

2024-2025

Graduate

Course Catalog



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Ursuline College 

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## HISTORY, MISSION, AND PHILOSOPHY

### HISTORY, MISSION, AND PHILOSOPHY

#### URSULINE SPONSORSHIP STATEMENT

Though Ursuline College is organized as a private corporation with its own independent Board of Trustees, the institution maintains close ties to its founding religious congregation, the Ursuline Sisters of Cleveland. This relationship is formally acknowledged through a sponsorship arrangement whereby the religious congregation engages in ongoing interactions with members of the College community. The following statement expresses the characteristics of this relationship.

The Ursuline Sisters of Cleveland, Ohio, are committed to the transformation of society by spreading the Gospel message of Jesus Christ. Acting as God's instruments we reconcile and empower others to be Good News for all God's people, giving special emphasis to families, women, the economically poor, and the powerless. We stand as a sign of hope and healing in our world.

True to St. Angela's charism to be open to the Spirit, dynamically adaptable to society's changing needs and sensitive to women's needs, we see our individual ministries as well as our service in sponsored institutions as characterized by the Gospel values of:

#### Contemplation:

- Grounding our ministry in prayer
- Fostering a contemplative stance toward life
- Faith-sharing of common vision

#### Justice:

- Ministering with and to the poor and powerless
- Initiating and/or influencing systemic change
- Collaborating with others in ministry
- Using resources responsibly

#### Compassion:

- Sharing our love of God through an openness to others and their needs
- Supporting others in developing a sense of self-worth
- Reverencing the dignity of each person
- Extending hospitality

## HISTORY, MISSION, AND PHILOSOPHY

### HISTORY OF URSULINE COLLEGE

The heritage of Ursuline College, a Catholic liberal arts institution, dates back to 1535 when Angela Merici founded a community of religious women unique for its integration of contemplation and service and for its flexible adaptation to the changing circumstances of time and place. Angela and her companions were known as Ursulines. Together they strove to revitalize a decadent society through an educational endeavor unheard of up to that time, the education of young girls. In 1850 the charism and mission of Saint Angela were brought to Cleveland by Ursulines from France. Remaining true to the vision of their foundress, the Ursuline Nuns in the person of Mother Mary of the Annunciation Beaumont in 1871 obtained a charter from the state to establish the first women's college in Ohio and to "confer all such degrees and honors as are conferred by colleges and universities in the United States." Begun as an undergraduate institution for young women, the college has maintained its emphasis on the baccalaureate degree but has more recently developed graduate programs. Today, supported by the commitment of the Ursuline Nuns of Cleveland, Ursuline College's primary thrust remains the education of women and men for roles of responsibility and leadership in society.

### MISSION

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

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

### VISION STATEMENT

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

### CORE VALUES

#### Student Focus

- Demonstrate that students are our priority
- Support student learning
- Measure our success by the success of each student

## HISTORY, MISSION, AND PHILOSOPHY

- Empower students to take responsibility for their own education and future

### Spirituality

- Balance action with contemplation
- Develop awareness of spirituality, faith, and religion
- Increase awareness and clarity about personal and professional values
- Leave the world a better place

### Respect

- Demonstrate dignity and respect for everyone
- Value, trust, and help each other
- Strive for justice and fairness in all relationships
- Recognize and acknowledge achievement on every level

### Collaboration

- Involve others to multiply effectiveness
- Achieve goals through productive cooperation in the college and world community
- Appreciate synergy that comes with involvement from multiple perspectives
- Model collaboration in all of our activities and endeavors.

## PHILOSOPHY OF URSULINE COLLEGE

Ursuline College helps students to achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching.

In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus, a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared



## HISTORY, MISSION, AND PHILOSOPHY

responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

Acknowledging that the liberal arts are life arts, we help students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. Our career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

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

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

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

## INSTITUTIONAL LEARNING OUTCOMES

Communicate effectively across multiple domains, with appropriate expressive (e.g., writing, speaking) and receptive (e.g., reading, listening) skills.

Display mastery of the content and skills required by one's academic program(s), to achieve a foundation for professional excellence.

Analyze and synthesize information and apply critical thinking skills to solve difficult problems.

Make decisions based on evidence in the context of one's own system of values.

Work collaboratively with others while demonstrating a respect for diversity.

Take responsibility for improving society by demonstrating moral and ethical leadership in pursuit of the common good.

## CAMPUS AND AUXILIARY OFFICES

### CAMPUS AND AUXILIARY OFFICES

#### CAMPUS

Ursuline College's location offers students benefits on two levels: first, life on a beautiful, suburban campus, and second, the cultural and social advantages of a major American city. Located in Pepper Pike with easy access to the Ohio Turnpike and Interstate 271 (Cedar-Brainard interchange), the College is a one-half hour driving time from Akron and Cleveland; one hour from Youngstown; less than two hours from Erie, Pennsylvania; and three hours from Columbus and Pittsburgh. For commuting students, bus service (RTA terminus number 32) originates at the University-Cedar Station of the Cleveland Rapid Transit, with stops on Cedar Road for cross town transfers between the station and the campus. Out-of-town students may take advantage of rapid-transit service from Cleveland-Hopkins International Airport to the downtown area.

The center of Cleveland is home to The Theater District, a complex of theaters that sponsor plays, opera, and musical productions; two stadiums and an arena for major athletic events; world-renowned medical institutions; the Great Lakes Science Museum; the Rock and Roll Hall of Fame; the Greater Cleveland Aquarium; Cleveland Metroparks, an extensive system of nature preserves and trails inland and on the Lake Erie shore; and the Cleveland Metroparks Zoo. The Cleveland Public Library is one of the largest public libraries in the country. The Cleveland Playhouse, noted as one of the oldest resident regional theaters in the country, operates three theaters that attract professional actors and actresses. Karamu House, a unique interracial community institution, is a center for art, music, and theater groups.

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

#### BUILDINGS

**Bishop Anthony M. Pilla Student Learning Center and Student Union (PC)** is the main classroom building as well as the home of the bookstore, 2nd floor student lounge the Piazza Libera, student and College community dining facilities, the Psychology Department, and the Women's Center. It is also home to the following Student Affairs offices: The Vice President for Student Affairs, Career Services, Student Activities, Residence Life, the Commencement Coordinator and Executive Administrator for Student



## CAMPUS AND AUXILIARY OFFICES

Affairs, Office of Diversity, International Student Coordinator, and the Coordinator of First-Year Experience, Orientation, and Student Engagement.

**Joseph J. Mullen Academic Center (MU)** provides classrooms, administrative and faculty offices, Student Services Center, the Commuter Lounge, St. Angela Chapel, the Little Theater, the Wasmer Gallery, the Office of Diversity, The Counseling Services and Disability Services Suite and computer labs.

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

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

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

**Gladys Murphy Residence Hall** is adjacent to Grace Hall. It contains 20 double rooms, 10 single rooms, and 2 single Resident Assistant rooms. There are lounges on two floors, laundry facilities on all three floors, a kitchen on the ground level, and a computer lab. Computer drops are provided in each room, and there is WIFI access.

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

The **Learning Commons**, located on the main floor of the Library, is home to Instructional Design & Technology, IT Service Desk, Research Services, Tutoring & Supplemental Instruction, and Academic Advising. Flexible study and group meeting spaces are available, along with a computer lab. A café is also located in this area for a quick meal or beverage.

The **Audio-Visual Services Department**, located on the lower level of the Library, provides viewing carrels, AV equipment, and the collection of audio-visual materials (with limited circulation). Media items can be viewed, and equipment can be borrowed by advance reservation when the AV Department is closed. The Audio and Video Creation stations are found around the corner from the AV Department. There is a student Snack Area and "play" lounge outside the AV Department, for student relaxation.

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

## CAMPUS AND AUXILIARY OFFICES

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

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

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

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

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

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

See ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES in the Academic Support Services Section.

## ALUMNAE/i

The Mission of the Alumnae/i Association of St. John~Ursuline College is to represent the interests and needs of our diverse alumnae/i by affirming the mission, history, traditions and excellence of the College through innovative programs and services to strengthen alumnae/i ties and encourage lifelong support of the College. The Association's advisory board is a dedicated group that promotes continued affiliation with the College by sponsoring throughout the year, events focused on the social, professional, spiritual, and educational development of both alums and students. In addition, the Association partners with a variety of academic departments to provide continuing enrichment activities.

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

Each year the Association honors both alumnae/i and students. The Gonzaga Medal, named in honor of Sr. M. Gonzaga Haessly, OSU, is awarded to a senior student considered to best exemplify the personal qualities of refinement, dignity, integrity and sincere concern for others. The recipient is chosen from nominations submitted by faculty, staff and fellow seniors. The Association honors alumnae/i with a number of awards each year including: the Amadeus Rappe Award, Crystal Award and the Rising Arrow Award. These recipients are chosen from nominations submitted by faculty, staff & fellow alums.

## CAMPUS AND AUXILIARY OFFICES

Alumnae/i and friends receive the College Magazine, *Voices*, which includes updates on the College and other alums, invitations to events and programs, and notices regarding services available to alums. In order to receive this information, the Alumnae/i Office must have current contact information for graduates. Alums can update their information by phone, email or via the alumnae/i section of the Ursuline College website. The website is also a reliable source for event/activity information and general updates.

### Alumnae/i Office:

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

Phone: 440-646-8370

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

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

Address files and pertinent data on our alums are maintained by the Alumnae/i Office and remain confidential.

## ATHLETICS

The Arrows compete in volleyball, basketball, golf, soccer, softball, tennis, cross country, track/field, lacrosse, and bowling. The Athletic Department is a NCAA Division II member that competes in the Great Midwest Athletic Conference. The department prides itself in having an experienced coaching staff that understands and is committed to the balance between academics and athletics. In 2015 the Sr. Diana Stano Athletic Center was built. It houses the John P. Murphy Foundation Fitness Center, the Jane & Lee Seidman Gymnasium, a training room, film room, two conference rooms, multiple locker rooms, and the St. Joseph Athletic Office Suite where all the athletic staff and coaches are housed.

The Athletic Center, fields, and tennis courts serve as the home sites for the Arrows. The gym and tennis courts are available for student, staff and faculty use when not being used for athletic events. The fitness center is open for use by students, staff and faculty during open hours after signing a waiver. All information regarding use of facilities can be found on the athletic website [www.ursulinearrows.com](http://www.ursulinearrows.com).

## BOOKSTORE

The Ursuline Bookstore, operated by the Follett Higher Education Group and located in the Pilla Center, carries textbooks, course supplies, Ursuline imprinted clothing and gift items, and convenience items. Standard operating hours during the academic year are:

- Monday through Thursday - 9:00 am - 4:00 pm Friday - 9:00 am - 1:00 pm
- Saturday - Closed Sunday - Closed
- Hours adjusted as needed for back to school, breaks and summer

## CAMPUS AND AUXILIARY OFFICES

Faculty are responsible for choosing textbooks, but prices of the books are determined by the publishers. Textbooks are arranged by department and course for self-service, but the bookstore staff is available to assist you. Students may also use Follett's online ordering system for convenience: [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com). Phone: 440-449-5368.

Books may also be purchased or rented (where applicable) online at [www.ursuline.bkstr.com](http://www.ursuline.bkstr.com). Books ordered on the website can be shipped directly to your home or held at the store for future pick up. Any refund requests after the first week of the semester MUST be accompanied by the receipt and written proof that you have dropped or withdrawn from the course. Payment for purchases may be made through personal checks to Ursuline Bookstore or through Master Card, Visa, Discover, or American Express (No phone orders allowed). Students eligible for financial aid may use those funds at the bookstore by obtaining a book voucher from the Student Service Center before coming to the store to purchase books; any balance after the book voucher has to be paid in full by student.

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

## CAMPUS MINISTRY

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

The Office of Campus Ministry is in Pilla 204. The St. Angela Chapel is located on the ground floor of Mullen, next to the Wasmer Art Gallery. Catholic Mass is celebrated every Tuesday at 4:00 pm. On Sunday nights the college community joins with the community at Notre Dame College for 8pm mass. Students may drive on their own or reserve a space in the van by contacting Campus Ministry before 5pm on Sunday. The Director of Campus Ministry can be reached at 440-646-8337.

## CAMPUS AND AUXILIARY OFFICES

### Contemplation

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

### Justice

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

### Compassion

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

## COUNSELING

Ursuline's Office of Counseling Services provides an intake assessment and personal counseling by licensed clinicians. All counseling services are private, confidential, and at no additional charge. Should the assessment process determine that your mental health needs require more intensive treatment or a specialized approach to wellness, the clinicians will make community referrals in an attempt to best meet student needs. Offices are in Mullen 130. Counseling Services. Information for Counseling Services, can be found at:

[https://my.ursuline.edu/ICS/Campus\\_Life/Counseling\\_Services.jnz?portlet=Counseling\\_Services](https://my.ursuline.edu/ICS/Campus_Life/Counseling_Services.jnz?portlet=Counseling_Services).

## CAREER SERVICES

The College partners with the experts at Future Plans to provide assessment, coaching, and the ability to earn certification in key professional skills.

The assessment matches your aptitudes, values, interests and personality with high-demand careers. You'll meet one-on-one with a Career Coach consultant who will help you understand assessment results and explore possible career paths. This data will be shared with academic advisors, coaches and other campus leaders who will support you in being intentional about planning your future.

You will enroll in up to five online professional skills certification courses. Successful completion of these will result in certification in each area, providing employers with evidence of your preparation for the work world.

## CAMPUS AND AUXILIARY OFFICES

The assessments, coaching and skills certification complement existing resources, including academic advising services and your access to a database of job opportunities.

Career Services at Ursuline are available to students in all years and at all levels. The Office of Career Services is in the Student Affairs Center on the second floor of Pilla.

### FOOD SERVICE

The dining hall facility is located in the Bishop Anthony M. Pilla Student Learning Center, our student union. Besse Bites is the cafe in the Besse Library where student are able to purchase snacks and beverages.

Commuters, faculty, administrators, staff, friends, and family are welcome to enjoy the dining facilities. Resident students are required to purchase a meal plan. Hours of service can be found at the Food Court entrance (across from the Bookstore) and on the College website.

### OFFICE OF DIVERSITY

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

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

The Office of Diversity is located in Pilla Center. Contact 440-684-6085 for further information or to arrange an appointment.

### INFORMATION TECHNOLOGY

Ursuline College prioritizes providing students with easy to use and up to date technology to support your educational goals. The following sections outline some of the resources available to you, more details can be found online.



## CAMPUS AND AUXILIARY OFFICES

### MyUrsuline

MyUrsuline is the central hub where you can find links to all other systems, news and upcoming events, your grades, and more. Whether you need to see the menu for Metz Café, or you are looking for a writing tutor, MyUrsuline should always be your first stop.

To access MyUrsuline, visit the “Student Login” link at the bottom of the Ursuline College website at <https://www.ursuline.edu> or go directly to <https://my.ursuline.edu>.

Once logged in, you will see links to different systems and services on the left-hand side of the page. Click on the desired link and you will be directed and logged-in automatically to the system.

### Desire2Learn

Desire2Learn (D2L) is Ursuline College’s Learning Management System where your instructors post their syllabi, course materials, and grade books.

You can access D2L by logging in to MyUrsuline and click on the “Desire2Learn” link under the “Quick Links” section located on the left-hand side of the page. You can also log-in directly by navigating to: <https://ursuline.desire2learn.com>

It is important to check D2L frequently, but you will not have access to D2L until your first course is active.

### Computer Labs and Printing

Besse Library provides computers that are available to use at any time during the library’s hours. Please refer to: <https://www.ursuline.edu/library/hours> for up to date hours. Additional computers are available in room 226 of The Pilla Student Union during normal college hours.

Ursuline College provides access to printer/copier machines. The printers are in the following areas:

- Besse Library – each floor
- Pilla Student Union – each floor
- Mullen – next to 140 Computer Room and One-Stop
- Dorm Halls – Computer labs

To print, choose one of the “Find-Me BW/Color” printers. Click print, then head over the printer and tap your Ursuline College ID on the badge reader on the printer. Not all printers have the same printing cost and capabilities. Printing charges and capabilities are posted at each device. Additional information about your copy allotment is available on MyUrsuline or at <http://print.ursuline.edu>.

## CAMPUS AND AUXILIARY OFFICES

### INTERNATIONAL STUDENTS

Ursuline College has multiple Student and Exchange Visitor Program (SEVP) officials on campus, known as Designate School Officials, or DSO's. The International Student Service Coordinator, the primary DSO for students, is located in Pilla in the Student Life Offices. Additional DSO's are in the admission office and the Registrar.

### STUDENT ENGAGEMENT + ORIENTATION

Women's leadership starts here. Ursuline's Office of Student Activities educates, encourages and empowers student leaders through campus programs and traditions.

The Office of Student Engagement & Orientation (O.S.E.O.) supports the successful transition of new students to the Ursuline College community through holistic, co-curricular opportunities that transform students for service, leadership, and professional excellence. O.S.E.O. includes the Office of Student Activities, in which it exists to educate, encourage, and empower student leaders through campus programs and traditions.

You have so much to contribute – to your world and the larger one. Start on campus by joining an organization (or several) that share in your values. You may even decide to explore leadership opportunities by participating in committees, engaging in leadership development and cultivating relationships with staff, all while leaving your influence on the tradition and culture of Ursuline.

Student Organizations: Get involved in campus life by joining one of 10+ student organizations. Or, with four other students, start your own! It's a great way to make a difference, develop management and leadership skills while you're at it, and perhaps best of all, make new friends.

For more information, stop by Pilla 209 or call 440-646-8325.

### WOMEN'S CENTER

#### Mission Statement

The Women's Center will empower and engage students, faculty, and staff in two significant ways:

- The Center will provide services and resources to address women's needs and promote their personal and career development.
- The Center will serve as a platform for women's leadership development to impact the broader community.

## CAMPUS AND AUXILIARY OFFICES

### Offerings

- Provide a comfortable space (couch, small fridge, microwave, bathroom, and computer) where students can relax, study, reserve for group meetings, and engage in conversations about issues impacting women.
- Bring prominent women leaders to campus to talk about their leadership journey and inspire students to achieve their goals.
- Provide expansive list of campus and community resources on the Women's Center page on the Ursuline Intranet.
- Sponsor students to attend local and regional conferences where they can expand and strengthen their leadership skills and network with women in their prospective fields.
- Offer employment and opportunities for research.

The Women's Center is located in Pilla 212; for more information contact

[Women's Center MyUrsuline Page](#) or email the Co-Directors at

[Womenscenter@ursuline.edu](mailto:Womenscenter@ursuline.edu)

## COLLEGE POLICIES

### COLLEGE POLICIES

Many of the College's policies pertaining to students can be found in the Student Handbook at <https://www.ursuline.edu/files/assets/2024-2025-sa-student-handbook-081723.pdf>

#### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years or older or who attends a postsecondary institution.)

Education records at Ursuline College are those student records that are kept on the offices of the Registrar, Student Life, Admissions, Financial Aid, Advising, Academic Affairs and in the offices housing records of individual academic programs and advisors.

Educational records do not include: records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to another individual; student health and personal counseling records; student employment and alumni records.

The College has designated the Registrar as the official responsible for FERPA compliance.

#### Student rights under FERPA

- The right to inspect and review the student's education records. A student shall submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements within 45 days of receiving the written request for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

FERPA does not afford the student the right to obtain copies of those records. In instances where a student is unable to visit campus to review the record, the College will make appropriate arrangements to allow the student to obtain access. This may be accomplished by providing photocopied or electronic copies or by making arrangements with an appropriate third party such as another institution or attorney's office to act as an agent of the College.

Students may not inspect financial information submitted by their parents or confidential letters and recommendations associated with admissions, employment,

## COLLEGE POLICIES

or honors. The College will permit access only to the part of the record that pertains to the student requesting access.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to the hearing.

- The right to provide written consent before the college discloses personally identifiable information (PII) from the student's education record, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Ursuline College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official college committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Ursuline College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from educational records, such as an attorney, auditor, or collection agent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for Ursuline College.

PII may also be disclosed to state and federal agencies as outlined in the FERPA statute 20 U.S.C. § 1232g and regulations at 34 CFR Part §99.

Prior consent to disclosure of personal information will not be required when notice is made to appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals. For example, in a life-threatening situation, parents or guardians may be contacted with information.

## COLLEGE POLICIES

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ursuline College to comply with the requirements of FERPA.  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

### Directory Information

Data classified as directory information at Ursuline College and which may be released upon request without student consent includes:

- Student name
  - Address
  - Telephone number
  - e-mail address
  - date of birth
  - dates of attendance
  - major field of student, degrees, and degree date
  - awards received
  - participation in officially recognized activities and sports
  - The most recent previous educational agency or institution attended by the student.
- NOTE: Parent name, address and telephone number are not considered directory information.

### Requests for Non-Disclosure or to Release PII

As a private college, Ursuline College does not comply with requests submitted under state open records laws. Additionally, Ursuline College respects the privacy of our students and discretion is always used when responding to requests for directory information. The privacy rights of an individual under FERPA expire with the death of the individual. Ursuline College will only release a deceased student's personally identifiable information to the next of kin with proof of passing.

Students may request non-disclosure of directory information with the Registrar's Office or the Student Services Center in Mullen Building. A request for non-disclosure of directory information (FERPA block) does not prevent the release of information under many of the allowed exceptions noted above.

Additionally, in the absence of a request non-disclosure of directory information, information about a student's accomplishments, such as participation in recognized student activities and receipt of awards and honors, may be communicated to news media, parents, and the high school the student attended unless the student specifically requests that such communication not take place.



## COLLEGE POLICIES

### Non-Disclosure (FERPA Block)

To request non-disclosure of directory information (FERPA block) a student must submit the Restricting Release of Directory Information form to the Registrar's Office or the Student Services Office. Non-disclosure requests must be submitted within the first two weeks from the first day of classes, as published on the academic calendar. The request will be honored for one academic year and a new form must be filled annually. Even if a FERPA block is submitted, those persons authorized by law to inspect education records without consent may still inspect it. See 34 CFR §99.31 and §99.37.

### FERPA Release

Students may authorize Ursuline College employees to release information to individuals, such as a parent or guardian, by submission of an Authorization of Release (FERPA Release) form in person. This form allows students to select which categories of information may be disclosed: Academic, Conduct/Housing, Financial Aid, Billing. The form must be signed by the student and submitted to the Registrar's Office or Student Services Center in Mullen Building. The release may be revoked at any time by submitting the Revocation of Consent to Release Information Form.

The authorization to release information does not serve as a power of attorney, allowing parents to conduct business on behalf of the student nor does it provide electronic access to student information automatically.

For purposes of compliance with FERPA, the College considers all students independent.

## GENERAL DATA PROTECTION REGULATION (GDPR)

In May 2018, the European Union expanded privacy and security protections for personal information European Union (EU and EEA) residents, known as the General Data Protection Regulation, or GDPR.

Rule basics:

- It applies to all organizations that collect, use, share or otherwise possess personal data of EU residents.
- It defines personal data as any data that can be used to identify an individual person. Examples include, but are not limited to, names, photographs, email addresses, and genetic, mental, cultural, economic, technological, or social information.
- It states that organization must process information lawfully, for specified, legitimate purpose, and ensure appropriate security of the information.

## COLLEGE POLICIES

- It allows EU citizens to have the right to access, update, restrict processing in certain situations, and request erasure of personal information when the institution no longer uses it.

For general information, review the European Commission's website at [https://ec.europa.eu/info/law/law-topic/data-protection\\_en](https://ec.europa.eu/info/law/law-topic/data-protection_en).

Ursuline College collects personal information, including but not limited to; name, address, email address, phone numbers, social security number and educational background. Such personal information may be requested for research, federal and/or state reporting requirements, or for administrative purposes related to college operations. For record access or questions, contact the Registrar's Office.

## URSULINE COLLEGE NON-DISCRIMINATION POLICIES

### Harassment and Discrimination Policy

Ursuline College strives to provide an environment that promotes the worth and dignity of each individual. The College supports the principle of diversity and believes it is the responsibility of every member of the Ursuline College community to conduct themselves professionally at all times and to cooperate in maintaining a work and academic environment free from unlawful harassment and discrimination. Accordingly, Ursuline College prohibits harassment and discrimination on the basis of certain characteristics, including race, color, national origin, religion, age, ancestry, sex, pregnancy, gender identity or expression, sexual orientation, disability, genetic information, military or veteran status, or any other basis prohibited by federal, state, or local laws. For additional information, please see the College's Harassment and Discrimination Policy at <https://www.ursuline.edu/files/assets/harassmentanddiscriminationpolicyrev.07-18-2024.pdf> or contact the College's Director of Compliance/Title IX and Disability Coordinator.

### Sexual Misconduct Policy

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in educational programs and activities that receive federal financial assistance. Title IX also prohibits retaliation against individuals who file a complaint of sex-based harassment/discrimination or assist in the filing, investigation, or resolution of such complaints. To ensure compliance with Title IX and other federal and state civil rights laws, Ursuline College has developed policies and procedures that prohibit all forms of sex-based discrimination and/or retaliation. Accordingly, Ursuline College does not tolerate unlawful discrimination and makes every effort to maintain a work and academic environment free from all forms of sexual misconduct, including sexual assault, domestic and dating violence, and stalking. Ursuline College has designated the Director of Compliance/Title IX and Disability

## COLLEGE POLICIES

Coordinator to coordinate and oversee its Title IX compliance efforts, to address concerns regarding Title IX, and to investigate and resolve any complaints alleging actions prohibited by Title IX or this policy. Prohibited actions include all forms of sexual harassment/discrimination and misconduct, including sexual assault, domestic and dating violence, and stalking, as well as retaliation. For additional information, please review the Sexual Misconduct Policy at

<https://www.ursuline.edu/files/assets/harassmentanddiscriminationpolicyrev.07-18-2024.pdf>

### Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified individuals with disabilities. Under Section 504, students and employees with documented disabilities may be entitled to reasonable accommodations to ensure nondiscrimination in the College's programs and activities. Students with disabilities, who need accommodations, should contact the Disability Specialist. Employees with disabilities, who seek accommodations, should contact the Director of Compliance/Title IX and Disability Coordinator. Ursuline College has designated the Director of Compliance/Title IX and Disability Coordinator to coordinate and oversee its compliance efforts with Section 504, and to investigate and resolve any complaints alleging disability discrimination. Disability discrimination complaints are processed under the College's Harassment and Discrimination Policy at

<http://www.ursuline.edu/files/assets/harassmentanddiscriminationpolicy8-5-19.pdf>

### Anti-Hazing Policy

Ursuline College strictly prohibits hazing of any kind. Hazing is a violation of College policy, as well as a violation of Ohio law.

<https://www.ursuline.edu/files/assets/uchazingpolicyrev8.22.22.pdf>

Ohio law defines hazing as: "doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code."

The following behaviors are expressly forbidden by Ursuline College as hazing when related to the admission, initiation, pledging, joining, or any other group-affiliation activity. The expressed or implied consent of the victim does not exempt those who violate this policy. Examples include, but are not limited to the following:

## COLLEGE POLICIES

- Physical abuse of any form (paddling, whipping, choking, exposure to extreme hot or cold temperatures, excess consumption of food, alcohol, drugs, or any other substance.)
- Verbal abuse of any form (shouting, screaming, use of derogatory or obscene language, etc.)
- Mental stress of any form (sleep deprivation, exclusion from social contact, subservience, or any form of class levels of authority over others; creation of excessive fatigue); physical or emotional stress.
- Wearing apparel that is conspicuous, inappropriate, or distasteful.
- Engaging in public stunts.
- Morally degrading or humiliating games and activities.

Participating in hazing or harassment, which includes actions or situations that do or could result in mental, emotional, or physical discomfort; embarrassment; ridicule; or endangerment whether or not done with intent or by consent is prohibited by Ursuline College. The College will investigate and respond to all reports of hazing as outlined in this policy.

Additionally, the College prohibits organizational hazing. An organization is prohibited from intentionally, knowingly, or recklessly promoting or facilitating a violation of hazing.

See the Ursuline College Student Handbook for additional details.

<https://www.ursuline.edu/files/assets/20222023sastudenthandbook081922.pdf>

## STUDENT COMPLAINT POLICY

Student complaints are always considered seriously and are handled in either the Office of the Vice President for Academic Affairs or the Office of the Vice President for Student Affairs. Complaints of harassment or discrimination, based on a Protected Class (e.g., race, sex, disability, or other protected classes), should be reported to the Director of Compliance/Title IX Coordinator, in accordance with the Harassment and Discrimination Policy, <https://www.ursuline.edu/files/assets/harassmentanddiscriminationpolicyrev.9-12-22.pdf>

Complaints based on sexual misconduct, (including sexual assault, domestic and dating violence, and stalking) should also be reported to the Director of Compliance/Title IX Coordinator, in accordance with the College's Interim Policy on Sexual Misconduct, <https://www.ursuline.edu/files/assets/titleixsexualharassment-rev.11-2-2021.pdf>

## URS ALERT

URS Alert is a mass notification system that enables College students, faculty, and staff to receive alerts and updates as text messages on cell phones. Participation by the College community is voluntary. It is powered by Omnilert Network e2Campus.

## COLLEGE POLICIES

URS Alert will be activated for the following situations:

- College Closings or Delays - due to weather, power failure, or any other emergency requiring that the campus be closed, or its opening delayed.
- Campus Emergencies - such as fire, intruders, or any other campus-based emergency requiring notification to all members of the College Community and that may or may not include closing campus.
- Crime Alerts - such as thefts or assaults.
- Other Emergencies - judged by the administration to require immediate notification to the College Community.

No advertisement or non-emergency alerts will be sent to the registered phones. Individual information is not shared with or sold to third parties. Cell phone number will not be used by college offices to contact you through this notification system.

Individuals must sign up for the service in order to receive alerts. (<https://ursuline.omnilert.net/subscriber.php>). Since this is a voluntary service, individuals may choose to opt-in or opt-out of the service at any time. You are responsible for any text messaging charges from your wireless service provider.

## ASSESSMENT OF STUDENT LEARNING

### ASSESSMENT OF STUDENT LEARNING

To assure that academic programs fulfill the Mission of Ursuline College, faculty and administrators have designed a plan for the assessment of student learning (ASL).

Faculty members in each academic program have identified various strategies to assess student learning and achievement of goals, core outcomes, and the objectives of program-specific curricula. Examples of assessment strategies include the utilization of outcomes from rubric-guided analysis, portfolio evaluation; administration of nationally-developed examinations; review of student experiences in culminating departmental seminars; and success rates of licensure exams, graduate school placements, and employment placements. Because ASL is a living, dynamic process, each program/department annually reviews goals, outcomes, objectives, and strategies, making revisions as necessary.

At the end of each academic year, documented results of all assessments are analyzed by each program/department and submitted to respective School Deans. Each Dean reviews and summarizes these results in an annual report to the ASL Coordinator, who summarizes the reports for the Vice President for Academic Affairs. The ASL Coordinator oversees College-wide assessment processes in the areas of academics and student affairs and plans and chairs the ASL committee, an academic committee comprised of College faculty, staff and administrators.



## ACADEMIC CALENDAR

### 2024 – 2025 ACADEMIC CALENDAR

<https://www.ursuline.edu/academics/registrar>

#### Traditional 15-week Academic Calendar

##### Fall Semester 2024

Monday	August 26	Fall semester classes begin
Friday	August 30	Last day to add/drop a class (no “W” grade)
Monday	September 2	Labor Day – no classes
Friday	October 18	Midterm grades due by 5:00 pm (UG students)
Monday-Tuesday	October 21-22	Fall midterm break – no classes
Monday	October 21	Last day Pass/No Credit Grade Option (UG Trad)
Wednesday	October 23	Classes resume
Monday	October 28	Registration Appointments w/ Advisors Begin
Monday	November 11	Spring registration begins
Monday	November 18	Last day to withdrawal (“W” grade)
Wednesday-Sat	November 27-30	Thanksgiving break – no classes
Monday	December 2	Classes resume
Tuesday-Monday	December 10-16	Last week of classes/exams
Friday	December 20	Grades due by 5 p.m.
Saturday	January 4, 2025	Degree Conferral

##### Spring Semester 2025

Thursday	January 9	Spring semester classes begins
Wednesday	January 15	Last day to add/drop a class (no “W” grade)
Monday	January 20	Martin Luther King Day – no classes
Friday	March 7	Last day Pass/No Credit Grade Option (UG Trad)
Friday	March 7	Midterm grades due (UG students)
Monday-Saturday	March 10-15	Spring midterm break – no classes
Monday	March 17	Classes resume
Monday	March 24	Registration Appointments with Advisors Begin
Monday	April 7	Summer and Fall registration begins
Monday	April 7	Last day to withdrawal (“W” grade)
Thursday-Sunday	April 17-20	Easter break – no classes
Tuesday-Monday	April 29-May 5	Last week of classes/exams
Thursday	May 8	Grades due by 5 p.m.
Sunday	May 11	Commencement and Degree Conferral

## ACADEMIC CALENDAR

### Summer 2025 (15-weeks)

Thursday	May 8	Summer 15 weeks begin
Wednesday	May 14	Last day to add/drop a class (no "W" grade)
Monday	May 26	Memorial Day – no classes
Thursday	June 19	Juneteenth – no classes
Monday	June 30	Last day Pass/No Credit Grade Option (UG Trad)
Friday	July 4	July 4 <sup>th</sup> – no classes
Monday	July 28	Last day to withdrawal ("W" grade)
Saturday	August 23	Summer 14 weeks ends
Wednesday	August 27	Grades due by 5:00 p.m.

### Summer 1 (1st 5-weeks)

Thursday	May 8	Summer 1 <sup>st</sup> 5 weeks begins
Wednesday	May 14	Last day to add/drop a class (no "W" grade)
Monday	May 26	Memorial Day – no classes
Tuesday	May 27	Last day Pass/No Credit Grade Option (UG Trad)
Monday	June 2	Last day to withdrawal ("W" grade)
Wednesday	June 11	Summer 1 <sup>st</sup> 5 weeks ends
Monday	June 16	Grades due by 5:00 p.m.

### Summer 2 (2nd 5-weeks)

Thursday	June 12	Summer 2 begins
Wednesday	June 18	Last day to add/drop a class (no "W" grade)
Thursday	June 19	Juneteenth – no classes
Friday	July 4	July 4 <sup>th</sup> – no classes
Monday	June 30	Last day Pass/No Credit Grade Option (UG Trad)
Wednesday	July 9	Last day to withdrawal ("W" grade)
Saturday	July 19	Summer 2 <sup>nd</sup> 5 weeks ends
Wednesday	July 23	Grades Due by 5:00 p.m.

### Summer 3 (3rd 5-weeks)

Monday	July 21	Summer 3 begins
Friday	July 25	Last day to add/drop a class (no "W" grade)
Wednesday	August 6	Last day Pass/No Credit Grade Option (UG Trad)
Thursday	August 14	Last day to withdrawal ("W" grade)
Saturday	August 23	Summer 3 ends
Wednesday	August 27	Grades Due by 5:00 p.m.
Sunday	August 31	Degree Conferral

## ACADEMIC CALENDAR

- Graduate classes that meet only on Saturdays have until 5:00 pm on the preceding Monday of the first class for the Last day to add/drop a class (no "W" grade)
- See the 2024-2025 Sub-Session Academic Calendar for 5, 7, and 10 week calendars

### Sub-Session Academic Calendar for 5,7 and 10-week courses

#### Fall Semester 2024

Monday	September 2	Labor Day – no classes
Monday-Tuesday	October 21-22	Fall midterm break – no classes
Monday	October 28	Registration Appointments w/ Advisors Begin
Monday	November 11	Spring registration begins
Wednesday-Sat	November 27-30	Thanksgiving break – no classes
Saturday	January 4, 2025	Degree Conferral

#### 5-week sessions

##### 1<sup>st</sup> 5-weeks

Monday	August 26	Classes begin
Friday	August 30	Last day to add/drop a class (no "W" grade)
Monday	September 23	Last day to withdrawal ("W" grade)
Monday	September 30	Classes ends
Thursday	October 3	Grades Due by 5:00 p.m.

##### 2<sup>nd</sup> 5-weeks

Tuesday	October 1	Classes begin
Monday	October 7	Last day to add/drop a class (no "W" grade)
Monday	October 28	Last day to withdrawal ("W" grade)
Wednesday	November 6	Classes end
Monday	November 11	Grades Due by 5:00 p.m.

##### 3<sup>rd</sup> 5-weeks

Thursday	November 7	Classes begin
Thursday	November 14	Last day to add/drop a class (no "W" grade)
Wednesday	December 4	Last day to withdrawal ("W" grade)
Saturday	December 14	Classes end
Friday	December 20	Grades Due by 5:00 p.m.

#### 7-week sessions

##### 1<sup>st</sup> 7-weeks

Monday	August 26	Classes begin
Friday	August 30	Last day to add/drop a class (no "W" grade)
Tuesday	October 1	Last day to withdrawal ("W" grade)

## ACADEMIC CALENDAR

Monday	October 14	Classes ends
Thursday	October 17	Grades Due by 5:00 p.m.

*2<sup>nd</sup> 7-weeks*

Wednesday	October 23	Classes begin
Tuesday	October 29	Last day to add/drop a class (no "W" grade)
Monday	December 2	Last day to withdrawal ("W" grade)
Saturday	December 14	Classes end
Friday	December 20	Grades Due by 5:00 p.m.

**7 ½ -week sessions**

*1<sup>st</sup> 7 ½ -weeks*

Monday	August 26	Classes begin
Friday	August 30	Last day to add/drop a class (no "W" grade)
Wednesday	October 4	Last day to withdrawal ("W" grade)
Tuesday	October 18	Classes ends
Friday	October 23	Grades Due by 5:00 p.m.

*2<sup>nd</sup> 7 ½ -weeks*

Wednesday	October 23	Classes begin
Tuesday	October 29	Last day to add/drop a class (no "W" grade)
Monday	December 2	Last day to withdrawal ("W" grade)
Monday	December 16	Classes end
Friday	December 20	Grades Due by 5:00 p.m.

**10-week sessions**

*1<sup>st</sup> 10-weeks*

Monday	August 26	Classes begin
Friday	August 30	Last day to add/drop a class (no "W" grade)
Friday	October 18	Last day to withdrawal ("W" grade)
Wednesday	November 6	Classes ends
Monday	November 11	Grades Due by 5:00 p.m.

*2<sup>nd</sup> 10-weeks*

Tuesday	October 1	Classes begin
Monday	October 7	Last day to add/drop a class (no "W" grade)
Monday	November 25	Last day to withdrawal ("W" grade)
Saturday	December 14	Classes end
Friday	December 20	Grades Due by 5:00 p.m.

## ACADEMIC CALENDAR

### Spring Semester 2025

Monday	January 20	Martin Luther King Day – no classes
Monday-Saturday	March 10-15	Spring midterm break – no classes
Monday	March 24	Registration Appointments w/ Advisors Begin
Thursday-Sunday	April 17-20	Easter break – no classes
Monday	April 7	Summer and Fall registration begins
Sunday	May 11	Commencement and Degree Conferral

### 5-week sessions

#### *1<sup>st</sup> 5-weeks*

Thursday	January 9	Classes begin
Wednesday	January 15	Last day to add/drop a class (no “W” grade)
Monday	February 3	Last day to withdrawal (“W” grade)
Wednesday	February 12	Classes ends
Monday	February 17	Grades Due by 5:00 p.m.

#### *2<sup>nd</sup> 5-weeks*

Thursday	February 13	Classes begin
Wednesday	February 19	Last day to add/drop a class (no “W” grade)
Monday	March 17	Last day to withdrawal (“W” grade)
Wednesday	March 26	Classes end
Monday	March 31	Grades Due by 5:00 p.m.

#### *3<sup>rd</sup> 5-weeks*

Thursday	March 27	Classes begin
Tuesday	April 2	Last day to add/drop a class (no “W” grade)
Wednesday	April 23	Last day to withdrawal (“W” grade)
Saturday	May 3	Classes end
Thursday	May 8	Grades Due by 5:00 p.m.

### 7-week sessions

#### *1<sup>st</sup> 7-weeks*

Monday	January 13	Classes begin
Friday	January 17	Last day to add/drop a class (no “W” grade)
Tuesday	February 18	Last day to withdrawal (“W” grade)
Monday	March 3	Classes ends
Friday	March 7	Grades Due by 5:00 p.m.

#### *2<sup>nd</sup> 7-weeks*

Thursday	March 6	Classes begin
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## ACADEMIC CALENDAR

Wednesday	March 19	Last day to add/drop a class (no "W" grade)
Friday	April 18	Last day to withdrawal ("W" grade)
Saturday	May 3	Classes end
Thursday	May 8	Grades Due by 5:00 p.m.

### **7 ½ -week sessions**

#### *1<sup>st</sup> 7 ½ -weeks*

Friday	January 10	Classes begin
Friday	January 17	Last day to add/drop a class (no "W" grade)
Monday	February 17	Last day to withdrawal ("W" grade)
Monday	March 3	Classes ends
Thursday	March 6	Grades Due by 5:00 p.m.

#### *2<sup>nd</sup> 7 ½ -weeks*

Thursday	March 6	Classes begin
Wednesday	March 19	Last day to add/drop a class (no "W" grade)
Monday	April 21	Last day to withdrawal ("W" grade)
Monday	May 5	Classes end
Thursday	May 8	Grades Due by 5:00 p.m.

### **10-week sessions**

#### *1<sup>st</sup> 10-weeks*

Thursday	January 9	Classes begin
Wednesday	January 15	Last day to add/drop a class (no "W" grade)
Thursday	March 6	Last day to withdrawal ("W" grade)
Wednesday	March 26	Classes end
Tuesday	April 1	Grades Due by 5:00 p.m.

#### *2<sup>nd</sup> 10-weeks*

Thursday	February 13	Classes begin
Wednesday	February 19	Last day to add/drop a class (no "W" grade)
Monday	April 14	Last day to withdrawal ("W" grade)
Saturday	May 3	Classes end
Thursday	May 8	Grades Due by 5:00 p.m.

### **Summer Term 2025**

Thursday	May 8	Summer 15 weeks begins
Wednesday	May 14	Last day to add/drop a class (no "W" grade)
Monday	May 26	Memorial Day – no classes
Thursday	June 19	Juneteenth – no classes
Monday	June 30	Last day Pass/No Credit Grade Option (UG Trad)



## ACADEMIC CALENDAR

Friday	July 4	July 4 <sup>th</sup> – no classes
Monday	July 28	Last day to withdrawal (“W” grade)
Saturday	August 23	Summer 14 weeks ends
Wednesday	August 27	Grades due by 5:00 p.m.

### 5-week sessions

#### *Summer 1 (1st 5-weeks)*

Thursday	May 8	Summer 1 begins
Wednesday	May 14	Last day to add/drop a class (no “W” grade)
Monday	May 26	Memorial Day – no classes
Tuesday	May 27	Last day Pass/No Credit Grade Option (UG Trad)
Monday	June 2	Last day to withdrawal (“W” grade)
Wednesday	June 11	Summer 1 <sup>st</sup> 5 weeks ends
Monday	June 16	Grades due by 5:00 p.m.

#### *Summer 2 (2nd 5-weeks)*

Thursday	June 12	Summer 2 begins
Wednesday	June 18	Last day to add/drop a class (no “W” grade)
Thursday	June 19	Juneteenth – no classes
Friday	July 4	July 4 <sup>th</sup> – no classes
Monday	June 30	Last day Pass/No Credit Grade Option (UG Trad)
Wednesday	July 9	Last day to withdrawal (“W” grade)
Saturday	July 19	Summer 2 <sup>nd</sup> 5 weeks ends
Wednesday	July 23	Grades Due by 5:00 p.m.

#### *Summer 3 (3rd 5-weeks)*

Monday	July 21	Summer 3 begins
Friday	July 25	Last day to add/drop a class (no “W” grade)
Wednesday	August 6	Last day Pass/No Credit Grade Option (UG Trad)
Thursday	August 14	Last day to withdrawal (“W” grade)
Saturday	August 23	Summer 3 ends
Wednesday	August 27	Grades Due by 5:00 p.m.

### 7-week sessions

#### *1<sup>st</sup> 7-weeks*

Monday	May 12	Classes begin
Friday	May 16	Last day to add/drop a class (no “W” grade)
Tuesday	June 17	Last day to withdrawal (“W” grade)
Monday	July 30	Classes ends
Monday	August 4	Grades Due by 5:00 p.m.

#### *2<sup>nd</sup> 7-weeks*

## ACADEMIC CALENDAR

Monday	July 7	Classes begin
Friday	July 11	Last day to add/drop a class (no "W" grade)
Monday	August 11	Last day to withdrawal ("W" grade)
Saturday	August 23	Classes end
Wednesday	August 27	Grades Due by 5:00 p.m.

### 10-week sessions

#### *1<sup>st</sup> 10-weeks*

Thursday	May 8	Classes begin
Wednesday	May 14	Last day to add/drop a class (no "W" grade)
Monday	June 30	Last day to withdrawal ("W" grade)
Saturday	July 19	Classes ends
Wednesday	July 23	Grades Due by 5:00 p.m.

#### *2<sup>nd</sup> 10-weeks*

Thursday	June 12	Classes begin
Wednesday	June 18	Last day to add/drop a class (no "W" grade)
Monday	August 4	Last day to withdrawal ("W" grade)
Saturday	August 23	Classes end
Wednesday	August 27	Grades Due by 5:00 p.m.

### **Sunday**

**August 31**

### **Degree Conferral**

- Graduate classes that meet only on Saturdays have until 5:00 pm on the proceeding Monday of the first class for the Last day to add/drop a class (no "W" grade)
- See the 2024-2025 Traditional Semester Academic Calendar for the 15-week semester calendar.

## ACADEMIC SUPPORT SERVICES

### ACADEMIC SUPPORT SERVICES FOR STUDENTS

#### ACADEMIC ORIENTATION

Academic Orientation is required for all new and transfer students. This program provides students with needed information for their transition to college and includes registration for their first semester.

#### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Ursuline College provides reasonable accommodations to qualified students with documented physical, psychological, or learning disabilities in accordance with Section 504 of the Rehabilitation Act of 1973. Students seeking reasonable accommodation for a disability are responsible for initiating the process by submitting documentation to the Director of Disability Services. The Director of Disability Services can answer questions related to the documentation that is necessary to determine eligibility for accommodation. The Director of Disability Services also reserves the right to require students to provide additional information or medical documentation from an appropriate health care provider in support of a request for reasonable accommodation.

The Director of Disability Services will engage in open dialogue with the student and the faculty member, department head, program director, or dean (as appropriate) to determine what accommodations, if any, are warranted. This process is also referred to as “the interactive process.” After engaging in the interactive process and gathering all necessary information and documentation in support of the student’s accommodation request, the Director of Disability Services will provide written notice to both the student and the faculty member, department head, program director, or dean (as appropriate) as to what accommodations, if any, are to be provided to the student.

If an accommodation is warranted, the College is required only to provide a reasonable and effective accommodation. The College is not obligated to provide the specific accommodation desired or requested by the student. Instead, the College may choose any effective accommodation and may consider cost and convenience in deciding how to accommodate the student.

Possible accommodations may include, but are not limited to:

Extended time on exams

Testing in a quiet, reduced distraction environment

Note-takers, scribes, interpreters, readers

Texts in alternative format

Permission to record lectures

## ACADEMIC SUPPORT SERVICES

Course substitution

Reduced course load

Priority registration

To continue receiving reasonable accommodations, the student must schedule an appointment to meet with the Director of Disability Services at the beginning of each semester to renew accommodations.

If a faculty member or a student wishes to challenge/appeal an accommodation decision, she or he can file a complaint with the College's Director of Disability Services, who will review the complaint in a timely manner. While the decision of the College's Director of Disability Services is not appealable internally, a faculty member or a student may contact external agencies (e.g., Office of Civil Rights) to file a formal grievance.

For more information about any of these services, please contact the Director of Disability Services at 440-449-2046 or stop into Mullen 130.

### Course Modification or Substitution

Ursuline College recognizes the need to make reasonable accommodations for students with documented disabilities to assure that they have the opportunity to succeed in their academic programs. On occasion, individual faculty may be able to modify assignments in specific courses, or department heads and program directors may modify requirements in academic majors. Modifications may involve changing requirements within an individual course or substituting one course for another.

The general principle that governs Ursuline College's actions in this area is that students will be given the opportunity to demonstrate mastery of the content or skill required in an academic course without damaging the integrity or fundamentally altering the essential requirements or nature of the course or program. Faculty will consider carefully whether alternate assignments might allow the student to demonstrate competence; faculty will also distinguish between preferred and essential elements of pedagogy used to measure competency. When a certain pedagogical method is deemed essential for measuring competence, a request for an accommodation that will fundamentally alter such method of measurement will be denied.

A similar principle will govern reasonable accommodation requests for substitution of courses. Requirements will be waived only when it is impossible to substitute a course for the one normally required of all students. Substitute courses must be closely aligned to the academic requirements of the course in question, such as substituting a logic, science, or computer course in the place of math. The faculty will determine whether a course or courses included in a program are essential to the program, and whether other course(s) may be substituted without damaging the integrity or fundamentally altering the essential requirements or nature of the program. Reasonable effort will be made to find substitutions. When a course contains materials on which future coursework rests, and

## ACADEMIC SUPPORT SERVICES

when that material is essential to the academic program being pursued or to any directly related licensing requirement, a request for an accommodation that will fundamentally alter such materials will be denied. Course requirements will be waived only when it is impossible to substitute a course for the one normally required of all students and the waiver of the course does not fundamentally alter the essential requirements or nature of the student's program of study or academic major.

### FOCUS: Program for Students with Disabilities

The FOCUS Program is a fee-based comprehensive program for students with disabilities that goes beyond the College's obligation to provide students with reasonable accommodations. The goals of FOCUS include providing a smooth transition to college life, helping students learn to apply the most appropriate learning strategies in college courses, and teaching self-advocacy skills. There are four stages to the FOCUS program providing different levels of support to better meet the needs of individual students. Students in all levels of the FOCUS program receive priority registration, academic coaching in writing, science, math, and co-advising. Interested students are encouraged to contact the Disability Specialist at (440) 449- 2046 or stop into Mullen 130 for additional information.

### ACADEMIC ADVISING

Each student attending Ursuline College is assigned an academic advisor, a faculty member who meets regularly with the student to assist in planning the academic program, choosing specific courses, fulfilling degree and certificate requirements and identifying alternative options to fulfill credit requirements. Each student is responsible for keeping a record of courses taken and requirements still needed. The student reviews this before each semester and makes out a tentative schedule. After meeting with the advisor, the student obtains the advisor's approval to proceed to register for classes. A student who has questions about academic advising or who wishes to change an advisor should contact the Program Director.

### RALPH M. BESSE LIBRARY AND LEARNING COMMONS

The Ralph M. Besse Library serves the College community with millions of resources in physical and online formats. Institutional memberships include OhioLINK, Ohio Private Academic Libraries (OPAL), Online Computer Library Center (OCLC), the American Library Association, and the Academic Library Association of Ohio. The Library offers circulation of materials, one on one research assistance, and research classes. Access to the library's collections is provided by URsearch. The library web site provides access to over 100 research databases, online research guides, the library catalog, and other tools and resources allowing student success ([www.ursuline.edu/Library](http://www.ursuline.edu/Library)). The Library's participation in OhioLINK provides students with direct access to millions of items in the collections of 121 academic libraries throughout the state of Ohio.

## ACADEMIC SUPPORT SERVICES

Access to all resources is provided to users on and off campus. Study rooms and collaboration spaces are available on all floors and may be reserved online. A lab on the main floor provides a teaching facility and open lab space. Laptop computers may be checked out from the circulation desk.

The **Learning Commons**, located on the main floor of the Library, is home to Instructional Design & Technology, IT Service Desk, Research Services, and Tutoring & Supplemental Instruction. Flexible study and group meeting spaces are available, along with a computer lab. A café is also located in this area for a quick meal or beverage.

The **Audio-Visual Services Department**, located on the lower level of the Library, provides viewing carrels, AV equipment, and the collection of audio-visual materials (with limited circulation). Media items can be viewed, and equipment can be borrowed by advance reservation when the AV Department is closed. The Audio and Video Creation stations are found around the corner from the AV Department. There is a student Snack Area and “play” lounge outside the AV Department, for student relaxation.

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

## THE OFFICE OF ACADEMIC ADVISING AND RETENTION

The Office of Academic Advising and Retention, found in Besse Library (440-449-5842) provides on-going support to students to enhance their transition to college, and to support them in attaining their ultimate goal of graduating.

It provides a point of connection for all members of the campus community, supports students with information through personal interactions, guides students to needed resources, and coordinates and collaborates with faculty and staff on interventions to foster an environment of personal growth and academic success.

The coordinator reserves as the advisor for undeclared major students, oversees the Choose Ohio First (COF) grant students, and provides direct support to students in academic jeopardy of not completing the degree.

## TUTORING AND SUPPLEMENTAL INSTRUCTION

The Office of Tutoring & Supplemental Instruction provides tutorial assistance in most subject areas including biology, chemistry, physics, math, nursing and psychology at no additional cost to students. Workshops on such things as notetaking, test-taking, and time management are conducted from time to time.

## ACADEMIC SUPPORT SERVICES

One-on-one tutoring, study table and supplemental instruction sessions are offered. Students may sign-up for sessions online via the library website or visit the Tutoring & Supplemental Instruction Coordinator for assistance.

The Office of Tutoring & Supplemental Instruction is located in the Learning Commons within the Library (BL 11) and can be reached at 440-646-8123 or [tutoring@ursuline.edu](mailto:tutoring@ursuline.edu).

## ADMISSION

### ADMISSION

#### 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/apply](http://ursuline.edu/apply). At the discretion of individual program directors or the Dean of the school in which the program is located, 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. Application for Graduate Studies including the essay of 500 – 1,000 words. Application for admission may be submitted online at [ursuline.edu/apply](http://ursuline.edu/apply).
2. All official transcript(s) for baccalaureate degree from a regionally accredited institution and any additional undergraduate or graduate academic coursework whether or not credit was earned, the program was completed, or the credit appears as transfer credit on another transcript. Transcript(s) must be forwarded to the Office of Graduate Admission directly by the issuing institution. Official transcripts may also be submitted to [graduateadmissions@ursuline.edu](mailto:graduateadmissions@ursuline.edu) directly by the issuing institution.
3. Evidence of ability to do graduate work as indicated by a recommended 3.0 GPA or higher shown on applicant's transcript(s) provides evidence of your ability to do graduate work. Applicant may be asked to 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 [Admission Status](#) for additional information about conditional status.
4. Three recommendations utilizing the required recommendation form. Recommendations should be written by appropriate professionals attesting to the



## ADMISSION

suitability of the applicant for graduate work in the particular field. Students applying for a certificate program must see program-specific requirements for recommendations.

5. Successful completion of an interview with the program director and/or graduate faculty.

### International Students

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

1. Demonstrate a high-level of competence in the use of the English language prior to admission, including reading, writing, speaking and listening, by achieving a score of at least 550 (paper-based) or 213 CBT or 80 iBT on the TOEFL (Test of English as a Foreign Language, [ets.org/toefl](https://ets.org/toefl)); 6.5 on the IELTS (International English Language Testing System, [ielts.org](https://ielts.org)); or 105 on the Duolingo English Test ([englishtest.duolingo.com/applicants](https://englishtest.duolingo.com/applicants)). 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. Ursuline College accepts evaluations from the World Education Services ([wes.org](https://wes.org)), Educational Credential Evaluators ([ece.org](https://ece.org)) or Global Credential Evaluators ([gceus.com](https://gceus.com)).
3. Submit a statement of financial resources available for meeting the financial obligations incurred while attending Ursuline College.
4. Meet the general and specific requirements for admission to the graduate program and be accepted for a full course of study.

International students in a graduate or post-graduate program are required to register for a full course of study each semester of attendance. A full course of study means the required coursework for that given term and program required to be making progress towards degree or certification completion. Student registrations are reviewed by an Ursuline DSO each term.

## ADMISSION STATUS

### 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.

## ADMISSION

**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.

### Readmission

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.

### 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.

## EXPENSES AND FINANCIAL AID

### EXPENSES AND FINANCIAL AID

#### TUITION AND FEES

A list of tuition, fees and charges for the current academic year is available at [ursuline.edu](http://ursuline.edu) or from the Student Service Center at 440-646-8309. 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 the appropriate graduate program office. 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 Refunds and Return of Federal Title IV Funds policy on the College website at <https://www.ursuline.edu/files/assets/refundsandreturnoffederaltitleivfunds1920newaug19.pdf>. For resident students, the refund of room and board charges is prorated after a written notification of withdrawal from the Residence Hall is received by the Student Service Center from the Director of Residence Life.

#### FINANCIAL AID

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

Eligibility for the Private Alternative Loan Programs is determined by the lender 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 <https://studentaid.gov>. Additional information is available in the Student Service Center in Mullen 203, by phone 440 646 8309 or online at [ursuline.edu](http://ursuline.edu).

## EXPENSES AND FINANCIAL AID

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 assumes 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 upon exit of the program.

### EMPLOYER REIMBURSEMENT AND DEFERMENT

Students eligible for tuition reimbursement from their employers who elect to use the reimbursement to pay their tuition and fees must complete a Tuition Deferment Form/Application. This form can be obtained from the Student Service Center. Funds must be paid to the college within 30 days following the conclusion of the semester to which the deferment is applied. There is a \$25 Enrollment Fee for the semester. For more information, visit the Student Service Center or call 440 646 8309.

### PAYMENT PLANS

The Ursuline College Monthly Tuition Payment Plan offers students the opportunity to spread tuition payments, interest-free, over 4 or 5 monthly installments, per semester. A \$25 fee is assessed each semester in which the payment plan is used. The payment plan is available for fall and spring semesters, and students need to sign up for the plan each semester they intend to use it. For additional information on the payment plan, call the Student Service Center at 440 646 8310.

### TUITION ASSISTANCE FOR GRADUATE PROGRAMS

**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. To be considered, students must complete a FAFSA and Scholarship Application Form. Applications are available in the Office of Financial Aid in September.

Students are encouraged to contact individual program directors about specific scholarships. For example, Counseling and Art Therapy students may be eligible for the Carol Kelley/GHF Scholarship or the Sarah Scherer Memorial Scholarship, and Historic Preservation students may be eligible for the Goudreau Scholarship.

## ACADEMIC POLICIES AND PROCEDURES

### ACADEMIC POLICIES AND PROCEDURES

Graduate study at Ursuline College is governed by the Ursuline College Student Handbook, which defines the policies, practices and procedures of all members of the Ursuline community, by this Graduate Studies Catalog, and by the requirements, procedures and policies of individual degree programs as outlined in their respective program handbooks. Policies and procedures for graduate programs are intended to ensure the integrity of the degree granted, to facilitate the student's progress toward the degree, and to prevent delays and misunderstandings. Students are responsible for knowing all requirements for their degree program as set forth in the Student Handbook, the Graduate Studies Catalog and by the individual program, and every student is deemed to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy or disagreement, the regulations and requirements stated in this Catalog and any subsequent modifications or interpretations by the College will prevail. Students are responsible for fulfilling the requirements for graduation of the catalog in effect when they enrolled at Ursuline. However, the College reserves the right to terminate programs or to modify program content, requirements, and sequence of courses. Students who have not attended Ursuline for a period of 24 consecutive calendar months are bound by the requirements of the catalog in effect when they are readmitted. They must reapply for admission by completing a new application for admission.

The Student Handbook, Graduate Studies Catalog and Program Handbooks are available online at Ursuline.edu. Periodic updates to the Academic Policies and Procedures can be found online at ursuline.edu. All graduate students are expected to read and comply with the information in these publications. A student's registration for courses in any semester will be construed as awareness of and consent to the contents of these publications and the policies, procedures and requirements of her or his individual degree program.

Questions regarding procedures or requirements should be addressed to the program director in the relevant discipline.

### 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

Upon admission, every student is assigned an academic advisor who is a faculty member of Ursuline College and the program into which the student has been admitted. In consultation with their advisors, students will plan a course of study and review their progress throughout the program until graduation. All course registration and all course

## ACADEMIC POLICIES AND PROCEDURES

changes, including drop/adds, withdrawals, transient work and incompletes must be approved by the faculty advisor.

### GRADUATION

A graduation application (form available online) must be completed, signed by the student and the student's advisor, and submitted to the Office of the Registrar by the designated date:

Graduation application deadlines for all programs:

- May graduates: December 1
- August graduates who want to participate in Commencement: December 1
- August graduates not participating in Commencement: May 1
- December graduates: May 1

### CONFERRAL 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 the deadlines indicated above. Students are eligible to receive their diploma when they have:

- completed all final exams, thesis work or final projects;
- successfully completed all requirements for the program;
- achieved a minimum 3.0 cumulative GPA;
- satisfied all financial responsibilities, including tuition, fees, and any other charges or fines levied by the College.

Ursuline College confers degrees three times each year: August 31, January 4, and May Commencement Day. 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 preceding January, in May, or who have specific plans in place for the preceding August completion, may participate in the May graduation ceremonies. All commencement information can be found on the Ursuline website at <https://www.ursuline.edu/student-life/commencement>.

### 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

## ACADEMIC POLICIES AND PROCEDURES

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.

### 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 Dean's office, 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, 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 Dean's office. The maximum number of hours a student may apply toward a graduate degree through prior learning experience is six 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 \$100.00 fee is assessed to individuals who apply for prior learning



## ACADEMIC POLICIES AND PROCEDURES

credit in addition to a \$100.00 per credit hour cost for credits awarded. The decision to award prior learning experience credits rests with the dean of the school in which the program is offered, in consultation with the graduate program director. All decisions of the dean are final and not subject to appeal.

### 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.

### TRANSCRIPTS

Ursuline College official or unofficial transcript requests must be submitted in writing per federal regulations. Official transcripts may also be ordered online through a secure process with the [National Student Clearinghouse](#). Or a student may complete a Transcript Request Form and return it to the Student Service Center (Mullen 203, [studentservices@ursuline.edu](mailto:studentservices@ursuline.edu)) for processing. There is a minimal charge for each official transcript requested.

All Ursuline College students have a right to access their transcripts regardless of whether a student has an outstanding financial debt. However, this does not release a student from their financial responsibility to the College.

Students with an outstanding debt may incur finance charges or be sent to collection. In addition, graduating students with an outstanding debt will have a hold on their diploma until the debt is satisfied. To discuss options for addressing a past due balance please contact the Bursar's Office at 440-646-8311.

### TRANSFER OF CREDIT

Students may request a transfer of a maximum of forty percent (40%) of the graduate program's credits required for the degree. No more than six credits may come from prior learning experience. The graduate course credit must be a grade of B or better to be eligible for assessment for transfer. However, no course will be transferred unless it is applicable to the program in which the student is enrolled. The program director and dean 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 regionally accredited 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



## ACADEMIC POLICIES AND PROCEDURES

the program director, including identifying the program requirement the course satisfies, and must submit a transient student form to the Dean's office. The maximum number of hours a student may apply toward a degree through transfer credit and prior learning experience is forty percent (40%) of the graduate program's credits required for the degree.

### COURSE CANCELLATION

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

### COURSE CHANGE: DROP/ADD COURSE

Course change forms can be obtained from the Student Service Center, your advisor, or the dean's office. 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, 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.

### WITHDRAWAL FROM COURSE

Students who wish to withdraw from a course must complete a *Course Changes and Withdrawal* form. 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, as published on the Academic Calendar. Students who withdraw from the course prior to the deadline will receive a W grade. Students who withdraw after the deadline will receive the letter grade they have earned based on their performance in the class, including attendance.

The *Course Changes and Withdrawal* form is available from the academic advisor, on MyUrsuline or in the Student Service Center; the form must be signed by the student and the advisor. (In lieu of original signatures, an email directive may suffice for authentication.) The withdrawal date will be the date on which the course change form is received by the Student Service Center. Students who stop attending a course without following these procedures will not be considered officially withdrawn and may receive

## ACADEMIC POLICIES AND PROCEDURES

the grade they have earned based on their performance in the class, including attendance.

Students in the Physician Assistant Program should consult the PA Handbook for additional requirements.

### WITHDRAWAL FROM PROGRAM

Students who wish to withdraw from any graduate program must complete a *Course Changes and Withdrawal* form available from available from the academic advisor, on MyUrsuline or in the Student Service Center; the form must be signed by the student and the advisor. (In lieu of original signatures, an email directive may suffice for authentication.) Failure to comply with this policy may result in the grade of “F” being given for all courses in which the student remains enrolled.

Students in the Physician Assistant Program should consult the PA Handbook for additional withdrawal requirements.

### ACADEMIC STANDING

#### Probation

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

#### Physician Assistant Program

Students with less than a 3.0 GPA at the completion of a semester will be considered under Progress Observation. The Student Evaluation and Progress Committee will meet with the student to discuss a Progress Plan. Academic Progress and Standing may also be impacted by professional and academic integrity violations as determined by the SEPC. The SEPC may be called to assemble based on various other student needs that contribute to academic success. Students should refer to the PA Program Handbook for further details.

#### Certificate of Completion Programs

Graduate students enrolled in a Certificate of Completion program must earn at least a B- in each course, but there is no cumulative GPA requirement for completion of the program.

## ACADEMIC POLICIES AND PROCEDURES

### Repeating Courses

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

Physician Assistant program students should refer to the PA Program Handbook for additional program requirements.

### 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.

Physician Assistant program students should refer to the PA Program Handbook for additional program requirements.

## 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.

## GRADE SYSTEM

Grades are valued in quality points on a 4.0 scale

Grade	Percentage	Quality Points
A	95-100%	4.0 points
A-	93-94%	3.7 points
B+	91-92%	3.3 points
B	87-90%	3.0 points
B-	85-86%	2.7 points
C+	83-84%	2.3 points
C	78-82%	2.0 points
C-	76-77%	1.7 points
D	70-75%	1.0 points

## ACADEMIC POLICIES AND PROCEDURES

F 69 and below 0.0

I = Incomplete

P = Passing, not counted in grade-point average. P represents a grade of B- or above

NC = No credit

W = Withdrawal with permission until the date set each semester by the Registrar

R = Repeated Course

T = Continuing Course

AD = Audit

WIP = Work In Progress

### Physician Assistant Program Grade System

The Ursuline College Physician Assistant Program uses a Pass/Fail grading system. The Pass/Fail system has been adopted by the PA Program to emphasize comprehension of content and practical skills and promote cohesion in the classroom. The allocation of a Pass or Fail grade will be determined using the grading scale below, calculating a grade point average. The percentages of all course work and final grades will be tracked internally and made available to the student upon request.

A	90-100%	4.0 points	Pass
B	80-89.99%	3.0 points	Pass
C	70-79.99%	2.0 points	Pass
F	0-69.99%	0.0 points	Fail

### 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:

## ACADEMIC POLICIES AND PROCEDURES

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 complete the Incomplete Grade Request with the instructor. The student and instructor will record the reason for the Incomplete Grade, list the coursework or examination(s) to be completed, 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 to the Registrar. 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 instructor must notify the student's academic advisor.

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 2020, the deadline established by the instructor and student must fall before the end of the spring of 2021 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 2022, the deadline established by the instructor and student must fall before the end of the fall 2022 semester. If an incomplete is taken in the summer of 2022, the deadline for completion of the work in question must occur before the end of the fall 2022 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 by the student and granted at the discretion of the instructor, the program director, the dean, and the VPAA. The student must complete the Request for an Extension for an Incomplete Grade form with the instructor and submit the form for signature to the dean and the VPAA. The instructor must notify the student's advisor.

Students who have applied to graduate, but receive a grade of incomplete, may not participate in May commencement ceremonies unless they have agreed to complete their coursework by the end of August. In that situation, the degree conferral date will be August 31. If the student and faculty member agree that the work will not be completed

## ACADEMIC POLICIES AND PROCEDURES

in August, they may agree to a later date. The diploma will be issued at the date of degree conferral following the completion of the coursework. A student graduating in December must have no incompletes. If they do, they will need to reapply for May graduation.

### 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 his/her appropriate dean 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.

### DISMISSAL FROM THE PROGRAM

Students may be dismissed from the program for failure to meet the specific requirements of the program. For further information, consult the program director.

### DISMISSAL FROM THE COLLEGE

The College reserves the right to dismiss any student for failure to meet the Academic Standards of the College (see [Academic Dismissal](#)) and/or for any violation of Institutional Rules of Conduct (Disciplinary Dismissal) as set forth in the Student Handbook.

Except as otherwise required by law, the College also reserves the right to dismiss a student with a disability or medical condition if the student poses a direct threat to her/himself or others, or if the student cannot perform the essential requirements of the program, even with reasonable accommodations.

The complete details of these policies are published in the Ursuline College Student Handbook and are available at [ursuline.edu](http://ursuline.edu). These guidelines will be followed by the staff, faculty and administrators in all graduate programs.

### 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. As such, Ursuline College requires students to follow the Academic Integrity Policy, whereby students are bound to do all academic work in an honest manner. By this policy, students are required to credit the use of another's work or intellectual property, to refrain from collaboration when inappropriate or so instructed, and to refrain from all other illicit behaviors, aides

## ACADEMIC POLICIES AND PROCEDURES

and fabrications that compromise the integrity of one's work and intellectual growth. In addition, instructors are encouraged to include course and assignment specific expectations and requirements for academic integrity in their syllabi. Students, however, are finally responsible for knowing which actions constitute violations of academic integrity.

### 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 illicitly bring information into an examination.
2. **Plagiarism** involves taking and presenting as one's own the ideas or words of another, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:
  - a. Downloading of papers or portions of papers from internet sources.
  - b. Submitting portions of other students' papers.
  - c. Directly quoting or utilizing sources or intellectual property without proper citation.
  - d. Purchasing papers for submission.
3. **Fabrication** occurs when students make up or manipulate information to complete an academic assignment. Examples include:
  - a. Creating citations from non-existent sources.
  - b. Listing sources in the bibliography that were not actually used.
  - c. Taking another student's test or writing another student's paper.
  - d. Making up or manipulating data to support research.
4. **Multiple Submissions** occur when students submit the same work to more than one course without the prior approval of all instructors involved.
5. Other Violations of Academic Integrity
  - a. Forging documents, records or signatures.

## ACADEMIC POLICIES AND PROCEDURES

- b. Falsifying grades.
- c. Destroying, hiding and improperly removing library materials, and thereby 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 instructors, who will submit an Academic Offense form once they have determined a violation has occurred. At their discretion, the instructors may assess one of the following:

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

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

### Procedures for Addressing Violations of the Policy

The administrative procedures for addressing violations of the academic integrity policy are found in the Ursuline College Student Handbook.

Approved by Faculty Assembly May 2019.

## ACADEMIC APPEALS

### Appealing Course Grades

An instructor's evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation 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



## ACADEMIC POLICIES AND PROCEDURES

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 the school. Appeals to the dean must include a written statement of the grounds for the appeal, the specific relief sought, copies of all relevant documents including the syllabus and the graded assignment(s) and any other relevant information. The statement and documentation must be submitted at least **one week** prior to any scheduled meeting between the student and the dean. The dean will consult with the student, the faculty member and any other person who has relevant information before rendering a decision, normally **within two weeks** of meeting with the student.

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

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

### Appealing Grades for Clinical Experiences

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

### Appealing Program Dismissals

Following the procedures listed above in "Academic Appeals," students may appeal dismissals from programs of the College. The first step of the appeal will be to the program director, next to the dean of the school in which the program resides, 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 POLICIES AND PROCEDURES

### Appealing Academic Dismissal from the College

A student who is dismissed from the college, and objects to that dismissal, may send a letter of appeal to the Vice President for Academic Affairs. The Academic Standing and Appeals Board will then meet to consider the student's request and forward a judgment to the Vice President. The decision of the Appeals Board is final and not subject to further appeal.

## GRADUATE ACADEMIC PROGRAMS

### GRADUATE ACADEMIC PROGRAMS

#### DEGREES

The degrees conferred upon completion of the approved programs of graduate study are:

- Master of Arts in Counseling and Art Therapy (MA)
- Master of Arts in Education (MA), program options:
  - Educational Administration (MA)
  - Curriculum, Instruction and Assessment (MA)
  - Master Apprenticeship Program with initial licensure (MA)
- Master of Arts in Wellness (MA), concentration options:
  - Athletic Coaching
  - Financial Wellness
  - Integrative Health
  - Longevity Wellness

\* *Concentrations may also be taken as a stand-alone certificate separate from the MA degree.*
- Master of Arts in Theological and Pastoral Studies (MA)
- Master of Business Administration (MBA)
- Master of Medical Science in Physician Assistant (MMSc)
- Master of Science in Nursing (MSN), concentration options:
  - Adult-Gerontology Acute Care Nurse Practitioner
  - Adult-Gerontology Primary Care Nurse Practitioner
  - Adult-Gerontology Clinical Nurse Specialist
  - Family Nurse Practitioner
  - Leadership
  - Psychiatric Mental Health Nurse Practitioner
  - MSN – MBA Dual Degree
- Doctor of Nursing Practice (DNP)

## GRADUATE ACADEMIC PROGRAMS

- Certified Registered Nurse Anesthesia Track (CRNA)
- DNP – MBA Dual Degree

## 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.

**EDUCATION** – The Education Unit offers preparation for educator licenses and endorsements in the following areas:

- Initial Teacher License (MAP):
  - P – 5 (Primary)
  - Grades 4 – 9 (Middle Childhood) (choose two areas)
    - English Language Arts/Reading
    - Mathematics
    - Science
    - Social Studies
  - Grades 7 – 12 (Adolescence to Young Adult) (choose one area)
    - Integrated Mathematics
    - Life Sciences
    - Integrated Language Arts
    - Integrated Social Studies
  - Intervention Specialist: Mild/Moderate Needs (K-12) (special education)
  - Multi-Age Visual Arts (PK -12)
- Administrator License:
  - Principal
    - PK- Grade 6
    - Grades 4-9
    - Grades 5-12
  - Superintendent

## GRADUATE ACADEMIC PROGRAMS

- Within the Curriculum, Instruction and Assessment program, a Certificate in School Improvement Planning Through Data Analysis is available.
- Endorsement:
  - Early Childhood Generalist
  - Reading (K- Grade 12)
- Certificates:
  - Classroom Management
  - Common Core Standards
  - Differentiated Instruction
  - Early Childhood
  - English Language Learners
  - Reading Fundamentals
  - School Safety
  - Working with At Risk Students
  - Working with Special Populations

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

## GRADUATE ACADEMIC PROGRAMS

### NURSING

A Post-baccalaureate Moderate Sedation Certificate of Completion

Post-master's Certificates of Completion:

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

### SUBSPECIALITIES

Students can complete a subspeciality in the following areas as a graduate non-degree seeking student or in conjunction with a degree or certificate program.

- Palliative Care Practitioner Subspeciality
- Nursing Education Subspeciality

### WELLNESS CERTIFICATES

- Athletic Coaching
- Financial Wellness – upon completion of this certificate, one can sit for the Financial Fitness Coach (FFC) through the Association for Financial Counseling & Planning Education (AFCPA)
- Intergated Health
- Longevity Wellness

### CONTINUING EDUCATION

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

## GRADUATE ACADEMIC PROGRAMS

### BRIDGE PROGRAMS

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

## GRADUATE ACADEMIC PROGRAMS

### COUNSELING AND ART THERAPY

#### Program Overview

**Program Mission:** The Master of Arts in Counseling and Art Therapy Program provides education and training in Clinical Mental Health Counseling and prepares competent, entry level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students learn to aid clients in exploring personal potentials and problems through both visual and verbal expression.

Graduates are prepared to work with clients from diverse backgrounds in a variety of clinical, educational, medical, and human service agencies. A wide range of internship placements are available, and students are encouraged to develop areas of expertise and specialization in line with their strengths and interests, as well as exhibit professional dispositions in line with core values of the program and the professions.

As an extension of the mission, the program aims to:

- Prepare students upon graduation to become licensed and credentialed holistically educated human service professionals adept in fostering the creative process as a source of integration and healing
- Utilize the vast community resources to expose students to competent training environments for clinical mental health counseling and art therapy
- Offer a state-of-the-art curriculum that develops the specific competencies of the professions of counseling and art therapy to reach a diverse and global population
- Incorporate a philosophy of education and training that is motivated by respect for the dignity of each person
- Improve the quality of life for diverse populations seeking services in the healthcare and wellness fields through counseling and art therapy

The program is CACREP accredited (Council for Accreditation of Counseling and Related Programs) and CAAHEP (Commission on Accreditation of Allied Health Education Programs)

#### Program Learning Objectives

- To know and practice counseling and art therapy ethical standards according to the professional associations and state/national boards for each profession
- To know and utilize appraisal instruments, art therapy assessments, and to be able to diagnose



## GRADUATE ACADEMIC PROGRAMS

- To know and demonstrate understanding of counseling theory, art therapy theory, developmental theory, history of clinical mental health counseling and art therapy fields, and of recipient populations/specializations
- To know and demonstrate effective and culturally responsive skills with individuals, groups and families in all phases of the therapeutic process, including treatment planning, appropriate documentation, and verbal and non-verbal interventions, working with diverse populations/specializations, including those from marginalized backgrounds
- To demonstrate personal and professional growth, including effective use of supervision, recognition of strengths and limitations, and development of a unique voice and vision as a professional counselor and art therapist who is active in professional associations and committed to ongoing personal creative expression and professional development

**Department Phone #:** 440-684-6090

**2024-2025 Program Chair:** Rebecca Miller, Ph.D., LPC, ATR-BC, ATCS

### [Admission Requirements](#)

#### **Admission Procedures**

Students applying for admission must meet both the general requirements for admission to all graduate programs and the specific requirements of the Counseling and Art Department.

#### **General Admission Requirements**

- Official application. Applications for admission to graduate programs may be submitted in paper form or online at [www.ursuline.edu](http://www.ursuline.edu).
- Official transcript(s) for baccalaureate degree and any additional undergraduate or graduate academic course work. These must be forwarded to the Office of Graduate Admission directly by the academic institution.
- 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

## GRADUATE ACADEMIC PROGRAMS

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.

- Three professional recommendations (utilizing the required recommendation form) attesting to the suitability of the applicant for graduate work in the particular program. The required recommendation form may be found on our website.
- An interview with program faculty. Telephone or Zoom interviews may be arranged for out-of-state applicants.

### **Additional Counseling and Art Therapy Admission Requirements**

1. A three to five-page essay in APA format discussing the following:
  - the meaning of art in the applicant's life
  - motivation for pursuing a career in art therapy and counseling
  - aptitude for working with people
  - areas of artistic strength and areas of possible artistic growth
  - This essay is in addition to the general essay on the graduate application form.
2. 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. (Candidates completing an electronic interview must submit the portfolio to graduate admissions prior to the interview.) 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.
3. Prerequisite coursework in art and psychology are required:
  - a. 18 semester hours in studio art to include:
    - Drawing
    - Painting
    - Three-Dimensional Media (Ceramics, Sculpture, or Equivalent)

## GRADUATE ACADEMIC PROGRAMS

- Other studio courses can fulfill the additional credits after meeting the above three content areas
- b. 12\* semester hours in psychology, with earned grade of 'B' or better, which must include:
- Developmental Psychology (or Human Growth and Development, Lifespan Development, Child/Adolescent Psychology)
  - Abnormal Psychology (or Psychopathology)
- c. \*Coursework in cultural studies, such as Queer Studies, Women/Gender Studies, Racial and/or Ethnic Cultural groups studies, may count towards Psychology prerequisite coursework, at the discretion of CAT faculty. At least 12 hours of the studio art and at least 9 hours of the psychology must be completed prior to starting the program. The remaining prerequisites must be completed within the first year of the program.
4. Some experience in working with people within a human service context is highly recommended.

### **Recommended deadlines for application and interview**

March 15 for Fall Semester, October 15 for Spring Semester.

Please note that these are the priority deadlines. We accept and admit students on a rolling basis throughout each semester. *For more information contact The Office of Graduate Admission at 440 646 8119 or [graduateadmissions@ursuline.edu](mailto:graduateadmissions@ursuline.edu).*

### **Program Requirements**

**Degree Requirements** 65 Credits

### **Required Core Courses**

Graduates meet educational requirements for counselor licensure eligibility (LPC/LPCC), art therapy licensure (LPAT), and for national art therapy credentials ATR/ATR-BC

- CAT 500 Professional Orientation, Ethical, and Legal Issues (3)
- CAT 501 History and Theory of Art Therapy (3)
- CAT 503 Child and Adolescent Treatment \*500,501,505 (3)
- CAT 504 Human Growth and Development (3)
- CAT 505 Counseling Theories (3)
- CAT 507 Group Process\*500,501,505 (3)

## GRADUATE ACADEMIC PROGRAMS

- CAT 508 Family Systems \*503 (3)
- CAT 519 Psychopathology and Diagnoses\*500,501,505 (3)
- CAT 519S Psychopathology and Diagnoses Seminar \*500,501,505, 519 concurrently (1)
- CAT 520 Projective Assessments \*519 (3)
- CAT 523 Cultural and Social Issues \*501 (3)
- CAT 544 Art Therapy Studio I \*567, usually taken in 3rd year (1)
- CAT 546 Clinical I: Counseling Techniques \*500, 501, 505 (3)
- CAT 547 Clinical II: Practicum \*546 (3)
- CAT 548 Appraisal \*500, 501, 505, 591 (3)
- CAT 549 Internship I \*520, 547 (1)
- CAT 550 Internship II \*549 (1)
- CAT 567 Techniques and Use of Media \*500, 501 (2)
- CAT 568 Creativity and Visual Thinking \*501 (2)
- CAT 591 Intro to Research and Writing \*taken in first semester (1)
- CAT 594 Research and Evaluation \*547,591 (3)
- CAT 596 Capstone Project: Integrative Seminar \*594 (3)
- CAT 601 Lifestyle and Career Development \*505, 548 (3)
- CAT 645 Addictions and Trauma \*549 (3)
- CAT 648 Case Studies: Diagnoses and Treatment \*520,547 (3)
- Elective Courses

Students must choose 2 elective credits

- CAT 506W Creative Counseling Modalities (1)
- CAT 517W Service Learning (1)
- CAT 525W Special Settings and Populations (1)
- CAT 526W Educational Settings (1)
- CAT 528W Geriatrics (1)
- CAT 531W Spirituality, Wholeness and the Arts (1)

## GRADUATE ACADEMIC PROGRAMS

- CAT 545W Art Therapy Studio II (1)
- CAT 585 Independent Study (1-2)
- CAT 649 Advanced Clinic (1)
- CAT 510-515W Workshops – Special Topics (1-2)

**TOTAL:** 65 Credit Hours of Required Courses. \*indicates prerequisites

### Other Program Requirements

The 65-semester hour degree program meets the Ohio education requirements for counseling licensure for LPC (Licensed Professional Counselor) and LPCC (Licensed Professional Clinical Counselor), the Ohio education requirements for LPAT (Licensed Professional Art Therapist), and the educational standards for national registration and certification (ATR-BC) as an art therapist through the Art Therapy Credentials Board.

State licensing laws vary, and applicants are encouraged to check their individual state law for licensure eligibility requirements. Graduates are also eligible for National Certified Counselor credential through the National Board of Certifying Counselors (NBCC).

Candidates who possess a master's degree in a related field may take courses to meet the educational standards for registration and certification as an art therapist through the Art Therapy Credentials Board ([www.atcb.org](http://www.atcb.org)), but may not be eligible for Ohio state licensure in Ohio without the specification of a Master's degree specifically in Art Therapy.

### Other Policies

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.

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

Students must earn grades of B- or better in all other courses in accordance with program accreditation requirements. Students may not repeat more than two courses with non-passing grades. Students who do not earn passing grades in more than two courses are subject to academic dismissal.

See Ursuline College website and Counseling and Art Therapy program handbook for additional information.

## GRADUATE ACADEMIC PROGRAMS

### EDUCATION

#### Program Overview

The Educational Administration program provides candidates with several distinct opportunities:

- Master of Arts in Educational Administration
- Master of Arts in Curriculum, Instruction and Assessment
- Principal License
- Superintendent License
- Certificate in School Improvement Planning Through Data Analysis

The Educational Administration program emphasizes working with others by developing positive relationships, identifying personal and professional values, mastering skills necessary for leadership, and integrating knowledge required for leading an effective school. This emphasis recognizes the unique mission and philosophy of public, parochial, charter and private schools. Students focus on curriculum and instruction, leadership and management, climate and culture, personnel and resource management, contract and state law, finance and fundraising, organizational development, and educational theories. The Educational Administration program enhances the leadership of all participants even if licensure is not desired.

The Educational Administration program prepares individual to function as principle-centered leaders in a school setting. The degree requires the completion of six required courses and the earning of a minimum of 30 credits. The program is designed so that it can be completed on a part-time basis. It is not a cohort model.

The Curriculum, Instruction and Assessment prepares individuals to advance in their teaching career and take on leadership roles such as Curriculum Directors, Instructional Coaches, Department Chairpersons and Subject Area Coordinators. The degree requires the completion of eleven courses for a total of 31 credits. It is not a cohort model and can be completed on a part-time basis.

The School Improvement Planning Through Data Analysis Certificate can be earned by taking a series of three courses for a total of nine credits.

The Principal License requires the completion of a master's degree, eight additional credits beyond the master's degree and the passing of the required licensure examination. Principal licensure areas are based on the prior teaching experiences of the candidate seeking the license.

The Superintendent License requires the completion of four courses (12 credits). This licensure program is a cohort model that begins every fall. Students take one course for

## GRADUATE ACADEMIC PROGRAMS

four straight semesters including summer. Candidates for this program must have an administrative license and must have covered all of the courses/topics outlined in the Ursuline Principal Licensure program.

### Program Learning Outcomes

The learning outcomes for the Educational Administration program are based on the Education Leadership Constituent Council (ELCC) Standards and the Ohio Standards for Principals (School and District Leadership Levels).

### Educational Administration and Principal Licensure Programs

**Department Phone #:** 440-646-8105

**2024-2025 Program Chair:** Marc Gray, Ed.D.

Required Courses:

- ED 500 Principles of Educ Adm & Leadership I (2 credits)
- ED 509 Field Experience I (2 credits)\*
- ED 522 Instructional Leadership, Supervision, and Evaluation (3 credits)
- ED 560 Educational Research (3 credits)
- ED 575 School Law (3 credits)
- ED 590 Integrating Seminar OR ED 595 Thesis/Research (3 credits)

And at least 14 credits from the following, for a minimum of 30 credits for the degree:

- ED 510 Principles of Educ Adm & Leadership II (2 credits)
- ED 519 Field Experience II/Internship (3 credits)\*
- ED 530 Curriculum Development (3 credits)
- ED 536 Culture and Climate (2 credits)
- ED 540 Administrative Principles of Teaching and Learning (3)
- ED 541 Pupil Personnel Services (2 credits)
- ED 549 Professional Staff Development (3 credits)
- ED 554 Current Issues and Problems of the Principal (2 credits)
- ED 589 Administrative & Instructional Uses of Technology (2 credits)

\* Field hours are required

## GRADUATE ACADEMIC PROGRAMS

\*While a minimum of 30 credits are required to fulfill the degree requirements for a Master's degree, all 38 credits must be completed to be eligible for the Principal License.

\*\*ED 519 and ED 590 should be taken toward the end of a candidate's program.

### Curriculum, Instruction and Assessment Program

**Department Phone #:** 440-646-8105

**2024-2025 Program Chair:** Marc Gray, Ed.D.

- ED 522 Instructional Leadership, Supervision, and Evaluation (3 credits)  
OR ED 540 Administrative Principles of Teaching and Learning (3)
- ED 525 Large Scale Assessment Literacy & Analysis (3 credits)
- ED 530 Curriculum Development (3 credits)
- ED 535 Curriculum and Instruction for Online Learners (3 credits) OR  
ED 589 Administrative & Instructional Uses of Technology (2 credits)
- ED 545 Classroom Assessment and Analysis (3 credits)
- ED 548 Coaching for Instructional Improvement (3 credits)
- ED 549 Professional Staff Development (3 credits)
- ED 560 Educational Research (3 credits)
- Choose from ED, EDI, EDR, or EDV courses (7-9 credits)

#### Notes:

- A minimum of 30 credit hours must be completed to be eligible for the Master's degree.
- Candidates pursuing the Master's degree must take the 8 required courses and are able to choose their remaining courses to total a minimum of 30 credit hours.



## GRADUATE ACADEMIC PROGRAMS

### Superintendent Licensure

**Department Phone #: 440-646-8105**

**2024-2025 Program Chair: Marc Gray, Ed.D.**

- ED 601 You as a Superintendent (3 credits)
- ED 602 The Business of the School District (3 credits)
- ED 603 Educating the Whole Child (3 credits)
- ED 604 Superintendent Internship and Seminar (3 credits)

### School Improvement Planning Through Data Analysis Certificate

**Department Phone #: 440-646-8105**

**2024-2025 Program Chair: Marc Gray, Ed.D.**

- ED 525 Large Scale Assessment Literacy & Analysis (3 credits)
- ED 545 Classroom Assessment & Analysis (3 credits)
- ED 565 Data and Accountability Systems for School Improvement (3 credits)

### Master Apprenticeship Program

#### Program Overview

The Master Apprenticeship Program (MAP) at Ursuline College is nationally recognized by *The National Council for Accreditation of Teacher Education* (NCATE) and *Council for the Accreditation of Educator Preparation* (CAEP). The program is an intensive one year accelerated program which leads to a Master of Arts Degree in Education and eligibility to make application to the State of Ohio for licensure in the following areas:

- Primary (Pre-K-5)
- Middle Childhood (4-9)
- Adolescence and Young Adult (7-12, Integrated Mathematics, Life Sciences, Integrated Language Arts, Integrated Social Studies)
- Special Education (K-12) Mild/Moderate
- Multi-Age Visual Arts (P-12)

## GRADUATE ACADEMIC PROGRAMS

The Master Apprenticeship Program includes a mission to bring the best and brightest individuals to the profession of education. Candidates selected have an inherent commitment to education and the community and have demonstrated academic success in their undergraduate programs. The participating candidates bring into the program the maturity and expertise from complimentary professions to the field of education. The residency/internship program allows each candidate to participate in a year-long immersion in cooperating schools, supervised by master teachers and administrators who embrace the Ursuline values.

### Program Learning Outcomes

The learning outcomes for the Master Apprenticeship Program are based on the *Council for the Accreditation of Educator Preparation* (CAEP) standards as well as the Ohio Standards for the Teaching Profession:

*Standard 1: Students – Teachers understand learning and development and respect the diversity of the students they teach.*

*Standard 2: Content – Teachers know and understand the content area for which they have instructional responsibility.*

*Standard 3: Assessment – Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*

*Standard 4: Instruction – Teachers plan and deliver effective instruction that advances the learning of each individual student.*

*Standard 5: Learning Environment – Teachers create learning environments that promote high levels of learning and achievement for all students.*

*Standard 6: Collaboration and Communication – Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.*

*Standard 7: Professional Responsibility and Growth – Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.*

**Department Phone #: 440-646-8105**

**2024-2025 Program Chair: Marc Gray, Ed.D.**

### Program Requirements

#### Primary Licensure

**Summer (18 Credit Hours)**

## GRADUATE ACADEMIC PROGRAMS

- EDE 500 Foundations of Education (3)
- EDE 501 Skills for the 21st Century Educator (2)
- EDE 510 Introduction to Human Development and Learning (2)
- EDE 520 Systematic Phonics (3)
- EDE 530 Curriculum, Materials & Methods I Ohio Learning Standards and Planning for Instruction (3)
- EDE 527 Addressing the Diverse Learner (2)
- EDE 523 Reading Education & Literacy Perspectives (3)

### **Fall (15 Credit Hours)**

- EDE 511 Advanced Studies in Development & Learning (3)
- EDE 525 Content Area Reading (3)
- EDE 531 Planning for Instruction II: English Language Arts and Mathematics (3)
- EDE 550 Professional Development Seminar I (3)
- EDE 560 Field Internship (3)

### **Spring (12 Credit Hours)**

- EDE 521 Reading and Assessment (3)
- EDE 533 Planning for Instruction III: Science and Social Studies (3)
- EDE 551 Professional Development Seminar II (3)
- EDE 578 Student Teaching (3)

**TOTAL:** 45 Credit Hours

### **Adolescence to Young Adult or Multi-Age Visual Arts Licensure**

#### **Summer (15 Credit Hours)**

- EDA 500 Foundations of Education (3)
- EDA 501 Skills for the 21st Century Educator (2)
- EDA 509 Content Area Studies (3)
- EDA 510 Introduction to Human Development and Learning (2)
- EDA 527 Addressing the Diverse Learner (2)

## GRADUATE ACADEMIC PROGRAMS

- EDA 540 Curriculum, Materials & Methods I Ohio Learning Standards and Planning for Instruction (3)

### **Fall (18 Credit Hours)**

- EDA 513 Advanced Studies in Development & Learning (3)
- EDA 520 Content Area Reading (3)
- EDA 541 Curriculum, Materials & Methods II Ohio Standards for the Teaching Profession, Instruction, Assessment and Classroom Management (3)
- EDA 545 Integrated Methods for the Content Area I (3)
- EDA 550 Professional Development Seminar I (3)
- EDA 565 Field Internship (3)

### **Spring (12 Credit Hours)**

- EDA 523 Reading and Assessment (3)
- EDA 545 Integrated Methods for the Content Area II (3)
- EDA 551 Professional Development Seminar II (3)
- EDA 578 Student Teaching (3)

**TOTAL:** 45 Credit Hours

### **Middle Childhood Licensure**

#### **Summer (18 Credit Hours)**

- EDM 500 Foundations of Education (3)
- EDM 501 Skills for the 21<sup>st</sup> Century Educator (2)
- EDM 510 Introduction to Human Development and Learning (2)
- EDM 520 Systematic Phonics (3)
- EDM 523 Reading Educ. & Literacy Perspectives (3)
- EDM 527 Addressing the Diverse Learner (2)
- EDM 530 Curriculum, Materials & Methods Block I Ohio Learning Standards and Planning for Instruction (3)

#### **Fall (15 Credit Hours)**

## GRADUATE ACADEMIC PROGRAMS

- EDM 512 Advanced Studies in Development & Learning (3)
- EDM 525 Content Area Reading (3)
- EDM 531 Planning for Instruction II: English Language Arts and Mathematics (3)
- EDM 550 Professional Development Seminar I (3)
- EDM 563 Field Internship (3)

### **Spring (12 Credit Hours)**

- EDM 522 Reading and Assessment (3)
- EDM 533 Planning for Instruction III: Science and Social Studies (3)
- EDM 551 Professional Development Seminar II (3)
- EDM 578 Student Teaching (3)

**TOTAL:** 45 Credit Hours

**Special Education Licensure** (Intervention Specialist – Mild/Moderate Educational Needs K-12)

### **Summer (21 Credit Hours)**

- EDS 500 Foundations of Education (3)
- EDS 501 Skills for the 21st Century Educator (2)
- EDS 510 Introduction to Human Development and Learning (2)
- EDS 520 Systematic Phonics (3)
- EDS 523 Reading Educ. & Literacy Perspectives (3)
- EDS 527 Addressing the Diverse Learner (2)
- EDS 530 Curriculum, Materials & Methods I Ohio Learning Standards and Planning for Instruction (3)
- EDS 570 Introduction to Special Education (3)

### **Fall (18 Credit Hours)**

- EDS 513 Advanced Studies in Development & Learning (3)
- EDS 515 Language Development & Communication Disorders (3)
- EDS 525 Content Area Reading (3)

## GRADUATE ACADEMIC PROGRAMS

- EDS 550 Professional Development Seminar I (3)
- EDS 560 Field Internship (3)
- EDS 571 Introduction to Issues & Intervention in Behavior and Assessment for Students with M/M Needs (3)

### **Spring (18 Credit Hours)**

- EDS 575 Intervention Specialist Block: Curriculum, Materials & Methods (3)
- EDS 521 Reading & Assessment (3)
- EDS 551 Professional Development Seminar II (3)
- EDS 572 Advanced Intervention in Behavior and Assessment (3)
- EDS 576 Consultation & Collaboration within School & Community (3)
- EDS 578 Student Teaching (3)

**TOTAL:** 57 Credit Hours

### [Bridge Requirements](#)

#### **4+1 Bridge Program**

Ursuline College's 4+1 Bridge Program offers a new path to becoming a teacher that allows a candidate to earn both a bachelor's and a master's degree, with eligibility to apply for an Ohio 4-Year Resident Educator License, in just five years

Candidates pursue an undergraduate major that will support the teacher licensure area they choose and take 12-15 credits of education courses.

Upon graduation, candidates join the one-year, graduate teacher-licensure program, the Master Apprenticeship Program (MAP). In MAP, candidates will engage full-time in coursework and be assigned to a school setting, leading to eligibility for the Ohio 4-Year Resident Educator teacher license.

All Ursuline College Education Unit programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP).

**Department Phone #:** 440-646-8145

**2024-2025 Program Director:** Kathryn Tuohey, Ed.D.

## GRADUATE ACADEMIC PROGRAMS

### 4+1 Bridge Program Education Courses

- EDB 110 Seminar I (1)
- EDB 111 Seminar II (1)
- EDB 112 Seminar III (1)
- EDB 500 Foundations of Education (3)
- EDB 510 Intro to Human Development and Learning (3)
- EDB 520 Systematic Phonics Integrated \* (3)
- EDB 530 Curriculum, Methods, Materials I (3)

**TOTAL:** 12-15 Credit Hours

\*Required for those pursuing licensures in Primary, Middle Childhood, and Intervention Specialist: Mild/Moderate Needs

TO OBTAIN OHIO LICENSURE MUST EARN A PASSING SCORE ON THE FOLLOWING ASSESSMENTS:

- Ohio Assessment for Educators (OAE) Assessment of Professional Knowledge (APK) and (OAE) Assessment of Content Knowledge (ACK) at or above Qualifying Score of 220. (Primary, Special Education, Adolescence to Young Adult, and Multi-Age Visual Arts).
- Please Note: Adolescence to Young Adult candidates must pass their (OAE) Assessment of Content Knowledge (ACK) to begin Student Teaching.
- Ohio Assessment for Educators (OAE) Assessment of Professional Knowledge (APK) at or above Qualifying Score of 220. (2 Subject Area Assessments for Middle School Candidates).
- Ohio Assessments for Educators (OAE) Content Knowledge at or above Qualifying Score of 220. (2 Subject Area Assessments for Middle School Candidates).
- Ohio Assessments for Educators (OAE) Foundations of Reading at or above Qualifying Score of 220. (Primary, Middle Childhood and Special Education Candidates only).

## GRADUATE ACADEMIC PROGRAMS

### Endorsement and Certificate Programs

The graduate-level endorsement and certificate programs are all online-instructed programs that may be added to any standard teaching license and used for license renewal.

The Reading Endorsement program is a 2 semester, five class program, which prepares individuals to take the Ohio Assessment for Educators (OAE) exam (exam 038 and 039). Individuals will study the developmental stages of reading and writing with concentration on the 21st Century Skills to promote critical thinking and problem solving with emphasis on language development related to culture and linguistic diversity. It meets the International Literacy Association (ILA) standards and the Ohio Department of Education's Reading Competencies.

The Classroom Management Certificate prepares individuals to apply behavior management, self-management and cognitive-behavior management to improve learning and social behavior. Completing five asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The Common Core Standards Certificate prepares individuals to apply reading and writing across the curriculum and explore conceptual methodologies. Completing four asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The Differentiated Instruction Certificate prepares individuals to apply teaching theories and recognize the role of teacher, parents, and students in a differentiated classroom. Completing four asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The Early Childhood Certificate prepares individuals to enhance their professional practice to overcome biases and improve objective observation skills, as well as enhance positive parent and staff communication and involvement. Completing five asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The English Language Learner Certificate prepares individuals to assess, accommodate, review and discuss literacy development for English language learners (ELL). Completing four asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The School Safety Certificate prepares individuals to identify bullying behaviors, and recognize prevention, intervention, and supports to prevent such behaviors. Completing three asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.



## GRADUATE ACADEMIC PROGRAMS

The Reading Fundamentals Certificate prepares individuals to identify important aspects of phonic instruction and how technology can be used in reading instruction. Completing three asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The Working with At Risk Students Certificate prepares individuals to recognize the educator's role in supporting and accommodating students with special learning needs, and learn intervention techniques. Completing three asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

The Working with Special Populations Certificate prepares individuals to identify characteristics, implement modifications and accommodations for special needs students.. Completing six asynchronous online courses is required to earn the certificate. Courses can be completed individually for continuing education credits.

**Department Phone #:** 440-646-8105

**2024-2025 Program Chair:** Marc Gray, Ed.D.

### Reading Endorsement Program

- EDR 501 Literacy Theory Reading Instructions Foundations (3)
- EDR 520 Explicit, Systematic and Sequential reading Instruction (3)
- EDR 571 Implementation of Structured Literacy Methods (3)
- EDR 572 Literacy Assessment, Evaluation, and Data Driven Intervention (3)
- EDR 573 Reading Practicum Application (3)

TOTAL: 15 Credit Hours

### Teacher Leadership Certificate, 12 credit hours

Choose 4 courses

- EDI 501 Collaborative Coaching (3)
- EDI 503 Ethics and Principles of Teacher Leadership (3)

## GRADUATE ACADEMIC PROGRAMS

- EDI 505 Measurement Based Decision Making in Professional Learning Communities (3)
- EDI 507 Practicum in Teacher Leadership (3)
- EDI 534 Bringing the Science of reading to Your Classroom (3)
- EDI 536 Reading Assessments: Best Practices for Teachers (3)

TOTAL: 12 Credit Hours

### Educational Technology Certificate

- EDI 511 Diverse Technology Applications (3)
- EDI 513 Google Apps and More (3)
- EDI 517 Google Apps and More II (3)
- EDI 515 Google in the Digital Classroom (3)
- EDI 519 Google in the Digital Classroom II (3)

TOTAL: 15 Credit Hours

### Advanced Educational Technology Certificate

- EDI 521 AI for Educators (3)
- EDI 523 Google Slides (3)
- EDI 525 Google Fundamental Training (3)
- EDI 527 Google Advanced Training (3)
- EDI 529 Google Sites (3)

TOTAL: 15 Credit Hours

### Instructional Delivery Certificate

- EDI 531 Science of Reading K-2 (3)
- EDI 532 Science of Reading 3-5 (3)
- EDI 533 Reading Comprehension: A Quest for Clarity (3)
- EDI 535 Differentiating Instruction (3)
- EDI 537 Techniques to Check for Understanding (3)
- EDI 539 The Science of Dyslexia (3)

TOTAL: 18 Credit Hours

## GRADUATE ACADEMIC PROGRAMS

### Enhancing Professional Mindset Certificate

- EDI 541 Mindset, Brain, and Education (3)
- EDI 543 Educator Journaling (3)
- EDI 545 Educator Wellness (3)

TOTAL: 9 Credit Hours

### Enhancing Student Mindset Certificate

- EDI 551 Creating a Trauma Sensitive K-12 Classroom (3)
- EDI 553 Teaching Students from Poverty (3)
- EDI 555 Social Emotional Learning (3)
- EDI 557 What We Say to Students Matters (3)
- EDI 559 Teaching After Critical Change (3)

TOTAL: 15 Credit Hours

### Special Needs Students Certificate

- EDI 561 Meeting the Needs of Gifted Learners in the K-12 Classroom (3)
- EDI 562 Co-Teaching in the K-12 Environment (3)
- EDI 563 Perfectionism: The Anxious Student (3)
- EDI 565 IEP's, WEP's, and 504's Oh My (3)
- EDI 567 What Works in K-12 Special and Inclusive Education (3)
- EDI 569 Diverse Learners in Your Classroom (3)

TOTAL: 18 Credit Hours

### Building Classroom Culture Certificate

- EDI 571 Student Mindset and Classroom Management (3)
- EDI 573 Managing Behaviors with SEL Strategies (3)
- EDI 575 Building a Classroom Culture (3)

TOTAL: 9 Credit Hours

### Brain, Mind, and Instructional Design Certificate

- EDI 581 Project Based Learning (3)

## GRADUATE ACADEMIC PROGRAMS

- EDI 583 Connecting Brain, Mind, and Instructional Design: An Overview (3)
- EDI 585 How Brain Processes Give Rise to the Working Mind (3)
- EDI 587 How the Mind Generates Instructional Design and Learning (3)

TOTAL: 12 Credit Hours

### Classroom Management Certificate

- EDV 501 Advanced Classroom Management: Children as Change Agents (2)
- EDV 504 Behavior is Language: Strategies for Managing Disruptive Behavior (3)
- EDV 505 Build School Communities: Brain Smart Classroom Management (2)
- EDV 527 Social and Emotional Learning: Optimizing Learning Environments with Life Skills (3)
- EDV 535 Understanding Aggression: Coping with Aggressive Behavior in the Classroom (3)

TOTAL: 13 Credit Hours

### Common Core Standards Certificate

- EDV 521 Reading and Writing in Content Area (2)
- EDV 526 Six Traits of Writing Model: Teaching and Assessing (2)
- EDV 538 Understanding and Implementing Common Core Standards (3)
- Choose one of the following:
  - EDV 531 Teaching Elementary Math Conceptually: A New Paradigm (2)
  - EDV 532 Teaching Secondary Math Conceptually: Meeting Mathematics Standards (3)

TOTAL: 9-10 Credit Hours

### Differentiated Instruction Certificate

- EDV 530 Teaching Diversity: Influences and Issues in the Classroom (2)

## GRADUATE ACADEMIC PROGRAMS

- EDV 534 Try DI!: Planning and Preparing a Differentiated Instruction Program (3)
- EDV 537 Why DI?: An Introduction to Differentiated Instruction (3)
- EDV 539 Educational Technology: Effective Use of Technology in the Classroom (3)

TOTAL: 8 Credit Hours

### Early Childhood Certificate

- EDV 508 Early Childhood: Family-Centered Services (2)
- EDV 509 Early Childhood: Observation & Assessment (3)
- EDV 510 Early Childhood: Program Planning (3)
- EDV 511 Early Childhood: Typical & Atypical Development (3)
- EDV 519 Infant & Toddler Mental Health (2)

TOTAL: 13 Credit Hours

### English Language Learner Certificate

- EDV 513 English Language Learner: Evaluation & Assessment (3)
- EDV 514 English Language Learner: Language Acquisition (3)
- EDV 515 English Language Learner: Linguistics (3)
- EDV 516 English Language Learner: Methods & Materials (3)

TOTAL: 12 Credit Hours

### Reading Fundamentals Certificate

- EDV 522 Reading Fundamentals #1 An Introduction to Scientifically-based Research (2)
- EDV 523 Reading Fundamentals #2 Laying the Foundation for Effective Reading Instruction (2)
- EDV 524 Reading Fundamentals #3 The Elements of Effective Reading Instruction & Assessment (3)

TOTAL: 7 Credit Hours

## GRADUATE ACADEMIC PROGRAMS

### School Safety Certificate

- EDV 507 Drugs and Alcohol in Schools: Understanding Substance Use & Abuse (2)
- EDV 517 Harassment, Bullying, and Cyber-Intimidation in Schools (2)
- EDV 536 Violence in Schools: Identification, Prevention, and Intervention Strategies (2)

TOTAL: 6 Credit Hours

### Working with At Risk Students Certificate

- EDV 506 Child Abuse: Working with Abused and Neglected Children (2)
- EDV 528 Supporting At-Risk Young Learners & Their Families (3)
- EDV 533 Traumatized Child: The Effects of Stress, Trauma, and Violence on Student Learning (2)

TOTAL: 7 Credit Hours

### Working with Special Populations Certificate

- EDV 502 Attention Deficit/Hyperactivity Disorder: Information and Interventions for Effective Teaching (3)
- EDV 503 Autism Spectrum Disorder: Information and Effective Intervention Strategies (2)
- EDV 518 Inclusion: Working with Students with Special Needs in General Education Classrooms (2)
- EDV 520 Learning Disabilities: Practical Information for the Classroom Teacher (3)
- EDV 525 Response to Intervention: Practical Information for the Classroom Teacher (3)
- EDV 529 Talented and Gifted: Working with High Achievers (2)

TOTAL: 15 credits

## GRADUATE ACADEMIC PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION (MBA)

#### Program Overview

Ursuline College offers a Master of Business Administration (MBA) program for students to personally and professionally grow, build applicable skills, hone communication capacities, enhance their depth of knowledge in business-related fields, and foster leadership skills to advance in managerial capacities and/or pursue entrepreneurial opportunities. This program is approved by the Ohio Board of Regents and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The MBA program is also accredited by the International Accreditation Council for Business Education (IACBE).

The mission of the MBA program is to prepare students to become socially responsible managers and collaborative leaders from an ethical, values-based perspective. Primary goals of the program are to provide students with an opportunity to gain both a practical knowledge of modern business, as well as an understanding of the social, ethical, and human context in which business is conducted in a technology enhanced, dynamic environment. Collaborating with Ursuline's professional business faculty, students gain a strong sense of corporate citizenship, ethical decision-making, business maturity, and global understanding of business activities in addition to tangible skills that can be directly applied in today's marketplace. This preparation is accomplished through educational experiences that emphasize cross-functional business processes, effective communication modalities, critical thinking skills, creative problem solving, and leadership practices from a values-based business perspective. The balance between business theory and the application of theory to solve complex business problems is a hallmark of this program, which was designed to be convenient and flexible for working professionals.

The MBA program provides individuals with an opportunity to complete the MBA degree as they see appropriate. Students may enroll in the program on a full-time basis to complete the program within one year or enroll on a part-time basis and complete the program over a longer period of time according to what works best for them. The program is 100% online and conducted in an asynchronous format, meaning there are no live courses. Students can capitalize on their own schedule's availability and complete coursework within weekly due dates. Upon completion, graduates of the MBA program will enhance their business knowledge, develop new skills, and improve their overall marketability for potential employment or future promotion opportunities.

#### Prerequisites for Admission

At least two years of full-time working experience is recommended for students who plan to enroll in the program. All candidates must have strong computer literacy skills and must be proficient in the use of word processing, spreadsheet, and presentation

## GRADUATE ACADEMIC PROGRAMS

softwares. All students enrolled in Ursuline's MBA program must have access to a computer, including internet access throughout the duration of the program.

**Department Contact #:** 440-646-8157

**Program Director (2024-2025):** Mary Kovach, Ph.D., MBA, LSSBB, PSM

### [Program Requirements](#)

MBA Course Requirements (30 credits)

- MBA 501: Leadership and Emotional Intelligence (3)
- MBA 507: Finance and Accounting for Managers (3)
- MBA 512: Managerial Economics (3)
- MBA 506: Marketing Strategy: Global and Domestic (3)
- MBA 554: Project Management and Team Dynamics (3)
- MBA 607: Interdisciplinary Organizational Leadership (3)
- MBA 612: HR Strategy, Planning and Development (3)
- MBA 634: Ethical and Legal Issues in Business (3)
- MBA 669: Entrepreneurial Leadership and New Venture Creation (3)
- MBA 651: Strategic Management and Global Dynamics (3)

**TOTAL: 30 credits**



## GRADUATE ACADEMIC PROGRAMS

### MASTER OF SCIENCE IN NURSING

#### Program Overview

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.

#### Program Mission Statement

The Breen School of Nursing, Master of Science in Nursing program focuses on transforming the health of the community through reflection and healing interaction with individuals and organizations.

#### Program Outcomes

The MSN graduate will:

- Be a leader in nursing who will function in independent and interdependent roles as the colleague of other health professionals in a variety of settings.
- Value healing interaction as central to practice by integrating the human experience of health/illness/healing.
- Make decisions and take action based on an integration of a strong knowledge base, personal and professional values, and diverse cultural, religious, and spiritual and ethical perspectives.
- Be an advocate for a just society including the promotion of high quality, cost-effective health care.

**Department Phone Number:** 440-684-6051

**2024-2025 Associate Dean:** Janet Baker, DNP, APRN, ACNS-BC, CPHQ, CNE  
Associate Dean, Graduate Nursing Programs

#### Program Requirements

##### ADMISSIONS CRITERIA AND APPLICATION MATERIALS FOR MSN PROGRAM

- Official transcripts from all nursing programs attended, including one that verifies completion of a regionally accredited baccalaureate program in nursing.

## GRADUATE ACADEMIC PROGRAMS

- Evidence of ability to complete graduate work as indicated by a 3.0 average shown on applicant's transcript from the baccalaureate nursing program.
- 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.
- Unencumbered Registered Nurse License, current licensure or eligibility for licensure as a registered nurse in Ohio.
- Documentation of work experience as an RN within the past two years is required.
- A minimum of one year work experience as a registered nurse.

### Core Courses for Advanced Practice Nursing (29 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 636 Adult Health Management (3)
- NR 650a Health Care Policies (1)
- NR 650b Health Care Organization and Finance (1)
- NR 650c Advanced Practice Ethical and Legal Responsibilities (1)
- NR 650d Advanced Practice Roles and Responsibilities with Social Justice (Diversity) with a Culminating Project (2)

### Adult-Gerontology Acute Care Nurse Practitioner (45 credits)

- NR 615 Advanced Diagnostics (3)
- NR 644 Acute Care Management (5)

## GRADUATE ACADEMIC PROGRAMS

- NR 645 Focused Populations Acute Care NP (5)
- NR 616, NR 617, NR 618 Clinical Management Courses/Practicum (3)

### 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 640 Teaching and Evaluation (3)
- NR 611, 612, 613, 614 Clinical Care Management/Practicum (4)

### 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 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 Primary Care 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 Primary Care Nurse Practitioner with the addition of the following course:

- NR 638 Pediatrics with Clinicals (4)

## GRADUATE ACADEMIC PROGRAMS

### Leadership (39 credit hours)

#### MSN Leadership Track

Graduate nursing courses are presented in Ursuline's value-based framework and emphasize the critical components of advanced nursing practice. All students enrolled in the program take selected master's core courses to enhance clinical reasoning and utilize evidence-based practice. Through the course work and clinical experiences completed, students develop the knowledge and skills to become nursing leaders with advanced skills in systems and management. This aligns with the program's mission to transform the health of the community through reflection and healing interaction with individuals and organizations.

- MBA 501 Leadership & Emotional Intelligence (3/1)
- MBA 607 Interdisciplinary Organizational Leadership (3) or NR 707 Interdisciplinary Organizational leadership (3)
- MBA 554 Project Management and Team Dynamics (2)
- NR 532 Introduction to Evidence-Based Practice (3)
- NR 533 Application of Evidence-Based Practice (3)
- NR 535 Health Care Informatics (2)
- NR 547 Population Health in a Global Society (3)
- NR 548 Health Care Innovations and Quality Improvement (3)
- NR 650a Health Care Policies (1) or NR 706 Advanced Healthcare Management & Policy (3)
- NR 650b Health Care Organizations & Finance (1) or MBA 507 Finance and Accounting for Managers (3)
- NR 650c Advanced Practice Ethical & Legal (1) or MBA 634 Ethical & Legal Issues in Business (3)
- NR 650d Advanced Practice Roles and Responsibilities with Social Justice (Diversity) with a Culminating Project (2)
- NR 651 Synthesis of Advanced Nursing Practice Leadership (3)

### Psychiatric Mental Health Nurse Practitioner (42 Credits Total)

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) is educationally prepared to provide the full range of psychiatric services, including the delivery of primary mental

## GRADUATE ACADEMIC PROGRAMS

health care services, as delineated in the competencies. The competencies include the terms “mental health” and psychiatric disorders. Psychiatric disorders are those commonly agreed upon diagnoses based on DSM-IV-TR and ICD-9 taxonomies. Mental health problems include symptoms and issues which do not fully meet the criteria for a psychiatric disorder but may compromise functioning and impact mental health. Because substance-related disorders are one of the DSM-IV-TR Axis I diagnoses, they have been included as a psychiatric disorder. (Psychiatric-Mental Health Nurse Practitioner Competencies, 2003).

- NR 670: Neurobiology and Psychopharmacology Across the Lifespan (3)
- NR 671 Systems Interventions for Individuals and Groups (3)
- NR 672 Psychiatric Diagnostics and Management of Adults (5)
- NR 673 Psychiatric Diagnostics and Management of Children (5)

## POST-MASTER’S CERTIFICATES

A post master’s Certificate of Completion may be obtained as an Adult-Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Adult-Gerontology Clinical Nurse Specialist.

To obtain a post master’s Certificate of Completion in the advanced practice tracks, a student must take the associated specialty courses. In addition, a student must document completion of the following 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.

## SUBSPECIALITIES

Students can complete a subspeciality in the following areas as a graduate non-degree seeking student or in conjunction with a degree or certificate program.

### **Subspecialty Palliative Care Practitioner**

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

Palliative Care as a Subspecialty

- NR 632 Advanced Pharmacology in Hospice & Palliative Care (2)

## GRADUATE ACADEMIC PROGRAMS

- NR 633 Foundations of Palliative Care with clinical hours (4)
- NR 634 Program Development and Palliative Care Leadership (2)

### **Subspecialty Nursing Education**

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

- NR 639 Curriculum (3)
- NR 640 Teaching and Evaluation (3)
- NR 641 Teaching Practicum (3)

### **Post-Master's: Psychiatric Mental Health Nurse Practitioner**

A nationally recognized Board certification as an Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, or Family Nurse Practitioner is required for admission to this program.

Students will develop skills in the assessment and diagnosis of mental illness in the child, adolescent and adult populations. It emphasizes the use of healing interaction in communication with individuals dealing with mental health disorders when initiating and evaluating treatment plans, understanding the major classes of psychotropic drugs and their indications for use in the treatment of various psychiatric disorders across the lifespan, and the professional roles and responsibilities of the advanced practice nurse.

- NR 670 Neurobiology and Psychopharmacology across the Lifespan (3)
- NR 671 Systems Interventions for Individuals and Groups with Practicum, 150 hrs minimum (3)
- NR 672 Psychiatric Diagnostics and Management of Adults with Practicum, 175 hrs minimum (5)
- NR 673 Psychiatric Diagnostics and Management of Children with Practicum, 175 hrs min. (5)

## GRADUATE ACADEMIC PROGRAMS

### 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. Post Master DNP or BSN-DNP programs are available.

#### 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.

#### Program Outcomes

The DNP graduate will:

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

## GRADUATE ACADEMIC PROGRAMS

### Admissions Requirements

- Current resume or curriculum vitae.
- Current license to practice as a Registered Nurse in the state of Ohio or state of residency. 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 ACEN accredited program.
- Minimum graduate Grade Point Average (GPA) of 3.0 on a 4.0 scale.
- 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.
- 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.
- 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.
- Applicants accepted into the DNP program must be ready to start coursework in fall or spring semester (typically the last weeks of August or middle of January). Applicants who delay must register for courses within two (2) years of acceptance into the DNP program or the acceptance is voided.
- 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 applying to the program, may be transferred into the DNP program.
- 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.

**Department Phone #:** 440-646-8172



## GRADUATE ACADEMIC PROGRAMS

**2024-2025:** Janet Baker, DNP  
Associate Dean of Graduate Nursing

### Program Requirements

- NR 700 a, b, c Scientific Writing for Professional Nurses (3)
- NR 701 Biostatistics for Outcomes Management and Evaluation (3)
- NR 702 Scientific & Theoretical Foundations for Advanced Nursing Practice (3)
- NR 703 Epidemiology for Population Health (3)
- NR 704 Analysis of Evidence for Advanced Nursing Practice (3)
- NR 705 Methods for Conducting Evidence-Based Projects (3)
- NR 706 Advanced Healthcare Management & Policy (3)
- NR 707 Interdisciplinary Organizational leadership (3)
- NR 708 Advanced Healthcare Informatics (3)
- NR 709 Evaluation Strategies for Quality Improvement (3)
- NR 800 CAPSTONE Project Identification/DNP Residency (2)
- NR 801 CAPSTONE Project Proposal/DNP Residency (2)
- NR 802 CAPSTONE Project Implementation/DNP Residency (2)
- NR 803 CAPSTONE Project Dissemination/DNP Residency (2)

Note: A total of 1000 DNP residency hours must be documented for degree completion, up to 500 clinical hours from a prior MSN program in which advanced clinical practice hours were completed may be transferred into the program.

**TOTAL:** 38 Credit Hours

### NURSE ANESTHESIA TRACK (CRNA)

#### **Overview of the Doctor of Nursing Practice track for the Nurse Anesthesia Program**

Somnia Nurse Anesthesia Program, LLC (SNAP) collaborated with Ursuline College in 2022 to create and operate the Ursuline College with Somnia Nurse Anesthesia Program. This is the first corporate sponsored Nurse Anesthesia Program in the United States.

Ursuline College with SNAP' is a full-time, 36-month integrated format that prepares the baccalaureate-educated nurse to become a safe, entry-level specialist as a doctorly

## GRADUATE ACADEMIC PROGRAMS

prepared nurse anesthetist. The curriculum is designed to meet the standards of the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The program awards the Doctor of Nursing Practice (DNP) degree and prepares the graduate to take the board certification examination to practice as a Certified Registered Nurse Anesthetist (CRNA).

The program is online with synchronous and asynchronous classes, provides learning experiences through State-of-the-Art Simulation Immersions, and is affiliated with clinical sites throughout the United States. BSN prepared nurses are Recruited locally to stay locally to later provide anesthesia services in their communities where there is a growing need for CRNAs.

The employment opportunities are huge throughout the country with a gap in CRNAs available to fill vacant jobs. The following websites provides great details on the CRNA need across the US:

<https://www.bls.gov/oes/current/oes2911S1.htm>

Ursuline College with Somnia Nurse Anesthesia Program {SNAP}, LLC

**Mission:** The mission is to prepare nurse anesthetists with advanced, specialized knowledge and skills to meet the health needs of diverse populations and to serve as health care leaders. Our graduates will provide their patients across the country with access to safe, effective, and high-quality anesthesia care to improve clinical outcomes and enhance patient experiences.

**Expected Outcomes:** In addition to the DNP outcomes, upon completion of the program, the graduates will demonstrate the ability to:

1. Formulate an individualized, evidence based and culturally competent anesthesia plan of care for patients from diverse populations across the lifespan, while considering the surgical procedures and comorbidities.
2. Implement a formulated anesthesia plan of care in a safe, efficient, and cost-effective manner to ensure patient safety.
3. Utilize critical thinking to provide nurse anesthesia care based on evidence-based research and recognize the appropriate response to anesthetic complications.
4. Demonstrate appropriate medical, legal, and ethical standards of anesthesia practice while accepting responsibility and accountability and taking appropriate actions consistent with valid self-awareness.
5. Demonstrate professionalism by leading with integrity, advocating for patients and colleagues, and by recognizing the importance of acquiring new knowledge to improve his or her practice.

## GRADUATE ACADEMIC PROGRAMS

**Program Goals:** Upon completion of the program of study, students are expected to attain the following overarching goals:

**Academic:** The graduate will demonstrate critical thinking by integrating the didactic knowledge and clinical data to deliver culturally competent peri-anesthetic care throughout the anesthesia experience.

**Clinical:** The graduate will demonstrate clinical excellence by planning and administering a safe and physiologic anesthetic based on the synthesis of anesthetic principles across the lifespan and in a variety of clinical settings.

**Leadership:** The graduate will promote a collaborative academic community of students, faculty, and clinical instructors committed to lifelong learning, scholarly pursuits, and professionalism.

**Curriculum:** The Nurse Anesthesia program is a full time, 36-month integrated delivery format that prepares baccalaureate educated nurse to become a doctorly prepared nurse anesthetists who will meet the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) requirements to sit for their certification exam. The curriculum will consist of both core Doctor of Nursing Practice (DNP) courses and core anesthesia courses. The didactic courses will be 100% online except for simulation and clinical practicum courses where the students will attend clinical at the beginning of their second year. There will be both synchronous and asynchronous learning.

**Simulation:** The first simulation workshop will occur at the end of their first year which includes medication safety and operating room set up, understanding different anesthesia equipment, airway management and the different types of anesthesia. The student registered nurse anesthetist (SRNAs) must pass an oral medication exam and anesthesia machine checkout prior to starting their clinical practicums. After two semesters of clinical, SRNAs will return to campus for their second simulation workshop which will provide in depth hands with low and high-fidelity simulations where they will learn specific skills to be successful in their clinical rotations. At the end of the third year, SRNAs will return to campus for advanced topics such as ultrasound guided regional workshops and/or the use of ultrasound for bedside exams.

The graduate receives a Doctor of Nursing Practice degree and is eligible to sit for the National Certifying Examination (NCE). Graduates who successfully pass this exam become Certified Registered Nurse Anesthetists (CRNAs).

**Department Phone #:** 440-646-8172

**2024-2025** Janet Baker, DNP

Associate Dean of Graduate Nursing: Stephanie Woodruff DNP, CRNA, CHSE Program  
Director BSN-DNP Nurse Anesthesia Track

## GRADUATE ACADEMIC PROGRAMS

### Nurse Anesthesia course Requirements:

- Completion of the DNP curriculum and residency hours (38)
- NAP 510: Introduction to Nurse Anesthesia Profession (1)
- NAP 511 Applied Chemistry, Biochemistry and Physics (1)
- NAP 512 General Principles of Anesthesia (4)
- NAP 620 Advanced Anatomy, Physiology & Pathophysiology I (4)
- NAP 621 Pharmacology of Anesthetic Agents (4)
- NAP 622 Advanced Anatomy, Physiology & Pathophysiology II (4)
- NAP 623 Advanced Principles and Clinical Management I (4)
- NAP 624 Advanced Principles and Clinical Management II (4)
- NAP 630 Professional Aspects of Leadership (1)
- NAP 631 Comprehensive Board Review (3)
- NAP 651 Nurse Anesthesia Practicum I (1)
- NAP 652 Nurse Anesthesia Practicum II (2)
- NAP 653 Nurse Anesthesia Practicum III (3)
- NAP 661 Advanced Nurse Anesthesia Clinical Correlation I (3)
- NAP 662 Advanced Nurse Anesthesia Clinical Correlation II (3)
- NAP 663 Advanced Nurse Anesthesia Clinical Correlation III (2)

**TOTAL:** 92 Credit Hours

### DNP – MBA DUAL DEGREE PROGRAM

The Master of Business Administration program at Ursuline College will prepare you to be a socially responsible manager and leader with applicable skills and a strong ethical, values-based perspective. You will be empowered with the knowledge, skills and values to help organizations make a transformational difference in our community and in our global business environment.

Our holistic approach to MBA education provides each student with three personal career-coaching sessions throughout the program with a faculty member and advisor. The first session occurs in the beginning of the program, the second half-way through and the third close to graduation. These sessions focus on your career goals, on

## GRADUATE ACADEMIC PROGRAMS

determining your purpose, your passions, your curiosity and your individual future intentions, not just in your career but in your life.

Separately, the DNP (38 credits) and MBA (30 credits) degrees are 68 credit hours total. With the dual degree program, you save 12 credit hours for a total of 56 credit hours. Both the DNP and MBA courses are offered online. Students will take the DNP courses in place of the MBA courses.

**Department Phone #:** 440-646-8172

**2024-2025:** Janet Baker, DNP  
Associate Dean of Graduate Nursing

### Program Requirements

- MBA 512 Managerial Economics (3)
- MBA 506 Marketing Strategy: Global and Domestic (3)
- MBA 507 Finance and Accounting for Managers (3)
- MBA 612 HR Strategy, Planning & Development (3)
- MBA 651 Strategic Management and Global Dynamics (3)
- MBA 669 Entrepreneurial Leadership & New Venture Creation (3)
- NR 700 a, b, c Scientific Writing for Professional Nurses (3)
- NR 701 Biostatistics for Outcomes Management and Evaluation (3)
- NR 702 Scientific & Theoretical Foundations for Advanced Nursing Practice (3)
- NR 703 Epidemiology for Population Health (3)
- NR 704 Analysis of Evidence for Advanced Nursing Practice (3)
- NR 705 Methods for Conducting Evidence-Based Projects (3)
- NR 706 Advanced Healthcare Management & Policy (3)
- NR 707 Interdisciplinary Organizational leadership (3)
- NR 708 Advanced Healthcare Informatics (3)
- NR 709 Evaluation Strategies for Quality Improvement (3)
- NR 800 CAPSTONE Project Identification/DNP Residency (2)
- NR 801 CAPSTONE Project Proposal/DNP Residency (2)

## GRADUATE ACADEMIC PROGRAMS

- NR 802 CAPSTONE Project Implementation/DNP Residency (2)
- NR 803 CAPSTONE Project Dissemination/DNP Residency (2)

Note: A total of 1000 DNP residency hours must be documented for degree completion, up to 500 clinical hours from a prior MSN program in which advanced clinical practice hours were completed may be transferred into the program.

**TOTAL:** 56 Credit Hours

## GRADUATE ACADEMIC PROGRAMS

### PHYSICIAN ASSISTANT PROGRAM

The ARC-PA has granted Accreditation-Provisional status to the Ursuline College Physician Assistant Program sponsored by Ursuline College.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation - Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. *The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-ursuline-college/>*

#### Program Overview

Ursuline College's Physician Assistant Program is a 24-month, Master of Medical Sciences (MMSc) program. The residential, entry-level physician assistant master's program in Pepper Pike, Ohio, prepares students to serve their community as primary care providers through on-campus and clinical training throughout the 24-month program. The ultimate focus of UCPA education is to serve the underserved communities with competent, compassionate care.

The curriculum is based on an organ systems approach with a sequencing of courses that builds upon previously achieved student learning. Didactic course material includes basic and foundational material that progresses in complexity and depth throughout integrated medical series. The curriculum incorporates instructional lectures, active learning strategies, stimulating analytical and critical thinking, case-based problem-solving, as well as effective exploration and utilization of resource materials.

The UCPA Clinical Residency Program blends essential areas of experience with distinctive leadership and service-learning opportunities. The curriculum is constructed for achievement of educational and professional goals by emphasizing the whole person and whole patient. Designed by the faculty, the content was determined through resources including the mission and vision of the UCPA Program and our associated collegiate institution, NCCPA Curriculum Blueprint, Accreditation Standards for Physician Assistant Education, and evolving health care trends and emerging challenges. The curriculum incorporates core competencies based on the ARC-PA Accreditation Standards including medical knowledge, interpersonal skill, clinical skills, technical skills, professional behavior, clinical reasoning, and problem-solving abilities. The Ursuline College PA Program consists of six continuous semesters of graduate level training. There are 61 semester credit hours offered in the didactic (pre-clinical) learning phase,

## GRADUATE ACADEMIC PROGRAMS

and 39 semester credit hours offered in the clinical residency learning phase, for a total of 100 semester credit hours.

### Program Learning Outcomes

The Ursuline College Physician Assistant Program Core Competencies represent the clinical reasoning, problem-solving, clinical and technical skills, interpersonal and communication skills, professional and ethical behaviors, and interprofessional collaboration, that each student must demonstrate to successfully complete the program

The Core Competencies are program specific and were created with consideration of the programs mission and the Cross-Org Competencies Review Task Force consisting of National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the American Academy of PAs (AAPA), and the Physician Assistant Education Association (PAEA) which defines core competencies for the practicing physician assistant.

#### Competencies:

### **1. Clinical Reasoning, Problem Solving, Clinical and Technical Skills for Practice**

1.0 Possess knowledge of the principles of basic and clinical sciences including anatomy, physiology, pathophysiology, and genetics

1.1 Utilize critical thinking and medical decision-making strategies in all aspects of patient care

1.2 Apply medical knowledge of organ systems including etiology, incidence, risk factors, clinical presentation, differential diagnosis, and treatment strategies to effectively manage a patient across the life span

1.3 Perform effective, patient-centered interviewing to obtain a medical history, considering cultural awareness and social determinants

1.4 Perform an appropriate physical examination for comprehensive and problem-focused patient encounters

1.5 Select, interpret, and apply data obtained from diagnostic, laboratory, and imaging studies to assist in the accurate diagnosis and management of health conditions, with consideration for patient financial implications

1.6 Evaluate information obtained from history and physical examination findings to develop a primary working diagnosis and differential diagnosis for acute, chronic, and emergent health conditions

1.7 Perform safe and effective clinical and technical skills considered essential for the entry level PA in the inpatient, outpatient, pre-, intra-, and post-operative settings



## GRADUATE ACADEMIC PROGRAMS

1.8 Develop health management strategies, including patient education, that promote and encourage shared decision-making across the lifespan

1.9 Apply knowledge of pharmaceutical agents including indications, contraindications, dosing, side effects, drug interactions and costs to patients to the formulation of treatment plans for acute, chronic, and emergent conditions

1.10 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes in a timely and effective manner

### **2. Interpersonal, Interprofessional, and Communication Skills**

2.0 Demonstrate effective communication skills with patients and families by utilizing skills that promote compassion, sensitivity, and mutual respect

2.1 Establish supportive interprofessional working relationships and interact effectively with members of the healthcare team to optimize safe, effective patient-centered care

2.2 Recognize and understand the role of the physician assistant and the limitations inherent to that role, while embracing the collaborative physician/physician assistant relationship

2.3 Present an oral report of patient information to collaborating physicians and other members of the healthcare team in a clear, concise, and effective manner

### **3. Patient-Centered Care**

3.0 Provide patient-centered care with consideration for cultural awareness and social determinants of health across the lifespan

3.1 Appropriately foster patient advocacy in the health care setting

3.2 Utilize patient safety strategies to reduce medical errors and practice quality improvement in medical care

3.3 Foster preventive care including age-appropriate screening, immunization recommendations, referrals, and behavioral modifications

### **4. Practice and Professionalism**

4.0 Embrace professionalism in all aspects of clinical practice incorporating accountability, confidentiality, and selflessness

4.1 Demonstrate professionalism through awareness of diversity in all forms including but not limited to sex, gender, identity, age, culture, race, ethnicity, sexual orientation, socioeconomic status, religion, and abilities as it relates to patient-centered care

4.2 Demonstrate an understanding of medical ethics and the legal aspects of healthcare

## GRADUATE ACADEMIC PROGRAMS

4.3 Incorporate current clinical guidelines into the practice of evidence-based medicine

4.4 Analyze the use and allocation of resources to ensure the practice of safe and cost-effective healthcare while maintaining the quality of care

4.5 Utilize the concepts of public health and population medicine to improve the quality of patient care

**Department Phone #:** 440-684-6115

**2024-2025 Program Chair:** Erin Basilius, MS, PA-C

[Program Requirements:](#)

### **PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

[Ursuline College Graduates](#)

Any student who graduates from Ursuline College who meets the criteria for admissions will be granted an interview. However, granting of an interview does not equate to acceptance into the program.

Students applying for admission must meet the following requirements.

[General Admission Requirements](#)

- Completion of an application for admission to the Ursuline College Physician Program utilizing the Centralized Application Service for Physician Assistants (CASPA).
- All official transcript(s) for baccalaureate degree from a regionally accredited, U.S.-based institution and any additional undergraduate or graduate academic coursework whether credit was earned, the program was completed, or the credit appears as transfer credit on another transcript. Transcript(s) must be forwarded directly to CASPA. Baccalaureate degree must be conferred prior to beginning the program.
- Three recommendation utilizing the required recommendation form or standard recommendation letter format. One reference is required from EACH category:
- A person holding the PA-C, MD or DO designation and who also holds a current license to practice under that designation.
- A college or university professor holding a doctoral degree in any discipline where the candidate has been a student in one or more of the classes taught by the faculty member OR an additional person holding

## GRADUATE ACADEMIC PROGRAMS

the PA-C, MD or DO designation and who also holds a current license to practice under that designation.

- A reference of your choice of someone who has knowledge of your work ethic, academic record, volunteer work or other activities and can comment on your ability to succeed in the physician assistant program.
- Resume or CV highlighting work experience along with any educational, leadership or professional organization activities, including publications, presentations, research, honors and/or awards.
- An interview is required prior to admission to the program. Meeting the minimum requirements does not guarantee granting of an interview.

### Academic Requirements

- A baccalaureate degree from a regionally accredited institution in the United States.
- Minimum overall GPA of 3.2 and a minimum science GPA of 3.2 on a 4.0 scale.
- Students must earn a B or better in all prerequisite coursework with the exception of Organic Chemistry in which students must earn a C or better. Pass/Fail classes will not fulfill prerequisite requirements; a letter and numerical grade must be submitted to fulfill the requirements. Advanced coursework will be considered as part of the admissions process. Advanced Placement (AP) courses may satisfy prerequisite coursework after evaluation by the Admission Committee. Courses must be non-remedial level coursework. In-progress courses that will be completed prior to the program start date are to be listed in CASPA and will be reviewed by the Admission Committee.

Academic Courses that must be completed within 7 years of application to the program:

- Anatomy and Physiology I and II with labs (minimum of 8 semester hours or 10 quarter hours)
- Organic Chemistry I with lab (minimum 4 semester hours or 5 quarter hours)
- Psychology (minimum 3 semester hours or 4 quarter hours)
- Microbiology with lab (minimum 3 semester hours or 4 quarter hours)
- Genetics (minimum 3 semester hours, lab optional or 4 quarter hours)

## GRADUATE ACADEMIC PROGRAMS

Academic Courses that must be completed within 10 years of application to the program:

- General Chemistry I and II with labs (minimum of 8 semester hours or 10 quarter hours)
- Biology I and II with labs (Mammalian, Cell or Human; minimum of 8 semester hours or 10 quarter hours)

Academic Courses with no time limit:

- English (minimum of 6 semester hours or 8 quarter hours)
- Statistics, Algebra, Calculus, Finite Math, or other equivalent Advanced Mathematics (minimum of 6 semester hours or 8 quarter hours)
- Humanities and/or Social Science (minimum of 6 semester hours or 8 quarter hours)
- Medical Terminology (minimum of 1 semester hour or 1.5 quarter hours)

Professional Requirements

- Applicants are required to complete a minimum of 250 hours observing or participating in the delivery of healthcare in a clinical environment. Clinical hour requirements may be met through paid or volunteer experiences. Additional shadowing hours with a physician assistant or physician can be counted toward clinical hour requirements. Applicants are encouraged to be very detailed in their description of health care positions in their CASPA application.
- At least 50 of the 250 hours must be from direct shadowing of a clinically practicing physician assistant. We recommend prospective applicants utilize our Shadowing Hours Form. Although this form does not need to be used exclusively, all prospective students will need to upload documentation in CASPA for verification.

Those offered a seat in the program will have 14 days after an admission offer to respond and provide a non-refundable deposit of \$750 to secure a seat in the class.

### **Spring Semester I (Didactic 1/3)**

20 Credit Hours

- PA 500 Practice, Policy and Bioethics (1)
- PA 510 Research and Evidence Based Medicine (1)
- PA 520 Foundations of Pharmaceutical Sciences (1)

## GRADUATE ACADEMIC PROGRAMS

- PA 530 Foundations of Medical Sciences (4)
- PA 601 Clinical Medicine I (4)
- PA 604 Laboratory and Diagnostic Medicine I (3)
- PA 603 Clinical Therapeutics I (3)
- PA 607 Medical Interviewing and Documentation I (3)

### **Summer Semester I (Didactic 2/3)**

21 credit hours

- PA 611 Clinical Medicine II (4)
- PA 613 Clinical Therapeutics II (3)
- PA 614 Laboratory and Diagnostic Medicine II (3)
- PA 610 Evidence-Based Physical Diagnosis (4)
- PA 617 Medical Documentation II (1)
- PA 612 Pediatric Medicine (1)
- PA 615 Women's Health and Reproductive Medicine (1)
- PA 616 Basic and Applied Clinical Skills (2)
- PA 618 Perioperative Medicine and Principles of Surgery (2)

### **Fall Semester I (Didactic 3/3)**

20-credit hours

- PA 621 Clinical Medicine III (4-Credits)
- PA 624 Laboratory and Diagnostic Medicine III (3-Credits)
- PA 623 Clinical Therapeutics III (3-Credits)
- PA 625 Basic Ultrasound Technique (1-Credit)
- PA 620 Public Health and Preventive Medicine (2-Credits)
- PA 626 Advanced Ultrasound Technique (1-Credit)
- PA 627 Infectious Disease and Medical Microbiology (2-Credits)
- PA 628 Telemedicine (1-Credit)
- PA 630 Introduction to Master's Scholarly Project (1-Credit)

## GRADUATE ACADEMIC PROGRAMS

- PA 629 Inpatient and Critical Care Medicine (2-Credits)

### **61-Didactic Credit Hours**

#### **Spring Semester II (Clinical 1/3)**

#### **Summer Semester II (Clinical 2/3)**

\*Clinical Residency sequence varies for all students except Fall Semester II

- PA 651 Family Medicine Clinical Experience (4)
- PA 652 Pediatric Medicine Clinical Experience (4)
- PA 653 Surgery Clinical Experience (4)
- PA 654 Behavioral Health Clinical Experience (4)
- PA 655 Women's Health Clinical Experience (4)
- PS 656 Emergency Medicine Clinical Experience (4)
- PA 657 Internal Medicine Clinical Experience (4)
- PA 658 Elective Clinical Experience (4)

#### **Fall Semester II (Clinical 3/3)**

- PA 640 UCPA Capstone (2)
- PA 649 Applied Clinical Medicine (5)

39 Clinical Hours + 61 Didactic Hours = 100 Credit Hours

### **PROGRAM SPECIFIC GRADUATION REQUIREMENTS**

Ursuline College is regionally accredited by the Higher Learning Commission (HLC) which is recognized by the U.S. Department of Education to confer the graduate degree of Master of Medical Sciences (MMSc) for physician assistants.

To qualify for graduation from the Ursuline College Master of Medical Science Program, and to be eligible for a Master of Medical Sciences degree, each PA student must have met the following conditions:

- Successful completion of the Ursuline College PA Program Curriculum and Clinical Residency Rotations with a grade of "Pass" / "P" in all program courses and clinical rotations
- 3.0 GPA at Program Summation

## GRADUATE ACADEMIC PROGRAMS

- Compliance with all standards of professionalism and academic integrity and adherence to all The College rules and codes of conduct
- Payment of all financial obligations to Ursuline College
- Returned all loaned equipment to the respective schools
- Successful completion of all required examinations in the Ursuline Master of Medical Sciences Program
- The Student Evaluations and Progress Committee of the PA Program will identify students who have successfully completed all academic requirements; the Program Director will provide a list of eligible students to the BSONHP Dean, which will review the list and vote to confer the degree to the students listed; the Dean will officially submit the names of students who are recommended for conferral of its Master of Medical Sciences (MMSc) to the President and the Board of Trustees, who approve conferring degrees
- Students who have completed all the above requirements within 30-days after commencement will receive a diploma with the published commencement date

## GRADUATE ACADEMIC PROGRAMS

### THEOLOGICAL AND PASTORAL STUDIES

#### Program Overview

The Theological & Pastoral Studies Program is designed for women and men who are called to leadership and service in the church and in the world. Grounded solidly in the Catholic and Ursuline tradition, the program welcomes students of all denominations and reflects an ecumenical approach in its course content and curricular offerings.

#### Program Learning Outcomes

- Develop a contextual theological framework for understanding the history and roles of theology in the Christian tradition.
- Understand the formation of the Christian canon.
- Develop beginning competency in biblical exegesis as a framework for interpreting scripture.
- Master fundamental doctrinal positions in Christianity, including Christology, liturgy and sacraments, Christian anthropology, and ecclesiology, including critical challenges to these doctrines.
- Master concepts and vocabulary to participate in the modern theological discourse, including issues of ecumenism, feminism, liberation theology and moral theology.
- Develop facility in the use of theological reflection to integrate academic competence with personal spiritual growth.
- Integrate the individual call to a particular ecclesial ministry with pastoral skills necessary for the implementation of that ministry.
- Develop a theology of lay ministry consistent with the Christian tradition and the Roman Catholic Church.

**Department Phone #:** 440-646-8191

**2024-2025 Program Chair:** Dr. Linda M. Goodall-Martin

#### Program Requirements:

- TPS 610 Foundations of Theology (3)
- TPS 641 Christian Scriptures (3)
- TPS 642 Hebrew Scriptures (3)
- TPS 643 Issues and Skills in Pastoral Care and Counseling (3)
- TPS 644 Liturgy and Sacraments (3)



## GRADUATE ACADEMIC PROGRAMS

- TPS 654 Ministry and Spirituality (3)
- TPS 655 Praxis of Pastoral Care and Counseling (3)
- TPS 670 Church History (3)
- TPS 700 Final Practicum/Master's Thesis (3)

### Theology (3 credits)

- TPS 661 Christology (3)
- TPS 662 Christian Anthropology (3)
- TPS 663 Ecclesiology (3)

### Ethics (3 credits)

- TPS 680 Social Justice (3)
- TPS 681 Moral Theology (3)

### General Electives (3 credits)

- TPS 541: Wellness and Social Justice: Restoring Human and Ecological Wholeness (3)
- TPS 542: Wellness and Interpersonal Relationships: Striving for Wholeness in Our Caring for Others (3)
- TPS 543: Thriving Spirituality: Wholeness, Ministry, and the Praxis of Joy (3)
- TPS 601 Workshop (3)
- TPS 686 Independent Study (3)
- TPS 688 Special Topics (3)

### Bridge Requirements

Students may bridge up to three courses from a related undergraduate field of study.

## GRADUATE ACADEMIC PROGRAMS

### Certificate in Pastoral Ministry Requirements

BA, MA, or Audit

- TPS 610 Foundations of Theology (2)
- TPS 641 Christian Scriptures (2)
- TPS 642 Hebrew Scriptures (2)
- TPS 644 Liturgy and Sacraments (2)
- TPS 654 Ministry and Spirituality (2)
- TPS 661 Christology (2)
- TPS 662 Christian Anthropology (2)
- TPS 663 Ecclesiology (2)
- TPS 670 Church History (2)
- TPS 680 Social Justice (2)
- TPS 681 Moral Theology (2)

**TOTAL: 22 credits**

### WELLNESS

#### Program Overview

The Master of Arts in Wellness will prepare professionals who can improve health and wellbeing in the U.S. through interventions in behavior change, preparedness, and a holistic approach to wellness. The purpose of the Integrative Wellness Studies degree program is to provide focused educational and practical experiences to those interested in a career in the growing fitness/health/wellness industry. As a culminating experience, students engage in an immersive field experience in a selected area of wellness. This degree is an interdisciplinary cross-cultural program that prepares students for a lifetime of learning in their personal and professional lives focused on one or more areas of wellness.

The 30-credit hour curated integrative wellness degree includes a four to six-credit capstone project that includes prior learning experiences, community-based projects, applied research with additional options, and 10 credits in core courses that incorporate an interdisciplinary perspective focused on wellness in a specific area. The foundation courses provide grounding in values, critical thinking, research and interdisciplinary

## GRADUATE ACADEMIC PROGRAMS

study. The capstone includes faculty direction that contributes to a final work grounded in critical thinking.

### Program Learning Outcomes

**Department Phone #:** 440-646-8140

**2024-2025 Program Chair:** Richard Martin, PhD, DNP, MBA, RN, CFP

### Program Requirements:

#### Core Requirements

- WEL 501 Interdisciplinary Wellness Theory (3)
- WEL 502 Entrepreneurial Leadership (3)
- WEL 503 Action Research and Evaluation (3)
- WEL 600 Capstone Requirement (6)
- Select one concentration from below (9)
- Six credits of electives from among the other concentrations (6)

#### Concentrations

##### Athletic Coaching

- SPT 523 Organization and Management (3)
- SPT 531 Principles of Coaching (3)
- SPT 532 Upper Level Coaching, Governance, and Issues (3)

##### Longevity Wellness

- WEL 506 Aging Policy, Programs and Supports (3)
- WEL 507 Family Caregiving: Legal, Ethical and Financial Issues (3)
- WEL 508 Aging Health Promotion (3)

##### Integrative Health

- WEL 525 Health Behavior and Lifestyle Change (3)
- WEL 526 Complimentary Integrative Health Interventions (3)

## GRADUATE ACADEMIC PROGRAMS

- WEL 527 Comparative Health Systems (3)

### Financial Wellness

- WEL 550 Personal Financial Wellness (3)
- WEL 551 Fundamentals of Personal Finance (3)
- WEL 552 Financial Life Transitions (3)

**TOTAL: 30 credits**

## GRADUATE ACADEMIC PROGRAMS

### LEADERSHIP THEORIES, STRATEGY, AND EMOTIONAL INTELLIGENCE CERTIFICATES

**Department Phone #:** 440-646

**2024-2025 Program Chair:** Dr. Gina Messina

#### Essentials for Women's Leadership, Growth and Advancement 1: Leadership Theories, Strategy, and Emotional Intelligence Certificate

Completion of all three courses will earn participants a micro-credential in Women's Leadership. Through engaged learning, assessment, and small group coaching, this program will provide insight and in-depth knowledge into leadership theories, research, and methodology with a grounding in emotional intelligence. This micro-credential has a particular focus on self and social awareness and the need to communicate strategically and intentionally. In addition, participants will further develop emotional intelligence skills and advance effective leadership communication. Assessments to be completed within program include:

EQ-i 2.0

MLEI

360 Tool (See Appendix B for Description of Assessment Tools)

#### Certificate Outcomes

##### Knowledge

Understand of the importance of diversity of women's leadership.

Gain in depth knowledge of leadership theories, research methods, strategies, and the ways they relate to women and intersectionality.

##### Skills

Develop skills in emotional intelligence, become self-aware and understand how one is perceived.

Develop communication and presentation skills for various audiences.

Cultivate leadership skills grounded in strengths and emotional intelligence.

## GRADUATE ACADEMIC PROGRAMS

### Attitudes

Articulate self-value and eliminate imposter syndrome.

Recognize areas for growth and opportunities for continual improve through practice and awareness.

### Values

Foster a personal commitment to positive leadership grounded in self-awareness and emotional intelligence.

### Program Requirements (9 credits):

- ALI 520 Leadership, Insight, and Self-Awareness (3)
- ALI 521 Leadership, Influence, and Social Awareness (3)
- ALI 620 Leadership, Strategy, and Communication (3)

**TOTAL: 9 credits**

## ESSENTIALS FOR WOMEN - LEADERSHIP, GROWTH AND ADVANCEMENT II: FUNCTIONAL LEADERSHIP CERTIFICATE

### Certificate Overview

As women move up the ladder in any organization, it's critical that they have a solid cross-functional understanding of the core roles and responsibilities that enable the organization to succeed. It's not necessary for each individual of a team to have deep expertise in their colleague's functional areas, but they must have enough knowledge to ask informed questions and to analyze information that helps make informed decisions. Courses in this series are designed to help women leaders fill the gaps in their own business acumen, and to provide a foundation that builds confidence in becoming part of a senior or cross-functional team. Participants may take a single course or multiple courses based on their particular goals. Courses are taught by faculty who are industry experts in their field or who have held senior or "C" suite positions. Completion of the nine-course series equates to the graduate level micro-credential and nine graduate level credits.

## GRADUATE ACADEMIC PROGRAMS

### Certificate Outcomes

#### Knowledge

Understand the functional leadership roles in organizations

#### Skills

Develop the ability to communicate effectively and engage in decision making cross-functionally

#### Attitudes

Embrace the role of continuous learning about organizational functions as a core building block to organizational leadership

#### Values

Foster a personal commitment to positive leadership grounded in cross-functional knowledge

#### Assessment

Students will complete an Organizational Portfolio Assessment that demonstrates the student's ability to apply learning to evaluate their own organization functional areas or an organization the student has selected to utilize as their project focus. Organizational portfolios are intended to give evidence of a student's ability to evaluate the effectiveness of organizations, or to demonstrate evidence of cross-functional leadership by the student.

### Program Requirements:

- ALI 501 Functional Leadership: Financial Acumen (1)
- ALI 502 Functional Leadership: Risk Management (1)
- ALI 503 Functional Leadership: Human Resources Management (1)
- ALI 504 Functional Leadership: Equity, Diversity & Inclusion (1)
- ALI 505 Functional Leadership: Revenue Generation (1)
- ALI 506 Functional Leadership: Marketing (1)
- ALI 507 Functional Leadership: Technology (1)

## GRADUATE ACADEMIC PROGRAMS

- ALI 508 Functional Leadership: Data Analytics for Practitioners (1)
- ALI 509 Functional Leadership: Customer/Client Care (1)

**TOTAL: 9 credits**

### ETHICAL LEADERSHIP CERTIFICATE

Leaders must create an environment where the goals and values of people align with mission. Ethical leadership encompasses both character and action; by “being” and “doing,” leaders reinforce social and ethical responsibility within an organization. Students who complete this micro-credential will explore theories and standards of ethical practice, frameworks for ethical decision making, and the role of leadership in creating and sustaining a socially responsible environment through modeling values, creating community, and encouraging intentional action guided by mission.

#### Outcomes

##### Knowledge

Students will understand theories and standards of ethical practice in leadership.

##### Skills

Students will develop ability to make decisions using an ethical framework.

##### Attitudes

Students will recognize ethical leadership as being grounded in character and action.

##### Values

Students will recognize one's strengths and ability to cultivate a socially responsible and ethical environment. And align values and mission.

#### Program Requirements:

- ALI 530 Applied Ethics in Leadership (3)
- ALI 531 Social and Ethical Responsibility (3)
- ALI 630 Ethical Decision Making (3)

**TOTAL: 9 credits**



## COURSE DESCRIPTIONS

### COURSE DESCRIPTIONS

#### APPLIED LEADERSHIP (ALI)

##### **ALI 501 Functional Leadership: Financial Acumen (1)**

Being able to speak the language of business, understand the foundational elements of financial performance, and make wise decisions that influence the bottom line, are critical skills for all leaders.

This course makes those skills accessible to participants without a financial or accounting background. The series focuses on three modules that take the participant from learning key financial terminology to applying common decision-making tools to financial decisions. This course includes access to insight from a senior woman finance leader who will share her insight on what every senior leader should know when it comes to finance and tips to positively engage with the CFO in the participant's organization.

##### **ALI 502 Functional Leadership: Risk Management (1)**

Understanding and managing organizational risk has never been more critical. As organizations are confronted by the impact of the pandemic, issues like equity, cyber security, compliance, and understanding the role of the Risk Management Leader are critical to success. This course will help participants gain insight into the key areas of risk and how you can reduce risk by leading in a way that helps avoid surprises and protects the organization's assets and reputation while increasing care. This course includes access to insight from a senior female risk management leader who will share her insight on what every senior leader should know when it comes to risk management. In addition, participants will learn tips that will help positively engage in risk management discussions and decision-making in the participant's organization.

##### **ALI 503 Functional Leadership: Human Resources Management (1)**

The role of human resources has expanded over the years to include functional support related to benefits and policy management, well care, equity and inclusion, talent recruitment and retention, talent development and training, organizational development, and succession planning. Once considered the soft side of business, the talent management is now considered a critical function in a globally competitive world where the options for work have expanded. The global pandemic has acted as a catalyst in escalating how organizations think about and value their human capital. This course will look at:

- The fundamentals of human resources
- Strategic issues around recruiting, supporting, and maximizing the contributions of employees
- Management trends and the "liquid workforce"
- The interface of technology related to workforce support and performance

## COURSE DESCRIPTIONS

This course includes access to insight from senior female human resource leaders and consultants who will share their insight on human capital trends and strategies.

### **ALI 504 Functional Leadership: Equity, Diversity & Inclusion (1)**

The global head of Diversity & Inclusion at RBC Capital Markets said, “It’s our responsibility as business leaders to take as much care measuring, reporting on, and enhancing diversity and inclusion efforts as we do managing the bottom line.”

In this course, leaders will learn how to become advocates who lead by example through a willingness to be transparent, vulnerable and courageous. Participants will learn how to create an organizational culture that is committed to diversity (representation) and inclusion (sense of belonging) that drives empowerment and ultimately, organizational success. Through case studies of best practice organizations and input from industry leaders, participants will learn that diversity and inclusion are business imperatives which requires leaders to clarify the roles everyone plays in order to achieve better results.

### **ALI 505 Functional Leadership: Revenue Generation (1)**

Money makes the world go around. Whether for-profit or non-profit, all organizations have to be concerned about generating revenue. Whether through sales of services/products or through grants, gifts or donations, driving revenue is a principle responsibility of all organizational leaders. In this course, participants will learn how to evaluate a revenue strategy, key tips to managing revenue drivers, and how to evaluate leading and lagging indicators of success. Women “rainmakers” from both for-profit and non-profit organizations will share their insights and recommendations for not only driving revenue but managing the revenue building process. In addition, learn the must-ask questions that help identify red flags when revenue goals are at risk.

### **ALI 506 Functional Leadership: Marketing (1)**

Marketing and revenue go hand in hand. In today’s digital world, understanding key marketing trends is essential to providing a differentiated value proposition for customers, partners and investors. In this course, marketing executives will share their “must have” knowledge and how alignment across business units impacts revenue and performance goals.

There are many aspects of modern marketing, beyond communications and advertising. This course will define marketing and its functional role in achieving organizational goals. Topics include:

- Market segmentation and personal development
- The marketing mix – product, price, promotion, and place
- Fundamentals of an integrated marketing strategy
- Reporting, measurement, and analytics

## COURSE DESCRIPTIONS

### **ALI 507 Functional Leadership: Technology (1)**

Regardless of the leadership role you hold in your organization, you must be able to engage in and help drive the tech strategy discussion. Your team should have confidence that the right technical decisions are being made at the right time. For non-technical leaders this can be a challenge but understanding key trends can help drive organizational success. This course is designed to support collaborative decision-making by creating a shared language and applying common decision-making tools to technology decisions. This course includes access to insights from senior technology leaders who will share their advice on how to successfully collaborate with a technology team to build success.

### **ALI 508 Functional Leadership: Data Analytics for Practitioners (1)**

According to Harvard Business Review (March 2020), leaders need to be conversant in data science. Business leaders don't need in-depth expertise in data science, but a working understanding is required and enables business leaders to work effectively with their data science teams. In this course, participants will learn how to develop and implement strategies that result in actionable recommendations and improved business strategies. Case study review of big data successes and failures will be included, and senior data analytics leaders will share their perspectives on how all leaders can be better prepared to reap the benefits of data science.

### **ALI 509 Functional Leadership: Customer/Client Care (1)**

According to the report, by commissioned by [Calabrio](#), UK and US business executives rank customer experience above sales and revenue as a key focus. A full 100% of the C-suite survey respondents prioritized the customer, in contrast to just 58% who cited sales and revenue as their primary concern. This is not surprising when you consider that new customer acquisition costs can be between 4 and 10 times more than customer retention. This course will help participants identify their customers and to understand the key elements for laying the groundwork to create a customer-obsessed culture. Insight into building a customer-centric culture will be shared from key leaders across a number of industries and organizations.

### **ALI 520 Leadership, Insight, and Self-Awareness (3)**

This course will provide students the opportunity to gain insight and awareness of their emotional intelligence. Through assessment, small group coaching, and interactive learning, participants will develop an understanding of leadership strengths, abilities, and areas for growth and the ways courage and vulnerability can shift our potential. Assessments to be completed in this course include the EQ-i 2.0 and MLEI.

## COURSE DESCRIPTIONS

### **ALI 521 Leadership, Influence, and Social Awareness (3)**

In this course, students will complete a 360 assessment to better understand the ways we are perceived by our sphere of influence. Students will consider the importance of emotional intelligence in building relationships with colleagues, supervisors, and employees and opportunities to demonstrate leadership presence and influence that positively engages key stakeholders.

### **ALI 620 Leadership, Strategy, and Communication (3)**

Effective and strategic communication are critical for success. This course offers participants the opportunity to develop positive and effective presentation skills, understand the power of leadership through authentic storytelling, and shift communication styles to engage different audiences such as boardroom, strategic customers, company employees and community.

### **ALI 530 Applied Ethics in Leadership (3)**

Using real-life situations and case studies, students will explore principles of ethical action in leadership, practice skills and strategies for dialogue, negotiation, decision-making, conflict resolution, and transformation.

### **ALI 531 Social and Ethical Responsibility (3)**

In this course students will explore the social and ethical responsibility of leadership. Careful attention to individual values, moral development, and the interconnection with social responsibility and ethical practices of the organization will be discussed in depth through analysis of challenging ethical dilemmas and case studies.

### **ALI 630 Ethical Decision Making (3)**

In this course, students will explore approaches to decision making grounded in ethical theory and reflection. Students will gain a framework to develop ethical reasoning skills to critically respond to thought-experiments and contemporary case-studies focused on leadership.

## MASTER OF BUSINESS ADMINISTRATION (ACC)

### **ACC 511 Financial Acctg: Theory & Research (3)**

This course focuses on the fundamental theories and practices of financial accounting from an external reporting perspective. Throughout the course, students will learn how to apply theoretical concepts related to generally accepted accounting procedures (GAAP). Discussion topics will focus on: transaction analysis related to assets, liabilities, and stockholder's equity; application processes for using revenue and expense recognition

## COURSE DESCRIPTIONS

principles; and preparation of detailed financial statements. The methods and rationale for disclosing financial information in financial reports will be examined.

### **ACC 545 Advanced Taxation (3)**

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.

### **ACC 561 Financial Reporting, Analysis, Ethics (3)**

This course explores the financial accounting process, its underlying concepts, and the standards used in preparing and analyzing financial statements, which includes an emphasis on the professional code of ethics. This process focuses on accounting for assets, liabilities, and stockholders' equity, and applying revenue and expense recognition principles. Methods for disclosing required financial information is examined while learning generally accepted accounting principles (GAAP Regulations). Emphasis is on how to use an ethical, values-based decision-making process to examine a set of financial statements and effectively analyze a firm's financial position, profitability, and cash generating ability.

### **ACC 571 Mgt Acctg: Decision Making & Ethics (3)**

This management accounting course focuses on methods, tools, and analysis procedures to prepare internal reports that are used to enhance the effectiveness of decision-making processes that could be used in a variety of organizations. The primary topics discussed include accounting as the language of business, cost analysis methods, job-order costing, process costing, break-even analysis, profit analysis, variable costing procedures, budgeting methods, standard variance analysis, and professional ethics associated with the accounting profession.

Prerequisite: MBA 511 or 561; or permission of instructor

### **ACC 613 Governmental & Non Profit Acctg (3)**

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 reserves; and auditing and reporting issues.

Prerequisite: MBA 511 or 561, and 571; or permission of instructor.

## COURSE DESCRIPTIONS

### **ACC 614 International Acct & Prof Ethics (3)**

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 511 or 561, and 571; or permission of instructor.

### **ACC 615 Advanced Acctg & Information System (3)**

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, joint ventures, liquidations, bankruptcy and reorganization, consolidated financial statements, foreign currency issues. and accounting research methods.

Prerequisite: MBA 511 or 561, and 571; or permission of instructor.

## COUNSELING AND ART THERAPY (CAT)

### **CAT 500 Professional Orientation, Ethical, & Legal Issues (3)**

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

### **CAT 501 History & Theory of Art Therapy (3)**

This course will examine the origin, history and theory of art therapy, its development as a therapeutic discipline, and its use in the treatment of mental and emotional disorders. The healing power of art and ritual, as well as theories of creativity and symbolism in art

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will be explored. An introduction to the early pioneers and the literature that shaped the field will be highlighted. Credentialing, licensure and current issues affecting the profession will be discussed. Developing one's identity as an art therapist and counselor, and the importance of joining state and national art therapy organizations will be stressed. Students will be expected to become members of The American Art Therapy Association (AATA) and The Buckeye Art Therapy Association (BATA).

### **CAT 503 Child & Adolescent Treatment (3)**

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

Prerequisite: CAT 500, 501, 505

### **CAT 504 Human Growth and Development (3)**

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

### **CAT 505 Counseling Theories (3)**

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

### **CAT 506W Workshop Creative Counseling Modalities (1)**

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.

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### **CAT 507 Group Process (3)**

Introduction to the theory and practice of group counseling and group art therapy in a multicultural society. Through didactic and experiential learning, students study various kinds of groups, their history, efficacy, and theoretical underpinnings. Principles of group dynamics, developmental models, leadership skills, and orientations to group are covered. Experimenting with the roles of leader and member, students sharpen skills while developing a deepening understanding of the purpose and power of group process. The impact of the creative process on group development is integrated into the curriculum.

Prerequisite: CAT 500, 501, 505

### **CAT 508 Family Systems (3)**

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

Prerequisite: CAT 503

### **CAT 510W Workshop-Special Topics (1-2)**

Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

### **CAT 511W Workshop-Special Topics (1-2)**

Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

### **CAT 512W Workshop-Special Topics (1-2)**

Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

### **CAT 513W Workshop-Special Topics (1-2)**

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.



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### **CAT 514W Workshop-Special Topics (1-2)**

Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

### **CAT 515W Workshop-Special Topics (1-2)**

Subject matter of the course will be announced each semester. Topics will be flexible to present a broad range of creative counseling modalities and current applications of art therapy and counseling.

### **CAT 517W Workshop-Service Learning (1)**

### **CAT 519 Psychopathology & Diagnoses (3)**

This course is designed to assist students in developing knowledge, skills, and awareness in the following areas: (a) abnormal behavior, psychopathological conditions, and psychological disorders across the life span and (b) the structure and uses of the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. Additional focus will be on the development and recognition of frameworks for identifying symptomology, etiology, and psychodynamics of mental and emotional disorders, as well as the role of counseling and art therapy in the treatment of mental and emotional disorders. Major categories of psychopathology, as well as specific diagnoses, will be contextualized through an integrative review of the biological, developmental, psychological, social, cultural, historical, neuroscientific, and systemic forces.

Prerequisites: 500, 501, 505

### **CAT 519S Psychopathology & Diagnoses Seminar (1)**

The purpose of this course is to promote a deeper understanding of possible art-based indicators of mental disorders/psychopathology in patient/client artwork. This class emphasizes clinical diagnoses from a phenomenological viewpoint of the client/patient through their artwork.

Prerequisites: 500, 501, 505, 519 concurrently

### **CAT 520 Projective Assessments (3)**

This is an advanced course focusing on current and classic projective assessments. Students will acquire knowledge and skill in the selection, administration, and integration of a variety of state of the art clinical assessment tools. Students will utilize a field subject to practice, administering, interpreting and writing clinical assessment reports on a selection of the assessments studied. The course will culminate with the student integrating their report findings in a comprehensive assessment battery summary emphasizing the psychological personality profile of the subject.

Prerequisites: CAT 519

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### **CAT 523 Cultural & Social Issues (3)**

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

Prerequisite: CAT 501

### **CAT 525W Workshop-Special Settings and Populations (1)**

The practice of art therapy and counseling applied to varied settings and populations. Topics will be announced each semester.

### **CAT 526W Workshop-Educational Settings (1)**

Individual and group counseling and art therapy in a variety of educational facilities.

### **CAT 528W Workshop-Geriatrics (1)**

An overview of art therapy and counseling applications with geriatric populations. Various theoretical approaches will be explored and the physical and psychological processes of aging will be introduced through lectures, reading assignments and experiential exercises.

### **CAT 531W Workshop-Spirituality, Wholeness and the Arts (1)**

An interdisciplinary consideration of the spiritual component of wellness and an exploration of the creative process and art making as catalysts in promoting healing. An examination of spirituality and creativity within the counseling process.

### **CAT 532 Introduction to Trauma-Informed Care (1)**

This course will provide foundational knowledge about trauma, including definitions and prevalence of trauma, trauma symptoms and clinical presentation, and the functional impact of trauma on survivors across the lifespan, with special attention to the ways that developmental stage can impact functioning and symptomology. The impact of systems of oppression, racism, and discrimination will also be explored through a trauma lens. Students will learn about factors that contribute to resilience and enhanced well-being for survivors, including the importance of helping professionals cultivating authentic, strength-based relationships with survivors. Lastly, this course will introduce the core principles of the trauma-informed care (TIC) approach, and explore interdisciplinary case examples of TIC principles in action, including across medical, educational, and social service settings.

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### **CAT 533 Trauma & the Brain: Complex Trauma Case Studies (1)**

This course will use child and youth case studies to illustrate the neurodevelopmental impact of trauma. Using the case-based book, *The Boy Who Was Raised as a Dog* by Dr. Bruce Perry, students will explore examples of the functional challenges and clinical presentation of trauma-exposed youth across a variety of settings, including medical, educational, child welfare, and other social service settings. The course will examine complex traumatic reactions and their neurobiological roots, including the sensitized stress response system, dissociation, and hyperarousal. Students will use principles of trauma-informed care to develop creative, neurobiologically-informed strategies for working with cases presented in the book, giving special attention to their own professional settings and background (nursing, education, social work, etc.).

### **CAT 534 Helping the Helper: Secondary Traumatic Stress Prevention and Mitigation (1)**

The focus of this course will be understanding the ways that helping professionals can be impacted through their work with trauma survivors, and how they can proactively prevent and address the effects of indirect trauma. Students will learn the definitions and prevalence of secondary traumatic stress, compassion fatigue, and burnout, risk factors for these conditions, and signs and symptoms. Research on organizational factors that increase risk for indirect trauma, as well as organizational protective factors that promote staff well-being, will be explored. Using principles of trauma-informed care, students will develop a plan for individual self-care and organization-level policies and procedures that aim to reduce the impact of indirect trauma and cultivate an organizational culture of trauma-responsive care and compassion.

### **CAT 544 Art Therapy Studio I (1)**

An exploration of creativity and self-expression to involve students in their own personal art making. Content will focus on understanding the creative process, development of a personal symbolic language, the integration of a personal artist identity, and a commitment to ongoing artistic expression.

Prerequisite: CAT 567, usually taken in third year

### **CAT 545W Workshop-Art Therapy Studio II (1)**

An in-depth exploration of specific methods of intervention and their applications in the art therapy and counseling process. Subject matter of the course will vary, and the topics will cover a broad range of creative modalities.

### **CAT 546 Clinical I Counseling Techniques (3)**

This course will focus on the basic skills and beginning level techniques of the counseling process. The development of counseling skills and understanding the characteristics and

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behaviors that influence the helping process will be featured in this course. Emphasis will be on the therapeutic process as well as the development of appropriate micro skills. The student will be introduced to various client settings and populations and learn the basics of assessment, documentation, and case conceptualization. There will be a 5-hour volunteer clinical component where students will begin to learn group and individual counseling and art therapy practices in a particular setting. Through reading, reflection, discussion, role play, observation, and feedback, students will develop an understanding of the counseling process and the role of the art therapist in different settings so as to begin to develop a personal style of counseling and art therapy.

Note: Any student who receives less than a B grade may be required to complete additional hours, repeat the course, or face dismissal from the program.

Prerequisite: CAT 500, 501, 505

### **CAT 547 Clinical II Practicum (3)**

This is a practical experience course where students are placed in various agencies for a 100-hour practicum, with a minimum of 50 hours direct client contact. Students will participate in weekly supervision, both on site and in the classroom. The course will focus on the continued development of basic skills introduced in CAT 546 Counseling Techniques, with emphasis on the therapeutic relationship, therapeutic process, counselor micro-skills, treatment planning, art therapy interventions and documentation and utilization of supervision.

Note: Any student who receives less than a B grade may be required to complete additional hours, repeat the course, or face dismissal from the program.

Prerequisite: CAT 546

### **CAT 548 Appraisal (3)**

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: CAT 500, 501, 505, 591

### **CAT 549 Internship I (1)**

Students will complete two internships, 549 & 550. For each of the internships, students will complete 350 hours of supervised experience. The course is co-taught by Licensed Professional Clinical Counselors (PCC-S) and Registered (ATR) and Board Certified Art

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Therapists (ATR-BC). Focus is on the further development of skills introduced in ATC 546 and ATC 547. Students will receive clinical site supervision from an appropriate master's level professional with a minimum of two years clinical experience at the rate of one hour of supervision for every ten hours of client contact, and developmental supervision in class from both a registered art therapist (ATR) and a supervising licensed professional clinical (PCC-s) counselor. Course material will vary based on the needs of the individual students and the populations served.

Note: Any student who receives less than a B grade may be required to complete additional hours, repeat the course, or face dismissal from the program.

Prerequisite for Internship I: CAT 520, 547

### **CAT 549B Internship I**

### **CAT 550 Internship II (1)**

Students will complete two internships, 549 & 550. For each of the internships, students will complete 350 hours of supervised experience. The course is co-taught by Licensed Professional Clinical Counselors (PCC-S) and Registered (ATR) and Board Certified Art Therapists (ATR-BC). Focus is on the further development of skills introduced in ATC 546 and ATC 547. Students will receive clinical site supervision from an appropriate master's level professional with a minimum of two years clinical experience at the rate of one hour of supervision for every ten hours of client contact, and developmental supervision in class from both a registered art therapist (ATR) and a supervising licensed professional clinical (PCC-s) counselor. Course material will vary based on the needs of the individual students and the populations served.

Note: Any student who receives less than a B grade may be required to complete additional hours, repeat the course, or face dismissal from the program.

Prerequisites for Internship II: CAT 549

### **CAT 550B Internship II**

### **CAT 567 Techniques & Use of Media (2)**

An examination of various intervention techniques with emphasis is placed on a deeper understanding of the nature and characteristics of a variety of media. Considerations of media in relation to safety, settings, and ethics will be explored. Further skill development in creating interventions appropriate for use with specific populations with directives and goals will be examined. Students will explore art materials and techniques, and develop skills in planning and implementing interventions that help clients achieve therapeutic goals.

Prerequisites: CAT 500, 501

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### **CAT 568 Creativity and Visual Thinking (2)**

Students will learn to apply the knowledge of creativity theory, symbolism, metaphor and artistic language to the practice of art therapy and counseling. Focus will be on using creativity and visual thinking with individuals, families, groups, and diverse cultures. Attention will be given to the value of art making as a method of exploring personal symbolic language and the benefits of reflective art making to inform clinical practice. Students will recognize the need for awareness and sensitivity to cultural elements which may impact a client's participation, choice of materials, and creation of imagery.

Prerequisites: CAT 501

### **CAT 585 Independent Study (1-2)**

An opportunity to study in-depth some area of interest that may not be offered in the curriculum.

### **CAT 591 Intro to Research & Writing (1)**

This course will provide an overview of the program and the writing and communication skills necessary to be an effective graduate student. An introduction to the literature in the field and the resources of the Besse Library will be included. An introduction to the thesis/manuscript process will be featured. Emphasis will be on developing students' graduate school writing skills, APA style, and proficiency in writing research papers. Proficiency in APA, 7th ed. format is expected by the end of the course.

Taken in first semester.

### **CAT 594 Research & Evaluation (3)**

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 and art therapy research.

Thesis/journal article/ capstone project proposal writing will be taught and competency expected at class culmination.

Prerequisite: CAT 547, 591

### **CAT 596 Capstone Project: Integrative Seminar (3)**

The focus of this course is threefold. First it involves the writing of a major project or manuscript 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. Second, students will orally present their research/project at a public celebration. Third, preparation for credentialing

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applications will be reviewed and the CPCE exam will be taken. There will also be attention given to professional issues such as public policy, mental health mandates, managed care systems, administration, and finance and accountability within the mental health system.

Prerequisites CAT 594, taken in the last semester

### **CAT 601 Lifestyle & Career Development (3)**

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

Prerequisite: CAT 505, 548

### **CAT 645 Addictions and Trauma (3)**

This course will introduce the history and theory of addictions, discuss treatment models and approaches, and explore the relationship between trauma and addictions. Evidence based effective treatments and interventions will be discussed. Students will engage in experiential based activities and identify how art therapy approaches can be a strengths-based approach in substance use disorder and trauma treatment.

Prerequisites: CAT 549

### **CAT 648 Case Studies: Diagnoses and Treatment (3)**

Through the use of case materials, students will be guided through the process of diagnosing, treatment planning and planning counseling and art therapy interventions. This course will consider the various treatment modalities for specific diagnoses and presenting concerns, and the importance of aligning treatment approach with diagnosis, client goals, and theoretical approaches. Students will learn further skills to develop and implement treatment plans, assess and report client progress, and collaborate with other professionals for referral and adjunctive treatment. A framework for understanding the use of psychopharmacology in treatment will be included. Additionally, students will be trained in psychological first aid, a crisis intervention and treatment model. Moreover,

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students will review the basic elements of mental health program management, emergency management systems, program development, and service delivery.

Prerequisites: CAT 508, 547

### **CAT 649 Advanced Clinic (1)**

An advanced internship. Students must complete an application and have approval from their advisor and the clinical director to take this course. Ursuline College reserves the right to terminate internship experiences when circumstances are not beneficial to the goals of the program or for the good of an individual student. Students receiving below a B in any of the field work courses (CAT 546, 547, 549, and 550) may face possible dismissal from the program. Art work completed while in the program or as class assignments may be used for the educational or exhibit purposes of the College. Thesis work may also be used for educational purposes of the College.

### **CAT 649B Advanced Clinic (no credit)**

## EDUCATION (ED)

### **ED 500 Principles of Educ Adm & Leadership I (2)**

This course introduces the prospective school administrator to the role of the principal. It examines the difference between management and leadership. The history of organizational development is traced. Various theories of leadership are reviewed with an emphasis on building collaborative capacity and leading change. The various skills of the principal are studied including information collection, judgment, interpersonal sensitivity, problem identification, decision-making, conflict resolution, plus relationship development and maintenance. The ELCC standards are discussed in detail. The important role of values in leadership is studied.

### **ED 505 Principles of Supervision (3)**

The differences between evaluation and supervision are clarified. Strategies for hiring, evaluating and assisting faculty and staff members are identified. Working with marginal teachers and staff members and the process of termination, if and when necessary, are discussed.

### **ED 509 Field Experience I (2)**

This is planned in-school experience involving participation, observation, and discussion of the role and tasks of a school administrator. The in-school experiences are developed around eight specific administrative competencies: 1) Institutional Philosophy and Mission; 2) School and Community Relations, including marketing; 3) Educational Leadership; 4) Curriculum and Instructional Leadership; 5) Personnel; 6) Pupil Services; 7) School Law; and 8) School Finance. Students work in their own school setting with



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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 Educ Adm & Leadership II (2)**

The application of organizational development and leadership theories, as they apply to educational administration and leadership including the principles of trust, trustworthiness, pathfinding, alignment, empowerment and modeling, are examined and applied. The topics of personal values, shared decision-making, school governance and community relations, conflict management, collective bargaining and negotiations 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. An emphasis is placed on students assessing their own effectiveness as leaders.

### **ED 519 Field Experience II/Internship (3)**

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 and competencies that each student is expected to accomplish. Students work in their own school setting under the direction of their building principal as well as with a mentor principal from another school. Class seminars emphasize the application of each administrative competency as well as the examination of the components of a safe, secure and supportive learning environment, designing effective co-curricular programs and their evaluation and current technologies that support management functions. Candidates analyze the differences between high schools, middle schools and elementary schools plus the differences between urban and suburban schools. Class members also investigate the role of the assistant principal and the athletic director.

Prerequisite: Completion of a substantial portion of the Administrative Licensure Program.

### **ED 519B Field Experience Continuation (no credit)**

### **ED 522 Instructional Leadership, Supervision, and Evaluation (3)**

Instructional leadership refers to the actions taken by school leaders to promote and improve teaching and learning in their schools. It focuses on the creation of a defined vision of what effective learning looks like within the classroom, no matter the discipline.

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Supervision involves the oversight and guidance of teachers and other staff by school leaders to support the instructional vision and advance student learning. Evaluation, on the other hand, determines whether the supervision process is effective and helps to determine how close the school's staff is to meeting the instructional vision. In this course, these three distinct principles, yet often overlapping, are explored. Key concepts studied are the development of an instructional vision for high quality instruction, the four elements of differentiated supervision, the usage and creation of High-Quality Student data for both principals and teachers, and the Ohio Teacher Evaluation System (OTES) 2.0 evaluation system, Ohio's required, collaborative, ongoing, supportive evaluation tool used to support not only the growth of teachers, but also the legally required tool used to improve student learning. This course is part of the master's program, and successful completers of the course will meet the requirements to be an OTES 2.0. evaluator. A field component is included through the completion of Ohio's 3-day OTES training.

### **ED 530 Curriculum Development (3)**

The theories and application of curriculum development, design, alignment and evaluation are examined with practical application of federal, state and district curriculum guidelines for primary, 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 Culture and Climate (2)**

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 540 Administrative Principles of Teaching and Learning (3)**

Teaching is a complex, multifaceted activity, requiring teachers to have deep content knowledge and understanding of discipline-specific pedagogy. Administrators are expected to be instructional leaders in a wide-range of content areas and often have limited experiences in many disciplines. The purpose of this course is to teach administrators key instructional principles that they should see in each specific discipline as they observe teachers teaching, work with teachers in developing curriculum, and driving the instructional improvement within their buildings. In addition, implementation theory and laws related to curriculum and instruction are discussed. It is recommended

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that ED 522 Instructional Leadership, Supervision & Evaluation is taken before this course, but not required.

### **ED 541 Pupil Personnel Services (2)**

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

### **ED 545 Classroom Assessment and Analysis (3)**

Classroom assessment design and analysis is one of the fastest growing elements of the testing and measurement discipline. In this course, basic knowledge and skills related to the creation, usage, and interpretation of formative and summative classroom assessments will be discussed. The course focuses on using these types of assessments to improve student learning and concludes with discussion on how classroom assessment fits into the larger world of educational testing.

Prerequisite: ED 525

### **ED 548 Coaching for Instructional Improvement (3)**

ED 548 highlights the importance of creating an organizational culture rooted in continual improvement. Upon completion of the course a successful candidate will commit to the development and implementation of a researched based coaching model. The course will focus on the components of a successful coaching model, the importance of partnerships, the impact of coaching and ultimately the link between instructional coaching and improved student outcomes. Upon completion of the course, a successful coach will explore how to implement high-quality and equitable academic and non-academic instructional practices, explore how to leverage resources and technologies to support coaching as well as how to use data to maximize impact on student and adult learning.

### **ED 549 Profession Staff Development (3)**

Adult learning strategies for professional staff development to improve student learning outcomes according to district and building parameters are studied. Change as a process is examined. Diversity and its implication for educational leadership are discussed. The

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importance of understanding parents and community groups whose values and opinions sometimes conflict is reviewed. The evaluation of professional development programs is taught. The concept of life-long learning is stressed, along with risk-taking to improve schools. Working with parents, parent groups, special interest groups and the total school community are discussed.

### **ED 554 Current Issues and Problems of the Principal (2)**

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)**

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 565 Data and Accountability Systems for School Improvement (3)**

This course examines how the state and federal governments use assessment data to create an accountability picture of a school district and examines ways to target and plan to improve the various measures through a lens of school improvement. Topics in the course will relate to the following areas: local equitable access planning, progress toward graduation, early warning system, data usage for student academic success, value-added data for progress, special education profiles and ratings, OTES 2.0 and coaching.

Prerequisite: ED 525, ED 545

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### **ED 575 School Law (3)**

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

### **ED 588 Special Topics (3)**

### **ED 588W Special Topics Workshop (1-3)**

### **ED 589 Administrative & Instructional Uses of Technology (2)**

In this time of rapid change, school and district leaders are more important than ever. In the role of educational administrator, 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. The ISTE Standards for Administrators frames the role of the administrator in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape. Administrators must have competency and comfort in a wide array of technologies and their applications. In this course, students will explore five areas where administrators can lead and transform educational technology: Visionary Leadership, Digital Age Learning Culture, Excellence in Professional Practice, Systemic Improvement and Digital Citizenship. This is an online course.

### **ED 590 Integrating Seminar (3)**

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.

### **ED 595 Thesis/Research (3)**

### **ED 601 You as A Superintendent (3)**

This course is designed to help the candidate come to understand what it means to be the leader, the Superintendent, of a school district. Candidates will investigate the various

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types of relationships that need to be established and how those relationships need to be cultivated. The candidates will then investigate the hiring process needed to secure the right type of employees. Candidates will then examine how new hires have to be developed so that they can grow in their positions. Management, delegation and leadership will be reviewed and examined from the perspective of the district leader. Integral to the superintendent's leadership will be strategic planning and how a district knows where it is going and what it is trying to achieve. The final major topic will be helping the candidate to recognize what he/she needs to do to secure the position and how to take care of himself/herself once the position has been secured.

### **ED 602 The Business of the School District (3)**

The School Business Manager strives to achieve district goals by providing leadership and supervision in the district's program of fiscal management and in other assigned programs. This course provides superintendent candidates with an opportunity to gain substantive knowledge about major components related to school business management. This course overview includes topics related to school business management. Candidates seeking the superintendent licensure will be provided the opportunity to gain substantive knowledge about collective bargaining and labor relations, food service management, office administration, personnel management, purchasing, school finance, school law, risk management, transportation management and school plant management and operations. There is also an eight-hour field component required in this course. This course is considered to be part of the attainment of the Superintendent's licensure.

Prerequisite: ED 601- You as a Superintendent

### **ED 603 Educating the Whole Child (3)**

The demands and challenges of the 21st century require innovations on the part of teachers, administrators, schools, and communities to fully prepare students for college, career, and beyond. Educators who take on the whole child approach, which aims to ensure that each student is healthy, safe, engaged, supported, and challenged, set the standard for comprehensive, sustainable school improvement and provides students with the opportunity for long-term success. This course looks at how this approach works in relation to a school district leader's approach to academic achievement, culture and climate, curriculum and instruction, and impact of outside forces, which may or may not affect school district practices. These include the best practices found in educational research and school reform initiatives. There is also an eight hour field component required in this course. This course is considered to be part of the attainment of the Superintendent's licensure.

Prerequisite: ED 601- You as a Superintendent and ED 602- The Business of the School District

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### **ED 604 Superintendent Internship/Seminar (3)**

This course is designed to develop candidates for school district leadership by providing opportunities to synthesize, practice, and apply knowledge from superintendent preparation coursework in the real-world setting of functioning schools. Practice-based coursework assignments related to each standard of district leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for district leadership. During the internship, candidates will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences. Candidates will be challenged and expected to: 1.) Think critically about the role of the superintendent and leading effective school districts, 2.) Engage in reflective thinking about the role of the superintendent and leading effective school districts, 3.) Integrate a variety of ideas regarding the role of the superintendent and leading effective schools, and 4.) Synthesize coursework into a meaningful framework of understanding about the role of the superintendent and leading effective schools. This course is considered to be a part of the attainment of the Superintendent's licensure.

Prerequisite: ED 601- You as a Superintendent, ED 602- The Business of the School District, and ED 603 Educating the Whole Child

## EDUCATION (EDA)

### **EDA 500 Foundations of Education (3)**

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.

### **EDA 501 Skills for the 21st Century Educ (2)**

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 Independent Research in Cont Area (3)**

Adolescent to Young Adult students bring their content area knowledge to a greater degree of sophistication as they continue to increase their depth of content area knowledge and to explore literature and standards from the learned organizations which inform that discipline. Their increasing expertise is demonstrated as they complete

## COURSE DESCRIPTIONS

research in their content area. Along with content area knowledge, emphasis is placed on purpose, pedagogy, success, planning and materials.

### **EDA 510 Introduction to Human Dev & Learnng (2)**

Designed to introduce graduate students to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

### **EDA 513 Adv Studies in Dev & Learning (3)**

This course provides both theoretical background and substantive field experience. Students apply their knowledge of developmental influences and stages through actual work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive study of a student becomes the cornerstone of the course and becomes the vehicle through which theory and practice are explored.

### **EDA 520 Content Area Reading (3)**

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.

### **EDA 523 Reading and Assessment (3)**

Application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and the reader's needs and on the integration of reading, writing and the language arts. Age appropriate instruction, strategies and study skills in content areas will be explored. This course applies developmentally appropriate strategies for assessing students through observation, interaction and informal analysis.

### **EDA 527 Addressing the Diverse Learner (2)**

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.

### **EDA 540 Curriculum, Materials, Methods I (3)**

Ohio Learning Standards and Planning for Instruction: During this sequence of courses that spans the school year, apprentices participate in grade level placements aligning with licensure requirements. Apprentices work extensively with effective lesson planning which focuses on differentiation of instruction and professional reflection in order to develop effective pedagogical skills. A variety of instructional strategies are used to incorporate differing student approaches to learning. Instructional strategies for developing critical thinking, problem solving, and performance skills are practiced.



## COURSE DESCRIPTIONS

Planning and management of instruction is strongly guided by knowledge of the content areas to be taught. (Series includes 540/541)

### **EDA 541 Curr, Materials, Methods II (3)**

Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management : This course will encourage students to put theory into practice. The curriculum methods block encourages students to put theory into practice. The emphasis is on application of concepts, skills, and knowledge. Practice will take place in your placement school and in our classroom. The course includes conceptual and methodological perspectives, delivery of instruction, classroom management, use of curriculum standards, assessment and the role of reflective practice in the effective classroom. Special emphasis this semester is placed on classroom management and assessment within the classroom. Second semester also begins the process of writing a thematic unit which will be finished and be taught during student teaching. As much as possible we will focus on **application** and **synthesis** of what is studied and learned in this class, other classes and in placements.

### **EDA 545 Intgrtd Methods Cont Area I, II (3)**

This methods course specifically emphasizes the methods inherent in teaching one's content area in grades seven through twelve. Apprentices build on their previous understanding of the tools of inquiry, principles of procedure, and methods of teaching the subject. They come to understand how goals and topics span a year-long curriculum and how to integrate short-term objectives within topical, integrated units. They apply this knowledge in lesson plans, clinical teaching, and mini-units. For their student teaching, they plan an extensive unit, following national, state, and school guidelines. The use of methods specific to their subject area is required.

### **EDA 550 Prof Development Seminar I (3)**

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

### **EDA 551 Prof Development Seminar II (3)**

Three philosophical themes are woven through this year-long seminar: purpose of schooling, pedagogy and success. Throughout the year, as apprentices observe, practice and reflect, they do so within the context of exploring the content and meaning of curriculum, of how learning goals are achieved and with a commitment to the success of

## COURSE DESCRIPTIONS

every student. Individual advisement is a critical component of the seminar and serves as a vehicle for professional growth. Resume writing, job placement, an inclusive approach to differing school experiences, and the state mandated Ohio Assessment for Educators examinations are included components.

Prerequisite: EDA 550

### **EDA 565 Field Internship (3)**

This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

### **EDA 578 Student Teaching (3)**

This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

## EDUCATION (EDB)

### **EDB 500 Foundations of Education (3)**

This course encompasses critical, reflective inquiry into the philosophical, historical, and sociological theories that affect practice regarding educational institutions in a socio-cultural setting.

### **EDB 510 Intro Human Dev & Learning (3)**

Effective teaching is accomplished when the teacher understands the various theories of child development and correctly applies this knowledge to the planning and delivery of lessons. Human Development and Learning introduces candidates to the stages and patterns of cognitive, physical, moral, emotional, and psychosocial development.

### **EDB 520 Systematic Phonics Integrated (3)**

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 will be explored; the integration of phonics into the language arts program, and strategies and materials for applying theoretical

## COURSE DESCRIPTIONS

perspectives in teaching practice will be included. (Required for those planning to pursue licensure in primary education, intervention specialist: mild/moderate needs, i.e., special education, and middle childhood education.)

### **EDB 530 Curriculum, Methods & Materials I (3)**

Ohio Learning Standards and Planning for Instruction – Phase I of the Methods Block introduces the candidate (NCATE/CAEP terminology for teacher education student) to the concepts of being an effective teacher and utilizing effective teaching methods in the classroom. The MAP Lesson Plan/System (product and process) becomes the focus tool for the development of these concepts. In addition, candidates will become familiar with a variety of instructional strategies, Bloom's Taxonomy, and the Ohio Early Learning and the Ohio Learning Standards for the grade level and discipline area/s applicable to the candidate's intended licensure. The course is designed to simulate many of the techniques candidates should use in their classrooms. Evidence of learning focuses on the candidate's ability to prepare lesson plans for students (NCATE/CAEP terminology for P-12 children) and in some cases, to implement plans (i.e., microteaching). Developing clear and consistent oral and written communication skills will also be an integral part of this course.

## EDUCATION (EDE)

### **EDE 500 Foundations of Education (3)**

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 501 Skills for the 21st Century Educ (2)**

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.

### **EDE 510 Intro to Human Development & Learnng (2)**

Designed to introduce graduate students to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

### **EDE 511 Advanced Studies in Dev & Lrng (3)**

This course provides both theoretical background and substantive field experience. Students apply their knowledge of developmental influences and stages through actual

## COURSE DESCRIPTIONS

work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive study of a student becomes the cornerstone of the course and becomes the vehicle through which theory and practice are explored.

### **EDE 520 Systematic Phonics (3)**

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 521 Reading and Assessment (3)**

Application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and her/his needs and on the integration of reading, writing and the language arts. Age appropriate instruction, strategies and study skills in content areas will be explored. This course applies developmentally appropriate strategies for assessing students through observation, interaction and informal analysis.

### **EDE 523 Reading Ed & Literacy Perspectives (3)**

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

### **EDE 525 Content Area Reading (3)**

This course encompasses a survey of literature for children and young adults, covering a variety of literary genres. Special attention to criteria and procedures for teacher selection of literature will support a complex, literature-based curriculum.

### **EDE 527 Addressing the Diverse Learner (2)**

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.

## COURSE DESCRIPTIONS

### **EDE 530 Curriculum, Materials, Methods I (3)**

Ohio Learning Standards and Planning for Instruction: The methods-curriculum block begins with an introduction to models of teaching followed with a clinical practicum. As the graduate apprentices initiate practice models of instruction in their classroom placements, a survey of curriculum theory and design guides beginning lesson and theme planning. The courses progress with in-depth study of content areas within an integrated, theme-based curriculum, and the teaching of a theme or unit apprentices have designed and written. Special methods, peer observation, video-tape analysis and conferencing are features of this series. (Series includes 530/531/533)

### **EDE 531 Planning for Instruction II: English Language Arts and Mathematics (3)**

This course will encourage students to put theory into practice. The emphasis is on application of concepts, skills, and knowledge, specifically as they relate to the P-5 setting in the areas of English/Language Arts (ELA) and Mathematics (M). Candidate designs an integrated unit addressing one grade level, P-5, and incorporates ELA and M standards and activities within the unit. Focus is also on the incorporation of Children's Literature in the ELA and M curricula. Learning from the campus classroom is the practiced in the candidate's placement school. The course includes conceptual and methodological perspectives, delivery of instruction, use of curriculum standards, assessment within a lesson, and the role of reflective practice in the effective classroom.

### **EDE 533 Planning for Instruction III: Science and Social Studies (3)**

This course will encourage students to put theory into practice. The emphasis is on application of concepts, skills, and knowledge, specifically as they relate to the P-5 setting in the areas of Science (S) and Social Studies (SS). Candidate designs two lesson plans, one in P-3 with the emphasis primarily on SS and secondarily on S, one in 4-5 with the emphasis primarily on S and secondarily on SS. Learning from the campus classroom is the practiced in the candidate's placement school. The course includes conceptual and methodological perspectives, delivery of instruction, use of curriculum standards, assessment within a lesson, and the role of reflective practice in the effective classroom.

### **EDE 550 Prof Development Seminar I (3)**

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

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### **EDE 551 Prof Development Seminar II (3)**

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

Prerequisite: EDE 550

### **EDE 560 Field Internship (3)**

This practicum represents two fifteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

### **EDE 578 Student Teaching (3)**

This practicum represents two fifteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

## EDUCATION (EDG)

### **EDG 501 Adolescent Dev & Educ in Gr 4&5 (3)**

This course is designed for candidates seeking early childhood generalist (4-5) endorsement. Focused study of the major concepts, principles, and theories of young adolescent development as exhibited by students in grades 4 and 5, in addition to a study of the philosophical foundations of developmentally-responsive, middle-level programs and schools as delineated by the Association for Middle Level Education (AMLE) and specifically focused on grades 4 and 5. Assignments will include both focused observations and interviews with written analyses grounded in middle-school principles, theories, and research. Requires 10 hours of observation in a grade 4-5 setting.

Prerequisites: Teaching license [for Early Childhood Generalist (4-5) Endorsement candidates, the Early Childhood (P-3) License]

## COURSE DESCRIPTIONS

### **EDG 502 Lang Arts & Social Studies GR 4&5 (3)**

This course is designed for candidates seeking early childhood generalist (4-5) licensure. Focused study of the major concepts, principles, theories, and research related to effective language arts and social studies instruction and content with application of the Ohio Learning, AMLE, NCSS, NCTE, ILA, OSTP, and InTASC standards, specifically focused on grades 4 and 5. Assignments will include both focused observations and analyses of lesson grounded in middle-school principles, theories, and research. Requires 20 hours of observation in a grade 4-5 setting. Prerequisites: State of Ohio licensure in Early Childhood Education (P-3) [for Early Childhood Generalist (4-5) Endorsement candidates, the Early Childhood (P-3) License]

### **EDG 503 Mathematics & Science Grades 4&5 (3)**

This course is designed for candidates seeking early childhood generalist (4-5) licensure. Focused study of the major concepts, principles, theories, and research related to effective mathematics and science instruction and content with application of the Ohio Learning, AMLE, NCTM, NSTA, OSTP, and InTASC standards, specifically focused on grades 4 and 5. Assignments will include both focused observations and analyses of lesson grounded in middle-school principles, theories, and research. Requires 20 hours of observation in a grade 4-5 setting. Prerequisites: State of Ohio licensure in Early Childhood Education (P-3) [for Early Childhood Generalist (4-5) Endorsement candidates, the Early Childhood (P-3) License]

## EDUCATION (EDI)

### **EDI 501 Collaborative Coaching (3)**

Successful coaching and mentoring depend on developing a positive working relationship between mentor and mentee. Candidates will learn how to create a positive climate that enhances professional development through collaboration. The effective delivery of feedback will be explored as essential consultation skills are developed. Participants will reflect on their own interpersonal skills throughout the course. Problem identification and problem-solving methods will be studied.

### **EDI 503 Ethics and Principles of Teacher Leadership (3)**

To improve instruction and impact student learning, teacher leaders must know, understand and be able to demonstrate to all stakeholder's evidence-based principles of leadership. The course will focus on the specific variables associated with the development of the professional educator who is now required to bring a toolbox full of resources to the workplace if all students are to reach their full potential. Through

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readings, case studies and analysis of theory and practice, participants will become equipped to better address school-based problems and issues.

### **EDI 505 Measurement Based Decision Making in Professional Learning Communities (3)**

Programmatic decision-making based upon multiple assessment measures should be a fixture in all schools. Also, teacher performance and student learning must be quantifiable to plan and implement effective differentiated instruction. This course will explore schoolwide assessments that organize and plan the most effective teaching and reteaching strategies that enhance and expedite learning.

### **EDI 507 Practicum in Teacher Leadership (3)**

The practicum integrates theory into the actual practice of leadership. Students will be involved in structured field experiences designed to demonstrate their competency in achieving the Teacher Leadership Standards.

### **EDI 511 Diverse Technology Applications (3)**

Unleash your educator “super-powers” while using diverse applications of tech-based, novel computer and cell phone downloadable “apps”. Using these “tech” applications along with culturally responsive instruction, provides opportunities to review and support the use of seven downloadable “apps” for simulations, gamification, collaborative project-based learning and student social-emotional support. Lessons become active and engaging, while achieving grade level or content area objectives. Student diversity is an asset and students’ “cultural capital” can embellish instruction. Teachers have the opportunities for real-time formative assessment using quantitative and qualitative feedback resulting from the use of these “apps”.

### **EDI 513 Google Apps and More (3)**

This course is dedicated to teaching how to apply Google Apps to your teaching IT or professional situation. Course participants will learn how Google Apps can enhance lessons inside and outside of school and support teachers in collaboration and sharing of resources and ideas. In addition to learning and implementing Google Apps, educators will create motivational and relevant classroom activities, teacher support materials and assessment tools. This course is applicable for any K-12 teacher, administrator, or anyone looking to increase their technology skills.



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### **EDI 515 Google in the Digital Classroom (3)**

This is a course designed to expose teachers to trending technologies that will support and enhance classroom instruction. The course will focus on the learning management system of Google Classroom with connected applications, add-ons and extensions plus a variety of interactive websites and online assessment tools. Through blended digital learning, teachers can improve student engagement and success.

### **EDI 517 Google Apps and More II (3)**

This course is dedicated to teaching how to apply Google Apps to your teaching IT, or professional situation. Course participants will learn how Google Apps 2 can enhance lessons inside & outside of school & support teachers in collaboration & sharing of resources & ideas. In addition to learning and implementing Google Apps, educators will create motivational & relevant classroom activities, teacher support materials and assessment tools at an advanced pace. This course is applicable for any K-12 teacher, administrator, or anyone looking to increase their technology skills.

### **EDI 519 Google in the Digital Classroom II (3)**

This is a course designed to continue work done in Google in the Digital Classroom I. It will expose teachers to trending technologies that will support and enhance online classroom instruction. The course will focus on updates to the learning management system of Google Classroom with connected applications and extensions plus a variety of interactive websites and video tools. Through purposeful planning, teachers can improve online student engagement and success.

### **EDI 521 AI for Educators (3)**

This course is another in a series of the Digital Classroom and designed for teachers to continue improving and learning new digital strategies for the classroom. It will also expose teachers to trending technologies that will support and enhance online classroom instruction. The course will focus on the topic of artificial intelligence for teachers and in the classroom. Through purposeful planning, teachers can improve digital student engagement and success.

### **EDI 523 Google Slides (3)**

This course is the third in a series of the Digital Classroom and designed for teachers to continue improving and learning new digital strategies for the classroom. It will also expose teachers to trending technologies that will support and enhance online classroom instruction. The course will focus on more in-depth use of Google Skides with connected applications and extensions plus a variety of interactive websites and video tools. Through purposeful planning, teachers can improve digital student engagement and success.

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### **EDI 525 Google Fundamental Training (3)**

This course is for teachers to increase their expertise in using Google tools in the classroom. It is designed to train educators to take the level 1 Google Certified Educator Exam.

### **EDI 527 Google Advanced Training (3)**

Moving beyond Google Fundamentals, this advanced course teaches cutting-edge strategies for integrating Google in the classroom. Students will be prepared to take the Level Two Google Certified Educator Exam.

### **EDI 529 Google Sites (3)**

This course is the fourth in a series of the Digital Classroom and designed for teachers to continue improving and learning new digital strategies for the classroom. It will also expose teachers to trending technologies that will support and enhance online classroom instruction. The course will focus on more in-depth use of Google Sites with connected applications and extensions plus a variety of interactive websites and video tools. Through purposeful planning, teachers can improve digital student engagement and success.

### **EDI 531 Science of Reading K-2 (3)**

This class will focus on the book: *Shifting the Balance* and provide for opportunities to learn from current articles, podcasts and videos. This class will change the way you see your students as readers. Educators will walk away with concrete ways to make your reading instruction more effective.

### **EDI 532 Science of Reading 3-5 (3)**

This class will focus on the book: *Shifting the Balance* and provide opportunities to learn from current articles, podcasts and videos. This class will change the way you see your students as readers. Educators will walk away with concrete ways to make your reading instruction more effective.

### **EDI 533 Reading Comprehension: A Quest for Clarity (3)**

Unlock the keys to effective reading comprehension instruction in this dynamic and comprehensive course designed for educators and instructional leaders at all levels. This class is tailored for teachers of all grade levels and content areas, paraprofessionals, administrators, and district leaders seeking to deepen their expertise in fostering strong reading comprehension skills among students. This engaging course takes a multifaceted approach to elevate participants' abilities to teach and enhance reading comprehension. Through a blend of theoretical insights, practical strategies, and media activities,

## COURSE DESCRIPTIONS

educators will gain valuable tools to create an environment that fosters a deep understanding of written texts.

### **EDI 534 Bringing the Science of Reading to Life in your Classroom (3)**

This online course for educators and administrators focuses on the application of the science of reading in the K-5 classroom. The course will take you beyond an introduction to the science of reading and the WHY of evidence-based instruction right into the HOW, structured literacy.

Delving deeper into application, instructional leaders will focus on how this knowledge can strengthen instruction and what to look for in classes employing the reading science. Participants will explore foundational theories such as the Simple View of Reading and Scarborough's Reading Rope, and learn how to leverage these concepts to create and evaluate effective reading lessons covering five areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The course emphasizes designing inclusive, differentiated, Tier 1 lessons tailored to various skill levels meeting diverse student needs, while streamlining instructional planning and minimizing unnecessary work. By the end of the course, educators will be adept at identifying and applying evidence-based strategies to optimize reading instruction and ensure the highest level reading support for each student.

### **EDI 535 Differentiating Instruction (3)**

Knowledge and practical strategies of how to respond to the needs of students with various learning profiles, readiness levels, and interests. Explore Problem-based learning and Project-based learning as vehicles to differentiate content, process, and product.

### **EDI 536 Reading Assessments: Best Practices for Teachers (3)**

Unlock the keys to effective reading assessment in this dynamic and comprehensive course designed for educators and instructional leaders at all levels. This class is tailored for teachers of all grade levels and content areas, paraprofessionals, administrators, and district leaders seeking to deepen their expertise in helping to identify where struggling readers have deficits. This engaging course takes a multifaceted approach to elevate participants' abilities to assess literacy skills. Through a blend of research insights, evidence based strategies, and application activities, educators will gain valuable tools to create an assessment protocol that fosters a deep understanding of a student's reading profile.

### **EDI 537 Techniques to Check for Understanding (3)**

This course details the value of preparation to teach a lesson. It is not writing a lesson plan. It is what happens after the plan is written. This course also reviews multiple

## COURSE DESCRIPTIONS

techniques teachers can use in order to check that students are on the right track. Checking for understanding is a key formative assessment strategy. Participants will not only read about the techniques but be able to see the techniques being used in a variety of classrooms.

### **EDI 539 The Science of Dyslexia (3)**

Candidates will learn to use analytical practices to critically review and critique what cognitive and neuroscience has to inform us of the development of the reading brains of children. The course will provide participants with the knowledge and skills needed to understand and support students struggling with dyslexia. Contents that will be covered include: current data on Dyslexia, uncover myths, outline steps on assessing, and review practices for classroom instruction. Participants will learn the definition of dyslexia, red flags, and the findings of current brain research. The course will provide educational professionals with the knowledge and skills needed to support students who struggle with Dyslexia using current research and data to outline an approach and best practices for instruction and is consistent with Ohio's Dyslexia Support Laws and Dyslexia Guidebook.

### **EDI 541 Mindset, Brain and Education (3)**

The primary purpose of this course is to examine best practices of brain-based teaching and learning to increase student achievement. The concept of Mindset will be explored and its impact on teaching and learning. Participants will learn about the impact of designated study skills on learning.

### **EDI 543 Educator Journaling (3)**

Candidates will learn to use analytical practices to critically review and identify areas of professional interest, development, and self-discovery. The course will give participants the chance to engage in authentic self-discovery and review that will support a more positive and balanced teaching experience.

### **EDI 545 Educator Wellness (3)**

Candidates will learn to use analytical practices to critically review, and critique data analysts have collected and studied regarding workplace stress. The course will provide participants with the knowledge and skills needed to understand and support a healthier lifestyle that includes both professional responsibilities and personal choices. Contents that will be covered include: burnout and turnover, the link between wellness and performance, and effects of stress on the heart, brain, weight, and relationships. Participants will learn what the data says about the current teaching force in America regarding stress, red flags and warning signs, and resources and strategies to

## COURSE DESCRIPTIONS

experience a healthier state of existence in the workplace. The course will provide educational professionals with the knowledge and skills needed to support individual and/or school wide wellness initiatives and best practices for preventing deteriorating health conditions.

### **EDI 551 Creating a Trauma Sensitive K-12 Classroom (3)**

A course for K-12 educators interested in learning strategies for working with student who have experienced trauma. Primary emphasis on this course will be understanding the effect of trauma on school age children developing and using strategies to reach children in trauma and develop lesson plans on trauma to use in the classroom.

### **EDI 553 Teaching Students from Poverty (3)**

Poverty can create chronic, devastating changes in the brain. It would be easy to look at the statistics and want to give up. The good news is that there are powerful solutions to boost attendance, lessen behavior issues and turn your classroom into a high performance success, But you need the engagement strategies to help you do your job well. High performing students need high performing teachers. Every student deserves a caring, engaging teacher. Attitudes and the strategies of yesterday are not enough.

### **EDI 555 Social Emotional Learning (3)**

Students will build proficiency in social-emotional learning skills with quick and purposeful daily practice. Teachers/Staff will be provided with social emotional activities. Each week students will practice all 5 areas of social-emotional learning.

### **EDI 557 What We Say to Students Matters (3)**

In this course participants will examine the role of teacher language in the classroom as it relates to relationships with students, student achievement, student motivation and positive classroom culture development. The techniques can be used in person in a synchronous online learning community.

### **EDI 559 Teaching After Critical Change (3)**

This course explores the connections between brain health and student success. The principles of “Culturally Responsive Pedagogy” will be reviewed. Participants will learn how to promote engagement through the use of metacognition and motivation practices.

### **EDI 561 Meeting the Needs of Gifted Learners (3)**

Knowledge and practical strategies of how to respond to the needs of gifted learners in the regular education classroom. Explore the foundations of how gifted learners think, their social-emotional needs, the strategies of differentiation including Tiered

## COURSE DESCRIPTIONS

Assignments, Curriculum Compacting, Cooperative Learning Groups, and Cluster Grouping.

### **EDI 562 Co-Teaching in the K-12 Environment (3)**

Co-teaching has increasingly become more popular as education moves to more collaborative models of instruction. This course will help you to reflect on what you can bring to a co-teaching framework and to reflect on aspects of co-teaching that are essential for you (and your partner!) to succeed in that environment. You'll learn the different co-teaching models, how to co-teach with a specialist, and how to apply specific strategies to foster learning in a collaborative environment. Appropriate for grade levels K-12.

### **EDI 563 Perfectionism: The Anxious Student (3)**

Background and practical strategies of how to support Perfectionist students in the classroom. Explore the link between perfectionism and anxiety, the difference between healthy striving and toxic perfectionism, and myths surrounding perfectionism. Other topics include the perfectionist's profile, 5 types of perfectionism, causes, and the short-term and long-term effects if not addressed. Strategies address the classroom culture, content specific resources, teacher and student mindset, and specific tips to help perfectionist students manage what many of them describe as "one roller coaster after another."

### **EDI 565 IEP's, WEP's and 504's Oh My (3)**

This course will explore knowledge and practical strategies of how to write and implement an IEP (Individual Education Plan), WEP (Written Education Plan), and 504 Plan (mental or physical disability) in the K-12 classroom. The reasons, needs and expectations of an IEP, WEP, or 504 plan, who is involved in planning- implementation and how long they last will be reviewed.

### **EDI 567 What Works in K-12 Special and Inclusive Education (3)**

This course will review special education law history and current trends and issues both federal and state. Students will survey evidence-based strategies that research proves works in special and inclusive settings. The class will study characteristics of diverse learners including students with disabilities and at-risk concerns. It will explore the general educator's role related to professional collaboration and curricular adaptations/modifications.

## COURSE DESCRIPTIONS

### **EDI 569 Diverse Learners in Your Classroom (3)**

This course surveys characteristics of diverse learners including students with disabilities and at-risk concerns. It will provide knowledge and practice, regarding the general educator's role related to professional collaboration, and curricular adaptations/modifications.

### **EDI 571 Student Mindset and Classroom Management (3)**

To effectively run a classroom, teachers must understand the following content: 1) mindset & motivation, 2) learning skills, 3) respect for self, others, and property, 4) procedures, protocols, rules, and regulations, 5) Ohio school law. These basic concepts are explored in this course.

### **EDI 573 Managing Behaviors with SEL Strategies (3)**

This course aims to help teachers and students understand and manage their emotions, make responsible decisions, build and maintain relationships, and understand and empathize with others.

### **EDI 575 Building a Classroom Culture (3)**

This course explores several schoolwide and individual classroom discipline approaches. Participants will learn how to build equitable classrooms that emphasize safety and connection, where everyday interactions and conflicts become meaningful SEL learning opportunities. Several strategies for building procedures and routines and high behavioral expectations will also be incorporated.

### **EDI 581 Project Based Learning (3)**

This course explores the difference between project-based learning and "doing a project." Gold standard lessons and the essential elements of problem-based learning will be reviewed. Students will design and complete their own project-based learning activity.

### **EDI 583 Connecting Brain, Mind, and Instructional Design: An Overview (3)**

How do humans learn, and how can we design and deliver instruction in a way that expresses the maximum potential of every student? This course is an overview of how the brain gives rise to the mind, learning and intelligence. It also includes a "prep for learning" strategy that involves mindset and grit.

## COURSE DESCRIPTIONS

### **EDI 585 How Brain Processes Give Rise to the Working Mind (3)**

How does neuronal and synaptic plasticity generate automaticity and intelligence? This course will explore the many processes that generate intelligence.

### **EDI 587 How the Mind Generates Instructional Design and Learning (3)**

How does perception, cognition and action impact learning? Should students be expected to achieve the same competency levels despite being exposed to different learning experiences? How can instructional design and delivery impact the brain's neurobiological structure of learning? This course answers the above questions and many others through the identification of learning structures that make you, you. This is the third class in the sequence of Mind, Brain and Instructional Design.

## EDUCATION (EDM)

### **EDM 500 Foundations of Education (3)**

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.

### **EDM 501 Skills for the 21st Century Educ (2)**

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.

### **EDM 510 Intro Human Development & Lrng (2)**

Designed to introduce graduate students to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

### **EDM 512 Advanced Studies in Dev. & Learning (3)**

This course provides both theoretical background and substantive field experience. Students apply their knowledge of developmental influences and stages through actual work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive study of a student becomes the cornerstone of the course and becomes the vehicle through which theory and practice are explored.

### **EDM 520 Systematic Phonics (3)**

This course addresses the nature and role of systematic phonics and phonemic awareness both in isolation and within meaning-centered reading and writing processes.



## COURSE DESCRIPTIONS

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.

### **EDM 522 Reading and Assessment (3)**

Application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and her/his needs and on the integration of reading, writing and the language arts. Age appropriate instruction, strategies and study skills in content areas will be explored. This course applies developmentally appropriate strategies for assessing students through observation, interaction and informal analysis.

### **EDM 523 Reading Ed & Literacy Perspectives (3)**

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

### **EDM 525 Content Area Reading (3)**

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.

### **EDM 527 Addressing the Diverse Learner (2)**

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.

### **EDM 530 Curriculum, Materials, Methods I (3)**

Ohio Learning Standards and Planning for Instruction: The methods-curriculum block begins with an introduction to models of teaching followed with a clinical practicum. As the graduate apprentices initiate practice models of instruction in their classroom placements, a survey of curriculum theory and design guides beginning lesson and theme planning. The courses progress with in-depth study of content areas within an integrated, theme-based curriculum, and the teaching of a theme or unit apprentices have designed and written. Special methods, peer observation, video-tape analysis and conferencing are features of this series. (Series includes 530/531/533)

## COURSE DESCRIPTIONS

### **EDM 531 Planning for Instruction II: English Language Arts and Mathematics (3)**

This course will encourage students to put theory into practice. The emphasis is on application of concepts, skills, and knowledge, specifically as they relate to the P-5 setting in the areas of English/Language Arts (ELA) and Mathematics (M). Candidate designs an integrated unit addressing one grade level, P-5, and incorporates ELA and M standards and activities within the unit. Focus is also on the incorporation of Children's Literature in the ELA and M curricula. Learning from the campus classroom is the practiced in the candidate's placement school. The course includes conceptual and methodological perspectives, delivery of instruction, use of curriculum standards, assessment within a lesson, and the role of reflective practice in the effective classroom.

### **EDM 533 Planning for Instruction III: Science and Social Studies (3)**

Ohio Standards for the Teaching Profession, Instruction, Assessment, and Classroom Management: This curriculum methods block will encourage students to plan, design, and implement an integrated unit that is representative of his/her grade level of teaching and/or area of licensure. The candidate will use the method of Understanding by Design (UbD) (Wiggins & McTighe) to plan and write this unit. The candidate's completed integrated unit will reflect the skills and understandings learned throughout the Ursuline coursework: teaching methods, learning styles, motivational techniques, learning levels, assessment strategies, technology/additional resources, and reflection. The goal is to have the unit taught as much as possible in your placement during student teaching.

### **EDM 550 Professional Development Seminar I (3)**

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

### **EDM 551 Prof Development Seminar II (3)**

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

## COURSE DESCRIPTIONS

Prerequisite: EDM 550

### **EDM 563 Field Internship (3)**

This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

### **EDM 578 Student Teaching (3)**

The Spring Semester Teaching Internship is the application portion of the candidate's college coursework in the Ursuline College Masters Apprenticeship Program. In this, the spring internship (student teaching placement), the candidate will have the opportunity to utilize educational theory regarding child development, diversity, instructional planning, assessment, classroom management, professional development, and literacy as discussed in both summer and fall classes. As part of this experience, the candidate will complete an abbreviated spring field notebook consisting of goal setting documents, observations, and lesson plans. The candidate will also be expected to plan lessons and teach throughout the term. During the latter part of the semester, the candidate will teach independently in his/her placement for a minimum of four consecutive academic weeks. The curriculum for this "intensive teaching experience" will be the candidate's integrated unit written concurrently in her/his Spring Curriculum, Materials, and Methods course for all licensure seeking candidates with the exception of Special Education. The Mentor Teacher will evaluate the candidate's performance in a variety of ways. These assessments will include *the Weekly Evaluation Form, the Final Mentor Evaluation Form, and the Professional Attributes Form*. In addition to these evaluations, the candidate will have formal *Pathwise© Observations*. As a culmination to your apprenticeship and to this course, you will upload the contents of your MAP Internship Notebook into Tk20 as a formal record of the candidate's effective performance in the completion of the State Standards for Ohio throughout the apprenticeship year.

## EDUCATION (EDR)

### **EDR 501 Literacy Theory and Reading Instruction Foundations (3)**

Candidates will explore the major literacy theories and development practices from historical, educational, and individual learning perspectives based on the Science of Reading. This course studies the developmental stages of reading and writing, concentrating on the 21<sup>st</sup> Century Skills to promote critical thinking and problem-solving. Emphasis is directed on language development related to culture and linguistic diversity.

## COURSE DESCRIPTIONS

### **EDR 520 Explicit, Systematic, and Sequential Reading Instruction (3)**

This course addresses the nature and role of explicit, systematic, and sequential phonics and phonological awareness based on the Science of Reading both in isolation and within meaning-centered reading and writing processes. The focus is on the nature and role of word recognition components of The Simple View of Reading for proficient reading and spelling. The course includes an examination of Word Recognition in the Simple View of Reading that identifies words through the decoding process leading to automaticity. Candidates' administration of a qualitative spelling screener, analyzing results, and determining students' instructional needs.

Prerequisite: EDR 520

### **EDR 571 Implementation of Structured Literacy Methods (3)**

This course focuses on teaching and extending language and structured literacy for teachers PreK-12. Utilizing evidence-based instructional strategies in the foundation of reading aligned to the 5 Big Components of Reading (phonological awareness, phonics, fluency, vocabulary, and comprehension), Science of Reading, and Structured Literacy. Explicit Instruction practices, materials, and evidence-based strategies will be used to drive data for all students at various developmental levels.

### **EDR 572 Literacy Assessment, Evaluation, and Data Driven Intervention (3)**

This course involves the assessment and evaluation of literacy development for students K-12. Advanced focus on various assessment tools and practices that provide measurement data for individuals and small reading groups. Candidates develop sophisticated skills in observing, analyzing, and interpreting reading behaviors and designing instructional intervention plans for all (English Language Learners, students with dyslexia, students with other disabilities, and gifted and talented students) students. Candidates explore how to meet the needs of all learners, including diverse cultural and linguistic backgrounds. Candidates will use assessment data to plan, evaluate, and revise instruction to meet identified student needs. A review of standardized tests and measurements will also be addressed.

### **EDR 573 Reading Practicum Application (3)**

Application of previous coursework, including the process of assessing & providing intervention for a student in need of reading intervention instruction. Teaching a small group of students who struggle with reading is required where candidates apply assessment and evidence-based reading instructional intervention strategies in an educational setting under the supervision of one of the course instructors during a 30-hour field experience. Field components include preparing and administering pre-assessments, scoring and interpreting assessments, planning and teaching at least six intervention sessions, administering post-assessments, and providing recommendations for future teaching based on analysis of student data.

## COURSE DESCRIPTIONS

Prerequisite: EDR 572

### EDUCATION (EDS)

#### **EDS 500 Foundations Of Education (3)**

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.

#### **EDS 501 Skills for the 21st Century Educ (2)**

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.

#### **EDS 510 Intro Human Development & Lrng (2)**

Designed to introduce graduate students to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

#### **EDS 513 Adv Stud Dev/Learn (3)**

This course provides both theoretical background and substantive field experience. Students apply their knowledge of developmental influences and stages through actual work with students on a daily basis. Designed with emphasis on the appropriate range of age groups, a comprehensive study of a student becomes the cornerstone of the course and becomes the vehicle through which theory and practice are explored.

#### **EDS 515 Lang Dev Comm Disr (3)**

This course studies language development in children from birth to age eight and the disorders that may arise, with emphasis on theories of cognition in relation to language development, application of theory, development of curriculum and materials, strategies for teaching, design in environments, and evaluation of language development in young children. Intervention in relation to language and communication disorders including the use of Augmentative and Alternative communication technology is explored.

#### **EDS 520 Systematic Phonics (3)**

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

## COURSE DESCRIPTIONS

language arts program and strategies and materials for applying theoretical perspectives in teaching practice will be included.

### **EDS 521 Reading and Assessment (3)**

Application of current philosophies and practices in the teaching of reading with emphasis on the individuality of the reader and her/his needs and on the integration of reading, writing and the language arts. Age appropriate instruction, strategies and study skills in content areas will be explored. This course applies developmentally appropriate strategies for assessing students through observation, interaction and informal analysis.

### **EDS 523 Reading Ed & Literacy Perspectives (3)**

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

### **EDS 525 Content Area Reading (3)**

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.

### **EDS 527 Addressing the Diverse Learner (2)**

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.

### **EDS 530 Curriculum, Materials, Methods I (3)**

Ohio Learning Standards and Planning for Instruction: The methods-curriculum block begins with an introduction to models of teaching followed with a clinical practicum. As the graduate apprentices initiate practice models of instruction in their classroom placements, a survey of curriculum theory and design guides beginning lesson and theme planning. The courses progress with in-depth study of content areas within an integrated, theme-based curriculum, and the teaching of a theme or unit apprentices have designed and written. Special methods, peer observation, video-tape analysis and conferencing are features of this series. (Series includes 530/531/533)

## COURSE DESCRIPTIONS

### **EDS 550 Professional Development Seminar I (3)**

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

### **EDS 551 Prof Development Seminar II (3)**

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

Prerequisite: EDS 550

### **EDS 560 Field Internship (3)**

This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

### **EDS 570 Introduction to Special Education (3)**

This course explores the history, litigation and legislation, theories, ideologies, and methodologies which serve as the foundation for special education. The Council for Exceptional Children/NCATE standards will be reviewed and Standards #1, 2, 9 and 10 addressed for formal evaluation through Key Assessment #2-Special Education Website. Students will also continue to develop and design a personal and philosophical view of education, in light of the investigation and examination of exceptionality.

### **EDS 571 Issues & Intervention (3)**

This course is the first part of a two part course focusing on issues and intervention in behavior and assessment. This is the first part (I) and focuses on assessment, intervention, and reassessment. All aspects of assessment, including ethical and legal

## COURSE DESCRIPTIONS

issues, are explored. Varied approaches to assessment which include collaboration with families and other professionals are covered. Informal, formal, and alternative methods are studied as well as the impact of current laws on student progress.

### **EDS 572 Adv Intrvntn Beh & Asmt (3)**

Specific behavior management techniques are discussed. School –wide behavioral support, functional behavioral analysis and wrap-around plans for students with emotional and behavioral disorders are considered. Ethical considerations and legal implications are included. Participation by families in the process is emphasized.

### **EDS 575 Intv Spec Curr, Materials, Methods (3)**

This course presents an intensive review of all facets of curriculum development and design of instructional strategies. Additionally, teacher candidates are provided with effective skills required for teaching cognitive strategies to students. Included within the design of this course is the focus on independent living skills, vocational skills, career education programs, use of assistive devices, and transition services. Teacher candidates collaborate with the intervention specialist at their placement sites for lesson and unit planning, utilizing universal design and curriculum differentiation.

### **EDS 576 Consultation & Collaboration (3)**

Effective communication and collaboration among all constituencies (parents, school, community and agency personnel) are covered. Co-Teaching is reviewed and experienced. Development and discussion of interview skills, managing resistance/conflict and skills of negotiation, development of expert communication skills are part of this course. Working with paraprofessionals is explored. Team meetings and parent conferences are experienced, examined and analyzed.

### **EDS 578 Student Teaching (3)**

This practicum represents two sixteen week teaching internship experiences. Each apprentice plans and teaches a comprehensive unit or theme and assumes full teacher responsibility within the school culture. Advising and conferences with mentor/cooperating teacher, are critical to the success of the internship. Teaching during the internship builds from practice to cycles of full responsibility and team teaching throughout the semester.

## VESi (EDV)

### **EDV 501 Advanced Classroom Management: Children as Change Agents (2)**

The *Advanced Classroom Management* course was developed as an alternative to traditional behavior modification approaches to changing student behavior. Although the course discusses and supports several behavior modification techniques, it goes beyond



## COURSE DESCRIPTIONS

the boundaries of this approach. ACM teaches a social-cognitive approach to behavioral remediation. It compares and contrasts the two approaches, allowing students to gain a knowledge and understanding of each, but not refuting the use of either approach.

ACM incorporates the use of cognitive restructuring to aid in the modification of student behavior. The course teaches how to assist students in retraining their thinking so they may break old thought patterns that led to many aberrant behaviors. The modification of a student's thought process allows them to view situations differently, process them differently, and then, be able to react to those situations in a more socially acceptable manner.

This course also teaches how to motivate students to be their own agents of change. It gives teachers useable strategies on how to teach self-motivation skills to classroom students. When students learn these self-motivation techniques, they begin altering behavior and responding to social situations and events more positively without parent or teacher intervention.

Essentially this course teaches teachers how to train students to recognize, evaluate, and respond to difficult interpersonal, classroom, school, and social situations with limited outside intervention. When students learn how to retrain their negative thought process and become better problem solvers, it takes the pressure of remediation off the teacher and places it on the student where it belongs. When this process is taught and used correctly, it will significantly reduce the number of interpersonal conflicts a teacher needs to deal with during school days and free up more time for academic instruction.

Stress has become a concern for children in primary grades all the way through adult life. The demands of today's fast paced society where social media and group e-interactions can dramatically affect our thoughts, beliefs, concerns and stress level. Student who have not been taught effect stress management techniques can easily find themselves overwhelmed and trying to deal with and relieve stress in unhealthy ways, some of which may place the child or adolescent in danger. The course reviews many situations that can increase stress and a variety of methods to reduce overall stress.

Since this is an advanced classroom management course, it is strongly suggested that students taking this course have some type of formal course training in either behavior modification or classroom management. Classroom experience can be substituted for actual course training, but even experienced teachers should have some background training in classroom management or behavior modification.

### **EDV 502 Attention Deficit/Hyperactivity Disorder: Information & Interventions for Effective Teaching (3)**

The course Attention Deficit/Hyperactivity Disorder has been divided into four chapters. This course provides information on such issues as definition, history, treatment and even some additional sources that may be accessed. The subject areas are sequential and, although it is not required, they should be completed in the order in which they are

## COURSE DESCRIPTIONS

presented in the program. After completing these four sections you should have the basic framework for understanding possible causes of the disorder and effective interventions. This may also help you understand why students with ADHD have behavior problems in the classroom and other school settings and how to respond.

### **EDV 503 Autism Spectrum Disorder: Information & Effective Intervention Strategies (2)**

The course Autism Spectrum Disorder has been divided into four chapters and into five to eight exercises within each chapter. The first chapter is on the diagnosis of Autism Spectrum Disorder; it gives a clear picture of the characteristics that define this disorder. Although the information in this chapter is thorough, there is much information published about autism. We recommend that you complete readings and research outside the course materials to gain a fuller understanding of these disorders and the variety of interventions. To cover all areas and issues affecting autistic students and their behavior would not be possible in one course. However, this introduction chapter and subsequent chapters should give you a firm understanding of the disorder and effective tools for facilitating positive changes with these students.

### **EDV 504 Behavior is Language: Strategies for Managing Disruptive Behavior (3)**

The course, Behavior is Language, has been divided into four chapters. The first two chapters, Behavior is Language (BIL) Parts I & II, explain why we choose to view student behavior as a kind of unspoken language. These two chapters provide a framework for understanding why certain students react to teachers, aides, peers and society in such dysfunctional, disruptive behavioral patterns. There are twenty subject areas, which are sequential and should be completed in the order in which they are presented in the program. After completing these twenty areas you should have the basic framework for understanding what causes the dysfunctional patterns that lead to the majority of students' behavioral problems in the classroom and other school settings. This information is not designed to be the total encyclopedia of aberrant student behavior. To cover all areas and issues affecting students' behavior would take hundreds of hours of research. However, these chapters should give you a firm grasp on how to begin interpreting students' behavior into an understandable language.

### **EDV 505 Build School Communities: Brain Smart Classroom Management (2)**

Build Schools Communities for Educators is intended to bring about effective transformative actions, resulting in kindred class-homes where students and teachers in the school family will bond and work with acceptance, respect, and shared purpose to benefit all members. Students will develop strategies, rituals, and design and environmental skills to create safe havens of learning. For many of our students, our classrooms may be the only safe, nurturing refuge in their otherwise turbulent lives. In traditional "sage on the stage" models of classroom discipline and management, top-down authoritarian systems are grounded on punitive consequences. Teachers make

## COURSE DESCRIPTIONS

rules and enforce them, often without any discussion with students. This approach results in disequilibrium in the classroom, with some students receiving praise and tangible rewards while others suffer the consequences of noncompliance. Most educators are familiar by this time with Gardner's Theory of Multiple Intelligences, but the concept is limited to academics. "Guide by your side" behavior management must be differentiated in the same way that instruction and learning experiences are differentiated. Academically, students have diverse learning styles and preferences that must be addressed if they are to reach their full potential. Why would we expect students to be any less diverse socially, developmentally, and psychologically than they are academically? One size does not fit all; but together, all sizes reveal a good synergy fit of differing gifts greater than the sum of their parts. Some of our students have physiological or psychological disabilities that affect their behavior, such as ADHD, fetal alcohol syndrome, and autism. Other students' behaviors may be affected by environmental factors: divorce; incarcerated parents; foster care; physical, sexual, or emotional abuse; domestic violence; drug or alcohol abuse; poverty; gang influence; poor nutrition; transience; homelessness; negligence; etc. One set of rules, rewards, and consequences cannot be expected to work with the diverse groups of students we have in our classrooms today.

### **EDV 506 Child Abuse: Working with Abused & Neglected Children (2)**

This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by child abuse or neglect. Participants will learn the signs and symptoms of the three types of abuse (physical, emotional, and sexual) and the four types of neglect (physical, medical, emotional, and educational). Additionally, participants will learn about the symptoms of childhood depression and suicidal tendencies, child sexual trafficking, and substance abuse and about how these issues are tied to child abuse and neglect. Participants will explore how abuse and neglect affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of abuse and neglect will be reviewed, as will the social and family causes of abuse and neglect. The educator's role in the intervention and prevention of child abuse and neglect will be discussed.

The course is divided into four chapters. Each chapter discusses a particular topic of abuse or neglect. The chapters are sequential and should be completed in the order they are presented. At the completion of each chapter, there will be an examination covering the material. Students must complete the examination before proceeding to the next chapter. In some of the examinations, questions will involve case studies to provide further practice in the application of knowledge. This course is appropriate for educators seeking training in working with children ages 3-18 years, as well as professionals who work directly with families.

Although this course is a comprehensive presentation of the educational issues surrounding abuse and neglect, there is certainly a wealth of research and topics that are

## COURSE DESCRIPTIONS

not covered in the scope of this course. The instructor highly recommends that you augment your readings from this course with further research to gain a fuller understanding of the complexities of this subject. However, the material presented in this course will give you a broader understanding of the topic of child abuse and neglect. It will also give you information to apply directly to your work with students in the classroom and community.

### **EDV 507 Drugs & Alcohol in Schools: Understanding Substance Use & Abuse (2)**

Addiction is defined as a “biopsychosocial” disease. Drugs & Alcohol in Schools will explore each of these three elements individually, and then, discuss their interactions and impact on the substance using person. The information will be further processed in order to more readily translate that information into practical application in the classroom. To establish a broader context for understanding substances and their addictive qualities, the course will begin with the “social” component of the “biopsychosocial” disease. This provides a backdrop that looks at the history of drugs and alcohol in society and what current societal perceptions prevail.

The second chapter of this course will address the biological and physiological basis of addiction. Starting with general drug classifications, we will study specific drugs and their effects. While understanding the properties of the drugs, we will further examine what happens to the basic physiology when chemicals are introduced. Finally, after understanding physiological reactions, we will explore how use progresses into addiction and the evolution of addiction as a “disease.”

The triad is complete as we examine the psychological factors impacting the disease. The main focus of this chapter is a brief study of child development and the impact on stages of development if the child begins using substances. Development will be discussed also in terms of impact due to parental use of chemicals. From these issues, we will further explore family roles and rules that emerge in the family system.

Since the course is designed to increase your understanding and awareness of drugs and addiction, the final chapter builds upon what you have learned and offers options for how to respond. These options look at how to most effectively and appropriately manage the effects of substance use as it impacts your students and classroom. A review of various support groups and resources that are available is included.

### **EDV 508 Early Childhood: Family-Centered Services (2)**

Family-Centered Services is a continuum of services that employ the family-centered practice approach to promote the primary goals of child welfare: safety, permanency, and well-being. A family-centered practice approach is a way of organizing and delivering assistance and support to families based on interconnected beliefs and attitudes that shape the program philosophy and behavior of personnel as they organize and deliver services to children and families.

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Family-centered service is an approach to service delivery that grew out of family preservation attempts in the mid-seventies to prevent out-of-home placements of minors. Since then, family-centered services has expanded from a particular type of service to an overall philosophy for the delivery of services to families. FCS currently includes a wide range of programs from family support prevention services to family preservation, for families who are dealing with extremely difficult situations. Family support is largely a preventative service that focuses on promoting healthy family relationships and child development. A family support model may include programs such as peer support groups, Head Start, parent training, and home visitation. Family preservation, on the other hand, is more concerned with preventing family breakdown when serious problems arise by providing more intensive services that help families resolve specific issues.

While there are several similar, yet differing, definitions of family-centered services that exist in fields such as social services, child welfare, mental health, and early childhood special education, there is consensus on the principles and values that characterize family-centered services. Descriptors such as “strengths-based, consumer driven, family systems, partnerships, empowerment, enhancement, interdependence, proactive, and collaborative relationships” are all found in many of these definitions (Pletcher & McBride, 2003).

For the purpose of this class, we will use the terms Family-Centered Services and Family-Centered Practice interchangeably, to refer to a way of working with families across service systems to enhance their capacity to care for and protect their children, and strengthen their ability to manage their own lives. Family-centered services focus on the needs and welfare of children within the context of their families and communities. These services are accessible and individualized, and are available to families that may not initially seek services.

Family-centered service providers reach out to families, conveying the message that all families can benefit from support, and that families can learn from one another.

Family-centered practice recognizes the strengths of family relationships and builds on these strengths to achieve optimal outcomes. Family is defined broadly to include birth, blended, kinship, and foster and adoptive families. Family-centered practice includes a range of strategies, including advocating for improved conditions for families, supporting them, stabilizing those in crisis, reunifying those who are separated, building new families, and connecting families to the resources that will sustain them in the future.

### **EDV 509 Early Childhood: Observation & Assessment (3)**

This course is designed to help educators, para-professionals, and child caregivers observe and assess various aspects of children’s development and programs. Participants will learn the components necessary for strong observation skills, such as self-awareness, objectivity, confidentiality, and ethical guidelines. Web links to videos and other observation and assessment resources will be included.

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The course will then discuss various types of observation and recording tools, as well as the advantages and disadvantages associated with each. Students will learn how to set goals, plan, and choose the best instrument for specific situations. Included will be tools for assessing environments, programming, and child-staff interactions. The why, when, where, what, and how of conducting appropriate observations and authentic assessments will be covered.

Participants will gain techniques for organizing, analyzing, and interpreting observation data. This course will teach how to apply assessment information to improve program quality and to best meet the needs of individual children.

Students will discuss proper methods for displaying observations and sharing assessments. Included will be portfolio development and other documentation methods that make children's experiences visible. The course will then show ways to communicate observation and assessment information to parents and other appropriate adults. Finally, students will apply course concepts by creating an observation and assessment plan for their own classroom environment.

### **EDV 510 Early Childhood: Program Planning (3)**

This course, Program Planning, has been divided into four chapters. It discusses numerous considerations for planning and implementing a comprehensive, research-based curriculum for young children. Included will be topics such as Universal Design for Learning (UDL), Understanding by Design (UbD), differentiated instruction, and the use of developmentally appropriate technology for young children. Various perspectives on the history and theory behind early childhood education and child development will be examined, in addition to discussing various forms of diversity among children. We will also discuss what curriculum is, and identify guidelines presented by the National Association for the Education of Young Children (NAEYC) for appropriate curriculum for young children through eight years of age. We will take an overall look at the basic steps for creating an appropriate curriculum, planning a daily schedule, and creating lesson plans and activities for early childhood programs. In addition to focusing our attention on appropriate curricular approaches, we will touch briefly on several curricular approaches to avoid.

### **EDV 511 Early Childhood: Typical & Atypical Development (3)**

The course will focus on the following: The study of child development from conception to age 8. We will examine the historical roots and methods of child study, major psychological theories, and developmental principles and definitions. This information will provide grounding for the following chapters on specific ages and developmental areas.

Child development chronologically. We begin with conception and prenatal development and care, and then continue through labor and birth. Next, we consider the special characteristics and needs of the newly delivered baby, including common developmental variations. This overview will include both typical and atypical development.

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Infants and toddlers; the first three years of life (ages 1–36 months). We will look at growth and development in the domains of motor-perceptual, cognitive, language, brain, and social-emotional development. This chapter details milestones, red flags, developmental variation, and how adults can safely and appropriately facilitate the development of infants and toddlers.

The preschool and early elementary school periods are times of great discovery, testing, and wonder. Students will learn about typical and varied 3–8-year-old development in all areas—moral, social, self-esteem, early learning, motor skills, communication abilities, social and brain development, and more. Indicators, or red flags, that suggest developmental delay or deviation are detailed in all chapters, and resources for further research are provided.

### **EDV 513 English Language Learner: Evaluation & Assessment (3)**

Information provided in this course has been divided into four chapters, which should be completed in the order in which they are presented in the program. Once you have completed these four chapters, you should have a better understanding of the concept of evaluating and assessing English language learners. You are strongly encouraged to read additional journal articles, books, and research materials outside the course material to gain a better understanding of current issues related to educating students who need language assistance.

### **EDV 514 English Language Learner: Language Acquisition (3)**

English Language Learner: Language Acquisition was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses developmental theories and how they apply to English language learners. The focus of this course is on the process of second language acquisition and the role of the classroom teacher. Included in this course is information about literacy development, integration of language, co-teaching, ELL instructional needs, the legal obligations of schools and teachers to provide services, and the types of programs schools might provide. Also included is information about communicating with parents/guardians.

Information provided in this course has been divided into four chapters, which should be completed in the order in which they are presented in the program. Once you have completed these four chapters, you should have a better understanding of the concept of second language acquisition. You are strongly encouraged to read additional journal articles, books, and research materials outside the course material to gain a better understanding of current issues related to educating students with disabilities in inclusive classrooms.

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### **EDV 515 English Language Learner: Linguistics (3)**

Information provided in this course has been divided into four chapters, which should be completed in the order in which they are presented in the program. Once you have completed these four chapters, you should have a better understanding of linguistics. This course will give you the knowledge and skills to create morphological trees and use the International Phonetic Alphabet. This course will include discussions on phonetics, phonology, morphology, syntax, semantics, and pragmatics. You are strongly encouraged to read additional journal articles, books, and research materials outside the course material to gain a better understanding of current issues related to educating students who are learning English as a second language.

### **EDV 516 English Language Learner: Methods & Materials (3)**

Information provided in this course has been divided into four chapters, which should be completed in the order in which they are presented in the program. Once you have completed these four chapters, you should have a better understanding of the methods and materials for teaching English language learners. You are strongly encouraged to read additional journal articles, books, and research materials outside the course material to gain a better understanding of current issues related to educating students who are learning English as a second language.

### **EDV 517 Harassment, Bullying & Cyber-Intimidation in Schools (2)**

Our educational institutions are, ideally, places where faculty and students are able to work and learn in a setting that is free from intimidation and offensive, hostile behavior. Unfortunately, this is not always the case. Harassment, specifically sexual harassment, bullying, and cyber-intimidation, effectively prevents this type of environment. As a result, all members of the academic community have a constant and meaningful interest in eliminating all forms of harassment. Schools have a de facto obligation to provide all persons with the promise of being able to develop professionally, intellectually, personally, and socially in egalitarian and humane surroundings.

Sadly, harassment in schools is more prevalent than we would like to imagine. A nationally representative survey of 1,965 7-12 grade students conducted in 2011 (AAUW, 2011) found that 48% of students experienced some form of sexual harassment with 87% saying it had a negative effect on them. Only 27% reported they talked with parents and family and only 23% talked with friends. About 1/2 of the students reported they did nothing afterward in response to the harassment. Project PAVE (2008) in Denver, CO reports that 5 million elementary and junior high students are impacted by bullying in the U.S. With the advent of social networking sites on the internet, sexual harassment and bullying have also moved into cyberspace. An i-SAFE America survey of more than 20,700 5th to 8th graders found that 37% reported that someone had said or done mean or hateful things to them online. A study of teenagers found that 70% of those who



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reported being a victim of sexually harassing behavior experienced it over the internet (Kelsey, 2007).

The risk that all public and private school environments face is high in terms of diminished productivity, lost time, and profound legal ramifications and financial liability for both the harasser and the administration. The increasing prevalence of all forms of harassment has generated increased awareness and involvement of courts, legislatures, society, school districts, students, parents, and staff. This increased awareness has lowered tolerance for harassment and inappropriate behavior in schools. It is essential that institutions and workplaces confront and address harassment, as it constitutes a violation of an individual's legal rights. Harassment also threatens the physical and emotional well-being and performance of staff and interferes with the learning experience of students.

This class will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The following sections will address what we know about these troubling areas. The final section will explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

### **EDV 518 Inclusion: Working with Students with Special Needs in General Education Classrooms (2)**

Inclusion: Working with Students with Special Needs in General Education Classrooms was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. The course also helps teachers learn about the continuum of placements school systems can use in providing special education and related services to students with disabilities. Information discussed is also designed to help you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms and instructional and classroom management strategies teachers can use to work with these students in the least restrictive environment.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

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### **EDV 519 Infant and Toddler Mental Health (2)**

The Infant & Toddler Mental Health course has been divided into four chapters that are designed to inform parents, professionals, and care providers by: providing an overview of the core concepts of early development; reviewing developmental milestones; exploring current research on brain development; examining what curriculum looks like for infants and toddlers; exploring the importance of early attachment; reviewing different temperament traits; and providing suggestions for strengthening families. Upon completing this course you should have the basic framework for understanding the critical role of infant and toddler mental health, as well as developmental knowledge of children from birth to thirty-six months.

### **EDV 520 Learning Disabilities: Practical Information for the Classroom Teacher (3)**

This course will provide you with a foundational knowledge of learning disabilities and practical ways you can help students with disabilities in your classroom.

Definition & Characteristics

Assessment

Adaptions & Modifications

Parent & Specialist Collaboration

### **EDV 521 Reading & Writing in Content Area (2)**

The course Reading & Writing in Content Area has been divided into four chapters. This course will provide information on such issues as recognizing reading difficulties, assessing textbooks, and the integration of reading strategies within a content area. The strategies taught are aligned with the Praxis Reading Across the Curriculum test guide and the Reading in the Content Area national standards.

The first chapter is an overview of theories of teaching adolescents and language acquisition. The second, third, and fourth chapters discuss current theory regarding the teaching of reading, including phonics, fluency, and motivation. In addition to the theory, these chapters challenge the learner to use specific teaching reading strategies. Strategies are given with step-by-step directions for a teacher to integrate into curriculum the next day.

These four chapters should give you an understanding of the various strategies with step-by-step teaching techniques to successfully integrate reading into your daily content teaching.

After you have completed each chapter of the course, an examination will be used to evaluate your knowledge and ability to apply what you have learned.

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### **EDV 522 Reading Fundamentals #1: An Introduction to Scientifically-based Research (2)**

The Every Student Succeeds Act (ESSA) outlines a clear approach for improving literacy success by supporting states in the development of effective literacy instruction and a continuum of support and interventions for those students who are at risk for reading failure. Thus, educators must have a working knowledge of evidence-based instructional strategies and approaches. (Note: A summary of this legislation regarding the use of evidence-based instructional materials appears in Course 2.)

According to Evans, Waring, and Christodoulou (2017), teachers should use research to guide their practice. Unfortunately, according to Evans et al., teachers' research knowledge is lacking. Teachers are not adequately trained in research methodology in their pre-service programs. An interesting phenomenon is present in teacher preparation programs. Undergraduate students are rarely required to take research methods or statistics courses. Contrast this with the situation of undergraduates in psychology. Psychology undergraduates are typically required to take research and statistics courses. The interesting aspect of this difference is that students in teacher preparation programs are highly likely to be accountable for the academic progress of students in their classrooms once they become teachers. In comparison, psychology students will likely be much less accountable for the progress of individuals in their charge (e.g., direct care services such as group homes and residential facilities). In other words, if we compare the responsibilities of education college students with those of psychology college students, the students who would be most in need of training in the scientific process (e.g., data-based decision-making) would be those preparing to be teachers.

### **EDV 523 Reading Fundamentals #2: Laying the Foundation for Effective Reading Instruction (2)**

Reading is the cornerstone of an effective education. Without this skill we are limited in so many important life activities. We cannot access the newspaper, read the directions of a new recipe, enjoy a favorite novel, or read a prescription bottle of medication. The list goes on and on. Reading is tied to all other academic areas. Without reading, mathematics, writing, spelling, and the content areas such as science and social studies are difficult, if not impossible, to participate in or complete at an adequate level. College becomes out of the question and many jobs are simply out of reach because they require some basic level of reading or other skill that hinges on reading. An inability to read renders these individuals almost powerless in our society.

Further, a report of the Commission on Reading (1985) entitled *Becoming a Nation of Readers* noted the following, more than 30 years ago:

Economics research has established that schooling is an investment that forms human capital—that is, knowledge, skill, and problem-solving ability that have enduring value. While a country receives a good investment in education at all levels from nursery school

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and kindergarten through college, the research reveals that the returns are highest from the early years of schooling when children are first learning to read. (p. 1)

Unfortunately, a vast number of our students are failing in learning to read and/or reading to learn in our schools. The problem does not go away over time. In fact, the majority of these students continue a trend of failure in reading. This problem has not gone without notice. Reading initiatives have tried to tackle this critical academic area “head on” by focusing on evidence-based practices. Further, five essential components of effective reading programs have been identified for grades K-3 and a separate set of components have been targeted for grades 4-12. K-3 components include phonemic awareness, phonics, fluency, vocabulary, and text comprehension; components for grades 4-12 include word study, fluency, vocabulary, comprehension, and motivation. Empirical studies have shown that students need to acquire skills in these areas to become proficient readers.

### **EDV 524 Reading Fundamentals #3: The Elements of Effective Reading Instruction & Assessment (3)**

The Reading Fundamentals program focuses on implementing proven methods of reading instruction in classrooms. The No Child Left Behind Act of 2001 added two new reading programs to the Elementary and Secondary Education Act—Reading First and Early Reading First—both under the Bush Administration. Under the Obama Administration, the Every Student Succeeds Act (ESSA) became the main educational law for public schools. The Striving Readers Comprehensive Literacy program provided funding focused on advancing literacy skills for children from birth through grade 12. An emphasis was placed on evidence-based classroom instruction and assessment and targeted interventions for those reading below grade level. Race to the Top was another initiative offering funding. Under the Trump Administration, the Striving Readers Comprehensive Literacy program was renamed the Literacy Education for All, Results for the Nation (LEARN).

This course will focus on grades K–3 and 4–12. As part of these two key areas of reading instruction, prereading skills for preschoolers will be briefly described. Additionally, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension (grades K–3); and word study, fluency, vocabulary, comprehension, and motivation (grades 4–12).

Further, we discuss information on teacher preparation in learning about comprehension strategy instruction and reading instruction and how to integrate computer technology into the classroom. Additionally, this course will describe the Consumer’s Guide to Evaluating a Core Reading Program by Simmons and Kame’enui (2006), a well-respected document for evaluating programs based on the National Reading Panel Report (NICHD, 2000). Also, the Planning and Evaluation Tool for Effective Schoolwide Reading Programs by

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Kame'enui and Simmons (2003) and the Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5 by Foorman, Smith, and Kosanovich (2017) will be addressed. Finally, this course will highlight the Common Core State Standards in English Language Arts and offer recommendations on increasing text complexity and the use of close reading in our schools, reading accomplishments by grade level, reading interventions for students in Grades K-12, and the use of tutoring programs.

We conclude with information on important assessment terms and definitions. Further, we provide information on how reading assessment fits within the Reading First Program. We include detailed information on the Analysis of Reading Assessment Instruments for K-3 (Institute for the Development of Educational Achievement, 2002) completed by key leaders in the assessment field. This analysis includes specific recommendations on 29 reading assessments. We describe how response to intervention (RTI) and multitier system of support (MTSS) are used to understand student reading needs, including screening, diagnosing where to focus instruction, and monitoring student reading progress over time. We demonstrate how teachers can link assessment with instruction and data-based decision making in classroom settings, with particular focus on pivotal curriculum-based measurement procedures.

### **EDV 525 Response to Intervention: Practical Information for the Classroom Teacher (3)**

As educators, you have probably heard the term RTI, or Response to Intervention. RTI is a process that schools can and should use to help students who are struggling with academics or behavior. Even though RTI is primarily linked to special education and the early identification of learning problems, RTI is not just for students in special education. RTI is for all students and is based on the premise that a student might be struggling because of instruction or the curriculum in either a past or a current classroom. Every teacher will have students who are struggling, and RTI is a valuable tool for easing that struggle. So welcome to the class on Response to Intervention, where you will learn what RTI is and how to use it in your classroom.

### **EDV 526 Six Traits of Writing Model: Teaching & Assessing (2)**

This course, Six Traits of Writing Model: Teaching & Assessing, will discuss why writing is important and why teachers should include writing as often as possible in all content areas. The course will also include practical applications for assessing and teaching writing, including teaching students how to self-assess their own writing. The first chapter of this course will discuss why teaching writing is important and give you an introduction to the Six Traits of Writing Model. Through chapters 2, 3, and 4 we will discuss the elements of the Six Traits of Writing Model. Throughout those elements we will look at practical ways to use this model in your classroom.

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### **EDV 527 Social & Emotional Learning: Optimizing Learning Environments with Life Skills (3)**

Social-emotional learning (SEL) comprises life skills that are foundational to motivation in the classroom and classroom management. Students who have strong social and emotional skill sets will be more successful in the classroom and in life. In this course, students will first examine what SEL is, including the research foundational to SEL. Then students will examine the five SEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—and how each of these can be developed first in the classrooms and then in the schools to optimize learning environments. While examining the five SEL competencies, students will also investigate how these skill sets can affect families and communities.

### **EDV 528 Supporting At-Risk Young Learners & Their Families (3)**

This course is designed to help Early Childhood Educators gain strategies to reach and teach young children who are at risk of not meeting their potential. Participants will learn the internal and external factors that place a child at risk, how heredity and environment affect a child's development, the characteristics of various risk factors, and interventions for each risk factor. A major emphasis will be on the family's influence on the child's development and how Early Childhood Educators can work with families to support their child's growth in all areas of development.

The course is divided into four chapters. The first chapter defines "at-risk" factors, reviews early childhood development, and presents information about adverse childhood experiences. The second chapter presents the various external environmental and family factors that contribute to a child's being at risk. The third chapter discusses the internal, child-centered factors of risk. And the fourth chapter presents the problems trauma and abuse cause the developing child. The chapters are sequential and should be completed in the order in which they are presented. At the end of each chapter, there will be an examination covering the material. Students must complete the examination before proceeding to the next chapter. In some of the examinations, questions will involve case studies to provide further practice in the application of knowledge. This course is appropriate for educators who seek training in working with children ages birth to 8 years and for professionals who work directly with families.

Although this course is a comprehensive presentation of the educational issues surrounding adverse childhood experiences and their influence on a child's development, there is certainly a wealth of research and topics that are not covered in the scope of this course. The instructor highly recommends that you augment your readings from this course with further research to gain a fuller understanding of the complexities of this subject. However, the material presented in this course will give you a broader understanding of the topic. It will also give you information to apply directly to your work with students in the classroom and the community.

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### **EDV 529 Talented & Gifted: Working with High Achievers (2)**

Talented & Gifted provides information on the history of the exceptional student in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. Included are major program models and methods of differentiating instruction to meet the rate and level of learning of identified gifted students. Meeting the affective needs of the gifted and talented student in the classroom is emphasized.

Due to the structure of this course, it is suggested that you complete each section in order. The course will allow you to move ahead to various chapters, but completing the course out of sequence may cause difficulty with your understanding of the materials. It will also make it more difficult to pass the examinations and the course itself.

### **EDV 530 Teaching Diversity: Influences and Issues in the Classroom (2)**

This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to understand how our diverse society influences student learning in the classroom. Participants will explore issues of culture, gender, and individuals with exceptionalities, and how these affect a student's learning and behavior in the classroom.

The course is divided into four chapters. At the completion of each chapter, there will be an examination covering the material. Students must complete the examination before proceeding to the next chapter. This sequential approach to learning will help all participants to gain a better understanding of what they have learned as they proceed through the course.

Although this course is a presentation of societal issues and how these affect the classroom, there is certainly a wealth of research and topics not covered in the scope of this course. The instructor highly recommends that you augment your readings from this course with further research to gain a fuller understanding of the complexities of this subject. In addition to what is required in this course and your individual research, the instructor recommends that you read research from the authors found in the reference section of this syllabus.

### **EDV 531 Teaching Elementary Math Conceptually: A New Paradigm (2)**

The course Teaching Elementary Math Conceptually: A New Paradigm is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current research and trends in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive and supports learning mathematics standards, such as the Common Core State Standards (CCSS). Activities are presented to explain underlying concepts and illustrate constructive teaching. The course has been divided into four chapters covering four math topics: number sense, addition and subtraction, multiplication and division, and

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fractions. Emphasis is on exploring how to develop mathematical understanding in learners.

### **EDV 532 Teaching Secondary Math Conceptually: Meeting Mathematics Standards (3)**

The course Teaching Secondary Math Conceptually: Meeting Mathematics Standards is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current standards and practices in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive. Activities are presented to explain underlying concepts and to illustrate constructive teaching. The course has been divided into four chapters covering four math topics, i.e. integers, fractions, factoring and functions. Emphasis is on exploring how to develop mathematical understanding in learners.

### **EDV 533 Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning (2)**

This course is designed to help classroom teachers, school counselors and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma and/or violence. Participants will learn the signs and symptoms of stress and trauma. Participants will explore how stress, violence and trauma affect a student's learning, cognitive brain development and social-emotional development. The short- and long-term consequences of being exposed to stress, trauma or violence, as well as the social and family causes, will be reviewed. Participants will learn the dynamics of domestic violence and community violence. The educator's role in the intervention and prevention of violence will be discussed.

The course is divided into four chapters. Each chapter discusses a particular topic of stress, trauma or violence. There will be numerous "checkpoint" questions inserted throughout the reading, which are designed to help students review the content and apply it to their own educational setting. The chapters are sequential and should be completed in the order in which they are presented. At the completion of each chapter, there will be an examination covering the material. Students must complete the examination before proceeding to the next chapter. In some of the chapter examinations, questions will involve case studies to provide further practice in the application of knowledge. This sequential approach to learning will help all participants gain a better understanding of what they have learned as they proceed through the course. This course is appropriate for educators seeking training in working with toddlers through adolescents, as well as those who work directly with families.

Although this course is not a comprehensive presentation of the educational issues surrounding stress, trauma and violence, it certainly includes a wealth of research covering many topics which are not covered in the scope of this course. The instructor highly recommends that you augment your readings from this course with further



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research to gain a fuller understanding of the complexities of this subject. However, the material presented in this course will give you a broader understanding of the topics of stress, violence and trauma. It will also give you information to apply directly to your work with students in the classroom and community.

### **EDV 534 Try DI!: Planning and Preparing a Differentiated Instruction Program (3)**

This course, Try DI!: Planning & Preparing a Differentiated Instruction Program, has been divided into four chapters. As the second course in a multi-course series on Differentiated Instruction, the emphasis is on providing examples of strategies and methods associated with a DI approach. The course has been organized to ensure that each strategy, or idea on “how to” implement DI, is an extension of the DI approach as a whole and not just presented as a disjointed list of ideas to try. The first course in the series, Why DI?: An Introduction to Differentiated Instruction, focused on the What, Why, and Who of a classroom that reflects a Differentiated Instruction approach. Try DI!: Planning & Preparing a Differentiated Instruction Program, will indirectly address the conditions, or When, Where, and How of the DI approach. Because DI is not a recipe for teaching or a prescriptive model, the structure of the course reflects a range of entry points for educators to consider as they reflect on the considerations teachers make when differentiating.

### **EDV 535 Understanding Aggression: Coping with Aggressive Behavior in the Classroom (3)**

The course, Understanding Aggression, has been divided into four chapters and five to ten exercises within each chapter. The first chapter reviews the history of aggression in America. It explains how we (the country) got to where we are in terms of aggression and violence. The chapter discusses the cost of aggression. It asks the question: Is America Safe? It discusses whether aggression is always bad. The chapter concludes with odds and ends and aggression in general.

The second chapter deals with how we have learned to be aggressive. It discusses how aggressive thoughts many times become aggressive actions. The course reviews the “us versus them” side of aggression and violence. Chapter 2 also deals with how alcohol, temperature and driving can increase aggression and violence. The chapter reviews the role of television and how TV may be a tutor for violent behavior. Is high aggression often found in people who tend to have low empathy? This chapter will discuss this issue. The chapter will also cover how words and teasing can be expressions and forms of aggression.

The third chapter centers on aggression and violence as crimes. It explores arson, assault and crimes of fear. The chapter also will discuss vigilante justice and/or injustice. Along with criminal aggression the chapter takes a look at guns and gangs in America’s schools; how bullying affects our schools and classrooms; how dress can affect acts of aggression and violence in schools and society. The chapter speaks to sexual

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harassment and the aggression involved with acts of harassment. There are also several sections on aggression and violence in the home, parental fighting and how this affects children in the home.

Chapter 4 speaks to working with and raising children to resist violence. It gives suggestions to educators and parents on how to deal with and counteract aggressive or violent behavior, but educators should not use these interventions without training and administrative approval. This chapter deals with dating, and how it can be impacted by aggressive behavior and date violence. It speaks to how television affects the aggressive behavior of our children. The chapter reviews child tantrums, and what to do about them. Chapter 4 is summarized with several exercises on win-win scenarios for remediation and effective problem solving techniques.

The chapters and exercises are sequential and, although it is not required, they should be completed in the order in which they are presented in the program. After completing these four chapters you should have a framework for understanding and working with aggressive behavior. This also may help you understand why students with high aggression are a challenge in a regular education setting.

### **EDV 536 Violence in Schools: Identification, Prevention, and Intervention Strategies (2)**

Anger management strategies have become an important topic in schools, businesses, homes and communities. Our society is inundated with classes, books and counseling programs that explain various ways to “manage anger.” Despite our best attempts, aggression and violence are still on the rise. We regularly hear and read from various media sources how dangerous our society has become, especially our youth population. This class will focus on developing new ways of handling violence without getting involved in the typical power struggles. During this course, each person will learn specific strategies and practical ideas to aid in the reduction of school violence. Key intervention ideas for developing a civil climate within each school will be presented, and identification and recognition of potential violence will be discussed. Included in this approach will be an emphasis on safety for students and educators. This course is not attempting to be a “cure all” or “fix it” approach, but will aid educators in their ability to develop a safer environment in a school and community. In addition, it will help each person feel more qualified and capable of handling emerging violent behaviors within a school, home or community setting.

### **EDV 537 Why DI?: An Introduction to Differentiated Instruction (3)**

This course, Why DI?: An Introduction to Differentiated Instruction, has been divided into four chapters. The organization of the course covers the What, Why, and Who of a classroom that reflects a Differentiated Instruction approach.

Chapter 1: The What of Differentiated Instruction

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Chapter 2: The Why of Differentiated Instruction (Part 1)

Chapter 3: The Why of Differentiated Instruction (Part 2)

Chapter 4: The Who of Differentiated Instruction

### **EDV 538 Understanding and Implementing Common Core Standards (3)**

Understanding & Implementing Common Core Standards is designed to give you a deeper understanding of the rationale for and structure of this particular standards-based framework. In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional “shifts” emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. Understanding & Implementing Common Core Standards will also provide connections to a variety of instructional considerations that will support implementation regardless of educational context. Practitioners will be provided opportunities to reflect on current practice and the degree to which they align with the Common Core Standards as well as with colleagues across a wide range of settings implementing these standards.

### **EDV 539 Educational Technology: Effective Use of Technology in the Classroom**

The course, Educational Technology, has been divided into four chapters. The first two chapters, Introduction to Educational Technology and Digital Literacy, provide foundational concepts that must be considered to effectively integrate technology into your classroom. The first chapter encompasses the historical significance, key concepts and components, and benefits of educational technology. Focusing on the transformative role of technology in modern education, the chapter discusses advantages and challenges in teaching and learning. The chapter concludes with an activity that guides learners on identifying professional goals. Chapter two gives learners an in-depth review and discussion on the Digital Age. Understanding the impact technology has had on the world, and specifically education, gives teachers the competence and confidence to navigate rapid change. Practical tips for safeguarding online security, distinguishing between reliable and misleading content, and leveraging technology for creative expression converge to shape a holistic understanding of digital literacy. There are twenty-four subject areas in these two chapters, which are sequential and should be completed in the order in which they are presented in the course. After completing these twenty-four areas you should understand the importance of technology in today’s classroom, including the essential task of learning and teaching digital literacy skills.

## COURSE DESCRIPTIONS

### GRADUATE STUDIES (GS)

#### **GS 701 Thesis (1)**

Students who are unable to complete their thesis requirements within the final project course(s) (3-6 credits) may register for up to 3 credit hours in 1 credit hour increments per semester to complete requirements. Prerequisite: Final Project Course (s)

### LEGAL STUDIES (LS)

#### **LS/WEL 507: Family Caregiving: Legal, Ethical and Financial Issues (3)**

This course will address contemporary issues of family caregiving focusing on the legal, ethical and financial issues that confront family members caring for loved ones. Topics include health advocacy, powers of attorney, financial documentation and resources, end-of-life decision making, legislation, estate planning and facilitating these conversations as a caregiver or potential professional certification available through International Coaches Federation (ICF).

### MASTER OF BUSINESS ADMINISTRATION (MBA)

#### **MBA 501 Leadership & Emotional Intelligence (3)**

This course focuses on researching and comparing a variety of theories and models of leadership. The relationship between leadership effectiveness and emotional intelligence will also be explored. Topics discussed include examining leadership styles and managerial processes that are related to the issues of ethics, power, social justice, diversity, teams, culture, and stewardship from a socially conscious and ethical, values-based perspective.

#### **MBA 502 The Organization as a System**

This course focuses on systems thinking from an organizational behavior perspective. Topics covered will include organizational theory and design; economic theory of organization; learning organizations; organizational behavior; management, and ethical leadership.

#### **MBA 505 The Socially Conscious Economy (3)**

This course is an overview of business and how it relates to the society we live in today. You have spent most of your life in organizations from schools, to sports, from workplaces to community activities. Your future work life will involve working with, in, or for organizations, and, quite possibly, at some point, creating your own business or service organization. However, we are living in an era of transition and often in our busy

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lives, we find we do not have enough time to think about how our work lives and the organizations we are involved with fit into the bigger picture. This course carves a space in the midst of all the busy-ness to think about, discuss, and grapple with big picture questions about our identities, the organizations we are part of and the vision of society we would like to create. The themes and topics that we will cover include an examination of the economic and political systems we live in, how politics, gender, and the environment relate to business, and how we can envision together a future that is sustainable for all.

### **MBA 506 Marketing Strategy Global & Domestic (3)**

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. This course will provide students with a systematic framework for understanding marketing management and strategic decision making from an ethical, values-based perspective.

### **MBA 507 Finance and Accounting for Managers (3)**

The purpose of this course is to provide students with an in-depth learning experience of the concepts and methods in finance and accounting, specifically for business managers. The central theme is developing a managerial perspective for key financial decisions while creating shareholder value.

Upon completion of a variety of assignments and activities, students will enhance their knowledge, skills, and values associated with an understanding about the process of financial decision making from a business manager perspective. Topics discussed include budgeting, the time value of money, financial statement analysis, psychology of money management, compounding interest, accounting terminology, profit analysis, professional ethics in accounting/finance, and ethical reporting procedures.

### **MBA 511 Financial Acctg Theory & Research (3)**

This course focuses on the fundamental theories and practices of financial accounting from an external reporting perspective. Throughout the course, students will learn how to apply theoretical concepts related to generally accepted accounting procedures (GAAP). Discussion topics will focus on: transaction analysis related to assets, liabilities, and stockholder's equity; application processes for using revenue and expense recognition principles; and preparation of detailed financial statements. The methods and rationale for disclosing financial information in financial reports will be examined.

### **MBA 512 Managerial Economics (3)**

This managerial economics course provides students with a deeper appreciation of those critical forces in the U. S. and global economy that shape management strategy, from a

## COURSE DESCRIPTIONS

socially conscious business approach. Students will explore economic concepts and learn how to use such knowledge when a business is operating in a constantly changing economic environment that also includes the impact of globalization. Topics discussed include demand theory, supply, the price system, cost analysis, market structures, factor pricing, decision criteria, and international economics. Ethical and values-based decision processes will be discussed within the context of a global business environment.

### **MBA 515 Informations Systems Management (3)**

This course examines the effective use of information systems in organizations from a management perspective. Topics discussed include information systems to support strategies of the firm, technology for competitive advantage, technological foundations of information technology, global environment issues related to information systems, ethics and privacy issues, and future trends.

### **MBA 520 Personal Finance and Financial Wellness (3)**

This course examines the cross-functional relationships between personal finance and financial wellness. Individuals learn how consumer behaviors, personal values, and life-stage choices have an influence on the multiple dimensions of wellness and the planning process used in personal finance. This process includes developing a personal financial road map to help minimize financial stress, reduce anxiety, and promote financial health and well-being. Topics include personal finances, essentials of money management, consumer behaviors, financial services, debt and credit analysis, investments, risk management, retirement, wellness opportunities, and long-term action plans for financial planning.

### **MBA 545 Advanced Taxation (3)**

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 Project Mgmt & Team Dynamics (3)**

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;

## COURSE DESCRIPTIONS

identifying organizational constraints; determining accountability; and applying ethical procedures.

### **MBA 561 Fin Reporting, Statement Analysis, Ethics (3)**

This course explores the financial accounting process, its underlying concepts, and the standards used in preparing and analyzing financial statements, which includes an emphasis on the professional code of ethics. This process focuses on accounting for assets, liabilities, and stockholders' equity, and applying revenue and expense recognition principles. Methods for disclosing required financial information is examined while learning generally accepted accounting principles (GAAP Regulations). Emphasis is on how to use an ethical, values-based decision-making process to examine a set of financial statements and effectively analyze a firm's financial position, profitability, and cash generating ability.

### **MBA 562 Financial Mgmt Investment Analysis (3)**

The purpose of this course is to provide students with an in-depth learning experience of the concepts and methods of financial management and financial statement analysis. The central theme is developing a managerial perspective for key financial decisions while creating shareholder value. Topics discussed include working capital management, the time value of money, cash flow analysis, budgeting, capital structures, dividend policies, financial statement analysis, financial ethics, global decision-making, and valuation of debt and equity securities.

Prerequisite: MBA 511 or 561; or permission of instructor

### **MBA 571 Mgt Accounting: Decision Making & Ethics (3)**

This management accounting course focuses on methods, tools, and analysis procedures to prepare internal reports that are used to enhance the effectiveness of decision-making processes that could be used in a variety of organizations. The primary topics discussed include accounting as the language of business, cost analysis methods, job-order costing, process costing, break-even analysis, profit analysis, variable costing procedures, budgeting methods, standard variance analysis, and professional ethics associated with the accounting profession.

Prerequisite: MBA 511 or 561; or permission of instructor

### **MBA 588 Special Topics (3)**

### **MBA 602 Operations & Logistics Mgmt (3)**

This course focuses on the concepts and procedures used in operations and logistics management for those types of organizations that manufacture a product or provide a service to their consumers. Topics discussed include operations strategy, capacity planning, manufacturing processes, supply chain analysis, logistics procedures, linear programming, queuing theory, forecasting methods, and inventory control processes.

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Prerequisite: MBA 562

### **MBA 603 International Bus & Globalization (3)**

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

Prerequisite: MBA 501 or 502; or permission of instructor

### **MBA 604 Quantitative Methods Decision Making Business (3)**

The primary focus of the quantitative methods in business course is on the application of quantitative reasoning methods in the area of financial management as required to support decision-making situations in business organizations. Emphasis is on the fundamental concepts associated with linear programming techniques, simulation methods, decision theory, inventory control models, queuing theory and forecasting methods.

Prerequisite: MBA 511 or 561; or permission of instructor.

### **MBA 605 Human Resource Management (3)**

This course will provide the student with an in-depth analysis of management issues for human resources from a research perspective. It is important for all professional, supervisory, and management employees to understand and be able to employ fundamental human resource concepts and techniques, as well as be able to appreciate what can be expected from a human resources department in an organization in terms of policy, legal and ethical related issues.

Prerequisite: MBA 501 or 502; or permission of instructor

### **MBA 607 Interdisciplinary Organizational Leadership (3)**

This course will prepare students for leadership through an interdisciplinary perspective that includes psychology, an understanding of organizational behavior and politics. 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 current theories and models and the ways in which culture and gender influence individuals and groups and their identities and dynamics. Throughout the course, students will integrate values, cultural sensitivity, and spirituality into their leadership roles and use ethical decision-making skills as the foundation of a just society.



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### **MBA 611 Labor Relations, Comp & Global Systems (3)**

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

### **MBA 612 HR Strategy, Planning, Development (3)**

This course provides students with a comprehensive review/overview of essential personnel management concepts and techniques. Course content is designed to introduce and familiarize students with categories of proficiency and functional areas in the field of Human Resources. This course specifically addresses Strategic HR Management in both domestic and global contexts, Planning, and Development by examining the following topics: Human behavior and habits, the communication process, ethical power, politics, networking, negotiating, change management, culture, training & development, performance appraisals, building teams, diversity, and inclusion.

### **MBA 613 Governmental & Non Profit Accounting (3)**

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 reserves; and auditing and reporting issues.

Prerequisite: MBA 511 or 561, and 571; or permission of instructor.

### **MBA 614 International Acct & Prof Ethics (3)**

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 511 or 561, and 571; or permission of instructor.

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### **MBA 615 Advanced Acctg & Information System (3)**

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, joint ventures, liquidations, bankruptcy and reorganization, consolidated financial statements, foreign currency issues. and accounting research methods.

Prerequisite: MBA 511 or 561, and 571; or permission of instructor.

### **MBA 621 Financial Planning Theory, Practice, Ethics (3)**

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, and 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, and 571; or permission of instructor.

### **MBA 622 Accounting for Retirement Plans (3)**

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 Risk Mgmt & Insurance Analysis (3)**

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 Financial Advising and Investment Planning (3)**

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

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assessment, investment theory, environment and financial markets, investment strategies and modern portfolio theory. Certification available: Financial Fitness Coach (FFC) through Association for Financial Counseling & Planning Education (AFCPE)

### **MBA 625 Tax Planning & Business Ethics (3)**

This course focuses on a comprehensive analysis of income and estate tax laws from a financial planning perspective. Topics discussed include the federal income tax system, capital gains or losses, and taxation of business entities, trusts, and estates. Students will also learn 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)**

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 is 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)**

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.

Prerequisite: MBA 506 or 631, or permission of instructor

### **MBA 633 Mgmt & Marketing of Innovations (3)**

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

## COURSE DESCRIPTIONS

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 506 or 631, or permission of instructor

### **MBA 634 Ethical & Legal Issues in Business (3)**

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 501 or permission of instructor

### **MBA 635 Communication Strategies Global (3)**

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.

Prerequisite: MBA 501 or 502; or permission of instructor.

### **MBA 636 Market Research (3)**

This course focuses on the fundamental theories, methods, and practices that are used in the field of marketing research. A primary goal of this course is to help students understand how to use marketing research to enhance managerial decision-making processes within a variety of business organizations. Discussion topics will emphasize understanding the marketing research process, designing market research projects, collecting accurate data, analyzing both qualitative and quantitative data, evaluating relationships among business strategies, and synthesizing the results of the marketing research process.

Prerequisite: MBA 501, MBA 511 or 561, MBA 554, and MBA 506; or permission of instructor

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### **MBA 637 Integrated Marketing & Social Media (3)**

This course focuses on how integrated marketing strategies and advancements in technology can be used to add sustainable value in creating a competitive advantage within a variety of business organizations. A primary goal of this course is to help students understand the impact of using social media in the process of developing marketing strategies. Topics discussed emphasize the importance of exploring best practices for promotion and advertising using traditional marketing practices or social media channels, analyzing techniques that can be used to evaluate consumer behavior, and evaluating the types of differentiation strategies used in marketing decisions.

Prerequisite: MBA 501, MBA 506; or permission of instructor

### **MBA 641 Managing Health Service Organization (3)**

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 & Finance Health Services Mgt (3)**

The purpose of this course is to 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.

### **MBA 643 Ethical & Legal Issues in Healthcare (3)**

The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts related to ethical and legal issues in healthcare. This course explores ethical theories and legal content and provides the student with a clearer understanding of how ethics and law are intertwined in health care dilemmas and the health care setting.

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### **MBA 651 Strategic Management & Global Dynamics (3)**

This capstone course focuses on how to use strategic management concepts and procedures to create a viable and sustainable competitive advantage for different types of organizations. The primary topics discussed include strategic thinking processes, competitor analysis, research methods, internal and external analysis, global and economic factors, quality control procedures, social responsibility and environmental practices, business ethics, strategic planning processes, and implementation strategies.

Prerequisite: MBA 501, MBA 506, MBA 507, MBA 554, MBA 607, MBA 612, MBA 634

### **MBA 664 Quality Management & Leadership (3)**

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 Risk Mgmt & Managing Communications (3)**

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 Procurement Mgmt & Ethics (3)**

This course focuses on both the theoretical and practical application of the relationship among project procurement management, project management and ethical responsibilities of managers. Primary topics discussed include managing project procurement; solicitation planning; evaluation criteria; examining results; professional and ethical responsibilities; complying with rules and policies; and the professional code of conduct.

Prerequisite: MBA 554; or permission of instructor

### **MBA 667 New Venture Creation & Market Resrh (3)**

A primary goal of this course is to analyze the driving forces of entrepreneurship that also include innovations in product development. Emphasis is on conducting market research to identify new opportunities to create a competitive advantage within a dynamic,

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technology enhanced, and global environment. The primary topics discussed include: developing an entrepreneurial mindset, defining the entrepreneurial process, evaluating globalization and technological innovation strategies, conducting market research, identifying new ventures or new product opportunities, and developing a business plan.

Prerequisite: MBA 554 and MBA 506; or permission of instructor

### **MBA 668 Entrepreneurship, Innovation, Resource (3)**

This course focuses on an in-depth analysis of the resource requirements needed to create a new business, new product line, or new service. The primary topics discussed include analyzing human resource and technological requirements, exploring legal and ethical issues, determining entrepreneurial finance strategies, securing venture capital, evaluating debt capital, developing communication processes, implementing customer relationship management, and preparing a detailed marketing communication plan to stimulate growth opportunities for new initiatives.

Prerequisite: MBA 667; MBA 511 or 561; and MBA 571 or 562; or permission of instructor

### **MBA 669 Entrepreneurial Leadership and New Venture Creation (3)**

The purpose of this course is to provide students with an understanding of how to become entrepreneurial leaders and create a new venture. Upon completion of this course, students will enhance their knowledge, skills, and dispositions associated with an understanding of the concepts, methods, and tools of entrepreneurial leadership. The primary topics discussed include identifying entrepreneurial characteristics, developing entrepreneurial leadership skills, building an entrepreneurial organization, valuing personal ethics, allocating resource requirements, conducting strategic planning, and applying systems thinking concepts.

Prerequisite: MBA 501; or permission of instructor

### **MBA 671 A/B Independent Research Projects (3-6)**

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.

Prerequisite: MBA 501 or 502; or permission of instructor

### **MBA 686 Independent Study (1-3)**

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### NURSING (NR)

#### **NR 500 Telehealth for Health Care Professionals (1)**

This course is designed to combine both lecture and hand-on exercises using computers or other digital devices. Students will develop a solid understanding of Telehealth and Telemedicine can be delivered by health care professionals, monitored for quality and patient confidentiality and privacy. Strategies for engaging the patients in establishing a patient centered virtual visit will be reviewed along with appropriate techniques for observing appropriate etiquette during the virtual visit. Billing and coding will also be reviewed with details on different payer systems requirements related to required medical record documentation for optimal reimbursement.

#### **NR 501 Basic Principles of Moderate Sedation I (3)**

This course is an overview of moderate sedation which focuses on the development of knowledge in the three different phases of patient management: preprocedural, intraprocedural and postprocedural. In addition, there is focus on the standards and guidelines of the Joint Commission, Boards of Nursing from each state, and the importance of individual institutional policies and regulations.

#### **NR 502 Basic Principles of Moderate Sedation II (3)**

This course describes the different levels of sedation, and the indication and contraindications for moderate sedation. Monitoring and documentation will also be addressed with the emphasis of the moderate sedation standards.

#### **NR 503 Pharmacology of Moderate Sedation (3)**

This course provides scientific principles and pharmaceutical knowledge necessary to plan, implement and safely manage patients receiving moderate sedation across the lifespan.

#### **NR 504 Advanced Principles of Moderate Sedation (3)**

The course will teach the learner moderate sedation for special populations including geriatrics, parturient, pediatrics and critically ill patients. There is an overview in recognizing difficult airways including a description of alternative airway equipment. Concluding the course is a focus on recognizing complications of moderate sedation.

#### **NR 505 Moderate Sedation Clinical Immersion (1)**

The learner will experience an in person clinical immersion experience to evaluate clinical performance and promote continual performance development.



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### **NR 532 Intro to Evidence Based Practice (3)**

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 Prac (3)**

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 Inform (2)**

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)**

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)**

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)**

This course focuses on the advanced pharmacologic principles of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and drug interactions. This course examines

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all broad categories of pharmacological agents. It will also include the analysis of the relationship between pharmacologic agents and the pathophysiologic response. Emphasis will be on the appropriate selection of pharmacologic agents for the treatment of common disorders. Patient variations in pharmacologic response will be considered.

Prerequisite or co-requisite: NR 540.

### **NR 545 Leadership & Mgmt in Health Care (4)**

This course is specifically designed for nursing graduate students who are pursuing the nurse executive or nurse administrator role. In this course, students will explore, examine, and analyze the role of the nurse leader in administrative or executive roles with a strong focus on organizational and systems leadership. Knowledge gained in this course will aid nurse leaders in meeting the demands of changing patient care services within the entire spectrum of complex, adaptive, health care systems. Experiential learning of 80 hours are aligned with this course with a mutually agreed upon leadership preceptor.

Prerequisite/Co-requisite Courses: MSN Level or Permission of Associate Dean

### **NR 546 Leadership and Management in Healthcare/ Practicum (4)**

This course is specifically designed for nursing graduate students who are pursuing the nurse executive or nurse administrator role. In this course, students will explore, examine, and analyze the role of the nurse leader in administrative or executive roles with a strong focus on organizational and systems leadership. Knowledge gained in this course will aid nurse leaders in meeting the demands of changing patient care services within the entire spectrum of complex, adaptive, health care systems. Experiential learning of 40 hours are aligned with this course with a mutually agreed upon leadership preceptor.

Prerequisite/Co-requisite: MSN Level or Permission of Associate Dean

### **NR 547 Population Health in a Global Society (3)**

This course introduces students to the population health in relationship to principles and methods of epidemiology. The emphasis will be to bridge the health care needs of defined populations into the community settings. The course addresses epidemiologic research methods and their applications to the study of determinants and health outcomes in population of interest. Global health issues as they influence population health will be explored.

Prerequisite/Co-requisite Courses: MSN Level or Permission of Associate Dean

### **NR 548 Healthcare Innovations and Quality Improvement (3)**

This course prepares the graduate nurse to take a leadership role in identifying systems and process failures that lead to errors, monitoring and analyzing information, and

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initiating quality improvements within organizations. Emphasis is on identification of critical variables that serve as catalysts for positive clinical outcomes. An overview of the health care system in the United States is followed by the quality challenges and issues in the system. Current national efforts in performance measures, financial incentives, and quality are discussed. The merging of quality outcomes with evolving reimbursement paradigms and models will be examined. A final project proposal will include the use of quality improvement tools, measurement and management of project outcome and associated costs, fostering evidence-based practice and evaluating patient outcomes, emphasizing the promotion of safe, effective, and efficient patient-centered care.

**Prerequisite/Co-requisite Courses:** MSN Level or Permission of Associate Dean

### **NR 601 CNS Adult Health Management (3)**

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 Adult Gerontology CNS Prac I (1)**

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.

Prerequisite or co-requisites: NR 601, NR 636, NR 620, NR 640.

### **NR 612 Clinical Management CNS II (1)**

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.

Prerequisite or co-requisites: NR 601, NR 636.

### **NR 613 Adult Gerontology Practicum (1)**

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.

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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.

Prerequisite or co-requisites: NR 601, NR 620.

### **NR 614 Adult Gerontology CNS Prac IV (1)**

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.

Prerequisite or co-requisites: NR 601, NR 636, NR 620, NR 640.

### **NR 615 Advanced Diagnostics (3)**

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 corequisite: Level I course work.

### **NR 616 Adv Diagnostics AGNP/FNP Practicum (1)**

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 AGNP Health FNP Adult Health Prac (1)**

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 Restor (1)**

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.

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Prerequisite or co-requisite: NR 620 or permission of Graduate Director.

### **NR 619: Focused Population AGNP/FNP Prac (1)**

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 corequisite: NR 635.

### **NR 620 Hlth Prm Main Rest (3)**

This course introduces the student to conceptual frameworks underlying health promotion, maintenance and restoration throughout the lifespan. It utilizes lifespan development, health risk appraisal and healing interaction frameworks for therapeutic management of common health problems. The concept of "transforming the health of the community" is explored using research and epidemiological principles in relation to various practice populations. Values, ethics, and policies will be examined within the context of quality of life. The role of the advance practice nurse in partnership with individuals and family systems will be explored within the context of the individual's culture and environment.

### **NR 632 Advanced Pharmacology in Hopice & Palliative Care (2)**

This course builds on the principles and basic pharmacology from previously completed Advanced Pharmacology courses. This course will assist the student in developing advanced knowledge and skills to assess and alleviate complex symptoms and needs in people with progressive life-limiting illnesses and their families to maximize quality of life. Ethical issues and safe prescribing will be explored in this course. Evidenced Based practice related to best practice in Palliative care will be discussed and applied.

Prerequisite: APRN Status or Approval

### **NR 633 Foundations of Palliative Care (4)**

Students have an opportunity to analyze personal attitudes toward progressive illness, dying and death and how these can influence the care of terminally ill people and their families. Professional boundaries and personal wellness is emphasized, ethical issues are explored in relation to treatment decisions and quality of life. This course integrates pathophysiology, pharmacology, psychosocial issues and spirituality in the assessment and management of symptoms in the person with a terminal illness. Loss, grief, and bereavement are also explored as they relate to the terminally ill person and the family. Communication and counseling techniques are woven throughout this course. Current

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research in palliative care is analyzed and applied in the clinical setting. The student's individualized research project progresses throughout the course.

Prerequisite: NR 636 and NR 620, or permission from Graduate Director.

### **NR 634 Program Development and Palliative Care Leadership (2)**

This course assists students in developing leadership roles as advanced practice hospice & palliative care nurses. As part of this course, students will learn the basics of how to initiate a palliative care program. Students will identify and utilize resources to assist in program development and in creating a business plan. This course will teach students how to identify the different phases of program development. Students will be taught how to work with key stakeholders.

Prerequisite: APRN status or with approval

### **NR 635 Focused Populations (3)**

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.

Prerequisite: Completion of Level 2 courses

### **NR 636 Adult Gerontology Hlth Disease Mgmt (3)**

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 Adv Pract Nurs-Ped (4)**

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

## COURSE DESCRIPTIONS

disease management will be emphasized and applied to the child in the primary care setting.

### **NR 639 Curriculum Development (3)**

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 Evaluation (3)**

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)**

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 644 Acute Care Management (5)**

This course builds on principles introduced in NR 615 to enable the student to apply fundamental theoretical and clinical concepts to the diagnosis and management of common acute and chronic health problems in the adult and geriatric populations. Students will explore the pathophysiology, assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care. Students will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts and current evidence based practice for collaborative management of adult health problems. Required clinical hours are included in this course.

### **NR 645 Focused Populations Acute Care NP (5)**

This course will build upon NR 644 to enable students to further apply fundamental theoretical and clinical concepts to the diagnosis and management of common acute and chronic health problems in focused adult and geriatric populations, including care provided in critical care areas, ERs, and other acute care venues. Students will explore the pathophysiology, assessment, diagnosis, and collaborative management of adults

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and older adults with selected episodic/chronic health problems in acute/critical care areas. Students will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts and current evidence based practice for collaborative management of adult health problems. Required clinical hours are included in this course.

### **NR 650A Health Care Policy (1)**

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 Organizations & Finance (1)**

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 & Legal (1)**

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 Roles & Respon (2)**

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.

### **NR 651 Synthesis of Advanced Nurse Practice Leadership Practicum (3):**

This course serves to develop the student preparing to function in an executive leadership role in nursing. Students will apply fundamental concepts of leadership and management as they work with a nurse in a leadership role within a health care organization. Students will gain experience in understanding the structures and processes of health care management; fiscal planning, execution and accountability; community engagement and collaboration, and organizational compliance requirements. The focus of the practicum experience will be on role application as a nurse leader



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related to professional practice, working within a care delivery system and utilizing quality monitoring and improvement processes. Transformational leadership aligned with skill development in strategic planning, advocacy, leadership effectiveness, application of evidence-based practice and innovations adoption will be emphasized.

Co requisite s: MSN Leadership level 2

### **NR 670 Neurobiology & Psychopharmacology (3)**

This course examines the biological basis of neuropsychiatric diseases including the anatomic basis and mechanisms of disease. This course also presents advanced concepts of neuropathophysiology of mental illness, and pharmacokinetics and pharmacodynamics of drugs used in the psychopharmacological management and treatment of psychiatric disorders across the life span. The course integrates the current scientific knowledge of the neurobiology of mental illness and the application of evidence based psychopharmacology. Emphasis is placed on understanding the major classes of psychotropic drugs and their indications for use in the treatment of various psychiatric disorders across the lifespan along with the professional roles and responsibilities of the advanced practice nurse.

### **NR 671 Sys Interventions Indiv & Groups (3)**

This course builds on principles introduced in NR 670 to enable the student to apply fundamental concepts to the diagnosis and management of common acute and chronic mental health problems across the life span. It emphasizes the use of healing interaction in communication with individuals dealing with mental health disorders when initiating and evaluating treatment plans. Integration of pathophysiology, assessment, and pharmacology will be essential. Selected theories are used to assess and provide appropriate interventions to children and adults in individual, family or group settings. Clinical hours are required in this course

### **NR 672 Psychiatric Diagnostics & Mgmt Adult (5)**

Students will develop skills in the assessment and diagnosis of mental illness primarily in the adult populations. Emphasis will be on the differential diagnosis of and interventions for complex care of adults with psychiatric symptoms and comorbid conditions. Adult psychiatric diagnostic and management clinical hours are required as a part of this course.

### **NR 673 Psychiatric Diagnostics & Mgmt Child (5)**

Students will develop skills in the assessment and diagnosis of mental illness in the child and adolescent populations. Emphasis will be on the differential diagnosis of and interventions for complex care of psychiatric symptoms and comorbid conditions. Pediatric and adolescent psychiatric diagnostic and management clinical hours are required as a part of this course.

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### **NR 686 Independent Study (1-3)**

### **NR 700A Scientific Writing for Professional Nurses (1)**

This course provides an introduction to scientific writing for nurses pursuing graduate education in nursing. Through the course students will learn skills for scientific writing in the dissemination of nursing research, implementation of evidence-based projects, project narratives, for the purpose of building nursing science in practice; other examples of scientific writing include articles for peer reviewed journals, grant proposals, and theses/dissertations/ Capstone projects in the science. (The DNP program emphasizes the need for doctorally prepared nurses to disseminate all work related to clinical research and evidence-based practice; therefore, writing skills are very important to the full education of the DNP students)

Prerequisite: Doctoral level or permission of graduate nursing program director

### **NR 700B Scientific Writing for Professional Nurses (1)**

This course provides an introduction to scientific writing for nurses pursuing graduate education in nursing. Through the course students will learn skills for scientific writing in the dissemination of nursing research, implementation of evidence-based projects, project narratives, for the purpose of building nursing science in practice; other examples of scientific writing include articles for peer reviewed journals, grant proposals, and theses/dissertations/ Capstone projects in the science. (The DNP program emphasizes the need for doctorally prepared nurses to disseminate all work related to clinical research and evidence-based practice; therefore, writing skills are very important to the full education of the DNP students)

Prerequisite: Doctoral level or permission of graduate nursing program director

### **NR 700C Scientific Writing for Professional Nurses (1)**

This course provides an introduction to scientific writing for nurses pursuing graduate education in nursing. Through the course students will learn skills for scientific writing in the dissemination of nursing research, implementation of evidence-based projects, project narratives, for the purpose of building nursing science in practice; other examples of scientific writing include articles for peer reviewed journals, grant proposals, and theses/dissertations/ Capstone projects in the science. (The DNP program emphasizes the need for doctorally prepared nurses to disseminate all work related to clinical research and evidence-based practice; therefore, writing skills are very important to the full education of the DNP students)

Prerequisite: Doctoral level or permission of graduate nursing program director

### **NR 701 Biostatistics for Outcomes Mgmt Evl (3)**

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

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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 Foundation (3)**

This course focuses on the relationship between theory and methods of inquiry. Selected theories, concepts, and issues related to nursing and health are explored; application of theory to nursing practice is emphasized. Course content includes inquiry based on interaction of theory, research, and practice in the development of nursing knowledge and the improvement of clinical outcomes. Students also explore and examine the ways in which nursing philosophy and nursing knowledge impact professional nursing. The final project of this course involves a concept analysis linking theory to practice in areas related to the students' advanced practices.

Prerequisite: Doctoral level or permission of graduate nursing program director

### **NR 703 Epidemiology for Population Health (3)**

This course introduces students to the principles and methods of epidemiological investigations. Infectious and noninfectious disease examples are utilized. The focus involves epidemiological research methods and their practical applications to the study of determinants and distributions of disease.

Prerequisite: Doctoral level and NR 701 or equivalent doctoral level statistics course

### **NR 704 Analysis of Evidence for ANP (3)**

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

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### **NR 705 Methods for Conducting Evidence-based Projects (3)**

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

Prerequisite: Doctoral level and NR 704

### **NR 706 Advanced Health Care Management & Policy (3)**

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 Org Leadership (3)**

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 Health Care Informatics (3)**

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

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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 (3)**

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.

Prerequisite: Doctoral level or permission of graduate nursing program director.

### **NR 800 Capstone Identification DNP Residen (2)**

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 throughout the capstone courses.

Prerequisite: Completion of all other DNP didactic course work.

### **NR 801 DNP Capstone Project Proposal Development/DNP Residency (2)**

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

Prerequisite: Completion of NR 800

### **NR 802 Capstone Project Implementation/DNP Residency (2)**

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

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### **NR 803 Capstone Project Dissemination/DNP Residency (2)**

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. NR 803 will remain incomplete until the final DNP project presentation and scholarly paper is completed.

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.

## CERTIFIED REGISTERED NURSE ANESTHESIA [CRNA] (NAP)

### **NAP 510 Introduction to Nurse Anesthesia Profession (1)**

This course prepares the novice student with a practical foundation for a smooth transition into the practice of nurse anesthesia. Students are presented with an overview of the history of nurse anesthesia, nurse anesthesia professional organizations, and issues surrounding patient safety and the standards of care. Emphasis will be placed on ethical and legal considerations, economics, and the importance of wellness education.

### **NAP 511 Applied Chemistry, Biochemistry and Physics (1)**

This course serves as an introduction to the scientific basics necessary for the study and mastery of nurse anesthesia. It is designed to apply principles of chemistry, biochemistry, and physics as it relates to nurse anesthesia practice. The course demonstrates how the scientific concepts relate directly to clinical application in anesthesia.

### **NAP 512 General Principles of Anesthesia (4)**

This course is an overview of the general principles of anesthesia. The student will gain a basic understanding of the continuum of anesthetic states from sedation to general anesthesia, including regional anesthesia and the standards of practice. Emphasis will be placed on utilizing anesthesia equipment, airway management, and a brief overview of anesthesia pharmacology. Students will have the opportunity to gain hands-on simulated experience to prepare for clinical practicums.

### **NAP 620 Advanced Anatomy, Physiology & Pathophysiology I (4)**

This course builds on the General Principles of Anesthesia and prior physiology and pathophysiology courses. The focus of this course is to review advanced physiology and pathophysiology which are elemental to the safe practice of anesthesia as related to

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culture, gender, race, age, and genetics. Normal physiology and how it impacts the individualized plan of care across the lifespan and the anesthetic implications of various comorbidities and common pathological conditions are explored in depth.

### **NAP 621 Pharmacology of Anesthetic Agents (4)**

This course provides the scientific principles and advanced pharmacotherapeutic knowledge necessary to plan, implement, and safely manage anesthesia-related pharmacologic interventions across the lifespan.

### **NAP 622 Advanced Anatomy, Physiology & Pathophysiology II (4)**

This second course in the series on advanced anatomy, physiology, and pathophysiology builds on the knowledge gained from the General Principles of Anesthesia and prior physiology and pathophysiology courses. The focus of this course is to review advanced physiology and pathophysiology which are elemental to the safe practice of anesthesia as related to culture, gender, race, age, and genetics. The anesthetic implications of various comorbidities and common pathological conditions are explored in depth.

### **NAP 623 Advanced Principles and Clinical Management I (4)**

This course is the first course that builds upon the scientific underpinnings and foundational knowledge of advanced anatomy, physiology, and pathophysiology, and applies it to the anesthetic management of patients undergoing common and uncommon surgical procedures across the lifespan. This course will prepare students for entry into clinical rotations in a variety of clinical settings. Students will develop evidence-supported; patient-centered anesthesia management plans for patients and apply knowledge to practice in ethically sound decision making and problem-solving.

### **NAP 624 Advanced Principles and Clinical Management II (4)**

This course is the second course that builds upon the scientific underpinnings and foundational knowledge of advanced anatomy, physiology, and pathophysiology, and applies it to the anesthetic management of patients undergoing common and uncommon surgical procedures across the lifespan. Students will continue clinical rotations in a variety of clinical settings. Students will develop evidence-supported; patient-centered anesthesia management plans for patients and apply knowledge to practice in ethically sound decision making and problem-solving.

### **NAP 630 Professional Aspects of Leadership (1)**

This course prepares the doctorly prepared nurse anesthesia students for the professional role they will assume as Certified Registered Nurse Anesthetists (CRNAs). The student will examine leadership theories and issues, with a particular focus on ethical decision-making. Leadership principles are applied to a variety of scenarios focusing on collaboration, accountability, advocacy, and health care reform.

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### **NAP 631 Comprehensive Board Review (3)**

This culminating course prepares the student for successful completion of the National Certification Examination for Nurse Anesthetists (NCE), and entry into advanced practice as a nurse anesthetist. Students will have the opportunity to teach their peers different NBCRNA topics to reinforce their level of understanding. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included.

### **NAP 651 Nurse Anesthesia Practicum I (1)**

This first clinical practicum course is designed to develop clinical competencies of nurse anesthesia students by applying evidence-based knowledge and acquired skills in a supervised practicum for a diverse patient population across the lifespan. Students begin to develop the novice skills needed to safely administer anesthesia to patients undergoing a wide variety of surgical and diagnostic procedures.

### **NAP 652 Nurse Anesthesia Practicum II (2)**

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence-based and patient-specific anesthetic management plans for a diverse patient population across the lifespan. Emphasis is placed on implementing anesthetic care, analyzing patient response, evaluating outcomes, and revising management plans as indicated.

### **NAP 653 Nurse Anesthesia Practicum III (3)**

The third clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, or neurosurgery as well as expanding on more complex general cases as per the requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs. Expectations for more independent decision-making and refined cognitive and technical skills increase.

### **NAP 661 Advanced Nurse Anesthesia Clinical Correlation I (3)**

The fourth clinical practicum course furthers the clinical learning process by continuing to challenge students as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, and neurosurgery continue as per the requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs. Expectations for independent decision-making and refined cognitive and technical skills continue to increase.

### **NAP 662 Advanced Nurse Anesthesia Clinical Correlation II (3)**

This is the fifth clinical practicum course that continues to challenge students to perform at a competent level as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, and neurosurgery, as well as complex general surgical procedures,



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continue as per the requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs. Expectations for independent decision-making and refined cognitive and technical skills continue to increase.

### **NAP 663 Advanced Nurse Anesthesia Clinical Correlation III (2)**

This sixth clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized.

## PHYSICIAN ASSISTANT (PA)

### **PA 500 Practice, Policy and Bioethics (1)**

This course is designed to aid the student in the transition into the medical profession, develop clinical leadership skills and serves as an introduction to bioethics. Areas of discussion include but are not limited to HIPAA, Principles of Bioethics, resource allocation, genetic testing and screening, assisted reproductive techniques and their use, PA patient relationship, death and dying, clinical research ethics, environmental ethics, and other ethical issues. Health care delivery systems, quality and safety, and reimbursement issues including Medicaid and Medicare, PA history of the profession, leadership and current law.

### **PA 510 Research and Evidence Based Medicine (1)**

This course is designed to provide a basic understanding of the principles of epidemiology, basic and clinical biostatistics and evidence-based medicine. Emphasis on study design in medical research, statistical methods, reading and analyzing the medical literature and summarizing and presenting data in tables and graphs. In addition, decision analysis and methods of evidence-based medicine will be explored.

### **PA 520 Foundations of Pharmaceutical Sciences (1)**

This course is designed to develop skills related to the principles of pharmacology as they relate to drug action. Emphasis on understanding dose-response relationships, drug absorption, distribution, elimination and termination of action, drug excretion, biotransformation (metabolism), and general pharmacokinetics.

### **PA 530 Foundations of Medical Sciences (4)**

This course is designed as an intensive review of normal anatomy, physiology, genetics, and pathophysiologic concepts of disease. The area of genetics and precision medicine is covered to provide an understanding of inheritance, genetic abnormalities, indications for genetic testing and patient counseling.

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### **PA 601 Clinical Medicine I (4)**

This is the first in a series of three of courses designed to provide an intensive study of human diseases and disorders in the areas of clinical medicine including epidemiology, etiology, clinical signs and symptoms, progression of disease, therapeutic management, prevention, laboratory and diagnostic medicine, and prognosis. Primary focus will be placed on disease processes common to primary care medicine, the development of differential diagnoses and therapeutic plan based upon the patient's clinical presentation throughout the lifespan.

### **PA 603 Clinical Therapeutics I (3)**

This is the first of three courses designed to build upon the foundations of pharmaceutical sciences. The course is an intensive study on the principal mechanisms of action of therapeutic drug classes, understanding the indication and uses, side effects, and toxicities associated with the drugs. Clinical Therapeutics sequencing is designed to complement Clinical Medicine and Laboratory and Diagnostic Medicine.

### **PA 604 Laboratory and Diagnostic Medicine I (3)**

This is the first in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing. including radiographic testing. Students will learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs.

### **PA 607 Medical Interviewing and Documentation I (3)**

This is the first of two courses designed to develop knowledge and skills needed to obtain, record, and interpret a complete medical history. Appropriate use of the medical record, organization of information, and oral presentation techniques, and medical equipment will be introduced. A foundation for creating a complete history will be obtained

### **PA 610 Evidence-Based Physical Diagnosis (3)**

This course is designed to develop knowledge and clinical skills needed to perform a complete and focused physical exam. General and problem-focused physical exam techniques including special tests will be emphasized with the ability to document and give oral presentation of the findings.

### **PA 611 Clinical Medicine II (4)**

This is the second in a series of three of courses designed to provide an intensive study of human diseases and disorders in the areas of clinical medicine including epidemiology, etiology, clinical signs and symptoms, progression of disease, therapeutic management, prevention, laboratory and diagnostic medicine, and prognosis. Primary focus will be placed on disease processes common to primary care medicine, the development of

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differential diagnoses and therapeutic plan based upon the patient's clinical presentation throughout the lifespan.

### **PA 612 Pediatric Medicine (1)**

This course is designed to provide an intensive study of pediatric care with a foundation of understanding the population, professionalism, and ethical and legal issues. Areas of study will include but are not limited to well-child visits, growth and development, preventative care, clinical medicine focus that is common to primary care and emergency department visits and will include epidemiology, etiology, historical data, clinical manifestations, progression of disease, laboratory and diagnostic medicine, therapeutic management, developing and implementing differential diagnoses, care plans, and follow-up based on clinical situation and presentation.

### **PA 613 Clinical Therapeutics II (4)**

This is the second of three courses designed to build upon the foundations of pharmaceutical sciences. The course is an intensive study on the principal mechanisms of action of therapeutic drug classes, understanding the indication and uses, side effects, and toxicities associated with the drugs. Clinical Therapeutics sequencing is designed to complement Clinical Medicine and Laboratory and Diagnostic Medicine.

### **PA 614 Laboratory and Diagnostic Medicine II (2)**

This is the second in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, including radiographic and EKG testing. Students will learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs.

### **PA 615 Women's Health and Reproductive Medicine (1)**

This course is designed to provide an intensive study of Women's Health and Reproductive Medicine with a foundation of understanding the population, professionalism, and ethical and legal issues. Areas of study will include but are not limited to well-women visits, preventative care, clinical medicine focus that is common to primary care and emergency department visits and will include epidemiology, etiology, historical data, clinical manifestations, progression of disease, laboratory and diagnostic medicine, therapeutic management, developing and implementing differential diagnoses, care plan, and follow-up based on clinical situation and presentation.

### **PA 616 Basic and Applied Clinical Skills (3)**

This course is designed to provide a foundation for clinical skills and procedures essential to primary care and emergency medicine for patients through the lifespan. Students will be introduced to clinical and technical tools, develop skills necessary for informed consent, patient counseling, and identifying risks and complications associated with

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performed procedures. Students will be immersed in lecture, team-based learning and hands on procedural experience.

### **PA 617 Medical Documentation II (1)**

This is the second of two courses designed to develop knowledge and skills to obtain, record and interpret medical histories. Building upon skills in Medical Interviewing and Documentation I, an emphasis will be placed on problem-focused visits, writing progress notes, admission notes, writing orders, utilizing order-sets, and oral presentation for grand-rounds and problem focused encounters.

### **PA 618 Perioperative Medicine and Principles of Surgery (2)**

This course is designed to provide a foundation for management of the pre- and post-surgical patients and surgical principles. An in-depth discussion on perioperative medication management including anticoagulants, anesthesia, and the role of prevention in surgical site, venous thromboembolism, and the identification and management of common postoperative problems. Development of basic surgical skills and the role of the surgery PA in common surgical cases.

### **PA 620 Public Health and Preventive Medicine (2)**

This course is designed to introduce the history and evolution of public health and provide a basis for understanding public health theory. An in-depth look at the global, national, state, and local community level of public health will take place while exploring the interconnectedness of epidemiology, biostatistics, environmental health, behavioral and community health and health policy. With an emphasis on service, students will identify and propose solutions to state and local community health issues.

### **PA 621 Clinical Medicine III (4)**

This is the third in a series of three of courses designed to provide an intensive study of human diseases and disorders in the areas of clinical medicine including epidemiology, etiology, clinical signs and symptoms, progression of disease, therapeutic management, prevention, laboratory and diagnostic medicine, and prognosis. Primary focus will be placed on disease processes common to primary care medicine, the development of differential diagnoses and therapeutic plan based upon the patient's clinical presentation. Throughout the lifespan.

### **PA 623 Clinical Therapeutics III (4)**

This is the third and final of three courses designed to build upon the foundations of pharmaceutical sciences. The course is an intensive study on the principal mechanisms of action of therapeutic drug classes, understanding the indication and uses, side effects, and toxicities associated with the drugs. Clinical Therapeutics sequencing is designed to complement Clinical Medicine and Laboratory and Diagnostic Medicine.

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### **PA 624 Laboratory and Diagnostic Medicine III (2)**

This is the third in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, including radiographic testing. Students will learn to select, interpret and evaluate clinical laboratory, imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs.

### **PA 625 Basic Ultrasound Technique (1)**

This is the first of two courses designed to enhance students' clinical skills with ultrasound. This course is designed to provide students with the background and hands on experience to perform point-of-care-ultrasound (POCUS). Students will be introduced to the physics and knobology of ultrasound and develop skills in identifying and assessing normal and abnormal findings for Lung, Cardiac, Renal, and Bladder ultrasound.

### **PA 626 Advanced Ultrasound Technique (1)**

This is the second of two courses designed to enhance students' clinical skills with ultrasound. This course is designed to provide students with the skills to perform clinical skills using point-of-care-ultrasound (POCUS). Students will develop skills in ultrasound-guided peripheral access, paracentesis, assessment of abscesses and cellulitis and the ability to perform focused examination for free fluid (FAFF), and the extended focused assessment with sonography for trauma (eFAST) examinations.

### **PA 627 Infectious Disease and Medical Microbiology (2)**

This course is designed to develop skills related to infectious diseases related to bacteria, viruses, fungi, and parasites. Discussion will include basic mechanisms of infection, clinical manifestations, progression of disease, laboratory and diagnostic medicine, developing and implementing differential diagnoses and therapeutic plans of action. An in-depth review of clinical therapeutics related to antibacterial, antimycobacterial agents, antifungal agents, antiviral drugs, and antiparasitic drugs will be discussed as well as their role in disease management.

### **PA 628 Telemedicine (1)**

This course is designed to develop skills in delivering telehealth. This course will cover delivery systems of telehealth, legal and regulatory issues, and use in local and international humanitarian outreach. Telehealth essentials on patient interviewing, physical exam, and special topics that include but are not limited to tele-stroke management, telepsychiatry, tele-dermatology, and emergent and critical care telehealth recognition and management.

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### **PA 629 Inpatient and Critical Care Medicine (2)**

This course is designed and delivered by experts at the Cleveland Clinic Medical Intensive Care Unit to provide an in-depth study of inpatient and critical care medicine. The course will discuss professionalism in hospital medicine, admission through discharge of patients, management as primary and consult based medicine and management of critically ill patients. A focus on basic and advanced cardiac life support (BLS and ACLS), airway management and recognition and management of mechanical ventilation, acid-base disturbances, shock, acute-respiratory failure, and basic burn support.

### **PA 630 Introduction to Master's Scholarly Project (1)**

This course is designed to build upon Research and Evidence Based Medicine coursework to develop students' interest in a scholarly project with a focus on service and community. Students will work with a faculty research advisor to develop a targeted research topic or service/community need.

### **PA 640 UCPA Capstone (2)**

This course is designed for students to synthesize their knowledge and work within core research and evidence-based medicine practices as it relates to their clinical experiences or interests. Students will work closely with faculty advisors to create a final poster presentation to supplement their research involving, quality improvement, service learning, or a meta-analysis.

### **PA 649 Applied Clinical Medicine (5)**

This course is designed as an intensive review of key clinical concepts and skills. A hybrid approach with hi-fidelity simulation, clinical skills and procedures will be intermixed with small group discussion. The culmination of the course requires students to successfully complete a summative exam and summative OSCE experience as they synthesize knowledge, interpersonal skills, technical-skills, therapeutic management planning, and professionalism as it relates to the UCPA Core Competencies.

### **PA 651 Family Medicine Clinical Experience (4)**

This course will provide a 4-week supervised clinical experience in Family Medicine. A hands-on experience working with a clinical preceptor in the outpatient evaluation of acute and chronic illness in pediatric, adolescent, adult, and elderly patients. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) portion provides students a comprehensive review of the Family Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

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### **PA 652 Pediatric Medicine Clinical Experience (4)**

This course will provide a 4-week supervised clinical experience in Pediatric Medicine. A hands-on experience working with a clinical preceptor in the outpatient evaluation of acute and chronic illness and preventative medicine in infants, children, and adolescent patients. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the PA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) portion provides students with a comprehensive review of the Pediatric Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the PA core competencies.

### **PA 653 Surgery Clinical Experience (4)**

This course provides a 4-week supervised clinical experience in the specialty of surgery. Students will gain hands-on experience in perioperative medicine and valuable intra-operative hands-on experience in assessing and managing surgical patients throughout their experience. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post Clinical Residency-Comprehensive Review (PCR-CR) portion provides students a comprehensive review of the Surgery clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### **PA 654 Behavioral Medicine Clinical Experience (4)**

This course provides a 4-week hands-on clinical experience in the specialty of Behavioral Medicine. Evaluation and management of psychiatric and behavioral health disorders will take place in outpatient and inpatient settings. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive review of the Behavioral Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### **PA 655 Womens Health Clinical Experience (4)**

This course provides a 4-week supervised clinical experience in the specialty of Women's Health. Students will gain hands-on experience in assessing and managing adult female patients throughout their experience. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the PA Core Competencies. The Post-Clinical Residency-

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Comprehensive Review (PCR-CR) component provides students a comprehensive review of the Women's Health clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the PA core competencies.

### **PA 656 Emergency Medicine Clinical Experience (4)**

This course provides a 4-week supervised clinical experience in Emergency Medicine. Students will have hands-on experience in various settings, including large medical facilities and stand-alone emergency departments, and gain experience in triage assessment, differential diagnoses of possible emergent and life-threatening conditions, and therapeutic management of possible emergent and life-threatening conditions. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive review of the Emergency Medicine clinical residency. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### **PA 657 Internal Medicine Clinical Experience (4)**

This course provides students with a 4-week supervised clinical experience in Internal Medicine. Students will work in various settings, gaining hands-on experience in acquiring complete and problem-focused medical histories, physical examination techniques, assessment of differential diagnoses, and developing and implementing therapeutic management plans. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. The Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive Internal Medicine clinical residency review. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.

### **PA 658 Elective Clinical Experience (4)**

This course allows students to select a medical specialty (within or outside the core Clinical Experience) for a 4-week supervised clinical practice experience. Students will be able to synthesize knowledge, interpersonal skills, technical skills, therapeutic management planning, and professionalism related to the UCPA Core Competencies. This Post-Clinical Residency-Comprehensive Review (PCR-CR) component provides students with a comprehensive review of the Clinical Residency Elective. Students will be able to synthesize and demonstrate medical knowledge, clinical and technical skills, and professional behaviors related to the UCPA core competencies.



## COURSE DESCRIPTIONS

### RELIGIOUS STUDIES (RS)

#### **RS 655M Praxis of Pastoral Care & Counselin (3)**

### SPORTS MANAGEMENT (SPT)

#### **SPT 523 Organization and Management (3)**

This course will provide students with a deep understanding of athletic team organization and management. Students will build skills to develop a schedule and budget, purchase equipment, identify travel needs, and strategies for working within the structure of the school system. The course will explore hiring and management of staff and being a member of a national organization like NCAA, NAIA, or the OHSAA. Recruitment approaches, best practices, and the evaluation of recruiting regulations and current literature will help students to develop the skills to build and maintain successful sport programs.

Prerequisite: SPT 531

#### **SPT 531 Principles of Coaching (3)**

This course provides an overview of the concepts that are essential in the preparation of secondary school and/or collegiate sport coaches. Students will evaluate current theoretical perspectives in the field of coaching surrounding mental and physical preparation. Students will develop a coaching philosophy, evaluate theories in motivation, learn strategies for communicating effectively with diverse audiences, and improving player performance. Students will also critically evaluate the current research and best practices in athletics coaching. Students will demonstrate competency in constructing a coaching philosophy grounded in coaching best practices and a plan for developing and motivating student athletes.

#### **SPT 532 Upper Level Coaching, Governance, and Issues (3)**

This course will provide an overview of advanced coaching methods for high school and college coaches. The course will also explore the governance around high school and college sports and how they impact the athletic environment and society. Students will explore best practices and current research related to creating expectations for teams, working with parents, and developing practice plans.

Prerequisite: SPT 531

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### SOCIAL WORK (SW)

#### **SW 506 Navigating the Maze of Aging Policies, Programs, and Supports (3)**

As the population in the United States ages, policies and support systems are increasingly complex, requiring caregivers, health practitioners, and aging advocates to be knowledgeable about a range of programs, policies, and services that support engagement and independence to the greatest extent possible. This class will explore current policies and programs impacting older adults, examine aging from a systems approach, and investigate experiences of aging.

### THEOLOGICAL & PASTORAL STUDIES (TPS)

#### **TPS 588W Workshop (1-3)**

#### **TPS 541 Wellness and Social Justice: Restoring Human and Ecological Wholeness (3)**

This course examines the correlation between one's own spiritual health and the health of both the social order as well as the created world. The course will introduce students to various theories of and teachings about Social Justice. We will explore, through readings and presentations, the dynamic interconnectedness of caring for ourselves, caring for others, and caring for the created world, as well as how to become effective catalysts of social change. The course will conclude with a project-based application of learnings and insights to both historic as well as current peace and justice related issues.

#### **TPS 542 Wellness and Interpersonal Relationships: Striving for Wholeness in Our Caring for Others (3)**

This course explores the dynamics and skills present in interpersonal relationships of all dimensions. We will identify the roles, expectations and communication styles in family, workplace, volunteer positions and helping professions with an eye to wellness, spiritual maturity, and integrity. Through reading, reflection, case studies and practice, we will learn how knowledge of self, systems, and issues enhances our experience of relating and increases our effectiveness as compassionate helpers. Class sessions are devoted to the identification and development of listening and interviewing skills. We will connect theoretical content and theological reflection to our experience in order to gain clarity regarding the roles we play in relationships and how to bring our best self to each interaction.

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### **TPS 543 Thriving Spirituality: Wholeness, Ministry, and the Praxis of Joy (3)**

What does it mean to serve others? How do we do this work out of a commitment to our deepest values? How do we answer our sincerest personal callings to become our truest selves in the most meaningful way our lives can allow? This course intends to investigate these fundamental questions of spirituality, with the aims of discovering and supporting pathways for living out our values in practical ways in service (ministry) to others. This course assumes that each person has unique and unparalleled gifts, which, when celebrated and integrated within a thriving personal spirituality, can be translated into joy-filled work in relationships and professional expressions. Focusing on a holistic approach to spiritual wellness, this course will bolster students in their self-awareness, understanding of their own value-commitments, and courage to live transformational lives for the betterment of self and society.

### **TPS/WEL 545 Arts and Science of Human Flourishing (3)**

What is the purpose of life? What is the purpose of education? What is the purpose of work? What is a “life worth living?” What does it mean to “flourish?” And, perhaps most importantly, what might we do to create a life worth living? What are the practices in which we might engage to cultivate happiness? Joy? Compassion? Wholeness? Awareness? Gratitude? What might we do in order to genuinely flourish as fully authentic human beings?

This course aims to assist participants in finding the answers to these questions for themselves, and to build a sustainable base for flourishing in their personal, civic, and professional lives. We will explore scientific, philosophical, religious, and artistic theories about flourishing, while engaging in a wide variety of practices that work to nourish the mind, body, emotions, and relationships.

### **TPS 610 Foundations of Theology (3)**

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. 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.

### **TPS 641 Christian Scriptures (3)**

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.

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### **TPS 642 Hebrew Scriptures (3)**

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.

### **TPS 643 Issues & Skills in Pastoral Care and Counseling (3)**

The course work enables students to identify, articulate and explore pastoral issues. Class sessions are devoted to identifying, developing and practicing pastoral counseling skills.

### **TPS 644 Liturgy and Sacraments (3)**

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.

### **TPS 654 Ministry and Spirituality (3)**

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.

### **TPS 655 Praxis of Pastoral Care & Counseling (3)**

The purpose of this course is the formation of ministerial identity, the practice of theological reflection and the acquisition of specific ministerial skills.

### **TPS 661 Christology (3)**

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.

### **TPS 662 Christian Anthropology (3)**

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.

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### **TPS 663 Ecclesiology (3)**

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.

### **TPS 670 Church History (3)**

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.

### **TPS 680 Social Justice (3)**

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.

### **TPS 681 Moral Theology (3)**

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.

### **TPS 686 Independent Study (1-3)**

### **TPS 688 Special Topics (1-3)**

### **TPS 699 Prior Learning (1-12)**

### **TPS 700 Final Practicum/Master's Thesis (3)**

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.

## WELLNESS (WEL)

### **WEL 501 Interdisciplinary Wellness Theory (3)**

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This course focuses on the theoretical and conceptual foundations of the contemporary understanding of human well-being and whole-person wellness. Students develop skills in concept analysis and theoretical substruction while exploring an interdisciplinary survey of the understanding of human wellness from the history and conceptual frameworks of the behavioral and social sciences, the health sciences, and both western and eastern traditions of philosophy and religion/spirituality.

### **WEL 502 Entrepreneurial Leadership (3)**

This course will provide graduate students in interdisciplinary integrative wellness with an introduction to the basic knowledge and skills of market research, business planning, and leadership for change. This course will also provide students with an appreciation for the professional ethical and legal (regulatory, criminal and civil liability, tax) considerations in both a start-up wellness enterprise and an intrapreneurial innovation within an existing professional services firm, healthcare entity or human services agency.

Prerequisite/Corequisite: WEL 501

### **WEL 503 Action Research and Evaluation (3)**

This course will examine the principles of inquiry and evaluation from the conceptual lens of integrative wellness. This course will prepare students to use empirical

(quantitative and qualitative) evidence to examine and evaluate interdisciplinary wellness interventions and programs. This course will introduce students to the fundamentals of statistics and research methods, techniques of literature review and meta-analysis, principles of continuous quality improvement, needs assessment and community-based participatory research methods, and key concepts in change theory and implementation science.

Prerequisite/Corequisite: WEL 501

### **WEL 504 Complementary and Integrative Health Interventions (3)**

The course is designed to familiarize students with Complementary and Integrative Health Intervention practices and its relevance for wellness. The course is designed to give students a practical understanding of compassion fatigue and burnout and the impact to individuals and institutions. Students will learn a variety of self-care practices for prevention, recovery and strengthening resilience. The course will be interdisciplinary in nature and will entail both academic and experiential learning with activities and practices to reduce stress and maintain and enhance short and long-term health and well-being.

### **WEL 505 Eating for the Long Run (3)**

In the next twenty years it is projected that adults aged 65 and older will, for the first time in history, outnumber children. Thus, with increased life span, preemptive understanding of specific needs for an aging adult is critical to proper care and optimal longevity. This

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course will cover the basic nutrients and how and why nutrient needs change with various advanced age life stages and common diseases.

### **WEL 506 Aging Policies, Programs, and Supports (3)**

As the population in the United States ages, policies and support systems are increasingly complex, requiring caregivers, health practitioners, and aging advocates to be knowledgeable about a range of programs, policies, and services that support engagement and independence to the greatest extent possible. This class will explore current policies and programs impacting older adults, examine aging from a systems approach, and investigate experiences of aging.

Prerequisite/Corequisite: WEL 501

### **WEL 507 Family Caregiving: Legal, Ethical and Financial Issues (3)**

This course will address contemporary issues of family caregiving focusing on the legal, ethical and financial issues that confront family members caring for loved ones. Topics include health advocacy, powers of attorney, financial documentation and resources, end-of-life decision making, legislation, estate planning and facilitating these conversations as a caregiver or potential professional certification available through International Coaches Federation (ICF).

Prerequisite/Corequisite: WEL 501

### **WEL 508 Aging Health Promotion (3)**

This course will introduce students to the principles of health promotion, disease prevention, and chronic disease self-management in mid-life and older adults. The course will focus on integrative adult health (function, cognition, nutrition, activity/exercise and sleep, safety/injury prevention) from the perspective of life-span development through examination of theory, published research, and evidence-based interventions and programs.

Prerequisite/Corequisite: WEL 501

### **WEL 510 Stress Management: Creating Space and Possibility Workshop (1)**

In this workshop you will be exposed to comprehensive approaches to stress management that will focus on cultivating and fostering resiliency and life balance in your clients, as well as yourself. Current literature on the physical, emotional, mental, and spiritual aspects of stress and stress management will be examined through lecture, class discussion, and experiential activities. Students will have an opportunity to experience a variety of research-based, stress-management techniques to build their toolbox of coping resources.

### **WEL 516 Mindset Coach Training (3)**

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This course will prepare students to become a mindset coach through the study of positive psychology research, the understanding of hands-on theory and exercises, the introduction and practice of mindset tools that can effect change and learning how to get tools to and results with clients. Topics include understating the brain, conquering personal challenges, learning the tools and process that effect change, understanding effective communication skills, building a mindset clientele, understanding ethics in coaching and building effective programs to increase performance.

### **WEL 517 Understanding & Coaching Sustainable Behavioral Change (3)**

This course will prepare students to become a mindset coach by focusing on coaching for behavioral change that last by focusing on biological, environmental and psychological triggers that derail the change process. The impact of effective coaching is measured by the results that the "client" achieves through personal self-awareness and empowerment. However, changing behavior is difficult for most individuals. Students will explore change management theory, theories of human motivation, adult learning theory, and the science of change. This course will focus on understanding "triggers" that derail personal change and how to support clients in developing tools to increase their success rate in meeting their personal change goals.

### **WEL 520 Personal Finance and Financial Wellness (3)**

This course examines the cross-functional relationships between personal finance and financial wellness. Individuals learn how consumer behaviors, personal values, and life-stage choices have an influence on the multiple dimensions of wellness and the planning process used in personal finance. This process includes developing a personal financial road map to help minimize financial stress, reduce anxiety, and promote financial health and well-being. Topics include personal finances, essentials of money management, consumer behaviors, financial services, debt and credit analysis, investments, risk management, retirement, wellness opportunities, and long-term action plans for financial planning.

### **WEL 525 Health Behavior and Lifestyle Change (3)**

This course will introduce students to the psychological foundations of health promotion and wellness through classic and contemporary psychological theories of motivation and health behavior, decision science, and behavioral economics. Students will examine empirical research in health behavior change, and successful models and programs. Students will examine common applications for health behavior and lifestyle change (diet, exercise, smoking cessation, injury prevention) and be encouraged to explore innovative applications of behavior change theory to address health and wellness from an integrative perspective.

Prerequisite/Corequisite: WEL 501

### **WEL 526 Complementary Integrative Health Interventions (3)**



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This course is designed to familiarize students with integrative health and wellness interventions found in the disciplinary practices of complimentary and functional healthcare. The course will emphasize the foundational epistemology and theoretical models of integrative health promotion, disease prevention and treatment, and stress management practices from both western and eastern health traditions. Students will examine common integrative interventions from the lens of evidence-based practice and the application of both quantitative and qualitative translational research.

Prerequisite/Corequisite: WEL 501

### **WEL 527 Comparative Health Systems (3)**

This course will provide an ethical and humanistic approach to the study of the organizational characteristics and financing mechanisms of international healthcare and public health systems through comparison/contrast of relevant structures, processes, and outcomes. Students will apply theoretical frameworks and strategies of planning and finance to critically examine current global models and generate innovations and alternatives that better relate to concepts of wellness and whole-person health.

Prerequisite/Corequisite: WEL 501

### **WEL 541 Wellness and Social Justice: Restoring Human and Ecological Wholeness (3)**

This course will explore how the primary responsibilities of the minister are inextricably linked to the minister's spiritual life, namely her/his struggle to live in the light of the Gospel. It will develop a fundamental understanding of Christian spirituality as a path to God and trace the history of spirituality that underlies contemporary ministry in the church. Finally, it will give each participant the opportunity to communicate her/his faith experience and to reflect on the ministerial experience in writing and conversation.

### **WEL/TPS 542 Wellness and Interpersonal Relationships: Striving for Wholeness in Our Caring for Others (3)**

A significant dimension of pastoral ministry is the minister's pastoral and competent response to the individual, couple, and family. This requires the development of a pastoral care theology, as well as skills in crises intervention in areas such as addiction, grief and loss, divorce recovery and ethics. These and other issues are addressed in this course. In addition to theoretical content, the learning and practice of interviewing skills will provide the pastoral minister with methods and skills to respond to pastoral concerns. Theological Reflection theory and process will also be taught in this class in order to

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assist the participant to integrate pastoral identity, pastoral care and counseling skills, ethics and issues found in ministry.

### **WEL 543 Thriving Spirituality: Wholeness, Ministry, and the Praxis of Joy (3)**

Social justice is rooted in the Christian conviction that all human beings possess an intrinsic dignity and infinite value. This graduate level survey course in social justice will introduce participants to the theology and practice of 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 principles of Catholic social teaching (including consideration of select papal encyclicals and scholarly commentaries thereon), the contribution of the social sciences to social justice solutions, and the capacity of social teachings to engage with the rapid globalization of the modern world.

### **WEL/TPS 545 Arts and Science of Human Flourishing (3)**

What is the purpose of life? What is the purpose of education? What is the purpose of work? What is a “life worth living?” What does it mean to “flourish?” And, perhaps most importantly, what might we do to create a life worth living? What are the practices in which we might engage to cultivate happiness? Joy? Compassion? Wholeness? Awareness? Gratitude? What might we do in order to genuinely flourish as fully authentic human beings?

This course aims to assist participants in finding the answers to these questions for themselves, and to build a sustainable base for flourishing in their personal, civic, and professional lives. We will explore scientific, philosophical, religious, and artistic theories about flourishing, while engaging in a wide variety of practices that work to nourish the mind, body, emotions, and relationships.

### **WEL 550 Personal Financial Wellness (3)**

This theory-based course is focused on the role of personal finance in integrative human wellness, health, and well-being. Students will explore the meaning and dynamics of money, wealth, stewardship, philanthropy, and investment through examination of literature in psychology, philosophy, theology, sociology, economics. Students will examine both theory and empirical research from decision science, behavioral economics, and behavioral finance. Students will be introduced to the role of client psychology in financial planning and the emerging disciplines of financial counseling and financial therapy.

Prerequisite/Corequisite: WEL 501

## COURSE DESCRIPTIONS

### **WEL 551 Fundamentals of Personal Finance (3)**

Financial wellness requires examination of personal finance in the context of all dimensions of human wellness (physical, emotional, spiritual, social, intellectual, occupational, environmental). This course provides an overview of the content and basic skills of financial planning (budgeting and cash flow, retirement planning, investment planning, risk management and insurance, tax planning, and estate planning) from the perspective of integrative wellness theory and concepts.

Prerequisite/Corequisite: WEL 501

### **WEL 552 Financial Life Transitions (3)**

Students integrate content from life-span developmental psychology and the social sciences focused on common life transitions (marriage and divorce, parenting and education, career change and retirement, unexpected wealth, illness and disability, aging, death and widowhood) with relevant skills and strategies of financial planning. This course does not prepare students for professional practice in counseling or financial planning.

Prerequisite/Corequisite: WEL 501

### **WEL 560 Educational Research (3)**

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

### **WEL 568 Creativity and Visual Thinking (2)**

Students will learn to apply the knowledge of creativity theory, symbolism, metaphor and artistic language to the practice of art therapy and counseling. Focus will be on using creativity and visual thinking with individuals, families, groups, and diverse cultures. Attention will be given to the value of art making as a method of exploring personal symbolic language and the benefits of reflective art making to inform clinical practice. Students will recognize the need for awareness and sensitivity to cultural elements which may impact a client's participation, choice of materials, and creation of imagery.

Prerequisites: CAT 520, 547, 567

## COURSE DESCRIPTIONS

### **WEL 600 Capstone Project (6)**

The Capstone course provides an immersive experience designed to synthesize and apply information from the Curated Master of Arts in Integrative Wellness Studies curriculum. Students will complete an individual capstone experience that demonstrates thorough understanding of the knowledge, skills, and disposition necessary to be a successful health and wellness leader and influencer. The capstone work will be conducted outside the classroom during fieldwork or internship experiences.

Prerequisite/Corequisite: WEL 501

### **WEL 621 Financial Planning Theory, Practice, Ethics (3)**

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, and 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, and 571; or permission of instructor.

### **WEL 624 Financial Advising and Investment Planning (3)**

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. Certification available: Financial Fitness Coach (FFC) through Association for Financial Counseling & Planning Education (AFCPE)

### **WEL 643 Ethical & Legal Issues in Healthcare (3)**

The purpose of this course is to provide students with an in-depth learning experience of the integrated concepts related to ethical and legal issues in healthcare. This course explores ethical theories and legal content and provides the student with a clearer understanding of how ethics and law are intertwined in health care dilemmas and the health care setting.

### **WEL/TPS 643 Issues & Skills in Pastoral Care and Counseling (3)**

The course work enables students to identify, articulate and explore pastoral issues. Class sessions are devoted to identifying, developing and practicing pastoral counseling skills.

## COURSE DESCRIPTIONS

### **WEL 654 Ministry and Spirituality (3)**

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.

### **WEL 667 New Venture Creation & Market Resrh (3)**

A primary goal of this course is to analyze the driving forces of entrepreneurship that also include innovations in product development. Emphasis is on conducting market research to identify new opportunities to create a competitive advantage within a dynamic, technology enhanced, and global environment. The primary topics discussed include: developing an entrepreneurial mindset, defining the entrepreneurial process, evaluating globalization and technological innovation strategies, conducting market research, MBA

**Prerequisite: MBA 554 and MBA 506; or permission of instructor**

### **WEL 680 Social Justice (3)**

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.

## ACCREDITATION

### INSTITUTIONAL ACCREDITATION

Ursuline College is accredited by the Higher Learning Commission of the North Central Association (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-7444 [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)).

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

#### Accreditations & Approvals

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- American Association of Colleges of Nursing
- Art Therapy Credentials Board
- Commission on Collegiate Nursing Education
- Council on Social Work Education (Accreditation is for a baccalaureate level of education)
- Council for Accreditation of Educator Preparation (CAEP)
- Higher Learning Commission (HLC)
- International Accreditation Council for Business Education
- Ohio Board of Regents
- Ohio Department of Higher Education
- Public Relations Society of America, APR
- State of Ohio Board of Nursing
- State of Ohio Department of Education
- The Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE)
- The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

## MEMBERSHIPS

### MEMBERSHIPS

- Academic Library Association of Ohio
- American Art Therapy Association
- American Association for the Advancement of Science
- American Association of Colleges for Nursing
- American Association of Collegiate Registrars and Admission Officers
- Association of School Administrators
- American College Counseling Association
- American College Personnel Association
- American Council on Education
- American Counseling Association
- American Educational Research Association
- American Historical Association
- American Library Association
- American Society of Interior Designers
- Association of Baccalaureate Social Work Program Directors
- Association for Continuing Higher Education
- Association for General and Liberal Studies
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of College and Research Libraries
- Association of College and University Housing Officers International
- Association of Governing Boards
- Association of Graduate Liberal Studies Programs
- Association of Graduate Programs in Ministry
- Association of Independent Colleges and Universities of Ohio
- Association for Student Affairs at Catholic Colleges and Universities

## MEMBERSHIPS

- Association for Supervision and Curriculum Development
- Association for Theological Field Education
- Buckeye Art Therapy Association
- Catholic Association of Theological Field Education
- Catholic Campus Ministry Association
- Catholic Charities, U.S.A.
- Catholic Community Connection
- Central Association of College and University Business Officers
- College Board
- College English Association of Ohio
- Costume Society of America
- Council for Adult and Experiential Learning
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council of Higher Education Association
- Educational Leadership Constituent Council (ELCC)
- Innovative Users Group
- LOEX (Library Orientation & Instruction Exchange)
- Michigan Association for College Admissions Counselors
- Midwest Archives Conference
- National Academic Advising Association
- National Association of College Admissions Counselors
- National Association of College and University Attorneys (NACUA)
- National Association of College and University Business Officers
- National Association of Independent Colleges and Universities
- National Association of Lay Ministry
- National Association of Secondary School Principals



## MEMBERSHIPS

- National Association of Student Personnel Administrators
- National Catholic Educational Association
- National Council for Preservation Education
- National Humanities Alliance
- National Organization of Nurse Practitioner Faculty (NONPF)
- National Trust for Historic Preservation
- Northeast Ohio English Department Consortium
- Northeast Ohio Housing Officers
- Northeast Ohio Regional Library System (NEO-RLS)
- Northeast Ohio Software Association
- Ohio Association of Colleges for Teacher Education
- Ohio Association of Collegiate Registrars and Admissions Officers
- Ohio Association of Elementary School Administrators
- Ohio Association of Student Personnel Administrators
- Ohio Association of Private Colleges for Teacher Education
- Ohio Association of Secondary School Administrators
- Ohio College Association
- Ohio College Association of Social Work Educators
- Ohio College Personnel Association
- Ohio College Professors of Educational Administration
- Ohio Counseling Association
- Ohio Foundation of Independent Colleges
- OhioLINK
- Ohio Middle School
- OHIONET
- OCPA Ohio College Personnel Association
- Ohio Private Academic Libraries (OPAL)

## MEMBERSHIPS

- Online Computer Library Center (OCLC) Online Learning Commission
- Pennsylvania Association of Secondary School and College Admissions Counselors
- Religious Education Association
- Society of American Archivists
- Society of European and American Stage Authors and Composers
- The American Society of Composers, Authors, and Publishers
- The National Council for State Authorization Reciprocity Agreements (NC-SARA)

### Ursuline Educators Services

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

#### Colleges

##### United States

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

##### Canada

- Quebec: College Merici
- Trois Rivières: College Lafleche

#### Secondary Schools

##### United States

- California: Ursuline High School, Santa Rosa
- Texas: Ursuline Academy, Dallas
- Louisiana: Ursuline Academy, New Orleans
- Missouri: Ursuline Academy, St. Louis

## MEMBERSHIPS

- Illinois: St. Teresa High School, Decatur; Ursuline Academy, Springfield
- Kentucky: Sacred Heart Academy, Louisville
- Ohio: Beaumont School, Cleveland;
- St. Ursula Academy, Toledo;
- Ursuline Academy of Cincinnati;
- Ursuline High School, Youngstown
- Delaware: Ursuline Academy, Wilmington
- New York: Academy of Mount St. Ursula, Bronx; The Ursuline School, New Rochelle
- Massachusetts: Ursuline Academy, Dedham

### **Canada**

- L'Ecole des Ursulines de Quebec
- College Marie de l'Incarnation, Trois Rivieres
- Pensionnat des Ursulines, Stanstead, Province of Quebec
- St. Angela's Academy, Prelate, Saskatchewan
- Mexico:
- Collegio Union, A.C., Puebla

# CAMPUS MAP

## CAMPUS MAP



## CAMPUS MAP

### BUILDINGS and DEPARTMENTS

#### 1. Mullen Academic Center (MU)

Academic Affairs  
Art Department  
Arts & Sciences  
Breen School of Nursing  
(undergrad)  
Graduate / Professional Studies  
Academic Conference Room  
Admission  
Graduate  
Undergraduate  
Accelerated Program  
Alumnae Offices  
Computer Lab  
Counseling Services  
Disability Services  
Financial Aid Office  
Human Resources  
Information / Reception  
Mullen Little Theatre (MLT)  
Office of Diversity  
One Stop  
(Student Services Center)  
St. Angela Chapel  
Strawbridge Board Room  
Title IX Office  
Wasmer Gallery

#### 2. Tennis Courts / Restrooms

#### 3. Maintenance Garage

#### 4. Besse Library (BL)

Academic Support  
Café  
Computer Lab  
Haessley Board Room  
IT Information Technology  
Learning Commons

#### 5. Parker Hannifin Center for Creative & Healing Arts & Sciences (PH)

Academic Affairs  
Art Therapy (undergrad)  
Breen School of Nursing (grad)  
Counseling and Art Therapy (grad)  
Lennon Nursing Resource Lab

#### 6. Dauby Science Center (DB)

Biology  
Chemistry  
Exercise Science

#### 7. Stano Athletic Center

Gym / Fitness Center

#### 8. Pilla Student Learning Center (PC)

Bookstore  
Career Services  
Computer Lab  
Dining Facilities  
Pilla Student Dining Room  
Lactation Room  
Student Success Center  
Women's Center

#### 9. Grace Residence Hall

#### 10. Murphy Residence Hall

#### 11. Smith Residence Hall

#### 12. Athletic Pavilion / Restrooms

Athletic Fields

#### 13. Ursuline Sisters of Cleveland

Merici Crossings

### PARKING

#### P. General Parking

P1. Mullen Academic Center

#### P2. Admission Visit Center

P3. Residence Hall

### Blue Security Phone Locations

Nine emergency telephones are located throughout the campus for your use. They can be used to contact security for any reason, such as in case of an emergency or to request an escort. The telephones are contained within a box and are labeled Security with a blue light illuminating the box. To use, just open the box and pick up the receiver. You will be connected to Security at extension 4204 (the telephone dials automatically when you pick up the receiver).