of Northwestern University, realized that a measure of encouragement and recognition accorded an adult student’s scholastic achievement at any early stage of his/her program could provide the thrust of desire to achieve his/her educational objectives. Dr. Posey founded a society, Alpha Sigma Lambda, to honor these dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards.

The organization’s mission statement is: “Alpha Sigma Lambda is an honor society which partners with colleges and universities to celebrate the scholarship and leadership of adult students in higher education.”

The Ursuline College Accelerated Program (UCAP) received its official Alpha Sigma Lambda charter in February 2004. The following are the established guidelines used to select individuals to this organization:
1) Students must have earned a minimum of 24 credit hours at Ursuline College.
2) Students must have graduated or are planning to graduate in the current academic year in December or May.
3) Students must have earned a cumulative GPA of 3.75 or higher.
4) Students must be in the top 10% of their graduating class.

URSULINE COLLEGE ACCELERATED PROGRAM (UCAP) ACADEMIC CALENDAR
Summer 2013 – Summer 2015

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<th>Session</th>
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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 Independent Study (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. Prerequisite: BU 210

BU 340 Business Law (3)
An introductory study of the legal principles as they affect business and non-profit enterprises with emphasis on topics such as torts, crimes, contracts, the principal-agent relationship, sales under the Uniform Commercial Code, negotiable instruments, insurance, and bankruptcy. 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

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.

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. Prerequisites: Permission of the Program Director recommended. Students planning to sit for CPA Exam must take 6 additional hours of accounting plus PH 355 (Business Ethics) and Accounting Information Systems course.

BUSINESS MANAGEMENT PROGRAM

FACULTY: Debra Fleming, C.P.A, D.B.A.
Marilynn Butler, Ph.D.
Anthony Cafarelli, Ph.D.
Barbara Good, E.D.M.
Robert Verner, Ph.D.

PROGRAM DESCRIPTION
The business management program is designed to provide students with an overview of the entire business organization. The major has been carefully designed to give students the fundamental skills managers need: an understanding of economics, marketing, accounting, and finance from the manager’s perspective; familiarity with the way individuals behave in organizations; an ability to communicate effectively both orally and in writing; and practical work through assignments that reflect the real-world environment.

Major Requirements: The major is 48 credit hours: BU 210, 220, 310, 336, 340, 350, 375, 450; AC 210, 211; EC 102, 103, MIS 300 and three 3-credit BU electives.

CAREER OPPORTUNITIES
The Bachelor of Arts degree in Business Management prepares students with the skills necessary to obtain an entry-level management position or advance their career in this field. Graduates of the Business Management Program have found employment with 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
- Sales Manager
- Project Manager
- Human Resources Manager
- Clinical Research Manager
- Director of Communications
- Network Associate
- Marketing Representative
- Office Manager

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: 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

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. Prerequisites: Permission of the program director recommended.

MGT 450 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.

HEALTH CARE ADMINISTRATION PROGRAM

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 needed 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.

Major Requirements: The health care administration major is 39 credit hours: HCA 350, 360, 370, 430, 450; AC 210, 211; BU 220, 230, 310, 330, 375; MC 360.

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 within the Greater Cleveland metropolitan area. The new delivery systems, in providing health care, have created many specialized industries, such as long-term rehabilitation, 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
The utilization of the application of theory and research will illustrate the utility of economics
This course will provide an analytical approach to the study of medical services in the US.

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.

Certificate Requirements: The certificate includes a total of 23-25 credit hours: BU 220, 230,
330; HCA 350, 360, 430, 450; MC 365 (1.0); HCA 475 (1-3 credits)

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 organi-
zations. Prerequisites: MAT 125.

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. Prerequisites: 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 man-
aged 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; HCA 360; and 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 adminis-
tration 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)
Optional. Prerequisites: Departmental Approval.

REQUIRED BUSINESS COURSES FOR HEALTH CARE 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.
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 (CVPVA), budgets, standard
variances and financial statement analysis. Prerequisites: AC 210; or permission of instructor

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: MGT 330 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. Prerequisites: BU 230.

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.

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.

MC 360 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 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. Prerequisites: MC 103, 105, 107 or equivalent course(s), or “pass” on placement test.

MC 365 Data Analysis with Excel (1)
This course provides introductory to intermediate skills in using spreadsheet software for basic data analysis, graphing, “what-if” scenarios, in developing typical moderate–size applications in various organizational settings: budgeting, planning, statistical analysis and more. Prerequisites: MC 103, 105, 107 or equivalent course(s), or “pass” on placement test.

HEALTH CARE INFORMATICS PROGRAM (HCI)

FACTORY: Inge Schmidt, Ph.D. (Program Director)
Janet Baker, D.N.P.
Anthony Cafarelli, Ph.D.

PROGRAM DESCRIPTION
The Health Care Informatics Bachelor of Arts degree and Certificate Programs have been carefully developed to give students fundamental technical skills along with a broad understanding of the health care field to implement computerized solutions for health care information.

Universal health records accessible to all health care providers are expected to be implemented nationally over the next few years. Health Care Informatics (HCI) is a relatively new field of study that uses computerized solutions for health care information. It encompasses a variety of skills needed to organize, manage, and analyze health care-related information. HCI involves information systems, health information management, legal and human issues, national and international standards, governmental agencies and the monitoring of global illnesses.

Major Requirements: The health care informatics major is 42 credit hours: MC 360, HCI 210, 310, MIS 340; (4 of the following MIS courses) MIS 320, 330, 360, 430, 440 or others as approved by department; HCA 350, 360, 370, 430; HCI 450, 490. Basic computer skills are required and can be met by completing MC 103, MC 105, and MC 107, an equivalent course(s), or “pass” on a placement test.

Certificate Requirements: The HCI certificate requires 24 credit hours: MC 360, HCI 210, 310; MIS 340, plus any four of the following classes: MIS 320, 330, 360, 430, 440 or others as approved by the department. Basic computer skills are required and can be met by completing MC 103, MC 105, and MC 107, an equivalent course(s), or “pass” on a placement test.

CAREER OPPORTUNITIES
Nurses, physicians, administrators, and pharmacists, as well as insurance companies, hospitals, nursing homes, and other facilities involved with patient care are all affected by the development of health care information systems. Universal health records will become commonplace by 2014. The number of trained professionals is not adequate to meet this need. To accomplish the national goals for electronic health records, extensive education in health care informatics on many levels is required.

MC 360 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 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. Prerequisites: MC 103, 105, 107 or equivalent course(s), or “pass” on placement test.

HCI 210 Introduction to HCI for Health Care Professionals (3)
The goal of this course is to provide a basis for working with electronic medical data in the healthcare professions. Includes concepts associated with a computer, how the various components work, as well as hands-on experience learning and using software. The applications include Windows, Word, Internet Explorer, e-mail, PowerPoint, Excel, and Access. The course also covers the use of technology in improving patient care.

HCI 310 Intermediate HCI (3)
This course is designed for students majoring in Business, Health Services Management and Management Information Systems. The curriculum includes:

• spreadsheet software to develop typical moderate–size business applications: budgeting and forecasting, sales and marketing, planning, finance, human resource and more
• common business database applications with examples drawn from the students’ areas of interest
• consideration of the privacy, ethics, and human issues associated with databases and the implications of the massive data collection in all areas of society
• advanced features of PowerPoint and the planning, design, development and evaluation of various kinds of business presentations, including the use of multimedia elements such as graphics, audio, video, images, and animation
Prerequisite: HCI 210

MIS 320 Web Development (3)
Analysis, design and implementation of Web pages including the use of multimedia elements, database connectivity, HTML, and scripting. Basic coverage of e-commerce and issues associated with it.

MIS 330 Network Security (3)
This course provides an introduction to the administrative, physical, and technical aspects of information security management. Knowledge gained applies to data in students' professional and personal lives.
MIS 340 Systems Analysis & Design (3)
Introduction to fundamental concepts of structured systems analysis and design from the feasibility study to implementation. Includes tools of the analyst in achieving a successful system development.

MIS 360 Database Management (3)
An advanced course in database management to include concepts, management, creation and use of databases.

MIS 430 Data Mining and Knowledge Management (3)
Business Intelligence (BI) has been defined by some as the strategic use of information to increase the profitability of a business. This course explores the methodologies of turning stored data into valuable information to support management decision making. Components of the BI Solution set will be individually discussed. These include:
• the use of the Data Warehouse as a repository for enterprise data
• Data marts as subsets of the Data Warehouse to support a business unit
• Operational data stores for current and near real-time data
• Data Profiling, ETL and Information Integration/Federation Concepts
• OLAP, Data Mining and Knowledge Discovery
BI will be discussed from the business and technical perspectives, however, the emphasis of this course will be on the business side. Prerequisite: MIS 360 or permission of the department.

MIS 440 Decision Support Systems (3)
This course provides an introduction to the discipline of decision support systems with a strong emphasis in Healthcare Informatics (HCI). HCI represents a multi-disciplinary field of study that combines information technology with medicine to improve patient healthcare delivery and support leading-edge medical research. It deals with the resources, devices and methods required to optimize the acquisition, storage, retrieval and use of information in health, biomedicine, and other industries. Health informatics tools include not only computers but also clinical guidelines, formal medical terminologies, and information and communication systems. Prerequisite: MIS 360 or permission of the department.

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.

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. Prerequisites: 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; HCA 360 and MGT 370.

HCI 450 Health Care Informatics Policy (3)
This course provides an analytical examination of health care informatics policy initiatives and strategies for the health services organization in the 21st Century. Due to the significant changes in medical technology and health care legislation, a flexible and adaptive health care organization must utilize a cost effective and efficient information management system. This is essential for providing high quality patient care. Prerequisites: Senior standing and completion of HCA 360, MIS 430 or 440, and HCA 430 or approval of the department.

HCI 490 Health Care Informatics Immersion Project (3)
The student will have the opportunity to work with a professional in health care informatics. This will include direct work in informatics and special informatics projects related to an area of student interest. The informatics immersion experience will enable students to synthesize and then apply course content from prior health care informatics course work. The final product from this experience will be a culminating project that the student presents to the HCI faculty. Each student must complete 120 hours immersed in the field of health care informatics. Prerequisites: Senior Standing and completion of HCI 450 or permission of the department.

HUMANITIES PROGRAM
COORDINATOR: Natalie Kertes Weaver, Ph.D.

PROGRAM DESCRIPTION
The Humanities Program, an Interdisciplinary Studies concentration, 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.

Major Requirements: 40-41 credit hours in the areas listed below. 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
English: 6 credits in literature (1 American Literature course and 1 British Literature course)
History: 6 credits (1 American History course and 1 World History course)
Modern Languages: any 6 credits
Music: any 3 credits
Philosophy: any 6 credits
Religious Studies: any 6 credits
Humanities: 1 credit senior thesis (HS 490)

In order to ensure that the Humanities major extends beyond the liberal arts core of the Ursuline Studies Program, at least 33 of these 40-41 credits must be taken in addition to the Ursuline Studies satellite courses for Stages I, II, and III. In other words, only two of these courses may be applied to Ursuline Studies requirements.
Certificate of Proficiency Requirements: The humanities minor is 22 credit hours, including:
- Art: 3 credits
- English: 3 credits in literature (British or American Literature)
- History: 3 credits (American or World History course)
- Philosophy: 3 credits
- Religious Studies: 3 credits
- Humanities: 1 credit reading seminar (HS 315)

And 6 credits from two of the following disciplines:
- Drama: 3 credits
- Modern Languages: 3 credits
- Music: 3 credits

Special considerations for the Humanities minor/certificate:
Four of the seven required classes, in addition to HS 315, must be taken at the 300+ level. No more than two courses from the Humanities minor/certificate may be applied either conterminously or retroactively to the Ursuline Studies satellite requirements. No more than two courses taken toward the Humanities minor/certificate may be transferred from another institution.

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.

HUMAN RESOURCES
FACULTY: Marilynn Butler, Ph.D.

MAJOR PROGRAM DESCRIPTION
Students who earn a major in Human Resources achieve proficiency in general business and human resource competence, in addition to a strong liberal arts foundation. 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 50 credit hours: HR 140, 141, 142, 143; BU 330, 335, 430, 435; Business Major Courses: AC 210, 211, BU 220, 336, 310, 340, 375, 450; EC 102.

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 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 23 credit hours: HR 140, 141, 142, 143; BU 330, 335, 430, 435

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 them with 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
- Recruiter
- Occupational Analyst
- Employee Benefits Manager
- Training and Development
- Director of Industrial Relations
- Affirmative Action Coordinators
- Labor Relations Specialist
- Employment and Placement Specialist
- Employer Relations Representative
- Compensation, Benefits, and Job Analyst
- Employee Assistance Plan Managers
- Equal Employment Opportunity Officers
- Conciliators, Mediators, and Arbitrators

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. Prerequisite: None.

HR 141 Adult Learning Theory (2)
This course focuses on the adult learner and adult learning principles. The approach to adult learning and education is one of situational/experience-based where developmental tasks and competencies are the primary focus and orientation to learning is problem-centered. This course examines core adult learning principles based on the Andragogy Practice Model. The self-concept of the adult learner, learning theories and models, and the role of adult learning within the human resource function are also explored. Prerequisite: HR 140

HR 142 Workforce Learning Performance I (3)
This survey course provides students with an introduction to the HR domain of Workplace Learning and Performance (WLP). WLP is practiced and performed by people who devote their time and attention to the broad goals of helping individuals, groups, and organizations anticipate or adapt to change, improve and increase performance, and improve the quality of life at work. WLP is a distinct facet of HR practice. Part One, HR 142, introduces concepts,
HR 143 Workforce Learning Performance II (3)

This survey course provides students with an introduction to the HR domain of Workplace Learning and Performance (WLP). WLP is practiced and performed by people who devote their time and attention to the broad goals of helping individuals, groups, and organizations anticipate or adapt to change, improve and increase performance, and improve the quality of life at work. HR 142 introduces concepts, theories, terms, roles and competencies associated with WLP. This course, Part Two, HR 143, provides confidence reinforcement focusing on role and competency development. Prerequisite: HR 142

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: 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, 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 230.

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.

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 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

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.

MGT 450 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.

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. Prerequisites: MGT 350, MC 103/105/107 (or prior recent course, or pass assessment test).

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. Prerequisite: AC 210

LEGAL STUDIES PROGRAM

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 57 credit hours: LS 101, 110, 115, 118, 120, 150, 200, 210, 230, 250, 360, 380, and 480; MC 103, 105, 107. 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 upper level electives in special topics such as: 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.

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.

**Post-Degree Certificate Requirements:** 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 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.

**Admission requirements:** Computer competency equal to MC 103, 105, 107. Open to degree-seeking and post-baccalaureate students only. Consult the Director of the Legal Studies Program for details.

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. **Prerequisites: 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 & LS 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, LS 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, LS 115, & LS 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. **Prerequisite: LS 250.**

**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. **Prerequisites: LS 150 and MC 103, 105, 107.**

**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,
The student will learn fundamentals of family law and then be challenged to apply those principles in the text with specific Ohio statutes and case law to gain a strong understanding of the applicable law, to various situations. Utilization of life experiences, creative and critical thinking in problem solving, along with the substantive knowledge from the text and other reading, is the objective of this course. Prerequisite: LS 115, LS 118, and LS 150.

LS 420 Commercial and Residential Property Law (3)
This course provides an overview of commercial and residential property, 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, LS 118, and LS 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, LS 118, LS 120, LS 150 & MC 103, 105, 107.

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, LS 118, and LS 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 about the legal matters 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, LS 150, LS 200, LS 250, & LS 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. Working paralegals may have their internship waived. Prerequisite: Substantial course load completion and permission of Program Director.

LS 480 Advanced Legal Technology (3)
The student will explore through dialogue, research, presentations and exercises, 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, LS 360 and MC 103, 105, 107.

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, LS 118, LS 120, LS 150, and LS 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.

MANAGEMENT INFORMATION SYSTEMS PROGRAM
FACULTY: Inge Schmidt, Ph.D. (Program Director)

PROGRAM DESCRIPTION
The Management Information Systems (MIS) program has been updated significantly to reflect the demands of the current marketplace. The program prepares technically competent information technology specialists who are comfortable solving problems, communicating with users and continuing to develop their skills as new technologies emerge. Students will be exposed to the various technologies involved in the modern business enterprise: networking, applications development, hardware, systems software, and databases. A higher level view of enterprise architecture and systems as well as IT infrastructure challenges the student to think of the enterprise as a whole. In line with the organizational focus on productive uses of data, business intelligence, knowledge management, social media, and decision support systems are now a major part of the curriculum. The MIS program stresses project development in a collaborative team environment in order to bring value to an organization. The program builds on a broad foundation in the arts and sciences as well as core business specialties.

ADMISSION REQUIREMENTS
Admission to the program requires an overall grade point average of 2.5. Any technology courses transferred in or taken at Ursuline must have a grade of C or higher. A minimum grade point average of 2.75 in the major must be maintained.

Major Requirements: 45 credit hours: AC 210, 211; BU 310, 375; EC 102, MGT 430; MIS 300, 305, 315, 340, 360, 420. Plus four courses (12 credit hours) selected from the following: MIS 320, 325, 330, 350, 440, 450, 460, or other courses as approved by the department.

Minor Requirements: 18 credits, including MIS 300, 305, 315, 340, 360, and 420.

Certificate Requirements: 33 credits, including AC 210, 211; EC 102; MGT 430; MIS 300, 305, 315, 340, 360, 420 and one elective chosen from the remaining MIS courses. Other electives may be chosen with the approval of the MIS department.

CAREER OPPORTUNITIES
Sound management principles, technology, as well as good communication and analytical skills have become essential components of many technology careers. An individual must be able to analyze problems, design solutions, communicate with team members and customers, make technology decisions and implement computerized systems. The blend of skills acquired in this major prepares the student for careers in businesses, governmental and non-profit organizations such as:
- Programmer/Analyst
- Applications Developer
- Technical Support
- Help Desk and End User Support
- Systems Analyst
- Business Intelligence Analyst

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. Prerequisite: Permission of the Program Director recommended.

MIS 305 Enterprise Architecture (3)
This course explores the design, selection, implementation and management of enterprise IT solutions. Students learn frameworks and strategies for infrastructure management, content management, distributed computing, system consolidation, software selection, IT investment analysis, and emerging technologies. Prerequisites: MIS 300 or prior experience or permission of department. Prerequisites: MIS 300 or permission of the department.

MIS 315 IT Infrastructure (3)
This course provides an introduction to IT infrastructure issues relating to computer systems and communication networks. The focus of the course is on the services and capabilities that IT infrastructure solutions enable in an organizational context. It gives the student the knowledge and skills that they need for communicating effectively on hardware and systems software technology and for designing organizational processes and applications. The course focuses strongly on Internet-based solutions, security, and regulatory compliance. Prerequisites: MIS 300 or prior experience or permission of the department.

MIS 320 Web Development (3)
Analysis, design and implementation of Web pages including the use of multimedia elements, database connectivity, HTML, and scripting. Basic coverage of e-commerce and issues associated with it.

MIS 325 Application Development (3)
This course introduces the student to the fundamental concepts of application development so that they can understand the key processes and complexity of application development. Students will learn the basic concepts of program design, data structures, and programming logic. Language used will be determined based on current trends and student needs.

MIS 330 Network Security (3)
This course provides an introduction to the administrative, physical, and technical aspects of information security management. Knowledge gained applies to data in students' professional and personal lives.

MIS 340 Systems Analysis & Design (3)
Introduction to fundamental concepts of structured systems analysis and design from the feasibility study to implementation. Includes coverage of the tools used by the analyst to achieve a successful system development.

MIS 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. Prerequisite: Permission of the Program Director recommended.

MIS 360 Database Management (3)
An advanced course in database management to include concepts, management, creation and use of databases.

MIS 420 Information Systems Management (3)
Introduction to practice of managing information technology services, including: issues of
information systems strategies and implementations through the use of case studies; staffing and management of various functions; overview of business process re-engineering, enterprise information systems and data warehouses; introduction to knowledge management and data mining; examples of decision support and expert systems used to support sophisticated business decision-making. Prerequisites: completion of MIS 300-level courses or permission of the department.

MIS 430 Data Mining and Knowledge Management (3)
Business Intelligence (BI) has been defined by some as the strategic use of information to increase the profitability of a business. This course explores the methodologies of turning stored data into valuable information to support management decision making. Components of the BI solution set will be individually discussed. These include:
- the use of the Data Warehouse as a repository for enterprise data
- Operational data stores for current and near real-time data
- Data Profiling, ETL and Information Integration/Federation Concepts
- OLAP, Data Mining and Knowledge Discovery

BI will be discussed from the business and technical perspectives, however, the emphasis of this course will be on the business side. Prerequisite: MIS 360 or permission of the department.

MIS 440 Decision Support Systems (3)
This course provides an introduction to the discipline of decision support systems with a strong emphasis on Healthcare Informatics (HCI). HCI represents a multi-disciplinary field of study that combines information technology with medicine to improve patient healthcare delivery and support leading-edge medical research. It deals with the resources, devices and methods required to optimize the acquisition, storage, retrieval and use of information in health, biomedicine, and other industries. Health informatics tools include not only computers but also clinical guidelines, formal medical terminologies, and information and communication systems. Prerequisite: MIS 360 or permission of the department.

MIS 450 (cross-listed with PR 450) Research Analysis and 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 non-profit client. Prerequisite: Successful completion of MC 360, MIS 350 and PR 320 or permission of instructor.

MIS 460 Project Management (3)
Advanced MIS majors operating as a team will engage in and complete the design and implementation of a significant information system. Project management and systems integration will be components of the development experience. Prerequisites: completion of MIS 300-level courses or permission of the department.

MIS 461, 462 Independent Study (1-3, 1-3)
Directed study of a special topic or area. Approval of Program Director required.

MIS 475 Academic Internship (3)
An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom. Prerequisite: Junior standing and completion of 300-level courses.

MIS 288, 388, 488 Special Topics (1-3)
A study of selected MIS topics. No prerequisites.

REQUIRED BUSINESS COURSES FOR MIS 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. 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.

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

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.

MGT 430 Managerial Finance (3)
An analysis of managerial finance decision-making. Emphasis is on the firm’s interface with capital markets, corporate financing and distribution of net income. Case study analysis is used. Prerequisite: AC 211; EC 102

MICROCOMPUTERS

MC 103 Introduction to Personal Computers (1)
An introduction to personal computers. The course includes a study of computer system components, various kinds of networks, how an operating system provides instructions for the computer to operate, and an examination of the broad impact of computers on society. The need to be familiar with computers and be able to utilize their capabilities at work and at home is essential for everyone. Computer literacy is part of most types of careers.

MC 105 Creating and Formatting Documents (1)
The course includes a hands-on introduction to word processing software in a Windows
environment. The need to be familiar with computers and word-processing and be able to utilize their capabilities at work and at home is essential for everyone. Computer literacy is part of almost all types of careers. Prerequisite: MC 103 or prior experience as assessed.

MC 107 Multimedia Presentations (1)
The course includes a hands-on introduction to multimedia presentations in a Windows environment. The course will cover the creation of a basic presentation using graphics, templates, sounds, graphs, build and transition effects, and simple animation. Prerequisite: MC 103 or prior experience as assessed.

MC 250 (cross-registered with AR 210) Visual Communication Design I (3)
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 Visual Communication Design majors; open to non-majors. Prerequisites: MC 103, 105, 107 or prior experience as assessed.

MC 360 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 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. Prerequisites: MC 103, 105, 107 or equivalent course(s), or “pass” on placement test.

MC 365 Data Analysis with Excel (1)
This course provides introductory to intermediate skills in using spreadsheet software for basic data analysis, graphing, “what-if” scenarios, in developing typical moderate-size applications in various organizational settings: budgeting, planning, statistical analysis and more. Prerequisites: MC 103, 105, 107 or equivalent course(s), or “pass” on placement test.

NURSING: RN TO BSN MAJOR

THE BREEN SCHOOL OF NURSING
DEAN: Christine A. Wynd, Ph.D., R.N., C.N.A.A.

PROGRAM DESCRIPTION
As the leading educator in healthcare, Ursuline College’s Breen School of Nursing has maintained a stellar reputation within the health care community for over 30 years. Our nursing graduates have a 100% employment rate. Ursuline College offers traditional BSN, LPN to BSN, RN to BSN, Second Degree BSN, Master of Science Degree in Nursing and Doctorate of Nursing Practice (DNP). We offer a values-based, caring environment that prepares students for further education, careers, leadership and service to society. Our mission is to provide a holistic, values-based education in the Catholic tradition that prepares graduates whose practice of professional nursing is competent, caring and reflective. The Breen School of Nursing is fully accredited by the Commission on Collegiate Nursing Education and fully approved by the Ohio Board of Nursing.

ADMISSION REQUIREMENTS:
Graduation from a diploma or associate degree program accredited by the National League for Nursing and licensed by the state of Ohio. A 2.5 cumulative G.P.A. for college courses is required. Official transcripts are required, as well as completion of the application process. If a student were admitted to Ursuline College prior to successfully passing NCLEX, s/he must be admitted as a non-declared major and cannot take any nursing courses until s/he passes the NCLEX. Once the successful completion of NCLEX is achieved, the student may formally be admitted to the RN to BSN program by completing a change of major form.

CAREER OPPORTUNITIES
The national nursing shortage has opened new doors for individuals interested in nursing. Area hospitals and federal loan forgiveness programs have made a quality nursing education possible for many. The need for educated nursing professionals in Greater Cleveland is considerable since the community ranks 14 out of 317 metropolitan areas based on the size and concentration of healthcare businesses (source: Northeast Ohio Nursing Initiative.) Northeast Ohio faces a nursing shortage similar to others across the nation. Forecasts project that demand for RNs in Ohio will increase by 26% from 2000-2020, while the supply of professionals to fill these positions will decrease by 8%.

Major Requirements for the RN to BSN: Registered nurses who wish to complete the requirements for the BSN degree must complete 22 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; credits and can also be earned through the test-out program of the College or CLEP examinations. In addition, RNs may receive up to 40 escrow/bypass credits for previous learning in nursing courses by having achieved a 2.5 cumulative average in designated courses.

To graduate with a BSN, the RN must have completed 96 credits including BI 214/L, BI 215/L, CH 103/L, CH 104/L, BI 232/L, math, NU 104, SO 103, PS 101, PS 103, PH 260, NR 217*, NR 218, NR 219*, NR 220*, NR 226, NR 317*, NR 318*, NR 319*, NR 320*, NR 417, NR 418, NR 419*, NR 420*, NR 426, NR 440, and an NR elective (* Registered nurses may receive up to 39 escrow bypass credits for previous learning in the starred(*) courses.)

NR 218 Health Assessment of the Adult (3)
This course provides health assessment skills based on a framework for data collection and analysis. It enables the student to utilize clinical judgment skills effectively through the application of the nursing process for health promotion, maintenance, and restoration.

NR 226 Professional Nursing: A Conceptual Approach (3)
This course is designed for the RN and LPN pursuing a BSN degree. Building on prior knowledge, it has as its major focus the identification and development of the requisite skills needed for the professional nurse to function in today’s health care environment. Health promotion, maintenance, and restoration activities are addressed through discussion of the core concepts of critical thinking, communication, and caring. This course is open only to Registered Nurses returning for a BSN degree.

NR 331 Societal Impact on American Women’s Health (3) (elective)
Through a collaborative, historical, and philosophical approach, this course investigates societal issues that have an impact on women’s health as well as issues related to women as consumers of health care. In a seminar format, the course evolves through ongoing class input. Content development and assessment methods result from active student participation. Topics may include but are not limited to the following: historical/economic perspectives of women’s health, women and the health care system, violence against women, alternative methods of healing, and the physical and mental health of women.

NR 332 Transcultural Nursing (3) (elective)
This is a directed study in transcultural nursing in which students broaden their knowledge of and perspective on nursing and health care systems through reading and experiencing such systems in other cultures/countries.
NR 417 Advanced Concepts: Health Promotion, Maintenance, and Restoration of the Community (3)
This course focuses on community/public health nursing and emphasizes an epidemiological approach to the study and care of aggregates and communities. The roles of advanced caregiver, leader, collaborator, and change agent are utilized in applying theory to clinical practice in community settings.

NR 418 Advanced Concepts: Nursing Leadership (2)
This course advances the development of leadership principles and group dynamics to enhance the development of the professional nurse. Emphasis is on concepts associated with leadership and the role of the nurse in the practice setting. The Practicum in Leadership course will enable students to apply principles of leadership in practice settings.

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. This course is open only to the Registered Nurse returning for a BSN degree. Pre- or co-requisite: NR 418. (Students must earn a grade of “P” to pass this course.)

NR 440 Nursing Research (3)
This course guides the student in the research process and its relevance to the advancement of nursing theory and practice. Students advance as participants in the research process and as consumers of nursing research.

PSYCHOLOGY PROGRAM

FACULTY: Christopher Edmonds, Ph. D.

PROGRAM DESCRIPTION:
The Psychology major has been carefully crafted to provide a broad-based education in the scientific study of behavior and mental processes.

Psychology majors are trained in the Boulder Model which includes courses in the scientific process as well as the application of psychological principles. Students will learn how to conduct, interpret and analyze psychological research. Grounding in essential psychological theory and practice is integral to this major, from human development to theories of personality and psychopathology. Finally, the practical applications of psychology to human behavior include behavior modification, psychological testing, and group processes.

Major Requirements: The psychology major (without the Industrial/Organizational (I/O) emphasis) is a total of 39 credit hours including the following courses: PS 101, 322, 330, 335, 350, 370, 490; MAT 212 plus 15 credit hours of psychology electives and 57 credit hours (with I/O Emphasis) including the additional courses: BU 336, 330, 335, 430, 450; MGT 350; PS 422, 360.

Minor Requirements: The psychology minor is a total of 21 credits including the following courses: PS 101, 322, 330, 350, 490; MAT 212 and an additional 3 credit hour psychology elective.

CAREER OPPORTUNITIES
Career opportunities in psychology at the Bachelor degree level remain limited because of professional licensing requirements which require master’s or doctoral level training. However, the B.A. in psychology does remain a strong degree for a variety of entry level positions in health care (e.g., case worker) as well as for a variety of positions outside of psychology. The UCAP psychology major also provides the opportunity for students to blend the strengths of a strong psychology major with business courses and then combine those two skill and knowledge bases for tremendous applications in the work place.

PS 101 Introduction to 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. Prerequisite to all other Psychology courses. Ursuline Studies Stage I satellite.

MAT 212 Introduction to Statistics (3)
A study of elementary concepts and procedures basic to scientific, social, psychological 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. Ursuline Studies Stage I Math satellite.

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; MA 212.

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; MA 212.

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 370 Cognitive Behavior Modification (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 490 Capstone 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.

PSYCHOLOGY ELECTIVES (15 credit hours)
For students who pursue the I/O emphasis, PS 360 (Industrial/Organizational Psychology) and PS 422 Social Psychology would be strongly recommended to take as Psychology electives.

Industrial/Organizational (I/O) Psychology Emphasis (Optional):
These collateral courses were identified to provide students with the opportunity to learn about the dynamic relationship between psychology and the workplace. The following general elective collateral courses outside of psychology are required.

MGT 350 Manager in the Business Environment (3)
A discussion of policies, methods and problems in business and non-profit organizations today. Both qualitative and quantitative problem-solving techniques are covered; there is a heavy emphasis on current events.
**PUBLIC RELATIONS AND MARKETING COMMUNICATIONS PROGRAM**

**FACTORY:** Laura Hammel, Ph.D., APR (Program Director)

**AIMS AND OBJECTIVES**

An organization’s credibility is challenged constantly today. Expectations surrounding the behavior of an organization 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 & Marketing Communications (PRMC) from Ursuline College provides a student with the necessary 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 School, the PRMC major offers courses in public relations, business, written and oral communications, visual communication 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 voice that fosters open and informed decision-making in a democratic society.

A required internship experience enables students to integrate academic life with real-life 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 and communications departments of all types of organizations including government, corporations, non-profits, education, and health care. Upon graduation, students can continue in Ursuline’s MBA program with a concentration in Marketing & Communications Management. PRMC 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:** 42 credits, including PR 111, 220, 222, 320, 412, 415, 475; BU 125, 220; AR 114, 311; MC 250 (prerequisites MC 103, 105, 107 or test out); and PH 355.

**Requirements for Minor:** 18 credits, including PR 111, 222, 320, 415; BU 125 plus 1 elective from the following courses: BU 220, 321, 412; 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. **Prerequisites:** None.

**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. **Prerequisites:** BU 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. **Prerequisites:** BU 125.

**PR 288, 488 Special Topics in Public Relations**

An in-depth examination of timely topics relevant to public relations. **Prerequisites:** BU 125.

**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. **Prerequisites:** PR 111.

**PR 321 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 412 Special Problems: Media Analysis and Client Issues (3)**

This course will focus on the business aspects of integrated marketing communications, including how to construct research and how to measure the effectiveness of a communications campaign. This course will be hands-on and real-world oriented. **Prerequisites:** PR 111 and 222 or discretion of instructor.

**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 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, 412, 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.

SOCIAL MEDIA COMMUNICATIONS CERTIFICATE OF PROFICIENCY

FACULTY: Laura Hammel, Ph.D., APR
Inge Schmidt, Ph.D.

AIMS AND OBJECTIVES
The Social Media Communications Certificate of Proficiency provides opportunities for applied and lifelong learning. Students obtaining the certificate will enter the workforce with a skill set that currently is uncommon, but necessary, and be able to immediately make a contribution to any work situation. Students using the certificate as professional development can use the applied approach and practical courses to increase productivity in their current work situation. The capstone course will offer a hands-on social media project to a local nonprofit organization needing assistance with social media content analysis and application.

CAREER OPPORTUNITIES
Increasingly, chief marketing officers at businesses are looking to recent college graduates to bring to the workplace 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 21st century workplace.

REQUIREMENTS FOR CERTIFICATE
22 credit hours, including PR 111, BU 220, MC 250/AR 210, MC 360, PR 320, MIS 350, PR 450/MIS 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. 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: MGT 350 (UCAP) or BU 125 or permission of instructor.

MC 250/AR 210 Visual Communication 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 Visual Communication Design majors. Prerequisite: MC 103, 105, 107, or equivalent course(s) or “pass” on assessment.

MC 360 Data Analysis for Management (3)
This course is designed for students majoring in Business, HCI, HCA, MIS 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. Prerequisites: MC 103, 105 and 107 or equivalent course(s), or “pass” on placement test.

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.

MIS 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. Prerequisite: Permission of Program Director.

PR 450/MIS 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 MC 360, MIS 350 and PR 320 or permission of instructor.
UCAP Policies

URSULINE COLLEGE ACCELERATED PROGRAM (UCAP) POLICIES

UCAP ATTENDANCE POLICY

UCAP is committed to a style of learning that is facilitative and participatory. Meaningful interaction of student with student and student with facilitator is the heart of the program. Due to the accelerated nature of the program, the minimum of 20 contact hours is required for accreditation purposes. The commitment to this educational model shapes the UCAP attendance policy.

Attendance of all class meetings is mandatory. Should an emergency situation arise which requires an absence from all or even part of a class, the student must contact the facilitator at the earliest possible time. Leaving a message with another individual or on answering machines does not fulfill this obligation. Absences will have a negative effect on student’s grades. Absences due to emergency situations will be dealt with on a case by case basis by the facilitator.

If a student has one (1) absence ONE or more of the following action(s) may be taken by the facilitator (at his or her discretion):

A. The facilitator can require a student to drop the course based on the subject matter or amount of missed course material. The student must withdraw from the course before week #4 (for a 5-week class), before week #6 (for an 8-week class) or before week #7 (for a 10-week class) or the student will receive the grade earned for the class. (See UCAP refund schedule for reimbursement level.)

B. The student shall be required to complete make up work that must be equivalent to the missed class time.

C. The student’s final course grade may be lowered up to one full letter grade.

In addition, if a student misses two (2) classes – the instructor must notify the UCAP office immediately and the student will be dropped from the class. If a student misses two classes and it is beyond the withdrawal deadline, the student will receive an “F” for the course.

UCAP TARDINESS POLICY

Due to the importance of timeliness in both the academic and workplace settings, being tardy will have a negative impact on class performance. If a student is tardy to class, one (1) or all of the following actions may be taken (regardless of circumstances) by the facilitator (at his or her discretion):

A) The student’s attendance and/or participation points may be lowered.

B) Homework may not be accepted by the facilitator.

C) Test/Quiz time may not be made up.

D) Make up work for class time missed may be required.

Generally, tardiness beyond 30 minutes will be considered an absence and the UCAP attendance policy will apply (see above).

UCAP INCOMPLETE POLICY

Incomplete grades are granted at the discretion of each facilitator and are normally only given in extenuating and serious circumstances, such as severe illness. In addition, incomples should only be granted to students who have already completed the majority of work in the course, with the exception of a final project or exam.

The deadline for completing coursework is 3 weeks after the last day that the course ends. It is the student’s responsibility to contact the facilitator who will determine the work to be completed and the three week deadline date.

If the student fails to complete the assigned requirements by the three week deadline, the “I” Incomplete will automatically turn into an “F” grade the day after the three week deadline.

UCAP CONCURRENT COURSE ENROLLMENT

Due to the accelerated nature of the Ursuline College Accelerated Program (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.

UCAP PREREQUISITE POLICY

Many courses offered by Ursuline College Accelerated Program (UCAP) require the completion of prerequisite courses taken at Ursuline College, or the equivalent taken at another accredited institution. The UCAP Course Schedule lists prerequisites after each course title when applicable.

A prerequisite is a requirement that must be completed prior to the registration for a course. For instance, BU 230 (Organizational Behavior) must be taken before BU 330 (Human Resource Management). BU 230, in this case, is the prerequisite for BU 330.

The student is responsible for meeting prerequisite(s) wherever listed. Until a prerequisite equivalent is established, the student will be unable to register for the class. All course registrations are checked for appropriate prerequisites and must be approved by UCAP Academic Advisor. If the appropriate prerequisites are not met, the student may not register for the course. In addition, if a student has an “I” (incomplete grade) pending or has failed the prerequisite course, the student cannot take the next course until a “D” grade or above has been achieved.

In the event of a course scheduling conflict which would prevent a student from graduation, the student can petition the Director for a prerequisite waiver. A prerequisite waiver would allow the student to take courses out of sequence, but the student would still be required to take all of the courses listed on his/her degree plan required for graduation. The student who petitions for a prerequisite waiver must be able to provide documented experience in the course subject matter in which s/he is petitioning.

UCAP EXTENSION OF URSULINE COLLEGE ACADEMIC INTEGRITY POLICY

In addition to the Academic Integrity (plagiarism and cheating) policies listed in the Ursuline College Undergraduate catalog, students are not permitted to use an instructor’s manual or instructor’s materials without express permission of the facilitator/faculty member. Doing so will be considered a breech of academic integrity. Please refer to the Ursuline College Undergraduate catalog for Academic Integrity Policy.

UCAP COURSE CANCELLATION AND DROPS

If a class is cancelled, a UCAP representative will contact the student prior to the start of class. An academic advisor will help the student choose an alternative course or will receive a full refund for the cancelled class.

If a student wishes to drop a course, s/he should contact the UCAP office as soon as possible. Students must withdraw from a 5-week class prior to the 4th class session, an 8-week class prior to the 6th class session, and a 10-week class prior to the 7th class session. If a student is receiving financial aid, s/he will need to notify the Financial Aid Office at 440-646-8329; dropping a class may affect the financial aid award.
**UCAP REFUND SCHEDULE**

**REFUND SCHEDULE FOR 5, 8, OR 10 WEEK COURSES**

**5-week classes**
- Calendar days elapsed since the start of the term:
  - 7 days: 100%
  - 14 days: 50%
  - 21 days: 0%
  - 28 days: 0%

**8-week classes**
- Calendar days elapsed since the start of the term:
  - 7 days: 100%
  - 14 days: 60%
  - 21 days: 40%
  - 28 days: 0%

**10-week classes**
- Calendar days elapsed since the start of the term:
  - 7 days: 100%
  - 14 days: 60%
  - 21 days: 40%
  - 28 days: 0%

**UCAP COURSE WITHDRAWAL POLICY**

Course withdrawal deadline for 5-week class – must withdraw BEFORE week #4;
Course withdrawal deadline for 8-week class – must withdraw BEFORE week #6;
Course withdrawal deadline for 10-week class – must withdraw BEFORE week #7 or the student will receive the grade earned for the class.

**UCAP STATEMENT OF UNDERSTANDING**

At the start of each 5-, 8- or 10-week class, the UCAP student is asked to sign a “Statement of Understanding.” This form verifies that the student has read the course module and syllabus. In addition, the statement confirms the student’s understanding of the purpose of the course, the contents of the syllabus, module, course assignments and course expectations.

**CLARIFICATION OF ARTICULATION AGREEMENTS**

Any student entering the Ursuline College Accelerated Program (UCAP) who has received an Associate of Arts, Associate of Science, or Associate of Applied Business degree from Cuyahoga Community College, Lakeland Community College, or University of Akron during or after the year in which the articulation agreement between Ursuline College and his/her respective school of transfer was established is eligible to receive all benefits outlined in said agreement.

In certain circumstances, the Admission Specialists and Executive Director of UCAP may choose to present the file of a student who received his/her A.A., A.S., or A.A.B degree prior to the inception of the articulation agreement to the Vice President of Academic Affairs for exemption.

**UCAP WRITING EVALUATION GUIDELINES**

The following guidelines will be used in evaluating written papers and essays in all UCAP classes unless the syllabus for the course indicates otherwise. The evaluation may be expressed as a single grade – but must incorporate the two areas of content/organization and grammar/punctuation/spelling, or it may be expressed as a double grade with the facilitator determining the weight of each component (typically a 50% and 50% split).

**CONTENT/ORGANIZATION RUBRIC**

**A (EXCELLENT)**

The writer completes the task set by the assignment, and the paper is excellent in nearly all respects. It exhibits the following characteristics:

- Fulfills the requirements of the assignment in an exceptional way
- Achieves or exceeds the writer’s purposes (what the writer hopes to achieve)
- Is well argued; contains ideas that are well supported and developed
- Is well organized and focused
- Has a clear or implied thesis statement
- Contains well-developed content that is specific, accurate, interesting and appropriate
- Demonstrates the writer’s ability to produce and synthesize complex ideas
- Contains logical connectors and transitions which contribute to a fluent style
- Engages the reader throughout the paper
- Avoids clichés, generalizations, and over-dependence on the ideas of others

**B (ABOVE AVERAGE)**

The “B” paper shares most of the characteristics of the “A” paper. The reasoning is logical, and the content is effectively organized into coherent units. It exhibits the following characteristics:

- Fulfills most of the requirements of the assignment
- Achieves the writer’s purposes (what the writer hopes to achieve)
- Is organized and focused
- Maintains the reader’s interest throughout the paper
- Is well argued; contains ideas that are supported and developed
- Less careful reasoning than found in the “A” paper
- Minor problems in paragraphing and/or organization
- Avoids clichés, generalizations, and over-dependence on the ideas of others

**C (AVERAGE/SATISFACTORY)**

The writer has come to terms with the basic task of the assignment; and the paper is generally competent. The organization is sufficiently clear that the reader can move with relative ease through the discourse. It exhibits the following characteristics:

- Fulfills some of the requirements of the assignment
- Achieves some of the writer’s purposes (what the writer hopes to achieve)
- Sometimes loses the reader’s attention
- May not follow a focused train of thought
- Exhibits some weaknesses in organization
- May contain ideas that are partially supported and developed; the development of minor points may be weak, but the writer provides evidence of the ability to support key ideas;
- May contain wordiness, clichés, and less original thinking
- May have a weak thesis
- Connectors and transitions (e.g., “however,” “therefore,” “furthermore,” “although”) may be lacking or illogical.

**D (BELOW AVERAGE)**

The writer shows difficulty managing the task of the assignment in some way. It exhibits the following characteristics:

- Fulfills some of the requirements of the assignment but does so in a superficial manner
- Fails to make the writer’s purposes clear (what the writer hopes to achieve)
- Loses the reader’s attention
- Confuses the reader; reader has difficulty following the writer’s train of thought
- Has little focus or organization
- May contain ideas that are poorly supported and undeveloped
- May contain careless or simplistic thinking
- The thesis may be vague, too broad, or too obvious to be developed effectively
- The thesis may lack adequate support
F (FAILURE)
The writer fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This category may also be used for the paper which is obviously “off-topic,” regardless of the writing quality. In this case, the paper does not deal with the topic assigned and, therefore, does not fulfill the requirements of the assignment. It exhibits the following characteristics:

• Does not fulfill requirements of the assignment
• Fails to make the writer’s purposes clear (what the writer hopes to achieve)
• Fails to engage the reader
• Confuses the reader
• Lacks focus and organization
• May contain ideas that are poorly supported and undeveloped
• May contain careless or simplistic thinking

GRAMMAR/PUNCTUATION/SPELLING RUBRIC
A The paper is virtually free of errors in sentence structure, usage, and mechanics (including punctuation and spelling) and shows evidence of excellent control of the English language. Contains diction that is clear, precise, and demonstrates sophistication of thought.

B The paper has few errors in sentence structure, usage, and mechanics; those few errors do not interfere with the comprehension and are not distracting to the reader. Contains diction that is clear and appropriate but that may not demonstrate sophistication of thought.

C The paper may contain some awkward or ineffective sentences and may show some problems with mechanics or usage. These errors, however, are not serious or frequent enough to consistently distract the reader from the content or to interfere significantly with comprehension. May contain distracting grammatical or punctuation errors and diction that are often imprecise and inappropriate.

D The paper contains errors in grammar, sentence construction, mechanics and/or usage which often interfere with comprehension and/or are distracting to the reader. May contain numerous distracting grammatical or punctuation errors and diction that are unclear and inappropriate.

F The paper has a number of ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding. The differences between a “D” paper and an “F” paper lies primarily in the pervasiveness of the errors. Contains numerous distracting grammatical or punctuation errors and diction that are unclear and inappropriate.

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### Accreditations & Memberships

**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)
- Higher Learning Commission of the North Central Association of Colleges and Schools
- International Assembly for Collegiate Business Education
- National Council for Accreditation of Teacher 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 of Higher Education
- 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 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 Charities, U.S.A.
- Central Association of College and University Business Officers
- Cleveland Association of Paralegals
- Cleveland Metropolitan Bar Association
- College Board
- 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
- Music Educators National Conference
- National Association of College Admissions Counselors
- 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 Software Association
- Ohio Association of Colleges for Teacher Education
- Ohio Association of Collegiate Registrars and Admissions Officers
- Ohio Association of Elementary School Principals
- 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 Professors of Educational Administration
- Ohio Counseling Association
- Ohio Foundation of Independent Colleges
- OhioLINK
- Ohio Middle School
- OHIONET
- OCPA Ohio College Personnel Association
- Ohio State Bar Association
- Online Computer Library Center (OCLC)
- Pennsylvania Association of Secondary School and College Admissions Counselors
- Religious Education Association
- Society of American Archivists
- Women’s College Coalition

**NORTH AMERICAN URSULINE EDUCATORS**
- Ursuline College is a member of the North American Ursuline Educators, 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: Beavont 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
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