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

Art Therapy and Counseling Program  440 646 8139
Fax  440 684 6135

Education (MAP) Program  440 684 6034
Fax  440 646 8328

Educational Administration Program  440 449 3413
Fax  440 449 4234

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

Programs for Advanced Studies in Education (PASE)  440 684 6034
Fax  440 646 8328

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
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 religions. We make a special effort to assess and meet the needs of our
Missions & Aims

diverse clientele by providing flexible scheduling and a variety of approaches to learning. Ursuline College also serves the local community by offering programs and facilities for social, cultural, and spiritual enrichment.

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

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 Art Therapy and Counseling, 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 Completions 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 – PASE offers Ohio Department of Education Endorsements in Early Childhood, Grades 4 and 5; Teacher Leader; and Reading. 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.

ART THERAPY AND COUNSELING – Graduates meet educational standards for national registration and certification for art therapists (ATR-BC) through the Art Therapy Credentials Board, and Ohio education requirements for counseling licensure for PC (Licensed Professional Counselor) and PCC (Licensed Professional Clinical Counselor). State counseling licensure laws vary, so applicants are encouraged to check their individual state laws for licensure eligibility requirements.
in the relevant discipline. Also see Academic Policies on page 11 of this catalog.

ADMISSION TO GRADUATE PROGRAMS

Admission applications are accepted throughout the year. Applicants are urged to initiate formal application as far as possible in advance of the semester or term in which they plan to enroll.

Applications for admission to graduate programs and all required documents must be sent to: Ursuline College, Office of Graduate Admission, 2550 Lander Road, Pepper Pike, OH 44124-4398. Questions about admission may be directed to the Office of Graduate Admission at 440 646 8119. Online application is available through ursuline.edu, although some application materials must be sent by regular mail. At the discretion of individual program directors or the Dean of Graduate and Professional Studies, prospective students may have to demonstrate completion of certain prerequisite courses. Admitted students may be required to take skills assessment tests and, depending on performance, may have to complete additional courses in research, reading or writing or other discipline-specific courses necessary for graduate study in their chosen field.

GENERAL ADMISSION REQUIREMENTS

Students applying for admission must meet both the general requirements for admission to all graduate programs and the specific requirements of the particular program of study. For individual program admission requirements, please review the program information provided in this Catalog. General requirements include:

1. Official application and fee. See ursuline.edu for an online application.
2. All official transcript(s) for baccalaureate degree and/or any additional academic course work. These must be forwarded to the Office of Graduate Admission directly by the academic institution. Official transcripts may be submitted to graduateadmissions@ursuline.edu directly by the issuing institution.
3. Evidence of ability to do graduate work as indicated by a recommended 3.0 GPA shown on applicant’s transcript(s). Students may be asked to take the Graduate Record Examination (GRE) or provide other evidence of academic ability if their GPA is below a 3.0. At the discretion of the dean, students may be admitted conditionally if their GPA is below 3.0. See Classification of Students for additional information about conditional status.
4. Three recommendations utilizing the required recommendation form attesting to the suitability of the applicant for graduate work in the particular program. The recommendation form is available online at ursuline.edu or by request at the Office of Graduate Admission. Students applying for a certificate program must see program specific requirements for recommendations.
5. An interview with the program director. Telephone interviews may be arranged for out-of-state applicants.

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. This competence can best be established by achieving a score of at least 550 (paper-based) or 213 CBT or 80iBT 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.toefl.org). A score of 6.5 IELTS is also accepted (www.ielts.org). Applicants should make arrangements to take the test as soon as graduate study at Ursuline College is anticipated and should request the official test score to be forwarded directly to the Office of Graduate Admission at Ursuline College.
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 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 Alternative Student Loan Programs. Students who are not degree-seeking, but who are working toward a Certification, may borrow up to the cost of education through the Alternative Student Loan Programs only.

Eligibility for the 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.

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 Art Therapy and Counseling, 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. Art Therapy and Counseling 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 Nearon Ministry Scholarship, the Ministry Scholarship Fund or the Margaret A. Jarc Scholarship Fund. Historic Preservation students may be eligible for the Goudreau Scholarship.

ACADEMIC SUPPORT
Ursuline College provides professional tutorial assistance in several core academic subjects free of charge to all interested students. For students with documented physical, psychological or learning disabilities, accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 are provided when requested. The Ursuline College Student Handbook contains additional information about academic support and disability services. Please contact the Ursuline Resources for Success in Academics (URSA) office in Mullen 312 at 440-449-2049 for additional information.

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 bulletin 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 are 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 Policies & Procedures

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 forms 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 December 1 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. Generally, students on probation must raise their GPA to a 3.0 within two 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 of D or F; 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. 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:

A = 4.0 points
A- = 3.7 points
B+ = 3.3 points
B = 3.0 points
B- = 2.7 points
C+ = 2.3 points
C = 2.0 points
C- = 1.7 points
D+ = 1.3 points
D = 1.0 points
F = Failing
I = Incomplete
P = Passing, not counted in grade-point average.

P represents a grade of C or above.
NC = No credit
W = Withdrawal with permission until the date set each semester by the Registrar
AD = Audit

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 Academic Standing and Appeals Board. 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 eight weeks following the issuance of grades only in exceptional circumstances and with the permission of the Vice President for Academic Affairs and the dean of Graduate and Professional Studies.

The Academic Standing and Appeals Board, consisting of faculty and student members, will
review the 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 Art Therapy and Counseling and Education programs) may not continue in their clinical coursework 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 misrepresenting academic information to college officials.

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

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.

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

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 2013, the deadline established by the instructor and student must fall before the end of the spring of 2014 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 2014, the deadline established by the instructor and student must fall before the end of the fall 2014 semester. If an incomplete is taken in the summer of 2013, the deadline for completion of the work in question must occur before the end of the fall 2013 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 December 1 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 at least three weeks 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.

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 administers its policies for admission and for all programs, services and activities in a nondiscriminatory manner. No student will be denied educational services, access to programs or participation in activities because of race, gender, color, religion, age, national or ethnic origin or disability.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified handicapped individuals. Ursuline College has designated the College attorney to coordinate its compliance with Section 504. As a private and predominantly single-sex institution, Ursuline College is exempt from the admission requirements of Title IX of the Education Amendments of 1972. Title IX prohibits sex discrimination in all activities and programs of educational institutions receiving federal funds. Ursuline College has designated the College attorney to coordinate its compliance with Title IX.

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.
ART THERAPY AND COUNSELING

The Master of Arts in Art Therapy and Counseling Program provides education and training in art therapy and professional counseling. 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.

The program is approved by the American Art Therapy Association and the Ohio Counselor, Social Worker and Marriage & Family Therapist Board.

This program meets the Ohio education requirements for counseling licensure for PC (Licensed Professional Counselor) and PCC (Licensed Professional Clinical Counselor), and the national education standards for registration and certification (ATR-BC) as an art therapist through the Art Therapy Credentials Board. A 55 semester hour minimum degree program meets the educational standards for ATR-BC, and students wishing to pursue credentialing in both art therapy and counseling must complete a 62 semester hour program. State licensing laws vary, so applicants are encouraged to check their individual state law for licensure eligibility requirements.

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.

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 Art Therapy and Counseling program noted below.

1. An undergraduate degree with a recommended grade point average of 3.0 or higher.
2. An interview with the Art Therapy and Counseling department. Telephone interviews may be arranged for out-of-state applicants.
3. An essay discussing the following: motivation for pursuing a career in art therapy and counseling, aptitude for working with people, the meaning of art in the applicant’s life, areas of artistic strength, and areas of possible artistic growth. Three to five pages are required, and this is generally brought to the interview. 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 may 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
   • An index/or subtitles describing 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. These may be done prior to entry, or some remaining classes may be completed within the first year of the program.

These are to include:

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

12 semester hours in psychology to include:
- General Psychology
- Human Growth and Development or Lifespan Development
- 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.

COURSE OF STUDY

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ATC 501 History and Theory of Art Therapy Counseling</td>
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<tr>
<td>ATC 502 Introduction to Counseling</td>
<td>1</td>
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<tr>
<td>ATC 503 Treatment of Children and Adolescents</td>
<td>3</td>
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<tr>
<td>ATC 504 Human Growth and Development</td>
<td>2</td>
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<tr>
<td>ATC 505 Counseling Theories</td>
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<td>ATC 507 Group Process</td>
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<td>ATC 508 Family Systems</td>
<td>3</td>
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<td>ATC 509 Psychopathology, Personality and Abnormal Behavior</td>
<td>3</td>
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<tr>
<td>ATC 520 Projective Assessments</td>
<td>3</td>
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<tr>
<td>ATC 523 Cultural and Social Issues</td>
<td>2</td>
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<tr>
<td>ATC 532 Professional, Ethical, and Legal Issues</td>
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<tr>
<td>ATC 544 Art Therapy Studio I</td>
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<tr>
<td>ATC 546 Clinical I: Counseling Techniques</td>
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<tr>
<td>ATC 547 Clinical II: Practicum</td>
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<td>ATC 548 Appraisal</td>
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<td>ATC 549 Internship I</td>
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<tr>
<td>ATC 550 Internship II</td>
<td>2</td>
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<tr>
<td>ATC 567 Techniques and Use of Media</td>
<td>2</td>
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<tr>
<td>ATC 591 Intro to Research and Literature Review</td>
<td>1</td>
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<tr>
<td>ATC 594 Research and Evaluation</td>
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<td>ATC 595 Thesis/Project</td>
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<td>ATC 596 Thesis/Integrative Seminar</td>
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<tr>
<td>ATC 601 Life Style and Career Development</td>
<td>3</td>
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<td>ATC 603 Diagnoses</td>
<td>3</td>
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<tr>
<td>ATC 648 Case Studies</td>
<td>2</td>
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<tr>
<td>ATC 650 Psychotropic Medications</td>
<td>1</td>
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</tbody>
</table>

Elective Courses (3-4 credit hours are chosen)

| ATC 506 Creative Counseling Modalities             | 1, 2         |
| ATC 525 Special Settings and Populations            | 1, 2         |
Required Courses

ATC 501 History and Theory of Art Therapy/ Counseling (3 Credits)
This course presents an examination of the origin, history and philosophy of art therapy as a therapeutic discipline, a survey of influences on its development from related fields and an orientation to the major art therapy pioneers. It also serves as an introduction to the development of the counseling profession.

ATC 502 Introduction to Counseling (1 Credit)
This course familiarizes students with the profession of counseling. It includes an orientation to the field of counseling and counseling organizations. It will examine counselor identity, history of the profession, standards in the profession, and roles and settings of community agencies and mental health counselors. This course will also cover the stages of the counseling relationship and basic counseling skills.

ATC 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 settings will be explored. Interviewing, assessing, developing strengths-based individual service plans and designing treatment plans are portrayed in the context of various theories.

ATC 504 Human Growth and Development (2 Credits)
The goal of this course is to familiarize students with the biosocial, cognitive, and psychosocial development of human beings across the lifespan. 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 development of individuals.

ATC 505 Counseling Theory (3 Credits)
A study of selected counseling theories including psychodynamic, cognitive/behavioral, humanistic and systemic approaches along with current counseling trends. Attention is given to the development of an integrated counseling approach sensitive to both clients’ and counselors’ cultural backgrounds, personal philosophies and current needs. Case presentations, videos and films focus class discussions. Art therapy approaches relevant to the counseling theory are integrated into the curriculum.

ATC 507 Group Process (3 Credits)
Introduction to the theory and practice of group counseling and group art therapy. Through didactic and experiential learning, students study various models of group development and experiment with the roles of group facilitator and group members. Students will also examine first-hand the contribution of the creative process to group development.

ATC 508 Family Systems (3 Credits)
The history and overview of various models of family therapy including Bowen family systems, Minuchin’s structural, Haley’s strategic, Whitaker’s experiential and White’s narrative approaches are explored. Other contemporary family theory therapists are reviewed. Included is a detailed analysis of the use of the family genogram in the counseling process. Family ethnicity and its impact on family counseling are integrated into the curriculum through theoretical readings and the evaluation of contemporary fiction and films. Family art therapy theory is also examined through experimentation with varied art tasks, role plays and established family art therapy assessment techniques.

ATC 509 Psychopathology, Personality and Abnormal Behavior (3 Credits)
This course is designed to assist the counseling student in understanding psychological disorders. A thorough review of the major categories of psychopathology will be undertaken. This review will be contextualized by a discussion of the role of historical context and cultural differences in assessing individuals. Attention is given to the current Diagnostic and Statistical Manual (DSM-IV-TR) used by the American Psychiatric Association and the bio-psycho-social model of human behavior. The role of counseling in the treatment of mental and emotional disorders is explored. In addition, the application of art therapy approaches with specific populations will be examined. Prerequisites: ATC 501 & 503.

ATC 520 Projective Assessments (3 Credits)
The assessment course provides an examination of the assessment process and its relation to diagnosis and therapy, with consideration of socio-cultural factors. Administration and practical application of a variety of assessments with an individual subject will take place. Exploration of the expressive and content components of graphic images and their contribution to the assessment of the whole person will be examined. Prerequisites: ATC 501 & 503.

ATC 523 Cultural and Social Issues (2 Credits)
This course will examine cultural and social diversity and focus on the development of competencies for working with diverse client populations. A study of selected current social issues relevant to professional practice will be presented, as well as foundations for understanding the diversity of expressive and symbolic language and the role of art therapy and social justice.

ATC 524 Professional, Ethical and Legal Issues (1 Credit)
This course familiarizes students with the ethical codes and professional standards of the counseling profession, the professional role identity of counselors, standards of preparation, and professional counseling and art therapy organizations. It includes a thorough study of the Ohio Counselor Law, the Code of Ethics contained in that law and the process by which one receives licensure as a counselor. In depth attention is given to the legal and ethical issues involved in the practice of counseling and art therapy. The American Counseling Association (ACA) ethical code and the American Art Therapy Association (AATA) ethical code will be thoroughly examined.

ATC 532 Clinical I: Counseling Techniques (3 Credits)
This course will focus on the basic skills and beginning level techniques of the counseling process. Emphasis will be on the therapeutic process including the building of the therapeutic relationship, mid-phase and termination, as well as the development of appropriate micro-skills. Students will also begin to learn treatment planning and documentation skills, as well as how to write and verbally present case studies. The development of individual counseling...
methods, art therapy approaches, facilitation skills and the application of these skills to specific populations will be emphasized. 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: ATC 501.

ATC 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: ATC 505 & 546.

ATC 548 Appraisal in Counseling (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. Prerequisite: ATC 546.

ATC 549, 550 Internship I, II (2 Credits, 2 Credits)
Supervised experience in a particular setting with a special population utilizing skills necessary for the professional practice of counseling and art therapy. Focus will be on the appraisal of the individual and continued development of the skills necessary for professional practice. This course is co-taught by Licensed Professional Clinical Counselors (PCC) and Board Certified Registered Art Therapists (ATR-BC).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: ATC 547. Prerequisites for Internship II: ATC 549, 507, 520, 548, 603 and 567.

ATC 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. Prerequisite: ATC 501.

ATC 591 Introduction to Research (1 Credit)
This course introduces students to the Art Therapy & Counseling program and to the skills needed to complete the program. These goals are achieved by reviewing the course of study of the program, introducing the literature in the fields of art therapy and counseling, guiding students in developing the writing and communication skills necessary to be effective graduate students in the program and introducing students to the research design process. Students are also introduced to the professions of art therapy and counseling. Particular emphasis is placed on familiarizing students with the personal and professional qualities expected of art therapists and counselors, and acquainting them with the professional associations which represent art therapy and counseling.

ATC 594 Research Design (2 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. Prerequisite: ATC 591.

ATC 595 Research: Thesis/Project (2 Credits)
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: ATC 594.

ATC 596 Research: Integrative Seminar (1 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. Prerequisite: ATC 595.

ATC 601 Lifestyle and Career Development (3 Credits)
A review of career development theory, career assessment tools and the use of career counseling techniques in a counseling setting.

ATC 603 Diagnoses (3 Credits)
Focusing on the DSM-IV-TR, this course provides a complete framework for diagnosis including an advanced understanding of each category of mental disturbance, criteria used to identify specific forms of disturbance, training in differential diagnosis, conducting the initial interview, completing a mental status exam, linking treatment approach to a specific diagnosis and the role of socio-cultural factors in diagnosis. Prerequisite: ATC 509.

ATC 648 Case Studies (2 Credits)
Through the use of case material students will be guided through the process of treatment planning and counseling intervention. Various treatment modalities will be considered; the role of theoretical orientation will be reviewed; the importance of aligning treatment approach with diagnosis and client goals will be emphasized; the use of psychotropic medication and the importance of creating liaisons with other professionals will be discussed. Prerequisites: ATC 509, 547, and 603.

ATC 650 Psychotropic Medications (1 Credit)
This course provides a framework for the counselor to understand the biological mechanisms behind the use of psychotropic medications, the different types of psychotropic medications and the proper use of psychotropic medications.
**Elective Courses**

**ATC 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.

**ATC 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.

**ATC 525 Special Settings and Populations (1 or 2 Credits)**
The practice of art therapy and counseling applied to varied settings and populations. Topics will be announced each semester.

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

**ATC 527 Addictions and Treatment (1 or 2 Credits)**
An examination of current models for understanding addictions including the medical, psycho-dynamic, family systems and psycho spiritual models. Guest lecturers, discussions, slide presentations, case presentations and a variety of experiential strategies are integrated into the curriculum.

**ATC 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.

**ATC 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.

**ATC 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 each year, and topics will cover a broad range of creative modalities.

**ATC 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.

**ATC 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.

**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. The Program for Advanced Study in Education (PASE) is designed for licensed teachers who wish to pursue Ohio Department of Education Endorsements in Early Childhood, Grades 4 and 5; Teacher Leader; or 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 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 what 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 5:00 – 7:30 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).

**COURSE OF STUDY**

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<tr>
<th>Required Core Courses</th>
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<tr>
<td>ED 500</td>
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<td>ED 536</td>
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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 be asked to leave the program.

Artwork completed while in the program or as class assignments may be used for educational or exhibit purposes of the College. Thesis work may also be used for educational purposes of the College.
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 ensuring 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 a planned, in-school experience involving participation, observation, and discussion of the role and tasks of a school administrator. The in-school experiences are developed around eight specific administrative competencies: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curriculum and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance. Students work in their own school setting with their principal as well as with a mentor principal from another school. Class seminars emphasize the focus of each administrative competency as well as consensus building, time management, visibility, competence, role modeling, problem solving, trust building, and judgment. The ELCC Standards for principals are introduced and studied.

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

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 various responsibilities and challenges faced by school principals. The eight administrative competencies of: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curricular and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance are again utilized. The difference is the in-depth involvement in the activities of the competencies that each student is expected to accomplish. 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, developing 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 536 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 within 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 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 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 Administrative and Instructional Uses 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 42, 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 (42 hours). Eligibility for the Special Education license requires 57 semester hours earned over a 13-month period.

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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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>EDE 500</td>
<td>Foundations of Education</td>
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<td>EDE 501</td>
<td>Skills for the 21st Century Educator</td>
<td>2</td>
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<tr>
<td>EDE 510</td>
<td>Introduction to Human Development and Learning</td>
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<tr>
<td>EDE 520</td>
<td>Systematic Phonics in the Integrated Language Arts</td>
<td>3</td>
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<td>EDE 530</td>
<td>Curriculum, Materials &amp; Methods Block I</td>
<td>3</td>
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<tr>
<td>EDE 527</td>
<td>Addressing the Diverse Learner</td>
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<td>EDE 525</td>
<td>Content Area Reading</td>
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<tr>
<td>EDE 511</td>
<td>Advanced Studies in Development and Learning: Early Childhood</td>
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<td>EDE 521</td>
<td>Reading and Assessment in Early Childhood Education</td>
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<tr>
<td>EDE 531</td>
<td>Curriculum, Materials &amp; Methods Block II</td>
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<td>EDE 550</td>
<td>Professional Development Seminar I</td>
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<td>EDE 560</td>
<td>Teaching Internship I</td>
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<tr>
<td>EDE 523</td>
<td>Reading, Education, and Literacy Perspectives</td>
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<td>EDE 533</td>
<td>Curriculum, Materials &amp; Methods Block III</td>
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**Middle Childhood Licensure**

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<td>Systematic Phonics in an Integrated Middle School Curriculum</td>
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<td>Curriculum, Materials &amp; Methods Block I</td>
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<td>EDM 512</td>
<td>Advanced Studies in Development and Learning: The Middle Child</td>
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<td>Reading and Assessment in Middle Child Education</td>
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**Adolescent to Young Adult Licensure**

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<tr>
<td>EDA 510</td>
<td>Introduction to Human Development and Learning</td>
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<tr>
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<td>EDA 527</td>
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<td>EDA 513</td>
<td>Advanced Studies in Development and Learning: Adolescent to Young Adult</td>
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<td>EDA 541</td>
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<td>EDA 545</td>
<td>Integrated Methods for the Content Area: Math, Social Studies, Language Arts, Science</td>
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<td>Professional Development Seminar I</td>
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<td>EDA 565</td>
<td>Teaching Internship I</td>
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<td>EDA 545</td>
<td>Integrated Methods for the Content Area: Math, Social Studies, Language Arts, Science</td>
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<td>EDA 509</td>
<td>Content Area Studies</td>
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**Special Education Licensure**

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<td>EDS 501</td>
<td>Skills for the 21st Century Educator</td>
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<td>EDS 510</td>
<td>Introduction to Human Development and Learning</td>
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<td>EDS 515</td>
<td>Language Development &amp; Communication Disorders</td>
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<td>Systematic Phonics in the Integrated Language Arts</td>
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<td>EDS 523</td>
<td>Reading, Education, and Literacy Perspectives</td>
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<td>Addressing the Diverse Learner</td>
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<td>EDS 530</td>
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<td>Introduction to Special Education</td>
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<td>EDS 572</td>
<td>Advanced Intervention in Behavior and Assessment</td>
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<td>EDS 575</td>
<td>Intervention Specialist Block: Curriculum, Materials &amp; Methods</td>
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<td>EDS 525</td>
<td>Content Area Reading</td>
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<tr>
<td>EDS 576</td>
<td>Consultation &amp; Collaboration within School &amp; Community</td>
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**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...
This course orients apprentices to the range of diversity among learners. Diversities studied in the classroom curriculum will support a complex, literature-based curriculum. Topics covered might include specific literacy instructional strategies to use in reading in the content area; phonics instruction, the integration of phonics into the language arts program and strategies for applying these concepts. 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.

Reading and Assessment (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, EDA 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.

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. 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.

Reading in the Content Area (3 Credits)
Designed especially for Adolescent to Young Adult licensure apprentices, this course introduces reading theory with specific emphasis on strategies to use in reading in the content area.

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.

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.
specialist at their placement sites for lesson and unit planning, utilizing universal design and curriculum differentiation.

PROGRAMS FOR ADVANCED STUDIES IN EDUCATION (PASE)
The mission of the PASE program flows from a single perspective – developing a high level of professionalism among currently practicing teachers. In order to participate in any of the program areas, applicants must be currently employed as a teacher and have a current teaching certificate/license. Professionalism in the educational setting includes:

- The ability to effectively navigate difficult and ambiguous practical classroom situations from the perspective of deep theoretical and ethical insight
- A commitment to skillful leadership in the alignment of educational principles, organizational processes and personal values and behaviors for the benefit of students
- Critical, reasoned and reflective engagement and dialogue with other educational professionals on current important issues.

The major benefits of PASE are its cohort model through which classes are led by a highly qualified instructor one evening per week for the duration of the program with a wide variety of teachers who learn from and support each other through the program. Courses are completed in eight weeks, with breaks during summer and winter. Tuition has been reduced for area teachers. Usualine reserves the right to change the meeting time, day, and/or location due to any unforeseen or extenuating circumstances including building closings.

PROGRAM DESCRIPTIONS

K-12 Reading with Endorsement (30 credit hours in two years)
The Master of Arts degree with an emphasis in reading prepares currently licensed teachers for an endorsement in Reading and advanced curriculum studies in reading. Candidates experience a series of advanced courses in education and pedagogy as well as the 15-hour reading specialization.

The program includes a capstone experience, which requires candidates to write a proposal in the educational action research course in preparation for their final action research project in reading. A practicum is also required. The reading program area culminates in a 30 credit hour master’s degree.

Curriculum and Instruction (30 credit hours in two years)
The Master of Arts degree with an emphasis in C&I deepens the understanding of currently licensed teachers in matters of curriculum, instructional methodologies, student learning, professional development and leadership for student learning. Candidates in the program will have several opportunities to connect theory and practice as they work through the coursework. Candidates begin with three PASE core courses, which lay the foundation for advanced study in Curriculum and Instruction. The program ends with a culminating project, which requires candidates to write a proposal in the educational action research course in preparation for their final action research project in curriculum and instruction. The C&I program area culminates in a 30 credit hour 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 PASE program noted below.

1. Provide a copy of a current Ohio teaching certificate/license.
2. Provide a letter from the applicant’s administration and/or district human resource officer verifying active employment and positions.
3. Provide three letters of recommendation.

COURSES OF STUDY  CREDIT HOURS

K-12 Reading with Endorsement

Core Courses

PAS 500  Graduate Research & Writing  3

Core and Culminating Courses

PAS 565  Effective Learning Communities  3
PAS 566  Curriculum Fundamentals  3

Coursework Required for the Reading Endorsement

ERP 560  Phonics in the Integrated Language Arts (5 Field Hours)  3
ERP 501  Reading Education & Literacy Perspectives (30 Field Hours)  3
ERP 508  Content Area Reading (40 Field Hours)  3
ERP 545  Assessment, Diagnosis & Intervention of Reading Difficulties  3
ERP 565  Reading Practicum  3

Culminating Experience

PAS 560  Educational Action Research  3
PAS 590  Action Research Project  3

Curriculum and Instruction

Core Courses

PAS 500  Graduate Research and Writing  3
PAS 565  Effective Learning Communities  3
PAS 566  Curriculum Fundamentals  3

Coursework Required for Curriculum and Instruction

CIP 581  Teacher Leadership for Student Learning  3
CIP 580  Professional Development for 21st Century Skills  3
CIP 582  Improving Instructional Methodology  3
CIP 584  Data Analysis  3
CIP 583  Diversity in the Classroom  3

Culminating Experience

PAS 560  Educational Action Research  3
PAS 590  Action Research Project  3

Optional for those wishing to obtain reading endorsement:

ERP 565  Reading Practicum  3

COURSE DESCRIPTIONS

Core and Culminating Courses

PAS 500  Graduate Research & Writing Skills (3 Credits)

This course will focus on academic writing, beginning with what academic writers must do before they implement an action research project, such as: use libraries and learn research through the Internet to build a base of background knowledge, develop in-depth research questions, read and annotate discipline-specific text; evaluate, summarize, synthesize and analyze a range of print and electronic texts and focus knowledge and organize ideas. The course will invite candidates to consider the educational challenges of ESL students and focus their research on interventions for them. The course will also provide an introduction to the literature review process, beginning with reading quality literature reviews in preparation for developing one’s own. This course’s mini-research assignments will afford candidates opportunities to master academic writing in preparation for the required action research-based culminating project.

PAS 560  Educational Action Research (3 Credits)

Action research serves as a context for personal and professional reflection and the use of interventions to increase student learning. The course examines action research, collaborative inquiry and leadership within individual classroom, team, school, professional or community contexts. The course is designed to enable participants to carry out an action inquiry, to understand the fundamental principles of action research and to locate the significance of the
approach in everyday practice and educational policy. A major part of the course work involves developing an action research project proposal in one’s own practice or in conjunction with practitioners in the field. The course will engage the participants in systematic reflective qualitative inquiry into their own practice: framing appropriate questions, creating a methodology, gathering and interpreting data, and analyzing data. Candidates will learn about action research by doing it and by reading examples of action research. This course is a pre-requisite for PAS 590, at which time the candidate will gather, interpret, analyze and formally present their data to members of the PASE faculty.

PAS 565 Effective Learning Communities (3 Credits)
This course explores the professional development of education professionals within the context of school-based learning communities such as Effective Schools, Professional Learning Communities, and Working on the Work Schools. Candidates will explore the concept of emotional intelligence, personal strength profiles, and group dynamics as factors contributing to the success of learning communities. National and state professional development standards will be explored along with their emphasis on improved student achievement as the measure of quality professional development. Candidates will explore the notion of teacher leadership within the professional learning community.

PAS 566 Curriculum Fundamentals (3 Credits)
This course is designed to introduce program candidates to the fundamentals of curriculum work. Candidates will study how these fundamentals are applied to three interrelated problem-solving paradigms:
- **Standardized Management:** The context of this paradigm has a sole, unified focus on standardized test performances enforced by State accountability mandates and Federal directives from No Child Left Behind.
- **Constructivist Best Practice:** The context of this curricular practice begins with the individual needs of students. Performances of subject matter understanding are informed by traditions of disciplinary knowing without the inclusion of standardized test performances.
- **Seamless Curriculum:** The focus of this curricular design is on the alignment of standards, content, assessment and instructional strategies.

Candidates will learn that the three paradigms address curriculum fundamentals in different ways, and will be required to demonstrate their understanding of effective curriculum development through two assignments. The first is a critique of current best practices in curriculum development and design. The second is the development of a unit plan which incorporates the best practices of curricular implementation. The program candidates will learn the importance of collaboration, communication and consensus in the development of an effective curricular plan. The candidates will learn the impact of project-based learning on the development of the necessary skills for the 21st century. The program candidates will learn the importance of formative and summative assessment in the curricular evaluation process.

PAS 590 Action Research Project (3 Credits)
This course is the second phase of the Educational Action Research course in which candidates prepared a research project proposal. Candidates will review and refine the project proposal followed by the implementation of the project methodology, data collection and analysis and a summary of the project’s findings. Candidates will present their project before faculty and colleagues. A grade of B or higher is required for the successful completion of this required course.

Reading Courses
ERP 501 Reading Education & Literacy Perspectives (30 Field hours) (3 Credits)
This course introduces candidates to an advanced examination of methods and techniques for instructional planning and classroom organization based on the historical, educational and individual learning perspectives of literacy development. Changes in literacy definition, the theoretical framework of literacy acquisition and development and literacy as a social construct form the basis of research and implementation.

ERP 508 Content Area Reading (40 Field hours) (3 Credits)
This course explores an analysis of the characteristics of content area texts, and application of strategies that enable students to build meaning, concept development through text materials, the use of reading as a vehicle for learning and models for acquiring declarative and procedural knowledge in the content areas.

ERP 545 Assessment, Diagnosis & Intervention of Reading Difficulties (3 Credits)
In this course candidates will explore the following concepts and principles of developmental assessment both formative and summative including instruments, interpretation, parent conferences, and referrals to community agencies. The selection and use of informal and formal assessment instruments with special concern for cultural sensitivity, family involvement, communication of results, and adaptation for special needs are addressed.

ERP 560 Phonics in the Integrated Language Arts (10 Field hours) (3 Credits)
This course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and within meaning-centered reading, spelling and writing processes. Current research regarding phonics instruction is explored and the findings of that research applied to the integration of the language arts program.

ERP 565 Reading Practicum (3 Credits)
This course provides candidates a synthesis of the processes and procedures of reading diagnosis and the application of assessment findings to instruction. Candidates develop skill in observing, analyzing and interpreting reading behavior, designing intervention plans for instruction and articulating professional judgments to various constituents. Candidates are required to work one-on-one with a young reader to practice advanced techniques of diagnosis and intervention.

Curriculum & Instruction Courses
CIP 580 Professional Development for 21st Century Skills (3 Credits)
This course explores the nature of professional development that empowers educators to teach their students the skills they need for the 21st century. Candidates learn the nature of 21st century skills and the standards for professional development that empower teachers to help students learn these skills. Candidates assess their schools to determine how aligned the school’s professional development is to the standards set forth for 21st century professional development. Candidates create a professional development design for their school based on the school’s needs and standards of professional development for 21st century student learning.

CIP 581 Teacher Leadership for Student Learning (3 Credits)
This course examines the role of teacher leadership and its effect on student achievement. This course is designed for experienced classroom teachers who wish to develop knowledge and skills that will allow them to take a more active professional leadership role. The underlying premise is that classroom teachers must be on the front line of creating the vision for the future that will lead to significant and lasting school reform.

CIP 582 Improving Instructional Methodology (3 Credits)
This course explores the nature and use of professional inquiry to improve student learning. Participants will engage in cycles of inquiry to critically examine best practices that may be used over time to deepen student understanding and increase student achievement.

CIP 583 Diversity in the Classroom (3 Credits)
Candidates will survey and analyze current philosophies of multicultural education, critical pedagogy, diversity and pluralism in American society with an emphasis on how teachers can make their classrooms into effective learning communities. This course is closely aligned with the Ohio Standards for the Teaching Profession. The course objectives will be met through readings, discussions, viewing of pertinent videos, workbook activities, lectures, simulations, small group work and reflections.
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 education degree programs.

**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

<table>
<thead>
<tr>
<th>Foundation Courses (9 Credit hours)</th>
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<tbody>
<tr>
<td>MAHIP 589  Foundations in Preserving Cultural Memory</td>
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<td>MAHIP 500  Research Methods in History and Historic Preservation I</td>
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<td>MAHIP 504  Survey and Nomination</td>
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<tr>
<th>Bridge Courses (18 Credit hours)</th>
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<tr>
<td>HIP 425/525  Documenting and Recording Historic Properties</td>
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<td>HIP 450/550  Issues and Ethics in Preserving Cultural Memory</td>
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<td>HIP 455/555  Preservation Law</td>
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<td>HIP 470/570  Adaptive Reuse</td>
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<th>Capstone Courses (15 Credit hours)</th>
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<tr>
<td>MAHIP 501  Methods II</td>
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<tr>
<td>Additional courses may be added as needed</td>
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<td>MAHIP 502  Grant Writing</td>
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<td>MAHIP 600  Thesis I</td>
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<td>MAHIP 601  Thesis II</td>
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<tr>
<td>Elective Class/Internship/Independent Study</td>
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### 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 500, 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 501h Heritage Writing Methods Practicum
- MAHIP 501i Heritage Interpretation Methods Practicum
- MAHIP 501m Museum Methods Practicum
- MAHIP 501o Oral History Methods Practicum
- MAHIP 501p Methods of Prospectus Preparation
- MAHIP 501ps Methods of Primary Source Research
- MAHIP 501r Archival Methods Practicum
- MAHIP 501v 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 600/601 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.

**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 Program (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

- MLS 501 Introduction to Liberal Studies (3 Credits)
- MLS 502 Values and Their Expressions (3 Credits)
- MLS 598 Capstone Tutorial I (3 Credits)
- MLS 599 Capstone Tutorial II (3 Credits)
- MLS 597 The MALS Essay (3 Credits)

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 Art Therapy.)

- MLS 503 Cultural Literacy (3 Credits)
- MLS 505 Multiculturalism and American Values (3 Credits)
- MLS 506 End of Life issues and the Catholic Church (3 Credits)
- MLS 507 Men and Women: History of Costume, Gender, and Power (3 Credits)
- MLS 508 The American Cinema Since World War II (3 Credits)
- MLS 509 Transcultural Health Care Issues (3 Credits)
- MLS 510 U.S. Civil War: Present Day Implications (3 Credits)
- MLS 512 The Drug Culture in American Society (3 Credits)
- MLS 514 The Built Environment: Inside (3 Credits)
- MLS 515 Social Justice from a Christian Perspective (3 Credits)

- MLS 516 Values in Italian and Italian-American Movies of the Neorealist and Post-Neorealist Era: Portrayal of Woman (3 Credits)
- MLS 518 Family: A Christian Social Perspective (3 Credits)
- MLS 519 The Novel as Nexus for Cross Cultural Values (3 Credits)
- MLS 556 Women and Leadership (3 Credits)
- MLS 588 Special Topics/Readings (1, 2, or 3 Credits)
- MLS 589 Independent Study (1, 2, or 3 Credits)

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 1990s 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
This course seeks to introduce the students to teachings of Christianity on the family. This course is cross-listed with the Masters in Theological and Pastoral Studies program.

This course introduces students to cinematography and cineliteracy structured around the realism-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.

This course introduces the student to the social teaching tradition of the Catholic Church, as reflected in the furnishings and objects found and used inside the built environment. Cities, their physical plans and individual structures – residential dwellings, public places, and commercial buildings – embody the values of the society which 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.

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 which 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.

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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 every one week per week using an accelerated five-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 one course every five 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; marketing and communications management; and financial planning and accounting. 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 five 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 one course at a time during a five week session, with the exception of one mini-term per semester in which students take two courses. When students are required to take two courses at a time, then one course is a hybrid and the other online. 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 each student with more time to invest in completing course 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, including course descriptions is located on Ursuline’s web site and in the Graduate School catalog.

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; 2) health services; 3) marketing and communications; and 4) financial planning and accounting. The most distinguishing feature of Ursuline’s concentration areas is the integrated, cross-disciplinary design feature. This feature provides graduates of the program with a competitive career advantage in the field of leadership and management.

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.

4) **Financial Planning and Accounting**: The integrated concentration area of financial planning and accounting is primarily designed for individuals who want to pursue a career in the financial management area or for those individuals who want to eventually pursue professional licensure as a Certified Financial Planner (CFP) and/or Certified Public Accountant (CPA). This concentration is an important area to study even if students do not want to pursue the CFP or CPA professional certifications because of the increasing employment opportunities in the area of financial services and financial management. Completion of the concentration in financial planning and accounting will help prepare individuals for a variety of career options, such as: a personal financial advisor, a financial analyst, a financial advisor, a credit analyst, a portfolio manager, a risk analyst, an investment analyst, a tax planning advisor, a financial specialist or financial manager.

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### Course Requirements and Recommended Course Sequence (36 Credit Hours)

#### Option One: MBA Degree > Concentration in Management

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
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<tr>
<td>MBA 561: Financial Reporting and Statement Analysis</td>
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<tr>
<td>MBA 641: Labor Relations and Compensation</td>
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<tr>
<td>MBA 642: Economics and Finance in Health Services Management</td>
<td>3</td>
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<tr>
<td>MBA 664: Project Quality and Resource Management</td>
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<td>MBA 665: Project Communications and Risk Management</td>
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<tr>
<td>MBA 666: Project Procurement and Professional Responsibilities</td>
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<tr>
<td>MBA 651: Strategic Management</td>
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#### Option Two: MBA Degree > Concentration in Health Services Management

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<td>MBA 571: Management Accounting and Professional Ethics</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>MBA 633: Management and Marketing Innovations</td>
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<tr>
<td>MBA 634: Ethical and Legal Issues in Business</td>
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<td>MBA 631: Global Marketing</td>
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#### Option Three: MBA Degree > Concentration in Marketing and Communications Management

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<tr>
<td>MBA 562: Financial Management</td>
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<tr>
<td>MBA 601: Marketing and E-Commerce</td>
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6. MBA 601: Marketing and E-Commerce 3
or MBA 631: Global Marketing 3
7. MBA 602: Operations Management 3
8. MBA 512: The Economics of Strategy 3
9. MBA 632: Managing Creative People 3
or MBA 633: Management and Marketing Innovations 3
10. MBA 634: Ethical and Legal Issues in Business 3
or MBA 635: Communication Strategies for a Global Marketplace 3
or MBA 603: International Business and Globalization 3
11. MBA 651: Strategic Management 3

Option Four: MBA Degree > Concentration in Financial Planning and Accounting

Course Requirements and Recommended Course Sequence (36 Credit Hours)
1. MBA 501: Leadership Issues in Management 3
2. MBA 512: The Economics of Strategy 3
or MBA 554: Integrated Project Management 3
3. MBA 561: Financial Reporting and Statement Analysis 3
or MBA 511: Fundamentals of Financial Accounting: Theory and Research 3
4. MBA 571: Management Accounting and Professional Ethics 3
5. MBA 562: Financial Management 3
or MBA 624: Investment Planning 3
6. MBA 601: Marketing and E-Commerce 3
or MBA 631: Global Marketing 3
7. MBA 602: Operations Management 3
9. MBA 622: Risk Management and Insurance Planning 3
10. MBA 623: Retirement Planning 3
11. MBA 625: Tax Planning 3
12. MBA 651: Strategic Management 3

Online MBA Program Curriculum
(Admission Requirements same as Evening Program Requirements)

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

COURSE OF STUDY CREDIT HOURS
1. MBA 501: Leadership Issues in Management 3
2. MBA 512: The Economics of Strategy 3
3. MBA 554: Integrated Project Management 3
or MBA 502: Organizations as Systems 3
4. MBA 561: Financial Reporting and Statement Analysis 3
or MBA 511: Fundamentals of Financial Accounting (Required course for students who do not meet the 561 course prerequisites) 3
5. MBA 571: Management Accounting and Professional Ethics 3
6. MBA 601: Marketing and E-Commerce 3
or MBA 631: Global Marketing 3
7. MBA 602: Operations Management 3
8. MBA 632: Managing Creative People 3
or MBA 633 Management and Marketing Innovations 3
9. MBA 603: International Business and Globalization 3
10. MBA 669: Ethical and Entrepreneurial Leadership 3
11. MBA 651: Strategic Management 3

Bridge Program

BRIDGE PROGRAM - GRADUATE BUSINESS
The 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 at Ursuline College and have completed approximately 90 hours toward the bachelor's degree
• 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 which includes three letters of recommendation and a brief essay on reasons for interest in pursuing a graduate business degree (500 to 700 words).

Upon receipt of the admission related documents, 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. 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 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 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 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 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. Prerequisites: MBA 501 or 502; and 511 or 561; or permission of instructor.
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 benefits, 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

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 fundamentals of marketing and its management in competitive global environments and diverse national economies are discussed. Major topics to be covered include: the 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 innovations. 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. Prerequisites: MBA 501 or 502; or permission of instructor.

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; or permission of instructor; OR MBA 671: Research Projects (for MSN-DNP students)

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 policies; 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 534; 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)

BUSINESS FACULTY
Anne Murphy Brown, J.D.
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Associate Professor of Legal Studies and MBA
J.D., University of Illinois
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Ph.D., Pennsylvania State University
M.S., Pennsylvania State University
B.A., Pennsylvania State University

Anthony Cafarella, Ph.D.
Associate Professor of Business
Ph.D., Cleveland State University
M.P.A., Cleveland State University
B.S.S.W., Ohio State University
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MM 610</td>
<td>Foundations of Theology</td>
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<tr>
<td>MM 610A</td>
<td>Pastoral Leadership</td>
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<td>MM 641</td>
<td>Christian Scriptures</td>
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<tr>
<td>MM 642</td>
<td>Hebrew Scriptures</td>
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<td>MM 643</td>
<td>Pastoral Care and Counseling I</td>
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<td>MM 644</td>
<td>Liturgy and Sacraments</td>
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</tr>
<tr>
<td>MM 700</td>
<td>Final Integration Project</td>
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Specialization Core Requirements (6 credits)

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<tr>
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<tr>
<td>MM 654</td>
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<tr>
<td>MM 655</td>
<td>Pastoral Care and Counseling II</td>
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Dedicated Electives (9 credits)

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<thead>
<tr>
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<tr>
<td>MM 661</td>
<td>Christology</td>
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<tr>
<td>MM 662</td>
<td>Christian Anthropology</td>
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<tr>
<td>MM 663</td>
<td>Ecclesiology</td>
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<table>
<thead>
<tr>
<th>History</th>
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<tbody>
<tr>
<td>MM 670</td>
<td>Church History</td>
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<tr>
<td>MM 671</td>
<td>History of the Ecumenical Movement</td>
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<tr>
<th>Ethics</th>
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<tbody>
<tr>
<td>MM 680</td>
<td>Social Justice</td>
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<tr>
<td>MM 681</td>
<td>Moral Theology</td>
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<table>
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<tr>
<th>General Electives</th>
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<th>2 credits of the following:</th>
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<tbody>
<tr>
<td>MM 601w</td>
<td>Annual Workshop</td>
<td>1</td>
</tr>
<tr>
<td>MM 611</td>
<td>Palliative Care</td>
<td>2</td>
</tr>
<tr>
<td>MM 682</td>
<td>Canon Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Other electives are offered on a rotating basis 1, 2, or 3

COURSE DESCRIPTIONS

MM 610 Foundations of Theology (3 Credits)

This course is designed to provide students with an introduction to the academic study of theology, as well as to the discipline of theological reflection. The course serves as an orientation to the graduate program in Theological and Pastoral Studies, acquainting its students with the program’s philosophy, content and methodology, and with its academic resources. This course also provides students with a solid academic foundation upon which to build as they pursue a graduate degree in Theological and Pastoral Studies. Topics covered include the following areas: theological method, scripture and tradition, Revelation, Christian Anthropology, Christology, ecclesiology, and sacramental theology. The course provides students with exposure to the primary writings as well as to secondary interpretations of a number of key contemporary theologians.
MM 610A Pastoral Leadership (1 Credit)
Leadership in a ministry setting often involves administration, financial management and leadership of prayer. This course addresses the larger context of mission and integrates the practice of several key leadership skills into the course work.

MM 641 The Christian Scriptures (3 Credits)
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 654 Ministry and Spirituality (3 Credits)
This course will explore how the primary responsibilities of the minister are inextricably tied to the minister's spiritual life, namely her/his struggle to live in the light of the Gospel. It will trace the history of spirituality that underlies contemporary ministry in the church through a discussion of the following themes: scripture, journeying, contemplation and lectio divina, asceticism, mysticism, solitude and community, friendship and Eucharist.

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 657 Biblical Studies (3 Credits)
This course will explore how the primary responsibilities of the minister are inextricably tied to the minister's spiritual life, namely her/his struggle to live in the light of the Gospel. It will trace the history of spirituality that underlies contemporary ministry in the church through a discussion of the following themes: scripture, journeying, contemplation and lectio divina, asceticism, mysticism, solitude and community, friendship and Eucharist.

MM 661 Christology (3 Credits)
This theological study of the person, mission and ministry of Jesus will begin with testimony of the Christian scriptures and continue throughout the historical developments that shaped the classical formulations of Jesus' identity and the Church's faith. Contemporary thought from liberationist, feminist and global perspectives will also be included. Throughout the course the implications for ministry will be sought.

MM 662 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.

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 unencumbered licensure or eligibility for licensure as a registered nurse in Ohio.
6. A minimum of one year work experience as a registered nurse.

COURSE OF STUDY CREDIT HOURS

Core Courses (26 Credit Hours)
NR 532 Introduction to Evidence Based Practice 3
NR 533 Application of Evidence Based Practice 3
NR 535 Health Care Informatics 2
NR 540 Advanced Physiology/Pathology 3
NR 541 Advanced Health Assessment 3
NR 542 Advanced Pharmacology 4
NR 620 Health Promotion, Maintenance, and Restoration 3
NR 650a Health Care Policies 1
NR 650b Health Care Organizations and Finance 1
NR 650c Advanced Practice Ethical and Legal Responsibilities 1
NR 650d Advanced Practice Roles and Responsibilities with Social Justice (Diversity) and a Culminating Project 2

Adult-Gerontology Primary Care Nurse Practitioner (39 Credits Total)
An Adult-Gerontology Primary Care Nurse Practitioner (AGNP) provides primary care either independently or as part of an adult care team. There is an emphasis on health maintenance, disease prevention, counseling, and patient education. In addition to the core courses listed above, the courses for the AGNP are as follows:
NR 615 Advanced Diagnostics 3
NR 636 Adult Health Disease Management 3
NR 635 Focused Populations: Gender Specific Health Issues, Geriatrics, and Adolescents 3
NR 616, 617, 618, 619 Clinical Management Courses/Practicum 4

Family Nurse Practitioner (43 Credits Total)
The Family Nurse Practitioner (FNP) track builds on the content from the Adult-Gerontology 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:
NR 638 Pediatrics with Clinicals 4

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:
NR 601 Adult-Gerontology Health Management 3
NR 636 Adult Health Disease Management 3
NR 640 Teaching and Evaluation 3
NR 611, 612, 613, 614 Clinical Care Management/Practicum 4

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

Palliative Care as a Subspecialty
NR 633 Foundations of Palliative Care with clinical hours 4

Post Master’s Certificate of Completion in Palliative Care
NR 633 Foundations of Palliative Care (Post MSN only) 4

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 is listed below:
NR 639 Curriculum 3
NR 640 Teaching and Evaluation 3
NR 641 Teaching Practicum 3
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 health promotion strategies, differential diagnoses and advanced practice nursing 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 pharmacological 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 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 management 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, care 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 health promotion 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, andbereavement 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 progress 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
ACTIONS 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 week 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>
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<tr>
<th>CORE COURSES</th>
<th>CREDIT HOURS</th>
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<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>
</tr>
<tr>
<td>NR 703 Epidemiology for Population Health</td>
<td>3</td>
</tr>
<tr>
<td>NR 704 Analysis of Evidence for Advanced Nursing Practice</td>
<td>3</td>
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<tr>
<td>NR 705 Methods for Conducting Evidence-Based Projects</td>
<td>3</td>
</tr>
<tr>
<td>NR 706 Advanced Healthcare Management &amp; Policy</td>
<td>3</td>
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<tr>
<td>NR 707 Interdisciplinary Organizational leadership</td>
<td>3</td>
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<tr>
<td>NR 708 Advanced Healthcare Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NR 709 Evaluation Strategies for Quality Improvement</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>NR 801 CAPSTONE Project Proposal/DNP Residency</td>
<td>2</td>
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<tr>
<td>NR 802 CAPSTONE Project Implementation/DNP Residency</td>
<td>2</td>
</tr>
<tr>
<td>NR 803 CAPSTONE Project Dissemination/DNP Residency</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
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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, and 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 credits)
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: sampling 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: Prerequisite/Co-requisite Courses: NR 704, NR 709

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 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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