A graduate education at Ursuline College is an opportunity for transformation. It equips students with the knowledge and skills they need for a new career or a new direction in life.

Since 1871, Ursuline College has been widely recognized for its quality education. Ursuline’s graduate programs are rigorous and challenging. At Ursuline, students benefit from small, interactive classes with faculty who are experts in their fields. These teacher-mentors bring vast knowledge and experience to the classroom, as well as a genuine commitment to each and every student’s success.

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

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

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

ADDRESS:
Ursuline College
Office of Graduate Admission
2550 Lander Road
Pepper Pike, Ohio 44124-4398

Dean’s Office 440 646 8120
Office of Graduate Admission 440 646 8119
E-mail graduateadmissions@ursuline.edu
Director of Graduate Admission 440 646 8146
Fax 440 684 6138
Counseling and Art Therapy Program 440 646 8139
Fax 440 684 6135
Education (MAP) Program 440 684 6005
Fax 440 646 8328
Educational Administration Program 440 449 3413
Fax 440 646 8328
Historic Preservation Program 440 646 8135
Fax 440 684 6088
Liberal Studies Program 440 646 8389
Fax 440 684 6088
Graduate Business Programs 440 684 6084
Fax 440 684 6088
Graduate Theological and Pastoral Studies Program 440 646 8191
Fax 440 684 6088
Graduate Nursing Programs 440 684 6051
Fax 440 684 6053

CONTACT INFORMATION FOR OTHER COLLEGE OFFICES
Ursuline College Main 440 449 4200
Website ursuline.edu
Student Service Center 440 646 8309
Academic Affairs 440 646 8107
Business Office 440 646 8310
Office of Counseling and Career Services 440 646 8322
Financial Aid 440 646 8309
Library 440 449 4202
Registrar 440 646 8126

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

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

MEMBERSHIPS
Ursuline College accreditations and memberships are listed on pages 77 and 78. In addition, graduate programs and faculty hold memberships in a variety of academic and professional organizations, including: American Art Therapy Association, American Counseling Association, American Association for Marriage and Family Therapy, Association for Counselor Education and Supervision, Buckeye Art Therapy Association, North Central Association for Counselor Education and Supervision, Ohio Counseling Association, Ohio Association for Counselor Education and Supervision, Ohio Association for Marriage and Family Therapy, the National Organization of Nurse Practitioner Faculties, the Ohio Association of Advanced Practice Nurses, the Association of Graduate Programs in Ministry, the National Association of Lay Ministry, the Catholic Association of Theological Field Education, the Association for Theological Field Education, the Association of Graduate Liberal Studies Programs, the Association for General and Liberal Studies, the National Trust for Historic Preservation, the National Council for Preservation Education, Ohio Association for Private Colleges of Teacher Education, Ohio College Professors of Educational Administration, the National Catholic Education Association, the American Association of School Administrators, the National Association of Secondary School Principals, the Ohio Association of Secondary School Administrators, the Ohio Association of Elementary School Administrators, and the Association for Supervision and Curriculum Development.

Missions & Aims

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

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

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

OUR CORE VALUES
Student Focus
Spirituality
Respect
Collaboration

PHILOSOPHY
Ursuline College helps students to achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching. In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus, a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community. Acknowledging that the liberal arts are life arts, we help students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. Our career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

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

Today we serve students who reflect a wide range of ages, of economic, social and academic backgrounds, and of religious. 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.
Missions & Aims

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.

GRADUATE EDUCATION AT URSULINE COLLEGE
Graduate education is a vital component of the College mission, offering programs that prepare individuals for their lives as intellectuals and professionals. Each program builds on a strong undergraduate foundation and provides for continued comprehensive development in the student’s selected area of study. All graduate programs offer a robust theoretical grounding for students, extended with discipline-specific knowledge and integrated through reflective practice. Not only do the graduate programs at Ursuline College address the significant issues facing society today, they also prepare students for visionary leadership that enables them to meet the challenges of the future.

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

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

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

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

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

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

THEOLOGICAL AND PASTORAL STUDIES – a post-graduate certificate may be earned in Sustainability and Spirituality. This certificate program is for people interested in developing their skills in some or all of the following areas related to sustainability: transformative leadership, congregational change, earth-based ritual and ministry, ecojustice activism, community organizing, global networking, and local sustainable development.

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

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

GENERAL NOTICE ABOUT POLICIES AND PROCEDURES
Graduate study at Ursuline College is governed by the Ursuline College Student Handbook, which defines the policies, practices and procedures of all members of the Ursuline community, as well as this graduate catalog and by the requirements, procedures and policies of individual degree programs as outlined in their respective program handbooks. Policies and procedures for graduate programs are intended to ensure the integrity of the degree granted, to facilitate the student’s progress toward the degree and to prevent delays and misunderstandings.

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

Questions regarding procedures or requirements should be addressed to the program director in the relevant discipline. Also see Academic Policies on page 11 of this catalog.
Students residing outside the United States or whose native language is not English must:

6. Successful completion of an interview with the program director.

INTERNATIONAL STUDENTS

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

1. Demonstrate a high-level of competence in the use of the English language prior to admission, including reading, writing, speaking and listening, by achieving a score of at least 550 (paper-based) or 213 CBT or 80 iBT on the TOEFL (the Test of English as a Foreign Language). The TOEFL is administered by Educational Testing Service, Box 6155, Princeton, NJ 08541-6155, USA (phone: 609 921 9000, web: www.ets.org/toefl).

2. Provide official translations and evaluations of all transcripts or educational credentials. The World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745 (phone: 212 966 6311, web: www.wes.org) must evaluate all foreign educational credentials.

3. Submit a statement of financial resources available for meeting the financial obligations incurred while attending Ursuline College.

CLASSIFICATION OF STUDENTS

DEGREE SEEKING:

CLEAR status is assigned to a student exhibiting excellence in scholarship and academic work, especially in the field of study in which she/he wishes to specialize, who meets the general and specific program admission requirements and has a completed student application file. CONDITIONAL status is assigned to a student admitted to the degree program with deficiencies in the requirements for admission to a specific program. The conditions for obtaining clear admission and continuation in the program will be outlined in individual admission letters. Any limitations in coursework or number of hours are determined by the program director in consultation with the dean. PROVISIONAL status is assigned to a student admitted to the degree program whose application is incomplete. Students admitted provisionally may be transferred to conditional status if the completed application materials indicate deficiencies for clear admission.

NON-DEGREE SEEKING:

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

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

COURSE REGISTRATION PROCEDURES

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

TUITION AND FEES

A list of tuition, fees and charges for the current academic year is available at ursuline.edu or
Admission & Financial Information

from the Student Service Center at 440 646 8309. Please consult individual program websites for specific fees. The College reserves the right to adjust tuition and fees at the end of any academic term.

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

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

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

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

Please note: It is the student’s obligation to ensure that all applications for financial aid are submitted in a complete and timely manner. Ursuline College and the School of Graduate and Professional Studies assume no responsibility for the acts or omissions of any students, government agencies or institutions with respect to the application, notification or distribution of financial aid awards.

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

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

Academic Policies & Procedures

THEOLOGICAL AND PASTORAL STUDIES: Graduate students in Theological and Pastoral Studies receive a tuition reduction scholarship if they meet one of the following criteria: teaching in a Catholic school, working part-time or full-time in pastoral ministry or having been accepted into a ministry certification program. Information is available from the program director. The form is available at www.ursuline.edu on the Financial Aid page under Documents and Forms. Requests for this assistance must be renewed every semester.

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

SCHOLARSHIPS: The Helen Dineen Scholarship is awarded on an annual basis to graduate students who exhibit a high level of academic achievement, financial need and a desire to work with children. It is limited to degree-seeking students in full-tuition programs, including Counseling and Art Therapy, Historic Preservation, Liberal Studies and Theological and Pastoral Studies. To be considered, students must complete a FAFSA and Scholarship Application Form. Applications are available in the Office of Graduate and Professional Studies and completed applications must be returned to that office by the date indicated in the application letter.

Students are encouraged to contact individual program directors about specific scholarships. Counseling and Art Therapy students may be eligible for the Graham Hunter Foundation Endowed Scholarship or the Sarah Scherer Memorial Scholarship. Theological and Pastoral Studies students may be eligible for the Joseph Nearn Ministry Scholarship, the Ministry Scholarship Fund or the Margaret A. Jarc Scholarship Fund. Historic Preservation students may be eligible for the Goudreau Scholarship.

ACADEMIC POLICIES AND PROCEDURES
Students are responsible for knowing all requirements for their degree program as set forth in the Student Handbook, the Graduate Studies Catalog and by the individual program, and every student is deemed to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy or disagreement, the regulations and requirements stated in this Catalog and any subsequent modifications or interpretations by the College will prevail. Students are responsible for fulfilling the requirements for graduation of the catalog in effect when they enrolled at Ursuline. However, the College reserves the right to terminate programs or to modify program content, requirements, and sequence of courses. Students who have not attended Ursuline for a period of 24 consecutive calendar months are bound by the requirements of the catalog in effect when they were readmitted. They must reapply for admission by completing a new application for admission. Periodic updates to the Academic Policies and Procedures can be found online at ursuline.edu.

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

Handbook for additional information about academic support and disability services. You can also contact the URSA office in Mullen 312 at 440-449-2049 for additional information.

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

ACADEMIC ADVISING AND GRADUATION
Upon admission, every student is assigned an academic advisor who is a faculty member of Ursuline College and the program into which the student has been admitted. In consultation with their advisors, students will plan a course of study and review their progress throughout the program until graduation. All course registration and all course changes, including drop/adds, withdrawals, transient work and incompletes must be approved by the faculty advisor. Applications for graduation are due on June 15 for December graduation and on January 31 for May or August graduation. Late applications for graduation may be granted at the discretion of the dean and the Vice President for Academic Affairs; a late processing fee will be imposed upon late graduation applications. See also: Conferring of Degrees.

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

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

To register for an independent study course, the student must submit an Independent Study Contract to the Office of Graduate and Professional Studies, signed by the supervising faculty member, which outlines the course requirements and assignments. The Independent Study Contract must also be approved by the student’s faculty advisor/program director, the Dean of Graduate and Professional Studies and the Vice President for Academic Affairs. Once the Contract has been approved, the student will be registered for the course.

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

PRIOR LEARNING EXPERIENCE
Any degree-seeking graduate student currently enrolled at Ursuline College is eligible to apply for a maximum of six credit hours for prior learning experience. Prior learning experience is defined as learning that has occurred outside of the traditional classroom setting and that has not been applied toward the award of a baccalaureate or an advanced degree.

In order to be considered for credit, the learning must be measurable, verifiable, and equivalent to graduate-level instruction. Information regarding Prior Learning Experience requests may be obtained from the Office of Graduate and Professional Studies. The maximum number of hours a student may apply toward a graduate degree through transfer credit (see below) and prior learning experience is nine semester hours. A proposal for prior learning assessment must be completed within one academic year from the date on which a student is first enrolled at Ursuline College. A $25.00 fee is assessed to individuals who apply for prior learning credit in addition to a per credit hour cost for credits awarded. The decision to award prior learning experience credits rests with the dean of Graduate and Professional Studies, in consultation with the graduate program director. All decisions of the dean are final and not subject to appeal.

TRANSFER OF CREDIT
Students may transfer a maximum of six semester hours of graduate course credit with a grade of B or better earned outside their program course of study. However, no course will be transferred unless it is applicable to the program in which the student is enrolled. The program director and Dean of Graduate and Professional Studies will rule on the transfer of credit; the program director will notify the applicant of the decision. Courses eligible for transfer include those taken at Ursuline College but outside the student’s program or those transferred from another institution within ten years of admission to Ursuline. Once enrolled at the College, students who wish to take a course from another institution to be applied to an Ursuline College graduate degree must secure the prior approval of the program director, including identifying the program requirement the course satisfies, and must submit a transient student form to the Office of Graduate and Professional Studies. The maximum number of hours a student may apply toward a degree through transfer credit and prior learning experience is nine semester hours.

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

DROP/ADDS
Course change forms may be obtained from the Student Service Center or online at ursuline.edu. The student’s faculty advisor and the student must sign all drop/add forms and they must be returned to the Student Service Center. A request via email from the student’s account will suffice for the student’s signature, provided there is evidence of the advisor’s approval. A student may also drop and add courses using the online course registration system during the time that she or he has access to that system as defined by the registration schedule. This activity must be approved by the faculty advisor prior to being undertaken. After the start of classes, drops must be processed in the student service center, and a $15 fee may be charged for changes processed in the student service center after the student’s initial registration. The final date for drop/adds and the refunds for dropped courses will follow the prorated schedule for refunds listed each semester in the course schedule information posted online on the Registrar’s page. No refunds for dropped courses will be given after the last day to drop.

COURSE WITHDRAWALS
Students may initiate procedures to withdraw from a course in writing or via email. Students are considered in attendance until they have completed all required withdrawal procedures. Students may withdraw no later than the date determined by the registrar, which is listed each semester in the schedule of course offerings and posted on the College website. Students who withdraw from the course prior to the deadline will receive a W grade. Students who withdraw
Academic Policies & Procedures

after the deadline will receive the letter grade they have earned based on their performance in the class, including attendance.

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

ACADEMIC STANDING

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

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

GRADE SYSTEM

The Grade System listed below is used by the Registrar’s Office to determine GPA. Grades are valued in quality points on a 4.0 scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Passing, not counted in grade-point average. P represents a grade of B or above</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal with permission until the date set each semester by the Registrar</td>
</tr>
<tr>
<td>AD</td>
<td>Audit</td>
</tr>
</tbody>
</table>

WITHDRAWAL OR DISMISSAL FROM THE COLLEGE

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

Withholding of Degree: The College will not award a master’s degree to students who do not earn the mandatory 3.0 GPA at the completion of their coursework. At the discretion of the dean, a student may be allowed one or more semesters to retake selected courses to meet the 3.0 GPA requirement for earning the degree.

Dismissal as a Threat of Harm to Self or Others: The College reserves the right to dismiss a student in specific situations wherein the student would pose a direct threat to her/himself or others. The complete details of this policy are published in the Ursuline College Student Handbook and are available at ursuline.edu. These guidelines will be followed by the staff, faculty and administrators in Graduate and Professional Studies.

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

ACADEMIC APPEALS

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

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

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

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

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

APPEALING GRADES FOR CLINICAL EXPERIENCES

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

APPEALING PROGRAM DISMISSALS

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

ACADEMIC INTEGRITY

Learning requires collaboration with others, whether through the incorporation of another’s work or intellectual property into one’s own product, or through dialogue, discussion and cooperative learning activities. Ultimately, however, a fundamental goal of education is for students to develop their own autonomous thinking so that they may contribute substantively to the knowledge of the greater community. The College requires students to follow the Academic Integrity Policy, whereby students are bound to do all academic work in an honest manner. By this policy, students are required to credit the use of another’s work or intellectual property, to refrain from collaboration when inappropriate or so instructed and to refrain from all other illicit behaviors, 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 below.

DEFINITIONS AND EXAMPLES OF ACADEMIC INTEGRITY VIOLATIONS

1. Test-taking violations occur when students do not do their own work on exams or quizzes. Examples include:
   a. Copying from someone else’s test or letting someone copy from the student’s test.
   b. Bringing notes secretly into an exam (e.g. writing on the student’s hand or desk).
   c. Supplying, providing or informing students of test content.
   d. Using electronic devices, such as text-messaging on cell phones, to secretly bring information into an examination.

2. Plagiarism involves taking and presenting the words of another as one’s own ideas, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:
   a. Downloading papers or portions of papers from internet sources.
   b. Submitting portions of other students’ papers.
   c. Directly quoting or utilizing sources or intellectual property without proper citation.
   d. Purchasing papers for submission.

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

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

5. Other Violations of Academic Integrity include:
   a. Falsifying grades.
   b. Misrepresenting academic information to college officials.
   c. Destroying, hiding and improperly removing library materials for the purpose of denying others access to them.
   d. Fabricating documents, records, signatures.
   e. Forging documents, records or signatures.
   f. Forging grades.
   g. Using electronic devices, such as text-messaging on cell phones, to secretly bring information into an examination.

SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY

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

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

Unsion 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.

The administrative procedures for addressing violations of the academic integrity policy are outlined in the Ursuline College Student Handbook and will be followed by Graduate and Professional Studies.

A GRADE OF INCOMPLETE

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

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

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

The advisor will submit the form to the Office of Graduate and Professional Studies for entry by the registrar in the student’s record. The student must provide a copy of the form to the course instructor before the final assignment due date.
For incompletes granted for fall courses, work must be completed no later than the end of the following spring semester, according to the official College Calendar published on the College website. For example, if an incomplete is taken in the fall of 2015, the deadline established by the instructor and student must fall before the end of the spring of 2016 semester. For incompletes granted for spring and summer courses, work must be completed no later than the end of the following fall semester, according to the office College Calendar published on the College website. For example, if an incomplete is taken in the spring of 2015, the deadline established by the instructor and student must fall before the end of the fall 2015 semester. If an incomplete is taken in the summer of 2015, the deadline for completion of the work in question must occur before the end of the fall 2015 semester as well.

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

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

In very rare circumstances, when for personal reasons a student is unable to complete the work for an incomplete by the negotiated deadline, an extension may be requested and granted at the discretion of the instructor, the program director and the dean. The student must appeal to the instructor for an extension and, if the extension is granted, obtain the necessary paperwork from the Office of Graduate and Professional Studies.

Students who have applied to graduate, but receive a grade of incomplete, may participate in May commencement ceremonies but will become a Summer graduate. A student graduating in December must have no incompletes. If they do, they will need to reapply for May graduation.

**THESIS/RESEARCH PROJECT**

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

**CONFERRING OF DEGREES**

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

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

For a complete description of all policies governing Ursuline College, the graduate programs and graduate students, please consult the College website at ursuline.edu for the governing Student Handbook. Selected non-academic policies are highlighted below.

**NON-ACADEMIC POLICIES**

For a complete description of all policies governing Ursuline College, the graduate programs and graduate students, please consult the College website at ursuline.edu for the governing Student Handbook. Selected non-academic policies are highlighted below.

**URSULINE COLLEGE NON-DISCRIMINATION POLICIES**

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

Title IX of the Education Amendments of 1972 prohibits sex/gender discrimination in all activities and programs of institutions receiving federal financial assistance. Title IX also prohibits retaliation against individuals who file a complaint of sex-based harassment/discrimination or assist in the filing, investigation, or resolution of such complaints. As a private and predominantly single-sex institution, Ursuline College is exempt from the admission requirements of Title IX.

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

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

**PETITIONS FOR EXCEPTIONS TO POLICIES AND REQUIREMENTS**

Exceptions to policies or requirements are rarely made. A student who believes an exception is justified may petition the dean of Graduate and Professional Studies and should state exactly what exception is being requested, the reasons for the exception and the date by which action must be taken. The student’s advisor must countersign the petition, indicating her/his knowledge of the request. Petitions should be submitted at least two weeks in advance of the time the student wishes the exception to go into effect. The decision of the dean on exceptions is final and not subject to appeal.

The following information provides a general overview of the graduate degree and certificate programs offered by the School of Graduate and Professional Studies. For detailed information, students and applicants are strongly urged to contact the Office of Graduate Admission (440 646 8119), Director of Graduate Admission (440 646 8146) or individual program directors. The College website, ursuline.edu, is updated regularly and may contain additional program information.
Programs of Graduate Study

COUNSELING AND ART THERAPY

MISSION

The Master of Arts in Counseling and Art Therapy Program provides education and training in professional clinical mental health counseling and art therapy. Students learn to aid clients in exploring personal potentials and problems through both visual and verbal expression.

Graduates are prepared to work in a wide variety of clinical, educational and human service institutions, including hospitals, children’s agencies, mental health and counseling centers, correctional and geriatric facilities, hospice care and wellness centers to name a few.

At Ursuline, the individual professional development of each student is nurtured. A wide range of placements are available for internships, and students are encouraged to develop areas of expertise in line with their strengths and interests.

DEGREE PROGRAMS

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

Counseling and Art Therapy Track - 65 credits

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

Art Therapy Track - 55 credits

The 55-semester hour minimum program meets the educational standards for national registration and certification (ATR-BC) as an art therapist through the Art Therapy Credentials Board, and may meet the educational requirements for counselor and/or art therapy licensure in some states. Licensure laws vary from state to state, and applicants are encouraged to check their individual state laws for licensure eligibility requirements. The program is approved by the American Art Therapy Association.

POST GRADUATE COURSEWORK

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

ADMISSIONS REQUIREMENTS

Students applying for admission must meet both the general requirements for admission to all graduate programs (found on page 8) and the specific requirements of the Counseling and Art Therapy program noted on the next page.

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

These are to include:

18 semester hours in studio art which must include:
- Drawing
- Painting
- Ceramics

12 semester hours in psychology:
- General Psychology
- Developmental Psychology (Human Growth and Development, Lifespan Development, Child and Adolescent, etc.)
- Counseling Theory (or Theories of Personality, Personality Theory)
- Abnormal Psychology (or Psychopathology)

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

CURRICULUM

COUNSELING AND ART THERAPY TRACK - 65 CREDITS

Required Core Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>CAT 500</td>
<td>Professional, Ethical, and Legal Issues</td>
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<td>CAT 520</td>
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<td>CAT 523</td>
<td>Cultural and Social Issues</td>
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<tr>
<td>CAT 544</td>
<td>Art Therapy Studio I</td>
<td>1</td>
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<tr>
<td>CAT 546</td>
<td>Clinical I: Counseling Techniques</td>
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<tr>
<td>CAT 547</td>
<td>Clinical II: Practicum</td>
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<td>CAT 548</td>
<td>Appraisal</td>
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<td>CAT 549</td>
<td>Internship I</td>
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<tr>
<td>CAT 550</td>
<td>Internship II</td>
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<td>CAT 567</td>
<td>Techniques and Use of Media</td>
<td>2</td>
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<tr>
<td>CAT 591</td>
<td>Orientation to Research and Writing</td>
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<tr>
<td>CAT 594</td>
<td>Research and Evaluation</td>
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<td>Thesis/Project</td>
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<td>CAT 596</td>
<td>Thesis/Integrative Seminar</td>
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</tr>
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</table>
CAT 601  Life Style and Career Development  3
CAT 603  Diagnoses  3
CAT 648  Case Studies  2
CAT 650  Psychotropic Medications  1

ART THERAPY TRACK – 55 CREDITS

Required Core Courses

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

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

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

Service Learning in El Salvador

COURSE DESCRIPTIONS

Required Courses

CAT 500  Professional, Legal, and Ethical Issues (3)
This course is a study of the ethical principles, professional guidelines, and issues pertaining to counseling and art therapy. This course challenges students to consider how their values and backgrounds will influence their personal sets of ethics and developing a professional identity. This course also will assist students to develop decision making skills when faced with ethical dilemmas. Additionally, the course provides information related to professional roles and responsibilities, professional organizations, state and national credentialing, and counselor advocacy and self-care. Furthermore, in-depth attention is given to the current version of the American Counseling Association (ACA) and the American Art Therapy Association (AATA) code of ethics. Lastly, Ohio professional Counselor licensing act and regulation, Ohio Law and legal issues involved in the practice of counseling and art therapy will be thoroughly examined.

CAT 501  History and Theory of the Art Therapy/Counseling (3 Credits)
This course will examine the origin, history and theory of art therapy, its development as a therapeutical discipline, and its use in the treatment of mental and emotional disorders. The healing power of art and ritual, as well as theories of creativity and symbolism in art will be explored. An introduction to the early pioneers and the literature that shaped the field will be highlighted. Credentialing, licensure and current issues affecting the profession will be discussed. Developing one’s identity as an art therapist and counselor, and the importance of joining state and national art therapy organizations will be stressed. Students will be expected to become members of The American Art Therapy Association (AATA) and The Buckeye Art Therapy Association (BATA).

CAT 503  Treatment of Children and Adolescents (3 Credits)
This course is designed to develop the knowledge and skills necessary to work with children and adolescents in various human service settings. Theoretical and practical interventions for helping children and adolescents in individual, group and family formats will be explored. Interviewing, assessing, developing strength-based individual service plans and designing treatment techniques/strategies tailored to meet client needs will be taught. Students will be exposed to various state of the art treatment/ counseling approaches including those inherent in the areas of play and art therapy as well as other expressive modalities. In addition, family, social and cultural contexts that impact on children and adolescents will be considered. Finally, special emphasis will be placed on knowledge of various areas of normal developmental stages in youth. Prerequisites: CAT 500, 501.

CAT 504  Human Growth and Development (3 Credits)
The goal of this course is to familiarize students with the biosocial, cognitive, and psychosocial development of human beings across the life span. Developmental theory will be studied and discussed in terms of its impact on counseling theory and the counseling process. Particular attention will be paid to the role of culture, belief systems, and socio-economic status on the developing individual.

CAT 505  Counseling Theory (3 Credits)
This course will focus on a study of selected counseling theories including psychodynamic, cognitive/behavioral, humanistic and systemic approaches along with current counseling trends including the use of postmodern approaches. Attention is given to the development of an integrated counseling approach sensitive to clients’ and counselors’ cultural backgrounds, personal philosophies, a wellness orientation and current needs. Case presentations, videos and experiential exercises focus class discussions. Art therapy approaches relevant to the counseling theory are integrated into the curriculum.

CAT 507  Group Process (3 Credits)
Introduction to the theory and practice of group counseling and group art therapy in a multicultural society. Through didactic and experiential learning, students study various kinds of groups, their history, efficacy, and theoretical underpinnings. Principles of group dynamics,
developmental models, leadership skills, and orientations to group are covered. Experimenting with the roles of leader and member, students sharpen skills while developing a deepening understanding of the purpose and power of group process. The impact of the creative process on group development is integrated into the curriculum. Prerequisites: CAT 500, 501, 503, 591, 509, 548, 546

CAT 508 Family Systems (3 Credits)
In this course students will gain a broad background in couple and family systems assessment, prevention, and intervention for a variety of family and/or behavioral health concerns. The course will cover the tenets of the systems orientation as well as number of models of family behavior and family counseling/therapy—including emerging scientifically based developments in the field of couple and family counseling/therapy. Family art therapy theory and intervention will also examined through established family art therapy techniques. Ethnicity and other socio-cultural factors influences on family intervention are integrated within the material. Prerequisites: CAT 547, 503

CAT 509 Psychopathology, Personality and Abnormal Behavior (3 Credits)
This course is designed to assist the counseling student in understanding abnormal behavior, psychopathological conditions and psychological disorders across the life span. Contextualized through an integrative review of the biological, psychological, social, cultural, historical, neuroscientific and systemic forces a review of the major categories of psychopathology will be initiated through class discussion, experiential activities, multimedia and assessment. The role of counseling in the treatment of mental and emotional disorders is also explored. Prerequisites: CAT 501, 505, 500, 591

CAT 520 Projective Assessments (3 Credits)
This is an advanced course focusing on current and classic projective assessments. Students will acquire knowledge and skill in the selection, administration, and integration of a variety of state of the art clinical assessment tools. Students will utilize a field subject to practice, administering, interpreting and writing clinical assessment reports on a selection of the assessments studied. The course will culminate with the student integrating their report findings in a comprehensive assessment battery summary emphasizing the psychological personality profile of the subject. Prerequisites: CAT 500, 501, 503, 504, 505, 509, 546, 548, 591

CAT 523 Cultural and Social Issues (3 Credits)
This course promotes awareness and understanding of various cultural frameworks with a focus on current issues relevant to the professional practice of art therapy and counseling. Specific applications of counseling and art therapy as related to multi-cultural client populations will be discussed. The impact of culture and cultural symbolism, gender, and socio-economic status will be considered. Professionals from the greater Cleveland area will share their experience and insights.

CAT 544 Art Therapy Studio (1 Credit)
An exploration of creativity and self-expression to involve students in their own personal art making. Content will focus on understanding the creative process, development of a personal symbolic language, the integration of a personal artist identity, and a commitment to ongoing artistic expression. Prerequisite: CAT 567

CAT 546 Clinical I: Counseling Techniques (3 Credits)
This course will focus on the basic skills and beginning level techniques of the counseling process. The development of counseling skills and understanding the characteristics and behaviors that influence the helping process will be featured in this course. Emphasis will be on the therapeutic process as well as the development of appropriate micro skills. The student will be introduced to various client settings and populations and learn the basics of assessment, documentation, and case conceptualization. There will be a 40 hour clinical component where students will learn group and individual counseling practices in a particular setting.

Through reading, reflection, discussion, role play, observation, and feedback, students will develop an understanding of the counseling process and the role of the therapist in different settings. Students will receive training in basic core counseling techniques so as to begin to develop a personal style of counseling. Any student who receives less than a B in this course may face possible dismissal from the program, or may be required to repeat the course. Prerequisites: CAT 500, 501, 503, 509, 591, 546, 548

CAT 547 Clinical II: Practicum (3 Credits)
This is a practical experience course where students are placed in settings for a 100-hour practicum designed to promote development as an ethical and culturally sensitive professional. Students will participate in weekly group supervision, as well as classroom instruction. The focus in the didactic portion of the course will be on continuing to build upon the basic skills introduced in ATC 546, with emphasis on the therapeutic relationship, therapeutic process, counselor micro skills, treatment planning, art therapy interventions and documentation skills. Introductions to assessment and appraisal of the individual, psychological testing and psychotropic medications will be featured. Any student who receives less than a B in this course may face possible dismissal from the program, or may be required to repeat the course. Prerequisites: CAT 500, 509, 504, 546, 548

CAT 548 Appraisal (3 Credits)
This course is a study of the selection, administration, scoring and interpretation of standardized tests and other assessment instruments used in counseling settings. The course survey instruments used in assessing individuals in the following domains: cognitive, career and life planning, personality and mental health. Attention is also given to test/assessment construction, reliability and validity. Statistical concepts needed to understand and interpret tests and assessments are explained. The impact of culture, gender and socio-economic status on the administering and interpretation of assessment measures is discussed. Prerequisites: CAT 500, 501, 503, 591

CAT 549, 550 Internship I, II (2 Credits, 2 Credits)
Students will complete two internships, 549 & 550. For each of the internships, students will complete 350 hours of supervised experience. The course is co-taught by Licensed Professional Clinical Counselors (PCC-S) and Registered (ATR) and Board Certified Art Therapists (ATR-BC). Focus is on the further development of skills introduced in ATC 546 and ATC 547. Students will receive clinical site supervision from an appropriate master’s level professional with a minimum of two years clinical experience at the rate of one hour of supervision for every ten hours of client contact, and developmental supervision in class from both a registered art therapist (ATR) and a supervising licensed professional clinical (PCC-s) counselor. Course material will vary based on the needs of the individual students and the populations served. Any student who receives less than a B in this course may face possible dismissal from the program, or may be required to repeat the course. Prerequisite for Internship I: CAT 547, 507, 520, 548, 594 and 567 (503 & 603 concurrently). Prerequisites for Internship II: CAT 549, 603
CAT 567 Techniques and Use of Media (2 Credits)
An examination of various intervention techniques. Emphasis is placed on a deeper understanding of the nature and characteristics of a variety of media. Further skill development in identifying problems, establishing goals and creating interventions appropriate for use with specific populations. Students will explore art materials and techniques, and develop skills in planning and implementing interventions that help clients achieve therapeutic goals.
Prerequisites: CAT 500, 501, 505, 591, 509, 548, 546

CAT 591 Orientation to Research and Writing (1 Credit)
This course will provide an overview of the program and the writing and communication skills necessary to be an effective graduate student. An introduction to the literature in the field and the resources of the Bese Library will be included. An introduction to the thesis/manuscript process will be featured. Emphasis will be on developing students' graduate school writing skills, APA style, and proficiency in writing research papers. Proficiency in APA, 6th ed. format is expected by the end of the course.

CAT 594 Research and Evaluation (3 Credits)
A study of varied research methods and reporting techniques, including quantitative, qualitative and mixed methods approaches. Particular emphasis will be given to developing the skills necessary to be both an astute consumer of published research and a capable producer of valid and useful research. Attention will be given to the statistical methods most commonly employed in counseling research. Prerequisites: CAT 591, 546, 520, (520 may be taken concurrently)

CAT 595 Research: Thesis/Project (1 Credit)
The conceptualization and writing of a major project or thesis that demonstrates the individual's ability to do independent research, to conduct creative and scholarly investigations and to communicate ideas effectively. Students enrolled in this class will have already completed the process of gathering data and doing the research required for their project. This class focuses on the writing of the thesis, not on gathering data or doing background research.
Prerequisite: CAT 594, 549

CAT 596 Theses: Integrative Seminar (2 Credit)
The major goals of this course are: refining the final thesis project through consultation with professionals in the community as well as with professors and colleagues in the classroom; preparation of research results for public oral presentation and for publication in written form; and participation in a professional gathering where each student will present her/his thesis research/project. Professional issues such as public policy, mental health mandates, managed care systems, administration, finance and accountability within the mental health system will also be highlighted. Prerequisite: CAT 595

CAT 601 Lifestyle and Career Development (3 Credits)
The goal of this course will be to familiarize students with the theory and process of career counseling. The history, theories, and techniques of career counseling will be explored, including study of career development theories and decision-making models, particularly vocational-choice theory; exploration of career, vocational, educational, occupational, and labor market information resources and career information; establishment of career program planning, organization, implementation, administration, and evaluation; exposure to interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; training in career and educational planning, placement, follow-up, and evaluation; and practice using career assessment tools and instruments. Students will learn career counseling processes, strategies, and resources specific to use with special populations. Moreover, students will leave the course prepared to work as career counselors in a variety of settings.

CAT 603 Diagnoses (3 Credits)
This course will cover the structure and uses of the current edition of the “Diagnostic and Statistical Manual for Mental Disorders (DSM)” and understanding of the “International Classification of Diseases (ICD).” Additional focus will be on the development and recognition of a framework for identifying symptomology, etiology and psychodynamics of mental and emotional disorders. Course will also instruct on initial interview skills as well as conducting mental status examinations and diagnosis. The impact of biopsychosocial and spiritual/cultural factors in diagnosis will be identified. Prerequisite: CAT 520, 547, (520, 547 may be taken concurrently)

CAT 648 Case Studies (2 Credits)
Through the use of case materials, students will be guided through the process of treatment planning and counseling intervention. This course will consider the various treatment modalities for specific diagnoses and presenting concerns, the role of theoretical orientation in conceptualizing etiology and treatment of clients concerns, as well as the importance of aligning treatment approach with diagnosis, client goals, and theoretical approaches. Students will learn how to develop and implement treatment plans, assess and report client progress, and collaborate with other professionals for referral and adjunctive treatment. Additionally, students will be trained in psychological first aid, a crisis intervention and treatment model. Moreover, students will review the basic elements of mental health program management, emergency management systems, program development, and service delivery. Prerequisites: CAT 520, 549, and 603 (549B can be taken concurrently)

CAT 650 Psychotropic Medications (1 Credit)
This course provides a framework for the counselor to understand the biological mechanisms behind the use of psychopharmacology, the different types of medication used in psychopharmacology such as antipsychotic medications, antidepressants, mood stabilizers, anxiety medications and miscellaneous medications for the elderly and for children. Prerequisites: CAT 509

Elective Courses
CAT 506 Creative Counseling Modalities (1 or 2 Credits)
A basic introduction to the creative arts used as counseling modalities. Exploration of the creative processes of the visual arts, music, dance, drama and poetry as applied to the counseling setting.

CAT 510-515 Workshops in Art Therapy and Counseling (1 or 2 Credits)
Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

CAT 525 Special Settings and Populations (1 or 2 Credits)
The practice of art therapy and counseling applied to varied settings and populations, such as service learning. Topics will be announced each semester.

CAT 526 Educational Settings (1 or 2 Credits)
Individual and group counseling and art therapy in a variety of educational facilities.

CAT 527 Addictions and Treatment (1 or 2 Credits)
An examination of current models for understanding addictions including the medical, psychodynamic, family systems and psycho spiritual models. Guest lecturers, discussions, slide presentations, case presentations and a variety of experiential strategies are integrated into the curriculum.
CAT 528 Geriatrics (1 or 2 Credits)
An overview of art therapy and counseling applications with geriatric populations. Various theoretical approaches will be explored and the physical and psychological processes of aging will be introduced through lectures, reading assignments and experiential exercises.

CAT 531 Spirituality, Wholeness and the Arts (1 or 2 Credits)
An interdisciplinary consideration of the spiritual component of wellness and an exploration of the creative process and art making as catalysts in promoting healing. An examination of spirituality and creativity within the counseling process.

CAT 545 Art Therapy and Counseling Studio II (1 or 2 Credits)
An in-depth exploration of specific methods of intervention and their applications in the art therapy and counseling process. Subject matter of the course will vary, and the topics will cover a broad range of creative modalities.

CAT 585 Independent Study (1, 2, or 3 Credits)
An opportunity to study in-depth some area of interest that may not be offered in the curriculum.

CAT 649 Advanced Clinic (1 or 2 Credits)
An advanced internship. Students must complete an application and have approval from their advisor and the clinical director to take this course.

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

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

EDUCATION PROGRAMS
Ursuline College offers three graduate education programs leading to a Master of Arts in Education. These graduate programs are administered as part of the Ursuline College Education Unit, accredited by the Council for the Accreditation of Educator Preparation (CAEP) and National Council for Accreditation of Teacher Education (NCATE), focusing on Social Justice, Spirituality, Professionalism, and Democratic Living.

Specifically, the Educational Administration Program is designed to prepare candidates to meet the requirements for a principal’s license in the State of Ohio. The Master Apprenticeship Program (MAP) is designed to prepare candidates to meet the requirements for an initial teaching license in the State of Ohio and the Ohio Department of Education Endorsement in Reading.

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

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

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

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

ADMISSION REQUIREMENTS
Students applying for admission must meet the general requirements for admission to all graduate programs (found on page 8).

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<td>ED 536 School Climate</td>
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ED 554 Issues and Problems of the Public School Principal 3
ED 560 Educational Research 3
ED 575 School Law 3
ED 590 Integrating Seminar in Administration 3

Post-Master Licensure Courses
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ED 519 Field Experience II/Internship 3
ED 541 Pupil Personnel Services 3
ED 549 Professional Staff Development 3
ED 589 Administrative and Instructional Uses of Technology 3

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

ED 505 Principles of Supervision (3 Credits)
The differences between evaluation and supervision are clarified. Strategies for hiring, evaluating and assisting faculty and staff members are identified. Working with marginal teachers and staff members and the process of termination, if and when necessary, are discussed.

ED 509 Field Experience I (3 Credits)
This is planned in-school experience involving participation, observation, and discussion of the role and tasks of a school administrator. The in-school experiences are developed around eight specific administrative competencies: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curriculum and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance. The difference is the in-depth involvement in the activities of the competencies that each student is expected to accomplish. Students work in their own school setting under the direction of their building principal as well as with a mentor principal from another school. Class seminars emphasize the application of each administrative competency as well as the examination of the components of a safe, secure and supportive learning environment, designing effective co-curricular programs and their evaluation and current technologies that support management functions. Candidates analyze the differences between high schools, middle schools and elementary schools plus the differences between urban and suburban schools. Class members also investigate the role of the assistant principal and the athletic director. Prerequisite: Completion of a substantial portion of the Administrative Licensure Program.

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

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

ED 535 School Climate (3 Credits)
The identification, implementation, assessment and evaluation of the unique culture of a school is developed along with an emphasis on faculty, parent and student collegiality and teamwork through the use of traditions, celebrations, ceremonies and other similar activities. An environment of high expectations of self, student and staff performance is cultivated. The importance of a caring school community is studied. Provision is made for the development of guidelines, techniques and practices which facilitate positive relationships between the school, the parents and the community.

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

ED 519 Field Experience II (3 Credits)
This is a planned, in-school experience involving active participation in the application of knowledge and skills of administration to variousResponsibilities and challenges faced by school principals. The eight administrative competencies of: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curricular and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance are again utilized. The difference is the in-depth involvement in the activities of the competencies that each student is expected to accomplish. Students work in their own school setting under the direction of their building principal as well as with a mentor principal from another school. Class seminars emphasize the application of each administrative competency as well as the examination of the components of a safe, secure and supportive learning environment, designing effective co-curricular programs and their evaluation and current technologies that support management functions. Candidates analyze the differences between high schools, middle schools and elementary schools plus the differences between urban and suburban schools. Class members also investigate the role of the assistant principal and the athletic director. Prerequisite: Completion of a substantial portion of the Administrative Licensure Program.
ED 549 Professional Staff Development (3 Credits)
Adult learning strategies for professional staff development to improve student learning outcomes according to district and building parameters are studied. Change as a process is examined. Diversity and its implication for educational leadership are discussed. The importance of understanding parents and community groups whose values and opinions sometimes conflict is reviewed. The evaluation of professional development programs is taught. The concept of life-long learning is stressed, along with risk-taking to improve schools. Working with parents, parent groups, special interest groups and the total school community are discussed.

ED 554 Issues and Problems of the Public School Principal (3 Credits)
Current issues and problems facing the school leader are examined and discussed. This approach means that different issues may be examined each semester depending on feedback from acting school administrators. Often these issues include but are not limited to safety and security concerns such as weapons in school, intruders at the school site, school fires and tornadoes, death at school and in the school family, preparation for emergency situations, and dealing with the grieving process at school. Decision making is a central focus of this course. Judgment and information collection are emphasized. Other concerns such as dealing with difficult parents, the achievement gap, diversity, poverty and its impact on school success, urban schools and their special problems, working with reluctant teachers, involving parents in the school and gaining their support and mobilizing the community on behalf of student learning are often studied. This course emphasizes the practical, current problems being faced by administrators in the schools.

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

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

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

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

MASTER APPRENTICESHIP PROGRAM (MAP)
The Master Apprenticeship Program is a site-based program leading to a Master of Arts Degree in Education and eligibility for state teaching licensure in one year. Intended for the recent college graduate or for those making a career change to education, this full-time, intensive program encompasses 45 or 57 semester hours of graduate course work. Candidates may choose to apply for the Early Childhood (45 hours), Middle Childhood (45 hours), or Adolescent to Young Adult (45 hours). Eligibility for the Special Education license requires 57 semester hours. This full-time program begins with a ten week summer session in which candidates take courses in foundations, reading, human diversity and development and curriculum. The apprenticeship portion of the program consists of placement in classrooms, during which candidates work with mentor teachers for four days in the fall and early spring semesters, and five days in April. Coursework supports, complements and extends the apprenticeship experiences. Because of the intensive coursework and clinical teaching requirements, full-time students are not able to work during the program.

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

ADMISSION REQUIREMENTS
Students applying for admission must meet both the general requirements for admission to all graduate programs (found on page 8) and the specific requirements of the MAP program noted below:

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

COURSE OF STUDY

**Early Childhood Licensure**

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**Middle Childhood Licensure**

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<td>EDA 540</td>
<td>Curriculum, Materials &amp; Methods Block I</td>
</tr>
<tr>
<td>EDA 513</td>
<td>Advanced Studies in Development and Learning: Adolescent to Young Adult</td>
</tr>
<tr>
<td>EDA 541</td>
<td>Curriculum, Materials &amp; Methods Block II</td>
</tr>
<tr>
<td>EDA 545</td>
<td>Integrated Methods for the Content Area: Math, Social Studies, Language Arts, Science</td>
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<tr>
<td>EDA 550</td>
<td>Professional Development Seminar I</td>
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<tr>
<td>EDA 565</td>
<td>Teaching Internship I</td>
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<tr>
<td>EDA 545</td>
<td>Integrated Methods for the Content Area: Math, Social Studies, Language Arts, Science</td>
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<tr>
<td>EDA 509</td>
<td>Content Area Studies</td>
</tr>
<tr>
<td>EDA 551</td>
<td>Professional Development Seminar II</td>
</tr>
<tr>
<td>EDA 565</td>
<td>Teaching Internship II</td>
</tr>
</tbody>
</table>

**Special Education Licensure**

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

COURSE DESCRIPTIONS

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

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

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

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

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

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

EDE, EDM, EDA, EDS 510 Introduction to Human Development and Learning (2 Credits)
Designed to introduce graduate students to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

EDE, EDM, EDA, EDS 511/512/513 Advanced Studies in Development and Learning (3 Credits)
This course provides both theoretical background and substantive field experience. Students apply their knowledge of developmental influences and stages through actual work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive study of a student becomes the cornerstone of the course and becomes the vehicle through which theory and practice are explored.

EDE, EDM, EDS 520 Systematic Phonics in the Integrated Language Arts (3 Credits)
This course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and within meaning-centered reading and writing processes. Current research regarding phonics instruction, the integration of phonics into the language arts program and strategies and materials for applying theoretical perspectives in teaching practice will be included.

EDE, EDM, EDS 521/522, EDA 523 Reading and Assessment (3 Credits)
Application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and her/his needs and on the integration of reading, writing and the language arts. Age appropriate instruction, strategies and study skills in content areas will be explored. This course applies developmentally appropriate strategies for assessing students through observation, interaction and informal analysis.

EDE 523 Reading, Education, and Literacy Perspectives (3 Credits)
This course will focus on the application of current philosophies and practices in the teaching of reading with emphasis on the integration of reading, writing and the language arts. Attention will be given to issues of language and language acquisition, word attack skills, vocabulary development, levels of comprehension, critical and creative reading and reading and writing across the curriculum. Students will be exposed to trade books, literature based basal texts and expository materials. Diagnostic and assessment procedures will be applied and methods for observation, reporting of progress and intervention strategies will be introduced.

EDE, EDM, EDS 525/EDA 524 Content Area Reading (3 Credits)
This course encompasses a survey of literature for children and young adults, covering a variety of literary genres. Special attention to criteria and procedures for teacher selection of literature will support a complex, literature-based curriculum.

EDE, EDM, EDA, EDS 527 Addressing the Diverse Learner (2 Credits)
This course orients apprentices to the range of diversity among learners. Diversities studied include cultural, linguistic, learning disabilities, special education and various exceptionalities. Apprentices learn to create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and specific abilities.

EDE, EDM, EDS 530/531/533 Curriculum, Materials and Methods Block Early Childhood and Middle Childhood (9 Credits)
The methods-curriculum block begins with an introduction to models of teaching followed with a clinical practicum. As the graduate apprentices initiate practice models of instruction in their classroom placements, a survey of curriculum theory and design guides beginning lesson and theme planning. The courses progress with in-depth study of content areas within an integrated, theme-based curriculum, and the teaching of a theme or unit apprentices have designed and written. Special methods, peer observation, video-tape analysis and conferencing are features of this series.

EDA 540/541 Curriculum, Materials and Methods Block Adolescent to Young Adult (6 Credits)
During this sequence of courses that spans the school year, apprentices participate in grade level placements aligning with licensure requirements. Apprentices work extensively with effective lesson planning which focuses on differentiation of instruction and professional reflection in order to develop effective pedagogical skills. A variety of instructional strategies are used to incorporate differing student approaches to learning. Instructional strategies for developing critical thinking, problem solving, and performance skills are practiced. Planning and management of instruction is strongly guided by knowledge of the content areas to be taught.

EDE, EDM, EDA, EDS 550/551 Professional Development Seminar (6 Credits)
Three philosophical themes are woven through this year-long seminar: purpose of schooling, pedagogy and success. Throughout the year, as apprentices observe, practice and reflect, they do so within the context of exploring the content and meaning of curriculum, of how learning goals are achieved and with a commitment to the success of every student. Individual advisement is a critical component of the seminar and serves as a vehicle for professional growth. Resume writing, job placement, an inclusive approach to differing school experiences, and the mandated Ohio Assessment for Educators examinations are included components.

EDE, EDM, EDA, EDS 560/563/565 Teaching Internship (6 Credits)
This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with Mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

EDS 575 Intervention Specialist Block: Curriculum, Materials, & Methods (3 credits)
This course presents an intensive review of all facets of curriculum development and design of instructional strategies. Additionally, teacher candidates are provided with effective skills required for teaching cognitive strategies to students. Included within the design of this course is the focus on independent living skills, vocational skills, career education programs, use of assistive devices, and transition services. Teacher candidates collaborate with the intervention specialist at their placement sites for lesson and unit planning, utilizing universal design and curriculum differentiation.
HISTORIC PRESERVATION

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

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

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

Master of Arts

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

Five-Year Bachelor’s Degree to Master’s Degree

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

ADMISSION REQUIREMENTS

Students applying for admission must meet both the general requirements for admission to all graduate programs (found on page 8) and the specific requirements of the Historic Preservation program noted on the next page.

1. Writing sample that is the sole work of the applicant. This may be an independent research paper from previous college experience, summary of a design or research project, or other evidence of professional-level writing ability.

2. An interview with the Director of the Graduate Program in Historic Preservation.

COURSE OF STUDY

Foundation Courses (9 Credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHIP 589</td>
<td>Foundations in Preserving Cultural Memory</td>
</tr>
<tr>
<td>MAHIP 500</td>
<td>Research Methods in History and Historic Preservation I</td>
</tr>
<tr>
<td>MAHIP 504</td>
<td>Survey and Nomination</td>
</tr>
</tbody>
</table>

Bridge Courses (18 Credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIP 425/525</td>
<td>Documenting and Recording Historic Properties</td>
</tr>
<tr>
<td>HIP 450/550</td>
<td>Issues and Ethics in Preserving Cultural Memory</td>
</tr>
<tr>
<td>HIP 455/555</td>
<td>Preservation Law</td>
</tr>
<tr>
<td>HIP 460/560</td>
<td>Conservation Studio</td>
</tr>
<tr>
<td>HIP 465/565</td>
<td>Preservation Planning</td>
</tr>
<tr>
<td>HIP 470/570</td>
<td>Adaptive Reuse</td>
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</tbody>
</table>

Capstone Courses (15 Credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MAHIP 501</td>
<td>Methods II</td>
</tr>
<tr>
<td>MAHIP 502</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>MAHIP 600</td>
<td>Thesis I</td>
</tr>
<tr>
<td>MAHIP 601</td>
<td>Thesis II</td>
</tr>
<tr>
<td>Elective Class/Internship/Independent Study</td>
<td>Additional courses may be added as needed</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS

Foundation Courses

MAHIP 589 Foundations in Preserving Cultural Memory (3 Credits)

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

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

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

MAHIP 504 Survey and Nomination (3 Credits)

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

HIP 425/525 Documenting and Recording Historic Properties (3 Credits)
Students employ techniques for analyzing, documenting and recording the details of historic architecture and interiors using field investigation, interpretation of architectural evidence, construction chronology, restoration analysis, preparation of measured drawings, basic graphic representation and photography. Prerequisites: MAHIP 300, 589, and Drafting/AutoCAD.

HIP 450/550 Issues and Ethics in Preserving Cultural Memory (3 Credits)
Students explore contemporary preservation issues, advocacy strategies and ethical standards in relation to the professional practice of preservation and public history. Prerequisite: MAHIP 589.

HIP 455/555 Preservation Law (3 Credits)
This lecture/discussion course examines the history, theory and practice of preserving historic resources through the United States legal system. Students will analyze how laws are made in general; understand significant national, state and local preservation law; explore legal strategies for protecting historic sites and districts; investigate building codes and finance; and study preservation case law. Students examine the fundamentals of legal protection for and regulation of historic cultural resources. Preservation is addressed in light of political systems that shape contemporary attitudes toward the historic environment. Prerequisite: MAHIP 589.

HIP 460/560 Conservation Studio (3 Credits)
This lecture/discussion/studio course covers the identification, conservation and restoration of historic building materials (wood, stone, brick, concrete, steel) plus architectural, furniture and decorative arts finishes (paints, varnishes, glazes, gilding, plating, coatings, etc.), their history (especially in America) and their components and applications. Appropriate conservation strategies and techniques are demonstrated. Students participate in discussions on the ethics and philosophy of surface conservation. Prerequisite: MAHIP 589.

HIP 465/565 Preservation Planning (3 Credits)
This lecture/discussion course examines practical and philosophical issues in planning for preservation and the methods for project implementation. Among the topics included are preservation surveys, zoning and conservation ordinances, easements, building codes, historic district and landmark designation, design review, roles of preservation agencies (local, state and national), preservation economics and incentives and tax credits and public relations. Prerequisite: MAHIP 589.

HIP 470/570 Adaptive Use (3 Credits)
This studio course presents specific historic sites in need of rehabilitation for continued use. Students are responsible for researching a site, conducting feasibility studies and generating design criteria goals and solutions. Particular emphasis is given to the Secretary of the Interior’s Standards for the Rehabilitation of Historic Structures. Students combine design and drawing skills with technical knowledge in order to solve problems in creative, appropriate and economical ways. Prerequisite: MAHIP 589.

Capstone Courses

MAHIP 501 Methods II (3 Credits)
This seminar focuses on selecting, researching, analyzing, designing, organizing and writing the Historic Preservation thesis. Students learn how to select and research their thesis topic as well as prepare an outline, precis, annotated bibliography and prospectus. Prerequisites: MAHIP 500 and 589.

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

- MAHIP 501a Application of Project Management Methods
- MAHIP 501c Cultural Landscapes Methods Practicum
- MAHIP 501d Heritage Writing Methods Practicum
- MAHIP 501e Heritage Interpretation Methods Practicum
- MAHIP 501f Museum Methods Practicum
- MAHIP 501g Oral History Methods Practicum
- MAHIP 501h Methods of Prospectus Preparation
- MAHIP 501i Methods of Primary Source Research
- MAHIP 501j Archival Methods Practicum
- MAHIP 501k Video Documentary Methods Practicum
- Additional courses may be added as needed

MAHIP 502 Grant Writing (3 Credits)
Introduction to the role of the grant writer in the nonprofit sector. Emphasis on the ethics of fundraising and development and the attitudes and values associated with the act of asking for money. Provides an overview of the various types of fundraising. Student will write a proposal for a grant in Historic Preservation. The grant with complete budgetary information and time frame must be worthy of being funded in order to receive credit. Although most of the work will be independent, there will be a series of classroom meetings. Prerequisites: MAHIP 500 and 589.

MAHIP 500/601 Thesis (6 Credits)
The final degree requirement is a research-intensive master’s thesis. This two course sequence focuses on the development, research and writing of the thesis. With guidance from an advisor and a committee of readers, student will independently research and write an original thesis on a preservation topic of personal and professional interest using primary materials. The thesis builds on the specific student work from the courses in Methods II, Grant Writing and Survey/Nomination. Prerequisite: MAHIP 501.

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

Electives (3 Credits)
Elective offerings vary according to student interests, projects, issues and local opportunities. These have previously included: Czech Your Public History, History of Architecture, Historic American Building Survey (HABS) and Historic Interior Objects.

LIBERAL STUDIES

The Master of Arts in Liberal Studies (MALS) is an interdisciplinary cross-cultural program that prepares students for a lifetime of learning in their personal and professional lives. A focus on values and their expressions in contemporary American society and its global context offers the advantages of a clear organizing principle, while an emphasis on critical thinking and analysis calls attention to the ethical and intellectual responsibilities that life in today’s world entails.

A Liberal Studies degree not only stimulates creative thinking for those who enjoy learning but also provides benefits across a wide spectrum of careers, from education to the humanities to business and professional programs. It encourages ethical reflection, fosters public discourse and active citizenship and enhances leadership potential in every field.

Students may choose a thesis or essay option in pursuing a MALS degree. The 30 credit hour thesis option includes a six-credit thesis project. The 33 credit hour essay option includes a three-credit essay. Both options include two foundation courses (three credits each). Those choosing the thesis then take 18 elective credits and then the six-credit thesis project. Those opting for the essay take 24 elective credits and then the three-credit essay.
The foundation courses provide grounding in values, critical thinking, research and interdisciplinary study. The thesis or essay option includes faculty direction that contributes to a final work grounded in critical thinking.

Students may transfer graduate credit hours from other institutions of higher learning. They may also apply prior learning experience. The combination of transfer credits and prior learning may not exceed nine hours.

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

ADMISSION REQUIREMENTS

Students applying for admission must meet the general requirements for admission to all graduate programs.

COURSE OF STUDY

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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MLS 501 Introduction to Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>MLS 502 Values and Their Expressions</td>
<td>3</td>
</tr>
<tr>
<td>MLS 598 Capstone Tutorial I</td>
<td>3</td>
</tr>
<tr>
<td>MLS 599 Capstone Tutorial II</td>
<td>3</td>
</tr>
<tr>
<td>MLS 597 The MALS Essay</td>
<td>3</td>
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</tbody>
</table>

Elective Courses – 18 or 24 credit hours from MALS offerings (the MALS Program often cross-lists with other courses from other Graduate Programs, such as Theological and Pastoral Studies, Historic Preservation, Business Administration, and Counseling and Art Therapy.)

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MLS 503 Cultural Literacy</td>
<td>3</td>
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<tr>
<td>MLS 505 Multiculturalism and American Values</td>
<td>3</td>
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<tr>
<td>MLS 506 End of Life issues and the Catholic Church</td>
<td>3</td>
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<tr>
<td>MLS 507 Men and Women: History of Costume, Gender, and Power</td>
<td>3</td>
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<tr>
<td>MLS 508 The American Cinema Since World War II</td>
<td>3</td>
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<tr>
<td>MLS 509 Transcultural Health Care Issues</td>
<td>3</td>
</tr>
<tr>
<td>MLS 510 U.S. Civil War: Present Day Implications</td>
<td>3</td>
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<tr>
<td>MLS 512 The Drug Culture in American Society</td>
<td>3</td>
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<tr>
<td>MLS 514 The Built Environment: Inside</td>
<td>3</td>
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<tr>
<td>MLS 515 Social Justice from a Christian Perspective</td>
<td>3</td>
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<tr>
<td>MLS 516 Values in Italian and Italian-American Movies of the Neorealistc and Post-Neorealistc Era: Portrayal of Woman</td>
<td>3</td>
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<tr>
<td>MLS 518 Family: A Christian Social Perspective</td>
<td>3</td>
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<tr>
<td>MLS 519 The Novel as Nexus for Cross Cultural Values</td>
<td>3</td>
</tr>
<tr>
<td>MLS 556 Women and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MLS 588 Special Topics/Readings</td>
<td>1, 2, or 3</td>
</tr>
<tr>
<td>MLS 589 Independent Study</td>
<td>1, 2, or 3</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS

MLS 501 Introduction to Liberal Studies (3 Credits)

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

MLS 502 Values and Their Expressions (3 Credits)

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

MLS 503 Cultural Literacy (3 Credits)

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

MLS 505 Multiculturalism and American Values (3 Credits)

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

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

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

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

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

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

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

MLS 509 Transcultural Health Care Issues (3 Credits)

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

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

This course draws on the previous knowledge and skills from MLS 501 and 502. In an interdisciplinary American Studies context, this course examines political, historical, economic, cultural and social aspects of the U.S. Civil War and how its values and beliefs continue to impact American thinking and society.
MLS 512 The Drug Culture in American Society: Social, Political, and Health Problem Perspectives (3 Credits)
This course is an examination of the drug subculture with American society. It includes a study of society's values and beliefs toward drug use, misuse, abuse and addiction. Misguided values and beliefs create negative societal stereotypes and problems within American society.

MLS 513 The Built Environment: Outside (3 Credits)
This research and writing intensive course focuses on the themes of values and social responsibility as reflected in the built environment. Cities, their physical plans and individual structures – residential dwellings, public places, and commercial buildings – embody the values of the society they built them. Whether serving the needs of the general population or only a select few, the location, design, construction and maintenance of a city’s architecture mirror the needs, values, priorities and culture of its builders and inhabitants.

MLS 514 The Built Environment: Inside (3 Credits)
This research and writing intensive course focuses on the themes of values and social responsibility as reflected in the furnishings and objects found and used inside the built environment. Interior architecture, furniture and decorative arts, tools and other objects embody the values of the society that made and used them. These objects will be identified and analyzed for the cultural, aesthetic and social values that they reveal. Solutions to perceived problems will be offered by students.

MLS 515 Social Justice From a Christian Perspective (3 Credits)
This course introduces the student to the social teaching tradition of the Catholic Church, Christian business ethics and the principles of Christian nonviolence. It provides a critical study of papal social encyclicals, writings of American bishops and contemporary Protestant ethicists on the economy, and writings on the development of a theory and practice of Christian nonviolence. This course is cross-listed with the Masters in Theological and Pastoral Studies program.

MLS 516 Values in Italian and Italian-American Movies of the Neorealist and Post-Neorealist Era: Portrayal of Women (3 Credits)
This course introduces students to cinematography and cineliteracy structured around the realism-formalism dichotomy. The unifying theme is the social and political awakening of the Italian and Italian-American women as reflected in selected movies. As a category of the oppressed, the topic of the plight and liberation issues concerning women in general will stretch from literature to movies as a continuation of the role of the arts in raising consciousness.

MLS 517 Values in Italian and Italian-American Movies of the Neorealist and Post-Neorealist Era: Portrayal of Men (3 Credits)
This course introduces students to cinematography and cineliteracy structured around the realism-formalism dichotomy. The unifying theme is the social and political awakening of the Italian and Italian-American men as reflected in selected movies. As a category of the oppressed, the topic of the plight and liberation issues concerning men in general will stretch from literature to movies as a continuation of the role of the arts in raising consciousness.

MLS 518 Family: A Christian Social Perspective (3 Credits)
This course seeks to introduce the students to teachings of Christianity on the family. This will include an understanding of what scripture, the Christian tradition and contemporary theology say about the family. The course also discusses the understanding of the family in the context of Christian social ethics, for example the relationship of the family to the common good. Finally, the course develops skills to critically apply the above material to discussions concerning contemporary family life and contemporary developments in family ministry. This course is cross-listed with the Masters in Theological and Pastoral Studies program.

MLS 519 The Novel as Nexus for Cross Cultural Values (3 Credits)
The novel has the virtue of communicating the concreteness of an experience of values in a way that is inaccessible in other forms of communication. It presents women and men as totally engaged in the project of discovering and creating values for themselves in the world. The “metaphysical” novel deals with the many basic issues, such as freedom, that affect us as humans in the ordinary language of lived experiences described by the author. This course analyzes metaphysical novels, each of which deals with questions of experience, particularly the experience of values. In the process, students will work at the development of criteria for the interpretation of the novels they read.

MLS 520 Women and Leadership (3 Credits)
This course is an introduction to women's development and personal/professional values as they affect their leadership. Identification of traditional cultural expectations and biases that are often incompatible with women's worldviews, experiences and values. Deconstruction of traditional notions of leadership and the exploration of the social responsibility of a democratic leader.

MLS 521 Ethics from a Values Perspective, Missionaries in El Salvador, the Age of Transcendentalism in America and Women in Leadership.

MLS 522 The Drug Culture in American Society: Social, Political, and Health Problem Perspectives (3 Credits)
This course is an examination of the drug subculture with American society. It includes a study of society's values and beliefs toward drug use, misuse, abuse and addiction. Misguided values and beliefs create negative societal stereotypes and problems within American society.

MLS 523 Women and Leadership (3 Credits)
This course is an introduction to women's development and personal/professional values as they affect their leadership. Identification of traditional cultural expectations and biases that are often incompatible with women's worldviews, experiences and values. Deconstruction of traditional notions of leadership and the exploration of the social responsibility of a democratic leader.

MLS 524 Independent Study (1-3 Credits)
This is an opportunity to study in depth some area of interest within one's chosen specialization. Approval of the program director is required.

MLS 525 The MALS Essay (3 Credits)
In this course, students develop a final essay under the guidance of faculty members. The essay is based on materials from courses taken throughout the MALS Program. Students are expected to analyze, synthesize and integrate these materials using a framework based on values and their expressions. In the process, students are expected to clarify their own values.

MLS 526 Capstone Tutorial I (3 Credits)
This course prepares students for the culminating project that combines the student's interest with the values approach to the program. The student may choose the traditional master's thesis format or a creative expression such as a theatrical production, a film, video program, an exhibit, etc. with a thesis and written component. Students learn the research process in this course. They locate readers from the faculty and work closely with them throughout their culminating project. Students develop a research proposal and present it to interested students and faculty. Completion of the proposal presentation and approval by the readers signify completion of this course.

MLS 527 Capstone Tutorial II (3 Credits)
Students complete their culminating project under the direction of their readers. Students orally defend their project to the readers, make revisions when needed, obtain necessary signatures indicating approval of the thesis and present the completed product, with necessary fees, to the library for binding. MALS requires one copy of the thesis for the library. The Capstone Tutorial course, final product and accompanying procedures must be completed before a student is permitted to participate in commencement ceremonies and receive the degree. Prerequisite: MLS 598.
GRADUATE BUSINESS PROGRAMS – MBA Degree

Ursuline offers two MBA Program options for students interested in pursuing graduate studies in business: an Evening Master’s of Business Administration Program, and an Online Master of Business Administration Program. The Evening MBA Program is a 36 credit hour degree program; the Online MBA Program is a 33 credit hour degree program. All courses in the programs are 3 credit hour courses. A primary goal of the two MBA programs at Ursuline is to prepare students to become socially responsible managers and leaders from an ethical, values-based perspective. Convenience and flexibility for working professionals are hallmarks of Ursuline’s graduate business programs.

The Evening MBA Program provides students with an opportunity to complete an MBA degree within a three semester time frame or a longer time period. Students who start the program as new students in the “fall semester” and enroll in “four courses” per semester have an option to complete the program within three semesters (Ursuline’s Fast Track One-Year Evening MBA). Students who start the program in the “spring semesters” as new students or students who enroll in less than four courses a semester have the option to complete the Evening Program in four or more semesters contingent upon the number of courses completed each semester. The Evening Program courses are offered one night per week using an accelerated eight-week course format. Some courses are structured as hybrid and/or as online courses to reduce the number of on-campus class sessions.

The Online MBA Program is a four-semester program in which all courses are offered in the online format. Students take two courses every eight weeks within each semester. This program can be completed within a 15-month time frame. The online format of learning is challenging and demanding. Individuals must be highly motivated to learn and must have excellent time management skills to be successful in completing an online degree. This program focuses on the integration of management and leadership.

Several Concentration Options are available. Within the Evening MBA program, the concentrations are: management; health services management; and marketing and communications management. The Online MBA focuses on the integration of management and leadership. Upon completion of the required courses in each program, graduates of these programs will enhance their knowledge, skills and overall marketability for potential employment and promotion opportunities related to the concentration areas.

EVENING MBA CURRICULUM

DISTINCTIVE PROGRAM FEATURES

A primary goal of the Graduate Business Evening MBA Program at Ursuline is to prepare students to become socially responsible managers and leaders from an ethical, values-based perspective. The evening MBA program is designed for the convenience and flexibility of working professionals. Students have an option to only attend on campus class sessions – one evening per week. The evening program was also designed for students to complete the 36 credit hour program in one year (Ursuline’s Fast Track One-Year MBA). Courses are offered every eight weeks using an accelerated approach. Students must enroll on a full-time basis to complete the program in one year (four courses per semester, 12 credit hours). Students may enroll on a part-time basis, with an option to complete the program over a longer period of time. The one year evening MBA program requires students to take two courses during each eight week session. This distinctive program design feature not only reduces the number of on campus class sessions, but also reduces the amount of lost time and unnecessary costs associated with travel to and from campus. Reductions in commuting time and on campus sessions also provide students more time to invest in coursework activities at home and at a time that is convenient for them. The hybrid and online course formats also introduce students to technology enhanced communication processes and virtual teaming activities which are highly valuable 21st century skills that all future leaders should master.

PREREQUISITES FOR ADMISSION:

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

GRADUATE BUSINESS ADMISSION REQUIREMENTS

Students applying for admission to the graduate business programs must meet all of the general requirements for graduate admission.

Evening MBA Program

ADMISSION REQUIREMENTS:

Application documents must be completed by August 1st for individuals who plan to start the program in fall semester or completed by December 1st for those who plan to start the program in the spring semester. Additional program information is located on Ursuline’s web site.

1. Completion of a bachelor’s degree from an accredited institution.
2. Completion of Ursuline’s Online Application Form for Admission (and $25 application fee).
3. Submission of official transcripts from all undergraduate coursework showing evidence of the ability to do graduate coursework as indicated by an undergraduate grade point average of 3.0.
4. Completion of Ursuline’s Recommendation Forms (from at least three different individuals who know the candidate in a professional capacity). Contact Office of Graduate Admission to obtain a copy of the form.
5. Submission of a current resume, including information related to managerial experience.
6. The GMAT may be required, based on the applicant’s prior academic performance or if the undergraduate major is not in a business related field. If the candidate has already taken the GRE, it may be substituted for the GMAT. Target scores of 555 for the GMAT or 540 for the GRE are baseline for evaluation.
7. An assessment of statistical, accounting, finance and economics knowledge may be required of candidates who have not completed undergraduate course work in accounting or finance and/or who cannot demonstrate that they have completed work experience in the area of accounting or finance. Candidates should address this issue (how they have met this requirement) in the essay portion of the admission application form.
8. Courses may only be transferred into the program prior to the first semester.

THE EVENING MBA PROGRAM INCLUDES FOUR CONCENTRATION OPTIONS:

1) Management: The concentration in management prepares students with a broad based understanding of the legal, ethical and social issues of management. Upon completion of the management concentration students will be able to demonstrate their understanding and application of the principles of human resource management (which focuses on the importance of “people” issues) and the principles of project management (which focuses on the importance of “process” issues). Students will also be equipped with the knowledge and skills to eventually pursue additional professional certification processes, in the areas of human resources (PHR Designation) or project management (PMP Designation).

2) Health Services: The concentration in health services is similar to the management concentration in regard to the core foundational business courses, with the exception of a set of unique courses that focus on leadership issues in the health care industry and health related professions. Upon completion of the health services concentration, students will be able to demonstrate an in-depth understanding of how ethical, financial, legal and social consequences of a rapidly changing, technology enhanced, and global environment affect health service decisions.

3) Marketing and Communications: The integrated concentration in marketing and
communications management focuses on the managerial knowledge and skills needed to inspire creativity in the human resources of an organization, from a global marketing and professional communications perspective. Upon completion of this concentration, students will be able to develop creative business strategies in regard to motivating employees that will spur innovative project initiatives that are aligned with the overall strategic objectives of leading an organization into the future, while simultaneously creating a competitive advantage for the organization.

### Master of Business Administration (MBA Degree) - Concentration Options and Curriculum

**COURSE OF STUDY**

<table>
<thead>
<tr>
<th>Option One: MBA Degree &gt; Concentration in Management</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>MBA 505: The Socially Conscious Economy</td>
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<td>MBA 571: Management Accounting and Professional Ethics</td>
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<tr>
<td>MBA 602: Operations Management</td>
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<tr>
<td>MBA 611: Labor Relations and Compensation or MBA 633: Management and Marketing Innovations or MBA 632: Managing Creative People</td>
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<tr>
<td>MBA 612: Human Resource Strategy or MBA 603: International Business and Globalization</td>
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<td>MBA 664: Project Quality and Resource Management</td>
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<td>MBA 666: Project Procurement and Professional Responsibilities</td>
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<tr>
<th>Option Two: MBA Degree &gt; Concentration in Health Services Management</th>
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<td>MBA 602: Operations Management</td>
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<td>MBA 641: Managing Health Service Organizations</td>
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<td>MBA 642: Economics and Finance in Health Services Management</td>
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<td>MBA 634: Ethical and Legal Issues in Business</td>
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<tr>
<td>MBA 651: Strategic Management or MBA 671: Research Projects (for MSN-DNP students)</td>
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### Course Requirements and Recommended Course Sequence (Only 36 Credit Hours)

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<tr>
<th>Option Three: MBA Degree &gt; Concentration in Marketing and Communications Management</th>
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### Online MBA Program Curriculum

*(Admission Requirements same as Evening Program Requirements)*

**MBA with Concentration in “Management and Leadership” (33 credit hours)**

<table>
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### Bridge Program

**BRIDGE PROGRAM - GRADUATE BUSINESS**

Bridge Program is an accelerated course of study for Ursuline College students seeking a Master of Business Administration (MBA) degree. It allows students to earn this degree in a shortened time frame as they continue to develop critical thinking skills to explore values and business knowledge in a technology enhanced, global business environment. The Graduate Business Bridge Program is structured to provide undergraduate business majors to earn up to a maximum of twelve graduate credit hours toward the thirty-six-hour Master of Business Administration degree.
ADMISSION REQUIREMENTS
In order to be eligible for admission into the Graduate Business Bridge Program, students must:

• Be an undergraduate student majoring in a business related area at Ursuline College (with junior or senior class standing)
• Have at least a 3.0 undergraduate GPA
• Have at least a 3.3 GPA in their undergraduate major
• Have submitted an online application form to the School of Graduate and Professional Studies – Graduate Admissions Office that includes a brief essay on reasons for interest in pursuing a graduate business degree (500 to 700 words).
• Have completed at least 6 hours of undergraduate accounting or finance
• Have submitted three letters of recommendations using the specific form from the Office of Graduate Admission
• Have submitted an updated resume to the Office of Graduate Admission
• All Candidates must be proficient in the use of word processing, spreadsheet software and presentation software
• All students must have access to a computer, including internet access while enrolled in the MBA program.

The Program Director will make a recommendation to the Dean of the School of Graduate and Professional Studies to seek approval for admitting the undergraduate student into the graduate level bridge program.

BUSINESS COURSE DESCRIPTIONS
MBA 501 Leadership Issues in Management (3 Credits)
This course provides students with an opportunity to learn how systems thinking concepts relate to managerial processes. This course is intended for individuals who aspire to become leaders or expect to deal with them in the business-socio-cultural system. While the primary focus of this course is on the development of an understanding and interpretation of the various theories and models of leadership, particular attention is given to examining leadership styles and managerial processes associated with the issues of ethics, power, justice, diversity and stewardship from a systems thinking perspective.

MBA 502 Organizations as Systems (3 Credits)
This course focuses on systems thinking. Topics covered will include: organizational theory and design; economic theory of organization; learning organizations; organizational behavior; and ethical leadership.

MBA 505 The Socially Conscious MBA (3 Credits)
This course is an overview of business and how it relates to the society we live in today. You have spent most of your life in organizations from schools, to sports, from workplaces to community activities. These organizations contribute to forming the fabric of our society. Your future work life will involve working with, in, or for organizations, and, quite possibly, at some point, creating your own business or service organization. However, we are living in an era of transition and often in our busy lives we find we don’t have enough time to think about how our work lives and the organizations we are involved with fit into the bigger picture. This course carves a space in the midst of all the busy-ness to think about, discuss and grapple with big picture questions about our identities, the organizations we are part of and the vision of society we would like to create. The themes and topics that we will cover include an examination of the economic and political systems we live in, how politics, gender and the environment relate to business and how we can envision together a future that is sustainable for all.

MBA 507 New Venture Creation (3 Credits)
The purpose of this course is to provide students with the foundational knowledge of the driving forces of entrepreneurship and innovation. Emphasis will be placed on opportunity recognition; business plans/project plans; and resource requirements to support innovation. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the processes and procedures of new venture creation. The primary topics discussed include: developing an entrepreneurial mindset, defining the entrepreneurial process, integrating globalization and technological innovation strategies, conducting market research, screening venture/project opportunities, developing a business/project plan and applying systems thinking concepts.

MBA 512 Economics of Strategy (3 Credits)
A primary goal of this course is to provide students with a deeper appreciation of those critical forces in the U.S. and global economy that shape management strategy, from an ethical, values-based perspective. Students will explore the concepts, methods and tools of economics with an emphasis on business decision-making in domestic and international settings. Topics discussed include: demand theory, supply, the price system, cost analysis, market structures, factor pricing, decision criteria and international economics. Ethical decision processes will also be discussed within the context of global business operations.

MBA/ACC 545 Advanced Taxation (3 Credits)
The purpose of this course is to provide students with an in-depth learning experience of the concepts, methods and regulations of advanced taxation. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and attitudes associated with an understanding of the federal tax laws for corporations, partnerships, estates and trusts. The primary topics discussed include: organization and capital structure, taxation of corporations and partnerships, distributions and liquidations, multi-state and international transactions, estate taxes and taxation of trusts and estates.

MBA 554 Integrated Project Management (3 Credits)
This course focuses on both the theoretical and practical application of integrated project management processes. These processes involve selecting, coordinating, and synchronizing projects in a company so that all the key factors for success are optimized. Primary topics discussed include: analyzing project business value; mobilizing team performance and dynamics; monitoring project implementation; resolving technical, resource and interpersonal conflicts; managing program interfaces and multitasking; identifying organizational constraints; determining accountability; and applying ethical procedures; OR MBA 603: International Business and Globalization. Prerequisite: MBA 501 or 502, or permission of instructor

MBA 561 Financial Reporting and Statement Analysis (3 Credits)
This course explores the financial accounting process, its underlying concepts, and the techniques of preparing and analyzing financial statements. Topics discussed will include accounting for assets, liabilities and stockholders’ equity, and revenue and expense recognition. The course demonstrates the role of accounting information for users outside the firm, and the application of accounting concepts and procedures in financial analyses and market decisions. The methods and rationale for producing and disclosing financial information will be examined while learning generally accepted accounting principles. This course also enables students to understand the structure and substance of a firm’s financial reports from a user’s point of view. When they finish the course, students should be able to examine a set of financial statements
and effectively analyze the firm’s financial position, profitability and cash generating ability from an ethical decision making perspective. Prerequisite: Completion of at least 6 hours of undergraduate financial accounting or finance (with a grade of B- or higher); or permission of instructor; OR MBA 511: Fundamentals of Financial Accounting: Theory and Research

MBA 562 Financial Management (3 Credits)
The purpose of this course is to provide students with an in-depth learning experience of the concepts and methods of financial management and financial statement analysis. The central theme is developing a managerial perspective for key financial decisions while creating shareholder value. Topics discussed include: working capital management, the time value of money, cash flow analysis, budgeting, capital structures, dividend policies, financial statement analysis, financial ethics, global decision making and valuation of debt and equity securities. Prerequisite: MBA 511 or 561; or permission of instructor

MBA 571 Managerial Accounting and Professional Ethics (3 Credits)
The primary goal of this course is to provide students with an in-depth learning experience of the concepts and methods of managerial accounting and financial management. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the process of financial and managerial decision making. This process consists of analyzing and evaluating a set of decisions and actions that are used to achieve the strategic objectives of an organization when it is operating in a constantly changing, technologically enhanced, global environment. The primary topics discussed include: accounting terminology, ethical decision making, cost analysis, job-order costing, process costing, profit analysis, variable costing, budgeting methods, standard variance analysis and professional ethics associated with financial reporting. Prerequisite: MBA 511 or 561; or permission of instructor

MBA 601 Marketing and E-Commerce (3 Credits)
This course focuses on the development, evaluation, and implementation of marketing management strategies and policies in a complex global environment. Topics discussed will include: gathering information and conducting market research; developing marketing strategies and plans; creating customer value; enhancing brand identity; and competing in a global environment. The course will provide students with a systematic framework for understanding marketing management and strategic decision making from an ethical, values-based perspective.

MBA 602 Producing Value: Operations Management (3 Credits)
The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts and methods of operations management. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills, attitudes and values associated with an understanding of the process of using various operations management concepts to enhance the efficiency and effectiveness of maintaining a manufacturing or service organization. This process consists of analyzing and evaluating a set of decisions and actions that are used to achieve the objectives of an organization when it is operating in a constantly changing, technologically enhanced, global environment. The primary topics discussed include: operations strategy, capacity planning, manufacturing processes, supply chain strategies, logistics, linear programming, queuing theory, forecasting, regression analysis and inventory control. Prerequisite: MBA 501 or 502; and 511 or 561; or permission of instructor

MBA 603 International Business and Globalization (3 Credits)
The need for international management has increased with the rise in the globalization of business and is now considered to be an integral part of any business. International management is strategically involved and directly responsible for working with companies outside of the USA. Managers must understand the cultural differences, work ethics and legal environment of the countries and workers. This course will help the student gain an in-depth understanding about international trade and investment policies, strategic planning, organization, implementation, control of financial, marketing, services and logistics and supply chain management. Ethical decision-making processes will be emphasized throughout the course. Prerequisite: MBA 501 or 502 or permission of instructor

MBA 604 Quantitative Methods for Decision Making in Business (3 Credits)
The primary focus of the quantitative methods in business course is on the application of quantitative reasoning methods in the area of financial management as required to support decision-making situations in business organizations. Emphasis is on the fundamental concepts associated with linear programming techniques, simulation methods, decision theory, inventory control models, queuing theory and forecasting methods. Prerequisite: MBA 561 or permission of instructor

MBA 605 Management Issues in Human Resources (3 Credits)
This course will provide the student with an in-depth analysis of management issues for human resources from a research perspective. It is important for all professional, supervisory, and management employees to understand and be able to employ fundamental human resource concepts and techniques, as well as be able to appreciate what can be expected from a human resources department in an organization in terms of policy, legal and ethical related issues. Prerequisite: MBA 501 or permission of instructor

MBA 611 Labor Relations, Compensation and Global Systems (3 Credits)
This course provides students with a complete, comprehensive review/overview of essential personnel management concepts and techniques. Course content is designed to introduce and familiarize students with categories of proficiency and the six major functional areas in the field of Human Resources. Categories of proficiency include human resources, business, leadership and learning. Functional areas include (1) Strategic Management, (2) Workforce Planning and Employment, and (3) Human Resource Development, (4) Total Rewards, (5) Employee and Labor Relations, and (6) Risk Management. This course also addresses issues in HR management in both domestic and global contexts.

MBA 612 Human Resource Strategy, Planning and Development (3 Credits)
The purpose of this course is to provide students with an in-depth examination of the Human Resource Body of Knowledge (HR-BOK) and their applications for the HR practitioner: (1) Strategic HR Management, (2) Workforce Planning and Employment, and (3) Human Resource Development. Using multiple teaching and learning strategies – case analysis, guided discussions, testing, online and in-class instructor-led interactive class sessions – relevant course concepts and their applications will be reviewed reinforced and assessed.

MBA/ACC 613 Governmental and Non-Profit Accounting (3 Credits)
The purpose of this course is to provide students with a knowledge base of accounting for governmental and non-profit organizations. The primary topics discussed include: accounting concepts for government and not-for-profit entities; budgetary accounting; capital assets and capital projects; fiduciary activities and debt service; general funds and special reserve; and auditing and reporting issues. Prerequisite: MBA 561 or 571; or permission of instructor

MBA/ACC 614 International Accounting and Professional Ethics (3 Credits)
The purpose of this course is to provide students with a knowledge base of both the fundamental concepts of international accounting and professional ethics. The primary topics discussed include: worldwide accounting diversity issues; international harmonization and financial reporting standards; comparative statements; foreign currency issues; taxation and auditing; principles of accounting ethics; and code of professional conduct. Prerequisite: MBA 561 or 571; or permission of instructor

MBA/ACC 615 Research Seminar in Advanced Financial Accounting (3 Credits)
The purpose of this course is to provide students with the knowledge of advanced financial accounting concepts used to support decision making processes associated with financial reporting requirements. Primary topics discussed include: ethical issues in accounting; fraudulent financial reporting; partnerships, branches and joint ventures; liquidations, bankruptcy and reorganization; consolidated financial statements; foreign currency issues and accounting research methods. Prerequisite: MBA 561 or 571; or permission of instructor
MBA 621 Financial Planning: Theory, Practice and Ethics (3 Credits)
This course focuses on the fundamental theories of financial planning, emphasizing goal and priority setting and data analysis. Topics covered include: financial plans; ethical codes of conduct; financial planning standards; financial statements, cash flow management, financing strategies, ownership of assets, time value of money, annuity options and financial regulations. This course also provides the foundational principles for personal income tax planning, risk management and insurance, investment planning, retirement and estate tax planning. Prerequisite: MBA 511 or 561; or permission of instructor

MBA 622 Retirement Planning and Employee Benefits (3 Credits)
This course focuses on how to plan, implement and monitor individual and business-sponsored retirement plans. It also focuses on how to perform retirement needs analysis, what regulatory issues surround retirement planning and insurance, and what tax issues come into play. The employee benefits section of the course focuses on the analysis of financial planning strategies associated with Social Security and Medicare, civil service, group life, disability, dental and health insurance. Prerequisite: MBA 621 or permission of instructor

MBA 623 Insurance Planning and Risk Management (3 Credits)
This course introduces students to the theory and application of insurance planning from a financial planning perspective. Emphasis is on identification of risk exposure, legal aspects of insurance, property and liability policy analysis, life insurance policy analysis, health insurance policy analysis, employee benefits, social insurance, insurance regulation and principles of insurance taxation. Prerequisite: MBA 621 or permission of instructor

MBA 624 Investment Planning (3 Credits)
This course covers the theory and practice of investment planning as specifically related to the field of personal financial planning. The purpose of this course is to provide students with an in-depth understanding of the concepts of investment regulation, client assessment, investment theory, environment and financial markets, investment strategies and modern portfolio theory. Prerequisite: MBA 621 or permission of instructor

MBA 625 Tax Planning (3 Credits)
This course focuses on a comprehensive analysis of both income and estate tax laws from a financial planning perspective. Topics discussed include the federal income tax system, capital gains/losses, taxation of business entities, trusts, and estates. Students will also learn the procedures of income and estate tax planning which include the timing of income and deductions, conversion of income, stock options, charitable giving, and probate consequences. Prerequisite: MBA 621 or permission of instructor

MBA 631 Global Marketing (3 Credits)
This course examines international marketing operations and issues systematically and in depth. It draws on foundational knowledge in a number of areas, such as finance, marketing, investment and competitive industry analysis. This course investigates the issues a manager may face as she/he oversees global marketing activities in the increasingly competitive environment. The primary topics discussed include: global marketing environment, analyzing and targeting global market opportunities, global marketing strategy, creating global marketing programs and managing the global marketing program. Emphasis will be placed on practical problem solving and marketing tactics, as well as on the systematic process of strategic analysis and planning. All course materials and lectures will focus on global, regional and international markets.

MBA 632 Managing Creative People (3 Credits)
This course analyzes the managerial skills needed to inspire innovation and creativity in the human resources comprising an organization. Topics discussed will include how to reward performance, foster idea creation, embrace risk and failure, and cultivate managerial patience to let ideas grow. The course demonstrates the role of the manager and/or account executive in motivating creative employees and the application of techniques that will spur creative marketing objectives that are aligned with the overall business objectives of an organization. This course also enables students to understand the structure of creative and innovative businesses; or MBA 633: Management and Marketing Innovations. Prerequisite: MBA 601 or 631, or permission of instructor

MBA 633 Management and Marketing of Innovations (3 Credits)
Innovation, whether its form is new product or process development, is vital for a company's success in the marketplace. In order to grow, most companies must strive for a sustainable competitive advantage and one way to achieve that advantage is through innovation. This course will stress the management issues associated with innovation. Areas that will be addressed will include new product development basics, the basics of innovations and what makes some innovations successful and some fail, the characteristics of innovations that can be disruptive or sustaining, and the management issues that pertain to innovation. Protection of new ideas and intellectual property protection will also be discussed. Prerequisite: MBA 601 or 631, or permission of instructor

MBA 634 Ethical and Legal Issues in Business (3 Credits)
The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts related to ethical, legal and social issues in business. Upon completion of a variety of assignments and activities, students will enhance their knowledge and skills related to ethics, legal principles in management, risk allocation, and the regulatory environment in health care, marketing or financial business sectors. Prerequisite: MBA 601 or 631, or permission of instructor

MBA 635 Communication Strategies for a Global Marketplace (3 Credits)
This course is an applied investigation of communication strategies and the managerial tactics used to implement these strategies, including practice in advanced writing techniques for a variety of media. The course explores the principles of scientific inquiry and its application to researching audiences and a framework which can be used to understand and develop managerial tactics. Students will apply writing, online communication and social networking strategies, in addition to learning about online managerial tactics for market research.

MBA 641 Managing Health Service Organizations (3 Credits)
This course is a formal study of industry benchmarks and best practice standards of excellence in the management of health services within a dynamic health care market for the 21st Century. A successful health services manager must be able to coordinate and integrate both clinicians and business professionals towards the achievement of organizational goals and objectives. Students will acquire knowledge of applied management theories in addressing issues related to existing and new government regulations, medical technologies, changing patient demographics, increased competition through system consolidations, heightened patient expectations and greater demands for accountability concerning increasing financial constraints in the use and allocation of resources. Prerequisite: MBA 501 or 502; or permission of instructor

MBA 642 Economics and Finance in Health Services Management (3 Credits)
The purpose of this course is extend and develop the knowledge acquired in managerial economics and managerial finance by exploring the unique characteristics of the modern healthcare environment and applying economic and financial concepts. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills, attitudes and values associated with an understanding of the basic financial and economic issues related to health care and healthcare management. Prerequisites: MBA 512 and 562; or permission of instructor

MBA 651 Strategic Management (3 Credits)
The purpose of this capstone course is to provide students with an in-depth learning experience of the concepts and methods of strategic management. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and attitudes associated with an understanding of the process of strategic decision making. This process consists of analyzing and evaluating a set of decisions and actions that are used to achieve the objectives of an organization when it is operating in a constantly changing, technologically enhanced, global environment. The primary topics discussed include: strategic analysis; global environments; social responsibility; business ethics; strategic planning; internal and external audit analysis; and implementation and control strategies. Prerequisites: MBA 501 or 502, 511 or 561 and 601 or 631;
MBA 664 Project Quality and Resource Management (3 Credits)
This course focuses on both the theoretical and practical application of relationships between project quality management and human resource management. Primary topics discussed include: the quality management approach; determining quality polices; planning for quality; implementation and evaluation; applying human resources practices and organizational theory; developing staffing management plans; managing staff acquisitions; developing project teams and examining project results. Prerequisite: MBA 554; or permission of instructor

MBA 665 Communications and Risk Management (3 Credits)
The course focuses on both the theoretical and practical application of the relationship between project communications management and risk management. Primary topics discussed include: managing project communications; creating communications plans; preparing for information distribution; reporting project performance; managing risk; creating risk management plans; conducting qualitative and quantitative risk analysis; monitoring and control assurance; and examining project results. Prerequisite: MBA 554; or permission of instructor

MBA 666 Project Procurement and Professional Responsibilities (3 Credits)
This course focuses on both the theoretical and practical application of the relationship among project procurement management, project management and ethical responsibilities of project managers. Primary topics discussed include: managing project procurement; solicitation planning; evaluation criteria; examining results; professional and ethical responsibilities; complying with rules and policies; and the professional code of conduct. Prerequisite: MBA 554; or permission of instructor

MBA 668 Entrepreneurship and Innovation (3 Credits)
The purpose of this course is to build upon the foundational knowledge of entrepreneurship that was covered in New Venture Creation (MBA 507), which serves as a prerequisite to this course. Emphasis is placed on an in-depth analysis of the resource requirements needed to create a new business. Students will prepare a detailed marketing communications plan for launching a new business endeavor. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the concepts, methods and tools of entrepreneurship. The primary topics discussed include: analyzing resource requirements, legal and ethical issues, determining entrepreneurial finance strategies, securing venture capital, evaluating debt capital, developing communication processes, implementing customer relationship management, preparing a communications plan and applying systems thinking concepts. Prerequisite: MBA 507 or permission of instructor

MBA 669 Ethical and Entrepreneurial Leadership (3 Credits)
The purpose of this course is to provide students with an understanding of how to become entrepreneurial leaders and how to build an entrepreneurial organization, from an ethical, values-based perspective. Emphasis is placed on strategic planning alternatives to secure long term viability of new businesses or new project endeavors. Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills and dispositions associated with an understanding of the methods and tools of entrepreneurial leadership. The primary topics discussed include: developing entrepreneurial leaders, building an entrepreneurial organization, valuing personal ethics, allocating resource requirements, determining growth and divesture strategies, conducting strategic planning and applying systems thinking concepts. Prerequisite: MBA 501 or 502; or permission of instructor

MBA 671-A/B Independent Research Projects (3 to 6 Credits)
Independent research (three to six credit hours) requires each student to work on an in-depth applied research project that relates to business concepts covered throughout their coursework in the program. The project is predominately a self-directed learning project. (For MSN-DNP students)

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

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

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

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

ADMISSION REQUIREMENTS
Students applying for admission must meet the general requirements for admission to all graduate programs (found on page 8).

COURSE OF STUDY
The complete degree course of study is 36 credit hours.

Core Requirements (19 credits)
- MM 610 Foundations of Theology 3
- MM 610A Pastoral Leadership 1
This course introduces the student to the study of the Christian Scriptures. It addresses the nature of revelation, inspiration and hermeneutics. Students are given an overview of the Christian Scriptures and of the methodologies used to approach the scriptures.

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

MM 643 Pastoral Care & Counseling I (3 Credits)
The course work enables students to identify, articulate and explore pastoral issues. Class sessions are devoted to identifying, developing and practicing pastoral counseling skills in a supervised setting.

MM 644 Liturgy and Sacraments (3 Credits)
Students will study the liturgical act, ritual and symbol and their communal context. The theology of sacraments will include their historical understandings and development as well as current questions reflecting issues in various cultural contexts.

MM 655 Pastoral Care & Counseling II (3 Credits)
The purpose of this course is the formation of ministerial identity, the practice of theological reflection and the acquisition of specific ministerial skills related to the focus of the practicum. It involves a ministerial/learning contract, a mentor, supervision and regular seminars. It may be taken any time after the second summer session.

MM 658 Christian Anthropology (3 Credits)
This course is directed to a study of what it means to be human: the relationship of human beings to God, to the world and to one another, the problems of evil and suffering and the foundations of hope offered by Christian faith in this context and the fundamental issues of creation, sin and grace.
MM 663 Ecclesiology (3 Credits)
A study of the theology of church, or ecclesiology, will lay the foundation for a deeper understanding of the origins and nature of the church and its mission in today’s world.

MM 670 Church History (3 Credits)
This is a graduate level survey course that will introduce students to the major religious, cultural, and political figures and events that have shaped the history of Christianity. The course will provide students with an overview of the history of Christianity from the origins of the church through the present day.

MM 671 History of the Ecumenical Movement (3 Credits)
This course will provide students with an historical and theological foundation for understanding the ecumenical movement. Students will acquire knowledge of the major theological issues and concerns driving the movement. They will also acquire an appreciation for the implications of those concerns for ecumenical dialogue as a form of praxis, as well as for their own unique practice of ministry.

MM 680 Social Justice (3 Credits)
Social Justice will introduce students to the theology and practice of social justice, primarily through the lens of Catholic social teachings. Learning in the course will focus on foundational theological issues such as scriptural and natural law sources of authority, the contribution of the social sciences to social justice solutions, and the principles of Catholic social teaching.

MM 681 Moral Theology (3 Credits)
This course examines the moral framework of Christian life, its constitutive elements and various approaches. Church teaching, norms and guidelines along with current issues and questions will be presented. Applications to the ministerial context will be emphasized.

MM 682 Canon Law (3 Credits)
This course examines the legal system of the Roman Catholic Church. In addition to an historical overview of the science of canon law, lectures address selected canonical issues and their pastoral implications. Topical lectures identify and examine pertinent canons of the Code of Canon Law.

MM 600-09 Special Topics (1-3 Credits)
Special topic workshops will be offered to non-matriculating students seeking enrichment and/or professional updating opportunities as well as graduate students who wish to focus on a special area.

MM 700 Final Integration Project (3 Credits)
This practicum involves the design and implementation of a project which meets a ministerial need in a particular setting. The project is to make a contribution to the community and reflect the integration of the knowledge and skills acquired in the course of the ministry program. Class meetings will address theology of ministry and the practice of theological reflection. When completed the project and its written report must give evidence of a level of proficiency that meets the requirement and competencies of the Master of Arts in Theological and Pastoral Studies Program.

Theological and Pastoral Studies
Post-Graduate Certificate in Sustainability and Spirituality
A post-graduate certificate may be earned in Sustainability and Spirituality. This 18 credit-hour certificate is an online certificate program that prepares women and men for transformative work at the intersection of sustainability and spirituality in their own communities. The certificate is an interfaith program with an inclusive, global perspective that combines academic rigor with project-based learning to provide students with real-world, applicable experience.

Designed with the needs of working professionals in mind, the program can be completed online in an adult learning, accelerated model of five-week classes. This certificate program is for people interested in developing their skills in some or all of the following areas related to sustainability: transformative leadership, congregational change, earth-based ritual and ministry, ecojustice activism, community organizing, global networking, and local sustainable development.

ADMISSION REQUIREMENTS
Students applying for admission must meet the requirements for admission to the Theological and Pastoral Studies program (found on page 55).

COURSE OF STUDY CREDIT HOURS
Core Courses (18 Credit Hours)
MM 501 Foundations of Sustainability 3
MM 510 Sustainability & Spirituality 3
MM 512 Sustainability Justice 3
MM 520 Environmental Philosophy 3
MM 560 Religion & Ecology 3
MM 590 Sustainability Practicum 3

COURSE DESCRIPTIONS
MM 501 Foundations of Sustainability (3 Credits)
This course provides an introduction to the concepts and principles of sustainability, as well as an in depth study of sustainable innovation, leadership, and change. Students will identify their own leadership styles, and evaluate sustainable leadership and change strategies across a range of local, regional, and global sustainability initiatives.

MM 510 Sustainability & Spirituality (3 Credits)
This course introduces students to theory and practice at the intersection of sustainability and spirituality. Along with learning the ideas that support the emerging movement of sustainability and spirituality, students will explore spiritual communities that are working toward becoming sustainable in everyday rituals and practices.

MM 512 Sustainability Justice (3 Credits)
This course will introduce students to the concept of sustainability justice, and contextualize sustainability justice within the related fields of environmental justice and food justice. These themes will be explored through the study of socially just sustainability initiatives from different parts of the world.

MM 520 Environmental Philosophy (3 Credits)
This course introduces the most influential ideas in the emerging field of environmental thought. Along with reading, analyzing, and discussing the ideas, we will explore ways to apply them to contemporary environmental issues.

MM 560 Religion & Ecology (3 Credits)
This course is an investigation into the global religious responses to the immense ecological challenge of our era. Students will study a broad range of contemporary theological/religious themes in relation to the development of ecological theology, ethics, and spirituality.

MM 590 Sustainability Practicum (3 Credits)
In this course students will design and implement a practicum project in sustainability. The project should make a contribution to their community, and should reflect the integration of the knowledge and skills that students have acquired in certificate program course work.
**NURSING**

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

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

**Post-Master’s Certificates**

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

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

**ADMISSION REQUIREMENTS**

1. Official transcripts from all nursing programs attended, including one that verifies completion of an accredited baccalaureate program in nursing.
2. Evidence of ability to complete graduate work as indicated by a 3.0 average shown on applicant’s transcript from the baccalaureate nursing program.
3. Three letters of recommendation (confidential recommendation form required) attesting to the suitability of the applicant for graduate work in the particular program. (Suggested references include: one from a previous instructor, one from an Advanced Practice Nurse and one from a clinical manager).
4. Completion of an interview, if requested, with the program director and/or graduate faculty.
5. Current licensure or eligibility for licensure as a registered nurse in Ohio. Documentation of work experience as an RN within the past two years is required.
6. A minimum of one year work experience as a registered nurse.

**COURSE OF STUDY**

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<th>COURSE DESCRIPTION</th>
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<td>NR 532, 633, 634, 635</td>
<td>24 Credits</td>
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<tr>
<td>NR 611, 612, 613, 614</td>
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<td>NR 633, 634</td>
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<td>NR 635, 636</td>
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**Post Master’s in Palliative Care**

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

**Palliative Care Practitioner**

The Palliative Care Practitioner (Palliative Care Practitioner course work and prepares students to provide primary health care to individuals and families across the life cycle. The FNP student must complete all course work for the Adult-Gerontology Nurse Practitioner with the addition of the following course:

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<td>NR 638, 640</td>
<td>24 Credits</td>
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**Adult-Gerontology Clinical Nurse Specialist (39 Credits Total)**

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

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<th>COURSE DESCRIPTION</th>
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<tr>
<td>NR 601, 615</td>
<td>21 Credits</td>
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**Family Nurse Practitioner (43 Credits Total)**

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

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<tr>
<td>NR 638, 640</td>
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**Nursing Education**

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

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<tr>
<td>NR 639, 640</td>
<td>21 Credits</td>
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**COURSE DESCRIPTIONS**

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

This course guides the student in the research process and its relevance to the advancement of nursing theory and practice. Students will advance as participants in the research process and as consumers of nursing research. **Prerequisite: Graduate level.**
NR 533 Application of Evidence-Based Practice (3 Credits)
This course guides the student in the research process and its relevance to the advancement of evidence-based nursing practice. Students will develop skills related to generation, synthesis and translation of nursing research evidence for use in clinical practice. Prerequisite: NR 532.

NR 535 Health Care Informatics (2 Credits)
Health Care Informatics builds on the student’s beginning computer skills and the student’s knowledge. The student reviews and applies pertinent theory, learns advanced computer skill sets, is introduced to specific systems to assist with administrative decisions and learns to use knowledge obtained from data queries in clinical decision-making. The current state of health information systems is discussed and the effect of technology on communication is explored. Prerequisite or co-requisite: Graduate status or permission of Graduate Director.

NR 540 Advanced Physiology and Pathology (3 Credits)
This course explores underlying mechanisms of the pathogenesis of human disease as a consequence of aberrations at the cellular and molecular level. Prerequisite or co-requisite: Graduate status or permission of Graduate Director.

NR 541 Advanced Health Assessment (3 Credits)
This course focuses on utilizing assessment skills necessary for advanced practice nursing appropriate to the age of the patient. Emphasis will be on integrating physical, psychosocial and health assessments to determine appropriate nursing diagnosis, differential diagnoses and appropriate interventions across the life span. Critical decision making for the appropriate use of diagnostic testing will be stressed. Prerequisite or co-requisite: NR 540.

NR 542 Advanced Pharmacology (4 Credits)
This course focuses on the advanced pharmacologic principles of pharmacokinetics, pharmacodynamics, pharmacotherapeutics and drug interactions. This course examines all broad categories of pharmacologic agents. It will also include the analysis of the relationship between pharmacologic agents and pathophysiologic response. Emphasis will be on the appropriate selection of pharmacologic agents for the treatment of common disorders. Client variations in pharmacologic responses will be considered. Prerequisite or co-requisite: NR 540.

NR 601 CNS I Adult-Gerontology Health Management (3 Credits)
This course is intended to provide a comprehensive overview of the roles and responsibilities of the Adult-Gerontology Clinical Nurse Specialist (CNS). The essence of CNS practice is clinical nursing expertise that focuses on achieving cost effective patient focused outcomes. The course will emphasize the CNS roles: practitioner, educator, consultant, researcher, leader, change agent and case manager. Concepts related to outcomes management, systems theory, quality improvement, patient centered care and financial analysis within an integrated model of care improvement will be critiqued. Prerequisite: Level I courses.

NR 611, 612, 613 & 614 Clinical Nurse Specialist/Practicum (4 Credits)
Students have the opportunity to work with advanced practice nurses in clinical specialty, in quality improvement, case management and education as described in CNS roles. They have direct experience in resource management, disease management and outcomes management as they relate to care of an individual client, group of clients. Students focus on care of the clients across the continuum: wellness to illness. Prerequisites or co-requisites: NR 601, NR 636, NR 620, NR 640.

NR 615 Advanced Diagnostics (3 Credits)
This course focuses on the principles of efficient and cost effective use of diagnostic testing to aid in effective treatment of illness and disease. The course will enable advanced practice nurses to appreciate rationale for the use of diagnostic tests and it will prepare nurses to know when to correctly order and interpret diagnostic tests for optimizing patient outcomes. Prerequisite or co-requisite: Level I course work.

NR 616 Diagnostics AGNP/FNP Practicum (1 Credit)
This course is the introductory practicum course for the novice APN student, which focuses on the application of advanced clinical practice as it relates to the assessment, diagnosis, planning and treatment of common illnesses and disease. Prerequisite or co-requisite: NR 615 or permission of Graduate Director.

NR 617 Adult-Gerontology Health Management AGNP/FNP Practicum (1 Credit)
This course serves to develop the student preparing to function as an Adult-Gerontology or Family Nurse Practitioner. Students will apply fundamental concepts of assessment, diagnosis, planning, implementation and evaluation to adults, children and families. Focus will be on role application as a clinician in primary care, consultant, educator, administrator and researcher. Prerequisite or co-requisite: NR 636 or permission of Graduate Director.

NR 618 Health Promotion, Maintenance and Restoration AGNP/FNP Practicum (1 Credit)
This course builds upon concepts and principles in prior practicum and graduate courses. Students will apply their knowledge of health promotion, maintenance and restoration in individuals throughout their lifespan. Prerequisite or co-requisite: NR 620 or permission of Graduate Director.

NR 619 Focused Populations: Geriatrics, Women’s Health, Adolescents AGNP/FNP Practicum (1 Credit)
This course builds upon concepts and principles in prior practicum and graduate courses. Students will apply their knowledge of common health problems that may occur in focused populations. Emphasis will be on role application as a clinician in primary care, consultant, educator, administrator and researcher as it applies to disease specific populations such as women’s health topics, gender specific health topics, and gerontology. Prerequisite or co-requisite: NR 635.

NR 620 Health Promotion, Maintenance and Restoration (3 Credits)
This course introduces the student to conceptual frameworks underlying health promotion, maintenance and restoration throughout the lifespan. It utilizes lifespan development, health risk appraisal and healing interaction frameworks for therapeutic management of common health problems. The concept of “transforming the health of the community” is explored using research and epidemiological principles in relation to various practice populations. Values, ethics, and policies will be examined within the context of quality of life. The role of the advanced practice nurse in partnership with individuals and family systems will be explored within the context of the individual’s culture and environment.

NR 633 Foundations of Palliative Care (4 Credits)
Students have an opportunity to analyze personal attitudes toward progressive illness, dying and death and how these can influence the care of terminally ill people and their families. Professional boundaries and personal wellness is emphasized, ethical issues are explored in relation to treatment decisions and quality of life. This course integrates pathophysiology, pharmacology, psychosocial issues and spirituality in the assessment and management of symptoms in the person with a terminal illness. Loss, grief, and bereavement are also explored as they relate to the terminally ill person and the family. Communication and counseling techniques are woven throughout this course. Current research in palliative care is analyzed and applied in the clinical setting. The student’s individualized research project progresses throughout the course. Prerequisites: NR 636 and NR 620, or permission from Graduate Director.

NR 635 Focused Populations: Geriatrics, Women’s Health, and Adolescents (3 Credits)
This course will introduce the graduate nursing student to the principles of primary healthcare for focused populations across the lifespan. Focused populations include: adolescents, gender-specific and geriatric clients. Major focus areas will be health promotion, disease prevention and the therapeutic management of common health problems in focused populations.

NR 636 Adult-Gerontology Health Disease Management (3 Credits)
This course builds on principles introduced in NR 615 to enable the student to apply fundamental concepts to the diagnosis and management of common acute and chronic health
problems in the adolescent, adult and gerontology populations. It emphasizes the use of healing interaction communication combined with principles of diagnostic reasoning and advanced therapeutic management of common acute and chronic health problems of the adolescent, adult and geriatric patient and their families. Integration of pathophysiology, assessment and pharmacology will be necessary. Prerequisite: NR 615.

NR 638 Advanced Pediatrics (4 Credits)
This course builds upon concepts and principles in prior graduate courses and serves to complete the study of the student preparing to function as a family nurse practitioner. Students will apply the fundamental concepts of assessment, diagnosis, planning, implementation and evaluation to the child through late adolescence. Focus will address role application as a clinician in primary care, consultant, educator, administrator and researcher. A developmental approach to the health promotion and maintenance of the individual child within the family system will be examined and applied. Previous concepts of pathology, advanced health assessment, pharmacology, diagnostic reasoning and disease management will be emphasized and applied to the child in the primary care setting.

NR 639 Curriculum (3 Credits)
This course is an introduction to learning theories, curriculum development and faculty role in nursing education for a diverse society. Students will examine external accrediting bodies, legal and ethical issues and program assessment. Field placement is a component of this course with work focused on curriculum development, assessment, and alignment with accreditation standards. Prerequisite: Graduate Level or permission of the Graduate Director.

NR 640 Teaching and Evaluation (3 Credits)
Teaching strategies and assessment methodologies are developed and analyzed. Application will be made to the classroom and clinical setting. Teaching practicum with mentorship is a component of this course. Prerequisite: Graduate Level or permission of the Graduate Director.

NR 641 Teaching Practicum (3 Credits)
Students have an opportunity to teach a one-semester course with a designated faculty member/preceptor. Students participate in course preparation, delivery and evaluation; preparation for, participation in and evaluation of clinical experiences, simulations and online teaching methods. Prerequisite: NR 640.

NR 650a Health Care Policy: Implications for Advanced Practice (1 Credit)
In this course, students develop knowledge of health policy and its impact on clinical practice. Current issues and trends are discussed and analyzed from the perspective of the policy maker, the APN and the public. Prerequisite: Level I course work.

NR 650b Health Care Organization and Finance (1 Credit)
This course introduces students to business concepts that will allow them to take leadership roles in providing quality cost-effective care. Students discuss and apply basic health care economics in the context of advanced practice nursing. Prerequisite: Level I course work.

NR 650c Advanced Practice Ethical and Legal Responsibilities (1 Credit)
Students will develop and understanding of the principles, personal values and beliefs that provide a framework for nursing practice. This course will highlight legal issues as they relate to the APN. Prerequisite: Level I course work.

NR 650d Advanced Practice Nursing: Roles, Responsibilities and Social Justice (Diversity) (2 Credits)
Health care and clinical practice issues and trends are identified and discussed as well as roles of the advanced practice nurse in the changing health care environment. Course content is evaluated based upon ethical concepts from a personal and organizational perspective. A culminating project, representing the student’s graduate work, is a part of this course. Prerequisite: Level I course work.

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

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

The goal of DNP practice, in addition to providing excellent care to patients, is to optimize health care delivery through effective systems transformation, or planned change.

DNP PROGRAM OUTCOMES
The DNP graduate will:
• Implement the highest levels of advanced nursing care.
• Provide leadership in healthcare organizations for the promotion of comprehensive, holistic patient care.
• Implement change within integrated healthcare systems.
• Make decisions based on the integration of a strong knowledge base, personal and professional values, and diverse cultural, religious, spiritual and ethical perspectives.
• Utilize evidence-based practice, including the use of informatics, in meeting the health promotion, maintenance, and restoration needs of individuals, families, groups, systems, and communities.
• Implement policy-based approaches to healthcare that advance population health.
• Function in independent and interdependent roles as the colleagues of other health professionals in various healthcare settings.
ADMISSIONS CRITERIA AND APPLICATION MATERIALS FOR DNP PROGRAM

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

DNP Post Master’s Curriculum

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>NR 700 a, b, c Scientific Writing for Professional Nurses</td>
<td>3</td>
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<tr>
<td>NR 701 Biostatistics for Outcomes Management and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NR 702 Scientific &amp; Theoretical Foundations for Advanced Nursing Practice</td>
<td>3</td>
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<td>NR 703 Epidemiology for Population Health</td>
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<td>NR 704 Analysis of Evidence for Advanced Nursing Practice</td>
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<td>NR 705 Methods for Conducting Evidence-Based Projects</td>
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<tr>
<td>NR 706 Advanced Healthcare Management &amp; Policy</td>
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<td>NR 707 Interdisciplinary Organizational leadership</td>
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<td>NR 708 Advanced Healthcare Informatics</td>
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<tr>
<td>NR 709 Evaluation Strategies for Quality Improvement</td>
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<tr>
<td>NR 800 CAPSTONE Project Identification/DNP Residency (100 – 300 clinical hours per semester for a total of 500 clinical hours)</td>
<td>2</td>
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<tr>
<td>NR 801 CAPSTONE Project Proposal/DNP Residency</td>
<td>2</td>
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<td>NR 802 CAPSTONE Project Implementation/DNP Residency</td>
<td>2</td>
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<tr>
<td>NR 803 CAPSTONE Project Dissemination/DNP Residency</td>
<td>2</td>
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<tr>
<td>Total Credits</td>
<td>38</td>
</tr>
</tbody>
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COURSE DESCRIPTIONS

NR 700 a, b, c Scientific Writing for Professional Nurses (1 credit each)
This course provides an introduction to scientific writing for nurses pursuing graduate education in nursing. Through the course students will learn skills for scientific writing in the dissemination of nursing research, implementation of evidence-based projects, project narratives, for the purpose of building nursing science in practice; other examples of scientific writing include articles for peer reviewed journals, grant proposals, and theses/dissertations/Capstone projects in the sciences. Prerequisite: Doctoral level or permission of graduate nursing program director

NR 701 Biostatistics for Outcomes Management & Evaluation (3 credits)
This course is an introduction to biostatistics for students in nursing and the health sciences. The course is designed to provide knowledge for effective use of biostatistics in translational research to include: descriptive and inferential statistical analyses, probability theory, hypothesis testing, and measures of central tendency, parametric and nonparametric analyses. Skills acquired by the student will assist in the critical appraisal of research for evidence-based practice with a focus on comprehension of consistency between research designs and statistical tests (correlation, regression, t-tests, analysis of variance and nonparametric tests). Additional skills include use of statistical software packages to practice analysis and interpretation of statistical tests. Prerequisite: Doctoral level or permission of graduate nursing program director

NR 702 Scientific & Theoretical Foundations for Advanced Nursing Practice (3 credits)
This course focuses on the relationship between theory and methods of inquiry. Selected theories, concepts, and issues related to nursing and health are explored; application of theory to nursing practice is emphasized. Course content includes inquiry based on interaction of theory, research, and practice in the development of nursing knowledge and the improvement of clinical outcomes. Students also explore and examine the ways in which nursing philosophy and nursing knowledge impact professional nursing. The final project of this course involves a concept analysis linking theory to practice in areas related to the students’ advanced practices. Prerequisite: Doctoral level or permission of graduate nursing program director

NR 703 Epidemiology for Population Health (3)
This course introduces students to the principles and methods of epidemiological investigations. Infectious and noninfectious disease examples are utilized. The focus involves epidemiological research methods and their practical applications to the study of determinants and distributions of disease. Prerequisite: Doctoral level and NR 701 or equivalent doctoral level statistics course

NR 704 Analysis of Evidence for ANP (3 credits)
This course assists the student in learning principles and processes of evidence-based practice (EBP) for analyzing research and other forms of evidence. The evidence is then validated and selected for use in advanced nursing practice. Evidence-based nursing models are reviewed and students learn how to ask and develop practice-related questions. Computerized literature searches form the basis for finding, critically assessing, and selecting the best available evidence for implementation and evaluation in practice. This foundational course provides students with the skills necessary to synthesize evidence relevant to their practice and to propose an EBP implementation project with a plan for evaluating patient outcomes. Prerequisite: Doctoral level and NR 702 or equivalent doctoral level theory course

NR 705 Methods for Conducting Evidence-Based Projects (3 credits)
This course focuses on the analysis and adaptation of research methods relevant to evidence-based practice (EBP) projects. The course will include a review of qualitative research designs and quantitative research designs with associated statistics and corresponding levels of evidence. Additional research methods content will include: samples and sampling techniques, measurement principles and instrument psychometrics, intervention protocols, data collection procedures, human subjects review, and scientific integrity. Students will analyze the cohesion of their EBP clinical questions with methods used to collect, enter, and analyze to augment
their project evaluation. The course prepares students to build upon principles learned in the previous course, NR 704: Analysis of Evidence for Advanced Nursing Practice; and this course supplements NR 709: Evaluation Strategies for Quality Improvement. Prerequisite: Doctoral level and NR 704

NR 706 Advanced Healthcare Management & Policy (3 credits)
This course provides students with the advanced skills and knowledge to analyze and evaluate current health policies and contribute to the development of new policy using evidence and research. Budgetary planning and management as well as the general fiscal analysis of health care projects, programs, and systems are also addressed. Finally, legal aspects of management and legislation in healthcare, including the interrelationships among policy, financing, legal issues, and legislation are analyzed. Prerequisite/Co-requisite Courses: NR 701 or equivalent course

NR 707 Interdisciplinary Organizational Leadership (3 Credits)
This course will prepare nursing students for intraprofessional and interprofessional leadership through an interdisciplinary perspective that includes leadership psychology, an understanding of organization behavior and politics, as well as reflective practice to appreciate the impact of personal spirituality, ethics, and values on leadership roles and effectiveness. Students will examine the psychology of leadership by studying the personal qualities of successful leaders and the inner drive for power. Particular attention will be given to the ways in which culture and gender influence individuals and groups and their identities and dynamics. Throughout the semester, students will integrate values, cultural sensitivity, and spirituality into health leadership and ethical decisions to promote comprehensive, holistic care as the foundation of a just society. Prerequisite: Doctoral level or permission of graduate nursing program director

NR 708 Advanced Healthcare Informatics (3 credits)
This course provides DNP students with the knowledge and skills to use information technology for augmenting the evaluation of nursing practice and healthcare outcomes. Students will learn to design databases for the collection and analysis of data, especially for the examination of patterns/trends; determination of variances in practice, and the evaluation of research, programs, and practices using national benchmarks. Prerequisite: Doctoral level or permission of graduate nursing program director

NR 709 Evaluation Strategies for Quality Improvement (3 credits)
This course will prepare DNP students to evaluate patient outcomes through quality improvement methodologies emphasizing the promotion of safe, effective, and efficient patient-centered care. Each student will learn to design and implement an evaluation plan involving data extraction from practice, information systems, and databases for the monitoring and evaluation of quality patient outcomes. Doctoral level or permission of graduate nursing program director.

NR 800 CAPSTONE Project Identification/DNP Residency (2 credits)
This course guides DNP students in identifying their capstone projects with an advisor and two committee members. At the completion of the course, students will have a clearly stated, measurable, evidence-based practice (EBP) question supported with a thorough literature review, and project framework. In addition, students will begin their DNP Residencies. Post-MSN student are given credit for previous hours achieved in their MSN program. A total of a minimum of 1000 residency hours are completed for the identified capstone project. Prerequisite: Completion of all other DNP didactic course work.

NR 801 CAPSTONE Proposal Development /DNP Residency (2 credits)
This course guides DNP students in developing the proposal for their capstone projects to include: EBP question/purpose/specific aims, review of literature, project framework, methods (sample, instruments, measures, intervention, data collection procedures), and an evaluation plan. At the completion of the course, students will be prepared to defend their proposals to their appropriate capstone project committees, and seek institutional review board approval. In addition, students will continue with their DNP Residencies. Progress must be documented toward completion of the required 1000 DNP residency hours. Prerequisite: Completion of NR 800

NR 802 CAPSTONE Project Implementation/DNP Residency (2 Credits)
This course guides DNP students with the implementation of their capstone projects. At the completion of the course, students will have implemented the project and collected data for evaluating the project. Writing for dissemination will progress. Students will continue their DNP Residencies with progression toward completing the required 1000 residency hours. Prerequisite: Completion of NR 801

NR 803 CAPSTONE Project Evaluation & Dissemination/DNP Residency (2 credits)
This course guides DNP students with the evaluation and dissemination of their capstone projects. At the completion of the course, students will have evaluated the projects based on their evaluation plans and complete the writing of a publishable paper for dissemination of the projects’ outcomes. Students will bring their DNP Residencies to termination. At a minimum the student must have completed a total of 1000 residency hours. Prerequisite: Completion of NR 802

*DNP Residency clinical hours required by each individual student will be determined based on previous education and experience in conjunction with the selected specialty practice requirements.
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(Credential is for a baccalaureate level of education)
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Catholic Campus Ministry Association
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Society of European and American Stage Authors and Composers
The American Society of Composers, Authors, and Publishers

**URSULINE EDUCATORS SERVICES**

Ursuline College is a member of the Ursuline Educators Services which includes the following colleges and schools:

**COLLEGES**

**United States**
- Illinois: Springfield College of Illinois
- Kentucky: Brescia College
- Ohio: Ursuline College; Chatfield College
- New York: College of New Rochelle

**Canada**
- Quebec: College Merici
- Trois Rivieres: College Lafleche

**SECONDARY SCHOOLS**

**United States**
- California: Ursuline High School, Santa Rosa
- Texas: Ursuline Academy, Dallas
- Louisiana: Ursuline Academy, New Orleans
- Missouri: Ursuline Academy, St. Louis
- Illinois: St. Teresa High School, Decatur; Ursuline Academy, Springfield
- Kentucky: Sacred Heart Academy, Louisville
- Ohio: Beaumont School, Cleveland; St. Ursula Academy, Toledo; Ursuline Academy of Cincinnati; Ursuline High School, Youngstown
- Delaware: Ursuline Academy, Wilmington
- New York: Academy of Mount St. Ursula, Bronx; The Ursuline School, New Rochelle
- Massachusetts: Ursuline Academy, Dedham

**Canada**
- L’Ecole des Ursulines de Quebec
- College Marie de l’Incarnation, Trois Rivieres
- Pensionnat des Ursulines, Stanstead, Province of Quebec
- St. Angela’s Academy, Prelate, Saskatchewan

**Mexico**
- Collegio Union, A.C., Puebla

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**Directions to Ursuline College**

**FROM EAST OR WEST**

Take Interstate 90 to Interstate 271; south on I-271 to Cedar-Brainard Interchange; south (left) on Brainard Road; east (left) on Cedar Road to Lander Road (second traffic light east of Interchange); south (right) on Lander Road.

College entrance is 500 feet ahead on the right.

**FROM THE SOUTH**

Take Interstate 271 to Cedar-Brainard Interchange; east on Cedar Road to Lander Road (second traffic light east of Interchange); south (right) on Lander Road.

College entrance is 500 feet ahead on the right.
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