

2024-2025

# Undergraduate Course Catalog



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Ursuline College 



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# 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 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.

## HISTORY, MISSION, AND PHILOSOPHY

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
- 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

## HISTORY, MISSION, AND PHILOSOPHY

### 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

### 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 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

## HISTORY, MISSION, AND PHILOSOPHY

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

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

## CAMPUS AND AUXILIARY OFFICES

**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 Ralph M. Besse Library** is located between the Mullen Academic Building and the Dauby Science Center. The Library complex includes the Learning Commons, the college archives collection, the Writing Center, study rooms, other special collections; self-serve café, study, and lounge areas. Audio Visual Services, located within the library, offers media carrels, in addition to a collection of multi-media materials with limited circulation.

Audio Visual Services, located within the library, offers media carrels, in addition to a collection of multi-media materials with limited circulation. The Audio and Video Creation Stations are available by reservation through Audio Visual Services

**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.

**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.

## CAMPUS AND AUXILIARY OFFICES

**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. 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:**

## CAMPUS AND AUXILIARY OFFICES

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, STUNT, 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 and Sunday: Closed
- Hours are adjusted as needed for back to school, breaks and summer

Ursuline College is participating in the Follett Access program, a book rental program, for TRADITIONAL Students and SDAP students where the cost of textbooks is included in tuition. UCAP and GRADUATE students are not participants in this program.

### What is Follett ACCESS?

The Follett ACCESS program delivers required course materials to students when they register, and the cost will be included as part of tuition or course fees so there are no surprises about costs after enrollment. Students can save up to 30% based resulting from Follett's deep relationships with publishing partners and bulk purchasing power. The program also reduces student stress during the purchasing process and provides a method to easily access, manage and use all course materials regardless of format or cost. Textbooks are chosen by the lowest cost option, which means you can get a rental

## CAMPUS AND AUXILIARY OFFICES

book or a digital book. Digital books are delivered to your Ursuline College email from BryteWave. All other books are picked up at the bookstore. You will be notified by email when your books are available for pick-up. If your book is a rental you are REQUIRED to return the book by the Rental Return Date which is on the textbook. If you don't return the textbook, we will charge the college, which they will charge your account. There is no opt-out of the Follett Access program.

### UCAP and Graduate Students

Faculty are responsible for choosing textbooks, but prices of the books are determined by the publishers. Textbooks are arranged by Author 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. 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. 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 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.

### TRADITIONAL AND SDAP NURSING STUDENTS

The bookstore supplies the Nursing Uniforms. Students are responsible to fill out and send in the Nursing Uniform order form given to you by the Nursing Department. The Nursing Department chose the uniforms and it is required to purchase the whole package (2 pants, 2 tops, 1 jacket and 1 nametag), written approval from Nursing Department is needed to not purchase the whole package. Uniforms are white (per the Cleveland Clinic and University Hospitals) you are responsible for purchasing/wearing the correct undergarments since the uniform is white. Uniforms are not part of the Follett Access program and you are responsible for payment.

## CAMPUS AND AUXILIARY OFFICES

### 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.

#### 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 SERVICES

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).

## CAMPUS AND AUXILIARY OFFICES

### 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 will 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. 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.

**CareerFIT program.** At Ursuline, we are with you from your first step on our beautiful campus through your walk across the graduation stage in preparation for your career! It all starts with an assessment of your interest, aptitude, work values and personality through our CareerFIT program. Through work with your personal Career Coach, our Office of Career Services will then help you follow your interest, your gifts and your dreams and build a life and contribute to our world. Get help with your career search strategies and resume preparation; we will provide access to employers, assistance in interview and resume preparation, internships, and career counseling throughout your experience at Ursuline. We strongly encourage you to gain pre-professional experiences through internships, cooperative education, and mentoring.

CareerFIT information can be found at:

[https://my.ursuline.edu/ICS/Campus\\_Life/Career\\_Services.inz](https://my.ursuline.edu/ICS/Campus_Life/Career_Services.inz).

### 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

## CAMPUS AND AUXILIARY OFFICES

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 MU 155. 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.

#### 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.



## CAMPUS AND AUXILIARY OFFICES

### 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 – first and second 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>.

### 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

## CAMPUS AND AUXILIARY OFFICES

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:

#### Offerings

- 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.
- 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 [Women's Center MyUrsuline Page](#) or email the Co-Directors at [womenscenter@ursuline.edu](mailto:womenscenter@ursuline.edu)

## 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>

Policies pertaining to Faculty and Staff are located in the Faculty Handbook or in the Staff Handbook, respectively. Questions concerning these policies should be addressed to the Vice-President of Student Affairs (for students), the Vice-President of Academic Affairs (for faculty), and the Director of Human Resources (for staff). Additionally, individual departments may have their own policies.

### 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 include:

- 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.

## COLLEGE POLICIES

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

## COLLEGE POLICIES

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 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/titleixsexualharassmentpolicy-rev.09132024dlk.pdf>.

## COLLEGE POLICIES

### 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

<https://www.ursuline.edu/files/assets/harassmentanddiscriminationpolicyrev.9-12-22.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:

- 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.)
- a. 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.
- b. Wearing apparel that is conspicuous, inappropriate, or distasteful.
- Engaging in public stunts.
- c. Morally degrading or humiliating games and activities.



## COLLEGE POLICIES

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/20222024sastudenthandbook081922.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.

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.

## COLLEGE POLICIES

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

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

#### Summer 2025 (15-weeks)

Thursday	May 8	Summer 15 weeks begin
Wednesday	May 14	Last day to add/drop a class (no “W” grade)

## ACADEMIC CALENDAR

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

# ACADEMIC CALENDAR

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

## ACADEMIC CALENDAR

### *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.

### 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

## ACADEMIC CALENDAR

Sunday	May 11	Commencement and Degree Conferral
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### 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
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)



## ACADEMIC CALENDAR

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 1/2 -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)
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)

## ACADEMIC CALENDAR

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*

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

## ACADEMIC CALENDAR

Wednesday July 23 Grades Due by 5:00 p.m.

### *2nd 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 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

Course substitution

## ACADEMIC SUPPORT SERVICES

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 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

## ACADEMIC SUPPORT SERVICES

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 the individual. Students in all levels of the FOCUS program receive priority registration, academic coaching and co-advising. Interested students are encouraged to contact the Director of Disability Services 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 or professional staff member who meets regularly with the student. The academic advisor assists the student in finding their pathways, discusses interests and goals, and assists in planning their academic program, and fulfilling degree and certificate requirements. Each student is responsible for keeping a record of courses taken and requirements still needed. The academic advisor provides clearance for registration each semester after discussion of course options. It is the student's responsibility to register for classes each semester. A student who has questions about academic advising or who wishes to change an advisor should contact the Academic Advising and Retention Coordinator, located in the Besse Library. UCAP students will be advised by the UCAP Academic Advisor located in MU 211.

### 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.

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.

## ACADEMIC SUPPORT SERVICES

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 **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.

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.

## ACADEMIC SUPPORT SERVICES

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

Ursuline College serves students of diverse ages, educational backgrounds, religions, and experiences. The Office of Admission works with all students to identify and assist candidates who demonstrate potential for success in rigorous academic work.

### ADMISSION REQUIREMENTS

The degree programs at Ursuline College require solid academic preparation in high school. The high school transcripts of applicants must show the completion of at least 17 academic courses. The following distribution of courses is highly recommended:

- 4 years of English
- 3 years of math
- 3 years of science
- 3 years of history, social studies, or social sciences
- 2 years of the same foreign language
- 1 year of fine and/or performing arts
- 1 year of physical education/health

Each student is strongly encouraged to have completed the following: algebra, geometry, biology with a lab, chemistry and computer literacy coursework or experience. Further, the student must show evidence of strong writing skills.

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

### APPLICATION PROCEDURES

The application for admission as a degree-seeking regular student may be submitted online at [ursuline.edu/apply](http://ursuline.edu/apply) or via [commonapp.org](http://commonapp.org). Normally, applicants are notified of their acceptance within two weeks of receipt of all credentials.

For admission to the Ursuline College Accelerated Program, contact the UCAP Office at 440.684.6130 or apply online at [ursuline.edu/apply](http://ursuline.edu/apply). For admission to the Graduate School, contact the Office of Graduate Admission at 440.646.8119, or apply online at [ursuline.edu/apply](http://ursuline.edu/apply).

Ursuline College admits those candidates who demonstrate potential for success in rigorous academic work. Qualified applicants are admitted regardless of race, color, national origin, religion, age, sex, gender identity or expression, disability, genetics, marital or veteran status, or any other basis prohibited by federal, state or local laws. The credentials of each applicant are individually evaluated, with consideration given to academic record, entrance examination scores and evidence of motivation for college studies. The College reserves the right to deny admission to any applicant, except as otherwise prohibited by federal, state or local laws.

## ADMISSION

Students considering Ursuline College are encouraged to apply as early as possible, in order to secure a place in the incoming class and to receive full consideration for institutional scholarships, grants, and other financial aid awards.

The College requires the following credentials of applicants for admission:

### First-time Freshmen Applicants

- Official application
- Official high school transcript or GED
- Official ACT or SAT scores are optional
- Official college transcript(s) if applicable
- Written personal statement or essay
- Teacher recommendation is optional

### Transfer Non-Nursing Applicants

- Official application
- Official high school transcript or GED (see #1 below)
- Official college transcript(s)

### Transfer BSN Nursing Applicants

- Official application
- Official high school transcript or GED (see #1 below)
- Official college transcript(s)
- A letter of recommendation, or written personal statement, or essay or resume
- A Letter of Good Standing if previously enrolled in any nursing program. This letter should come from the Dean or Program Director at the former institution. If a Letter of Good Academic Standing cannot be provided or if there are extenuating circumstances, the student may request an interview with Ursuline's deans/faculty.

1. NOT REQUIRED if an applicant has completed 45 quarter hours or 30 semester hours with a 2.5 GPA from an accredited college or university.

All applications are reviewed on a need-blind basis, which means admission decisions are based solely on a student's academic and extra-curricular merits, not on his or her family's financial circumstances.

Ursuline is a test-optional college. It is the applicant's decision whether he or she wants to include standardized test scores with their application. We will consider all student applicants – regardless of test score submission – for the full range of merit scholarships. If applicants decide to submit their test scores, Ursuline “super scores” both the ACT and SAT, considering only the highest sub scores for admission and scholarships.

Students interested in applying for Nursing, Law 3+3 Partnerships, Pharmacy Partnerships, Engineering 3+2 or UCAP should refer to the **Admission to Specific Programs** section of this catalog.

## ADMISSION

### ADMISSION DECISIONS

Upon receipt of all necessary credentials the applicant's file is reviewed for approval. The Admission Committee carefully and holistically examines the application and academic preparation of every candidate for admission. The goal of the Admission Committee is to identify and admit students who will add to the quality and character of our community and are prepared for success in Ursuline's rigorous curriculum. While no minimum scores are defined as a part of the holistic review process, the committee will evaluate applications for admission based on the following:

- All recommended course units are fulfilled (see listing above)
- Grades, grade trends, and academic rigor of the curriculum
- Results from the ACT or SAT show evidence of college readiness
- Strong writing skills, as evidenced by the quality of the personal statement/essay, grades in English coursework, and/or relevant standardized test sub-scores
- Personal qualities that will add to the character of the Ursuline community

Students considered to be admitted as a regular degree-seeking student in an eligible program for federal aid purposes can only fall under the following admission decisions: Clear Admission, Conditional Admission, Provisional Admission, Transfer Admission and Military Veteran's Admission.

#### Clear Admission

A student may be admitted as **CLEAR** with no restrictions when the above factors clearly indicate that a student is prepared for academic success in college. See **ADMISSION TO NURSING PROGRAM** for program admission requirements.

#### Conditional Admission

A student may be admitted on a **CONDITIONAL** basis if the potential for success in college cannot be clearly established and they are not selected for clear admission. Students admitted on a conditional basis may be limited to a maximum of 12 credit hours per semester for the first year and be required to attend various academic support sessions throughout the academic year as communicated by the Student Success Coordinator. After earning 24 credits in good standing at Ursuline College, conditionally admitted students may take more than 12 credits per semester.

The average GPA of a student selected for conditional admission in 2022 was a 2.9.

#### Provisional Admission

A student may be admitted on a **PROVISIONAL** basis when a partial or unofficial transcript has been received or when the student is unable to complete the assessments required for placement in classes. Provisional students may register for classes for one semester; however, they **MUST** have a complete file, complete assessments, and be officially accepted to the College before registering for any subsequent semester. When

## ADMISSION

the student's file is complete, her/his admission status will be changed to **CLEAR** or **CONDITIONAL**.

### Non-Degree-Seeking Admission

A student may be admitted with **NON-DEGREE** seeking status when s/he wishes to earn credit without completing a baccalaureate degree. A student who enters with Non-Degree status and subsequently wishes to pursue a degree must make formal application according to the procedure outlined in Admission to Ursuline College (including completion of assessments). When the student's file is complete, her/his admission status will be changed to **CLEAR** or **CONDITIONAL**.

### TRANSFER ADMISSION

Ursuline College offers a liberal transfer policy and welcomes transfer students. A student who wishes to transfer from another accredited college must follow the regular admission procedures. In addition, the student must present a complete, official transcript of college credits from each college previously attended. Transfer students are expected to have a cumulative grade point average of 2.5 or higher for clear admission. Students with less than 45 quarter hours or 30 semester hours may be asked to provide a copy of official high school transcripts or GED. Transcripts are considered official when they are mailed directly to Ursuline College from the student's transferring institution.

### TRANSIENT ADMISSION

A student who is officially enrolled in credit work at another accredited college or university and who wishes to register for a credit course at Ursuline College is classified as a transient student. Transient students may register for credit courses at Ursuline by submitting a transient student form or other authorization issued by their home institution. This form should verify that the student is in good academic standing (2.0 GPA or above) and has permission to enroll in a specific course or courses identified in the Ursuline College catalog by course number and title. Students should submit their enrollment form to the Registrar's Office at Ursuline College.

### MILITARY VETERANS ADMISSION

Ursuline College follows Section 103 of the Harry W. Colmery Veterans Educational Assistance Act. The covered veteran is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill<sup>®</sup> benefits.

Ursuline College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

- The date on payment from the VA is made to the institutions.

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- 90 days after the date the institution certified tuition and fees following the receipt of the COE.

Ursuline College ensures we will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the Department of Veterans Affairs under Chapter 31 or 33.

## INTERNATIONAL ADMISSION

International students interested in attending Ursuline College should make application one year prior to their expected entrance date. For admission, a student is required to submit an application and appropriate fees, and all official school transcripts. All international transcripts must be evaluated by the World Education Services (WES) at [wes.org](http://wes.org), Educational Credential Evaluators ([ece.org](http://ece.org)), Global Credential Evaluators (<https://www.gceus.com/>), or other National Association of Credential Evaluation Services (<https://www.naces.org>) member evaluation service. Students requesting the transfer of credits must submit a course-by-course evaluation.

Students are required to provide proof of English proficiency when English is not the primary language and the student has not completed coursework at an English-speaking institution. Ursuline College accepts the following as proof:

- A TOEFL score of 61 on the computer-based TOEFL
- 6.0 or higher on the IELTS
- Duolingo score of 85 or higher
- English3 GATEWAY score of 62 or higher
- The ACT or SAT exam

For specific information concerning these exams visit [ets.org/toefl](http://ets.org/toefl), [ielts.org](http://ielts.org), <https://english3.com>, or <https://englishtest.duolingo.com/>.

In addition, students must submit an affidavit of financial support for all tuition, fees, and expenses for the total years necessary to complete studies at Ursuline College. All credentials for admission must be received by Ursuline College before an I-20 form can be issued. For further information, international students must contact the Office of Admission.

## ADVANCED PLACEMENT/IB/COLLEGE CREDIT PLUS

Ursuline College grants advanced placement and college credit to entering first-year and transfer students who have earned a score of 3, 4, or 5 on a College Advanced Placement Examination, or a score of 5 or higher on the IB HL exams. Students should have a report of the examination scores sent directly to the Office of Admission.

Ursuline also awards college credit to students who have taken college courses while in high school through the College Credit Plus program. Students will be required to submit

## ADMISSION

an official transcript from the college attended before credit can be evaluated and awarded.

### ADMISSION ASSESSMENT

First Year students will be reviewed for college-level readiness in both math and English. For those in high school, placement may be assessed based on standardized test scores if available. Placements may also be deferred or fulfilled if students have completed college-credit-bearing courses in high school. This may include AP score reports or dual enrollment/College Credit Plus courses. If a student's college readiness in math or English cannot be assessed based on their current academic record, placement tests may be required.

Transfer students who have not completed at least three transferable credits in English Composition may be subject to an evaluation by the chair of the English department for placement. Transfer students may be subject to placement testing in mathematics if they have not taken any college mathematics credits with a grade of C or higher.

To ensure academic success, students who are evaluated to be below the designated levels are required to register for developmental class/classes. After successful completion of the developmental class/classes, students may proceed to the next level of classes.

### ADMISSION TO SPECIFIC PROGRAMS

#### Admission to the Breen School of Nursing:

Applications are evaluated using a holistic process. Meeting minimum requirements does not guarantee acceptance to The Breen School of Nursing and Health Professions. The Dean of the Breen School of Nursing and Health Professions will review mitigating circumstances on a case-by-case basis.

**For direct admission to the Breen School of Nursing, students applying from high school are required\* to have at minimum:**

- Have a cumulative GPA of 2.75
- Demonstrate a proficiency in algebra II, and biology with a lab, with a grade of C+ or higher in each of these courses.

\*Applicants who have not demonstrated such proficiency may be Conditionally admitted to the College.

**Prospective incoming transfer nursing students must:**

- Send official transcripts from all institutions in which credit bearing courses were completed including High School or GED if you are transferring fewer than 45 quarter hours or 30 semester hours
- Send one letter of recommendation or resume or personal statement or personal essay.

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- Send letter of “Good Standing” only if previously enrolled in any nursing program. This letter must come from the Dean or Program Director of your previous program. If a Letter of Good Academic Standing cannot be provided or if there are extenuating circumstances, the student may request an interview with Ursuline’s deans/faculty.
- Earn a cumulative GPA of 2.5 in all college courses.
- Required sciences (anatomy & physiology, general chemistry, and microbiology) may be attempted only twice within the last 7 years, including courses taken at any previous schools. An unsuccessful attempt includes a C- or lower or a withdraw. Additionally, if there are extenuating circumstances that have caused 2 failed attempts, the student may have an opportunity to submit a “Letter of Explanation.”
- All science courses being transferred to Ursuline College must be taken within the last 10 years. This includes anatomy & physiology, general chemistry, and microbiology.

### **Second Degree Accelerated Nursing (SDAP)**

- Send official transcripts from all institutions in which credit bearing courses were completed including High School or GED if you are transferring fewer than 45 quarter hours or 30 semester hours
- Send one letter of recommendation or resume or personal statement or personal essay.
- Send letter of “Good Standing” only if previously enrolled in any nursing program. This letter must come from the Dean or Program Director of your previous program. If a Letter of Good Academic Standing cannot be provided or if there are extenuating circumstances, the student may request an interview with Ursuline’s deans/faculty.
- Earn a cumulative GPA of 2.5 in all college courses.
- Required sciences (anatomy & physiology, general chemistry, and microbiology) may be attempted only twice within the last 7 years, including courses taken at any previous schools. An unsuccessful attempt includes a C- or lower or a withdraw. Additionally, if there are extenuating circumstances that have caused 2 failed attempts, the student may have an opportunity to submit a “Letter of Explanation.”
- All science courses being transferred to Ursuline College must be taken within the last 10 years. This includes anatomy & physiology, general chemistry, and microbiology.
- Letter of anticipated graduation is required if a bachelor degree’s is not yet conferred.

### **RN to BSN Students**

Registered nurses (RNs) who choose to attend Ursuline College to receive a Bachelor of Science in Nursing may receive 20 credit hours, known as Escrow credits, for work done at the institution through which they earned their RN under the following conditions:

- The student provides documentation that s/he completed the program with satisfactory grades.

## ADMISSION

- The student provides proof of the RN license.
- The student completes 20 credit hours at Ursuline College with a minimum GPA of 2.5 in those 20 credits. Twelve of those hours must be in the Ursuline Core Curriculum.

Please refer to the most current edition of the BSN Handbook for more information.

### Admission to the Engineering 3+2 Partnership

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue one of Ursuline's Engineering 3+2 Partnerships must qualify for clear admission. Conditional students may be offered admission into Chemistry, Math, or Biology but will be unable to complete the Engineering 3+2 timeline due to their limited course load. Conditionally admitted students who do not meet the automatic admission criteria set forth in the articulation agreement with the University of Dayton (UD) can still be considered for admission into UD Engineering as part of UD's regular application and admissions processes.

### Admission to the Law 3+3 Partnership

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue one of Ursuline's Law 3+3 Partnerships must qualify for clear admission. Conditional students may be offered admission into a Pre-Law track but will be unable to complete the Law 3+3 timeline due to their limited course load.

### Admission to Pharmacy 3+4 Partnership

In addition to meeting the other criteria for admission to Ursuline College, students wishing to pursue Ursuline's Pharmacy 3+4 Partnership must qualify for clear admission and demonstrate minimum proficiencies and the additional materials as follows:

- SAT score of 1160 or higher/ ACT total score of 24 or higher on the Math and Critical Reading Sections
- GPA of 3.0 or higher
- Demonstrates evidence of leadership potential, community service, and involvement
- Provided a letter of recommendation from a high school teacher or guidance counselor

Students who do not meet these criteria maybe offered admission into a Pre-Pharmacy track.

### Admission to Ursuline College Accelerated Program (UCAP):

- Official application
- Official college transcript(s) from all schools previously attended
- Official high school transcript or GED if transferring less than 45 quarter hours/30 semester hours

Formal admission to UCAP as a degree-seeking candidate is granted only after all admission materials have been received and all requirements have been met.



## ADMISSION

UCAP Admission decisions include the following:

### **UCAP Clear Admission**

A student may be admitted as **CLEAR** with no restrictions when the above factors clearly indicate that a student is prepared for academic success.

### **UCAP Conditional Admission**

A student may be admitted on a **CONDITIONAL** basis if the potential for success in college cannot be clearly established and are not selected for clear admission.

Students admitted on a conditional basis will be limited to 9 credit hours for the first semester. After earning 9 credit hours with a 2.5 CGPA at Ursuline College, their status will be changed to **CLEAR** or **PROVISIONAL**. Students who do not meet the conditions may have admission revoked.

### **UCAP Provisional Admission**

A student may be admitted on a **PROVISIONAL** basis when a partial or unofficial transcript has been received. Provisional students may register for classes for one semester; however, they **MUST** have a complete file and be officially accepted to the College before registering for any subsequent semester. When the student's file is complete, their admission status will be changed to **CLEAR** or **CONDITIONAL**.

## TUITION AND EXPENSES

### TUITION AND EXPENSES

#### FEES AND CHARGES

The College reserves the right to alter tuition, room and board charges, and fees at the end of any academic year. A list of fees and charges for the current academic year is available from the Student Service Center or at <https://www.ursuline.edu/cost-aid/tuition-costs/undergraduate>.

#### FINANCIAL ARRANGEMENTS

Tuition, residence hall charges, and all fees are payable per semester on the first day of class. Payment should be made payable to Ursuline College and sent to the Business Office. Students may take advantage of a Budget Payment Plan. This plan allows students to pay college fees in monthly payments commencing in August. The cost of the plan is \$25.00 per semester. Information about this plan may be obtained by calling 440-646-8310.

#### TUITION DEPOSITS

Upon acceptance, students are required to confirm their place in class by sending a tuition deposit to the Office of Admission by November 1 for the spring semester and May 1 for the fall semester. The tuition deposit is credited toward the student's account and is refundable until those deadlines. After these dates, tuition deposits are forfeited. Because enrollment in particular majors may be limited, students are encouraged to send their tuition deposit as soon as possible.

#### ROOM DEPOSITS

Students wishing to reserve a room in a residence hall must submit a room deposit by December 1 for the spring semester and July 1 for the fall semester. The room deposit is credited toward the student's account and is refundable until those deadlines. Male housing is available in Grace Residence Hall and Smith Residence Hall. All students interested in housing must send a housing deposit as soon as possible because space is limited, and rooms are guaranteed based on deposit date. New students send their room deposit to the Office of Admission; returning students send their room deposit to the Office of Residence Life. Returning students must make advance payments by July 1 for the fall semester and January 1 for the spring semester. Ursuline College makes no guarantee of room availability to any student who has not paid her/his required advance deposit.

#### REFUNDS

Refund policies apply in conjunction with the procedures for "Withdrawal from a Course." The date of withdrawal is the date on which the student submits a properly completed *Change of Course* form to the Student Service Center.

## TUITION AND EXPENSES

### TUITION AND REFUND SCHEDULE

<b><u>Calendar days elapsed since the start of the class or term</u></b>	<b><u>Weeks in the Class</u></b>			
	<b><u>15</u></b>	<b><u>10</u></b>	<b><u>7, 7.5</u></b>	<b><u>5</u></b>
1 – 7	100%	100%	100%	100%
8 – 14	75%	50%	50%	25%
15 – 21	50%	25%	25%	0%
Over 21 days	0%	0%	0%	0%

\* Room and Board are refunded on a weekly pro-rata basis.

Students may be released from the Residence Hall Contract under the following circumstances:

- Completion of degree requirements at mid-year
- Withdraw from the College
- Due to extenuating circumstances as granted by a Housing Release Committee (members comprised of staff members from Financial Aid, Business Office and Student Affairs).

Students who withdraw from the contract prior to July 1 will not be charged the room and board costs for the semester. The housing deposit will be forfeited. Room and board charges will be applied to students' bills on the July 1 preferred housing deadline.

Students who withdraw from the contract after July 1 will not receive a refund for room or board charges for the remainder of the contract term unless the student meets one of the above criteria.

For students completely withdrawing from all classes, refunds to federal and state financial aid programs are governed by their respective regulations. The complete refund policy is included on the Documents and Forms page of the Financial Aid Office website at <https://www.ursuline.edu/cost-aid/documents-and-forms> or by clicking [here](#). Generally, financial aid that must be refunded to federal programs will be allocated in the following order: Direct Lending Loan, Perkins Loan (NDSL), PLUS/Grad PLUS Loans, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), TEACH Grant, other Title IV aid programs, and other aid.

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

For Graduate Studies, please consult the Graduate Catalog at <https://www.ursuline.edu/academics/course-catalogs>.

For UCAP refunds, please contact the UCAP office at 440-684-6130.

### FINANCIAL AID

Although the primary responsibility for financing a college education belongs to the student and her/his family, the College may provide assistance to supplement family contributions. The amount of aid varies with the need of each student. Awards may be renewed each year on the basis of continuing financial need and satisfactory academic progress.

### APPLYING FOR FINANCIAL AID

All students must file the Free Application for Federal Student Aid (FAFSA) each year to apply for federal, state, and need-based institutional aid. The FAFSA application is open on-line at <https://studentaid.gov> by October 1 each year for the next academic year. Both students and parents will need a Federal Student Aid (FSA) ID and password to e-sign the application. Accounts can be created by clicking the 'create account' link next to the login link on the webpage.

FAFSA processing (electronically) takes approximately 2 - 5 days. The results will automatically be forwarded to Ursuline College by the federal processor as long as **Ursuline College's School Code (003134)** is listed on the application.

### TYPES OF STUDENT AID

Ursuline College participates in all federal and state programs including the Federal Pell Grant, Supplemental Educational Opportunity Grant, TEACH Grant, Federal Work Study, and Ohio College Opportunity Grant. The FAFSA form is the application for all of these funds and is also the application for need-based Institutional Grants from the College.

#### Federal Funds

- **Pell Grant:** For full- or part-time undergraduate students who demonstrate financial need. Students who have not exceeded their aggregate limit (an equivalent of 12 full-time semesters) currently may receive up to \$7,395 for the 2024-25 year.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** For full- or part-time undergraduate students who demonstrate financial need. Students currently receive an average of \$500 per year.
- **Federal Work Study (FWS):** For full- or part-time undergraduate and graduate students who demonstrate financial need. Current average award is \$1,000 per year.
- **Direct Stafford Loan (subsidized and unsubsidized):** For any student who attends at least half-time. Amounts vary depending on grade level. Must be repaid.
- **Direct Parent Loan to Undergraduate Student (PLUS):** For parents of dependent students. Interest rates vary.
- **TEACH Grant:** For students planning to teach in certain subject shortage areas. An agreement to serve (teach) must be signed each

## FINANCIAL AID

year with the Department of Education. Students who do not meet the agreement requirements after graduation will have this grant converted to a Direct Stafford Unsubsidized Loan.

### State Funds

**Ohio College Opportunity Grant:** For full or part-time undergraduate students who demonstrate financial need. Current award for the 2022-23 academic year is \$4,200.

### Merit-Based Institutional Scholarships

Various scholarships are awarded to incoming new and transfer students who demonstrate academic excellence or leadership qualities. All students who are clearly admitted to the College are automatically considered for an Academic Scholarship.

These scholarships and awards can be renewed for a total of four years for new students and three years for transfer students, provided students attend full-time and maintain good academic standing at Ursuline College. Specific questions regarding eligibility can be found on the Ursuline College website at <https://www.ursuline.edu/cost-aid/scholarships> or through the Office of Admission.

### Outside Awards

Ursuline College makes available applications for a limited number of scholarships, grants and loans from agencies, foundations and hospitals. The Internet is also a good option for finding additional funding through search engines such as <https://www.fastweb.com/>. For more information, contact the Student Service Center at 440- 646-8309.

### Satisfactory Academic Progress

Federal Regulations require that Ursuline College establish and implement a policy to measure whether students applying for and/or receiving financial aid are making satisfactory academic progress (SAP) toward a degree. This rule applies to all students applying for aid, whether or not financial aid has been previously received. There are both quantitative (maximum time frame/completion rate) and qualitative (cumulative grade point average) measures in determining SAP for federal, state, and institutional financial aid. **Not meeting these requirements may result in the loss of all financial aid.**

The complete Academic Progress Policy is available in the Student Service Center (Mullen 203), on line at <https://www.ursuline.edu/cost-aid/financial-aid-forms> or through Net Partner.

## ACADEMIC POLICIES AND PROCEDURES

### ACADEMIC STANDING

Academic standing determinations are based solely on grades and grade point averages earned at Ursuline College.

Ursuline undergraduate students are said to be in *Good Academic Standing* if they hold a cumulative grade point average of at least 2.0 and are not on academic probation.

All undergraduate students must maintain a minimum cumulative grade point average (GPA) of 2.0. (Note: A minimum cumulative grade point average of 2.0 is required for graduation.) Transcripts are evaluated for academic standing after the grade due date each semester.

The Registrar may place holds preventing registration in subsequent terms on the records of students who do not abide by the Academic Standing Policies.

### Academic Warning

The student will be notified by the Student Success Coordinator when they are placed on Academic Warning. An undergraduate student is placed on Academic Warning for any of the following reasons:

- The student earns a GPA between 1.0 and 1.99 during their first semester at the college.
- The student at the end of their second semester has a cumulative GPA between 1.0 and 1.99 but earns a semester GPA of 2.0 or higher.
- The student has a cumulative GPA of 2.0 or higher but earns a semester GPA between 1.0 and 1.99.

Students placed on Academic Warning must meet with the Student Success Coordinator to develop a plan that is shared with the academic advisor. Restrictions on registration may be part of the plan.

### Initial Probation

Students placed on Initial Probation are no longer in Good Academic Standing. Students will be notified by the Student Success Coordinator. Students in their second semester and beyond will be placed on probation for the following reason:

- Cumulative GPA between 1.0 and 1.99 with no previous probationary status

Students placed on Initial Probation must meet with the Student Success Coordinator to develop a plan that is shared with the academic advisor. Restrictions on registration may be part of the plan. Students on probation are not eligible to participate in athletic competitions.

## ACADEMIC POLICIES AND PROCEDURES

### Continued Probation

Continued Probation results when either of the following conditions exist:

- Failure to achieve a cumulative GPA of 2.0 or higher after first semester on probation
- Good standing was achieved after previous probationary term, but cumulative GPA again falls between 1.0 and 1.99.

Students placed on Continued Probation must meet with the Student Success Coordinator to develop a plan that is shared with the academic advisor. Restrictions on registration may be part of the plan. Students on probation are not eligible to participate in athletic competitions.

### Final Probation

Students may be placed on Final Probation if any of the following conditions exist (students may be placed directly on Final Probation without having been on probation previously):

- Failure to achieve cumulative GPA of 2.0 or better after a term on continued probation (consecutive or non-consecutive)
- Semester GPA below 1.0
- Cumulative GPA below 1.0

Students placed on Final Probation must meet with the Student Success Coordinator to develop a plan that is shared with the academic advisor. Restrictions on registration may be part of the plan. Students on probation are not eligible to participate in athletic competitions.

### Suspension

Students may be suspended from Ursuline for a period of one year for failure to achieve a semester or cumulative GPA of 2.0 or better after a term on Final Probation.

### Readmission after Suspension

To be readmitted after suspension, the student must apply in writing to the Vice President of Academic Affairs and show evidence that they have made changes that will foster success in academic studies. The readmission decision is made by the Academic Standing and Appeals Board and the decision is final.

### COURSES FAILED IN THE MAJOR

Students who fail a course in the major may repeat the course only once; if they fail the course a second time, they will not be permitted to continue in the major. Students also will not be allowed to continue in a major if they receive a failing grade in two different courses in the major. Individual programs may have requirements that are stricter than those in this catalog. In those cases, the program policy takes precedence as outlined in the program specific handbook.

## ACADEMIC POLICIES AND PROCEDURES

### ATTENDANCE

A student who enrolls at Ursuline College assumes the responsibility of attending classes and fulfilling all course requirements. Due to unforeseen circumstances, occasionally professors are late to their classes. At the earliest indication of potential lateness, professors will make every effort to contact someone in their department and/or security to inform students of their situation. However, unless instructed otherwise by an appropriate representative of the professor, students are expected to wait a minimum of twenty minutes. If students are informed that a professor is en route, they are expected to wait until the professor arrives.

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

Students who anticipate being absent from their classes for a short period of time should notify their professors. In the event of prolonged absence (two weeks or more for a fifteen-week class) due to illness, both the Vice President for Academic Affairs and Vice President for Student Affairs should be notified. Upon their return to class, students are responsible to contact the instructor and to make up all course work.

Students who observe any major religious holidays that will interfere with a class schedule should speak with their instructors no later than the add/drop period of the class in question.

### Nursing

Nursing students are required to attend clinical/community laboratories, as per the Ohio Board of Nursing. The full policy regarding attendance requirements for Nursing students may be found in the Nursing Handbook.

### Education 4+1 Bridge

Education 4+1 bridge candidates are required to participate in fieldwork. Additional information about attendance may be obtained from the Education faculty.

### UCAP

Due to the accelerated nature of the program, UCAP classes have stricter attendance policies than do 15-week classes. UCAP students are expected to attend all classes. Absences due to emergency situations will be dealt with on a case-by-case basis by the instructor. Additional information about attendance may be obtained from the UCAP office.



## ACADEMIC POLICIES AND PROCEDURES

### Online Courses

Attendance in an online course means regular weekly participation in discussion boards and other online course-related activities. Failure to participate in any given week is viewed as an absence.

### ATHLETE MISSED CLASS POLICY

- All student-athletes are expected to attend all classes.
- All student-athletes are expected to provide their instructors at the beginning of the semester with a list of game dates on which they need to leave class early or not attend class that day. Games and tournaments are the only excuses for student-athletes to miss class. Student athletes are not excused for practices. Any changes to these dates must be reported immediately to the instructor.
- Students are responsible for obtaining information and for completing any assignments given.
- If assignments were due the day, they missed class, the assignments should be turned in prior to their leaving for the contest.

A faculty member with questions about the policy should seek clarification with the School Dean, the Faculty Athletic Representative, or the Athletic Director.

### SCHOOL CLOSING POLICY

In the event of extreme weather conditions or other emergency situations, including power or water outages, the decision to cancel classes and/or close the college will be made by the Vice President for Academic Affairs in consultation with the President.

Decisions to close the College will be made and communicated as follows: ALL-DAY Closings, including both Day and Evening sessions will usually be announced by 6:00 a.m. EVENING Closings will usually be announced by 2:00 p.m. Every attempt will be made to give at least two hours advanced notice of closings or delays. Sources for official announcements: Phone - 440-449-4200; Internet - [www.ursuline.edu](http://www.ursuline.edu); URSAAlert, TV and Radio - Most Cleveland radio stations and all local TV stations.

If classes on campus are canceled, faculty members will still expect students to make up the work for the classes missed. Instructors should let students know how they will be contacted, either through D2L or by email, to continue instruction. If the internet connection goes down, instructors will ensure that the hours missed will be made up in some other way.

Everyone is advised to use their own judgment for their personal safety.

### CLASSIFICATION OF STUDENTS

A **full-time student** is defined as someone who carries a minimum of 12 semester credits. A course load of 19 or more hours requires approval from the Office of Academic Affairs and creates additional tuition charges.

## ACADEMIC POLICIES AND PROCEDURES

A ***part-time student*** is one who carries fewer than 12 semester hours.

***Non-degree-seeking students*** are those who register for credit but are not candidates for degrees.

***Provisional students*** are those who have not submitted all requirements for admission to the Office of Admission, including outstanding transcripts, letters of recommendation, and essays. Students may maintain Provisional status for no longer than one semester.

***Transient students*** are students from other colleges who are enrolled temporarily at Ursuline College.

***Conditional students*** are those who are limited to 12-13 credit hours during their first semester at Ursuline College. If they earn a 2.0 GPA during their first semester at Ursuline, they may enroll in no more than 16 credits during the second semester. Otherwise, they will be limited to 12-13 credit hours during the second semester as well.

***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.

### Class Standing

Class standing is based on total credit hours earned. It does not include currently enrolled in coursework. Class standing is updated at the end of each semester after the official date grade post according to the academic calendar.

- Freshman: fewer than 25 credits earned
- Sophomore: 25 to 54 credits earned
- Junior: 55 to 84 credits earned
- Senior: 85 or more credits earned

### Concurrent enrollment

Matriculated students who are in good academic standing may, in certain cases and with prior permission, take courses at other institutions during the regular semester or in the summer. However, these courses will not be accepted for credit unless the student has completed a Transient Student Form that includes a signature of approval from the School Dean or Vice President for Academic Affairs. The Transient Student Form must be completed prior to enrolling in the off-campus course. In order for the course(s) to be accepted for credit at Ursuline College, students must earn a grade of "C" or better. (A grade of C- does not transfer.) Ursuline students who have received approval to enroll in courses at other accredited colleges and universities are responsible for having an official transcript of their course work sent to the Office of the Registrar upon the completion of their academic work. In the semester prior to expected graduation, students may not take transient courses.

## ACADEMIC POLICIES AND PROCEDURES

### DEVELOPMENTAL COURSES

Ursuline College has developed courses to assist students to enhance their opportunities for success, if prior testing, grades, or placement tests have indicated the need.

#### Support Courses

Ursuline College offers a Mathematics course that is designed to help students succeed in reaching professional and personal goals, regardless of past experience in the traditional classroom environment. On the basis of placement exams, ACT/SAT scores, or grades in college courses, students **may be required** to enroll in this course in their first and/or second semester:

#### **MAT 100 Basic Algebra**

- High school seniors with a Mathematics ACT score 20 or below and/or a Mathematics SAT score 519 or below are required to take MAT 100.
- Transfer students who have not completed any college credits (grade of C or higher) in a math course that is equivalent to MAT 100 or higher are required to take a placement test in math. The decision about whether or not a student will take MAT 100 will be based on the placement test results.

Students who are required to take **MAT 100** must complete the class before enrolling in the required math class (i.e., MAT 100 must be passed before the student takes the math required of all students, MAT 125, or MAT 212, or MAT 131). If the course is not passed, it must be repeated at Ursuline College. MAT 100 must be passed in two attempts. Students will not be permitted to return to Ursuline College if this course is failed twice.

**MAT 100** is graded, not a Pass/No credit course.

This course will be counted toward a student's semester credit hour load, including financial aid requirements. This course will also count toward the 120 credit graduation requirement.

### DISMISSAL FROM THE COLLEGE

The College reserves the right to dismiss any student for failure to meet the Academic Standards of the College (Academic Suspension) and/or for any violation of Institutional Rules of Conduct (disciplinary Dismissal). For further information regarding dismissal, please consult the Vice President for Academic Affairs or Vice President for Student Affairs.

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

## ACADEMIC POLICIES AND PROCEDURES

Please consult the Vice President for Student Affairs, other sections of this *Catalog*, and *Student Handbook* for additional information on the grounds for dismissal and the process by which dismissal decisions are made.

### DISSECTION POLICY

At Ursuline College dissection is not required in any class or laboratory. Alternative assignments are given to students who object to dissection.

### FINAL EXAMINATIONS

Final examinations are scheduled during the last week of the semester. Unexcused absence from a final examination **may result in** a failure in the course. An excused absence, authorized by the faculty member for a serious reason such as severe illness, is recorded as an Incomplete. Faculty members establish deadlines for making up the exam; in no case will the deadline extend beyond mid-semester of the next 15-week semester.

### GRADES

#### Grade Reports and Midterm Grades

During the semester, grades can be accessed through the Desire2Learn gradebook. Midterm warnings are given to all students who at midterm are receiving a grade of C-, D+, D, D-, or F for work completed up to that time. Final semester grades can be accessed online through the College website's student portal, MyUrsuline.

## ACADEMIC POLICIES AND PROCEDURES

### Grading System

Grades are valued in quality points on a 4.0 scale:

GRADE	PERCENTAGE	QUALITY POINTS
A	95 - 100%	4.0
A-	91 - 94%	3.7
B+	88 - 90%	3.3
B	85 - 87%	3.0
B-	82 - 84%	2.7
C+	79 - 81%	2.3
C	76 - 78%	2.0
C-	72 - 75%	1.7
D+	69 - 71%	1.3
D	66 - 68%	1.0
D-	61 - 65%	0.7
F	Below 61%	0.0
I	Incomplete	
P	Passing, not counted in GPA. P represents a grade of C or higher	
PA, PB, PC	Passing, not counted in GPA, but performed at A, B, or C grade level.	
NC	No Credit	
W	Withdrawal with permission before last date to withdraw according to the Academic Calendar, occurring when 75% of course is complete.	
NR	Not reported	
R	Repeated Course, Forgives GPA	
AD	Audit	
IP	Transfer work in progress	
WIP	Current coursework in progress	

### Incomplete Grades

At the discretion of the faculty member, students may be given grades of Incomplete in one of only two specific situations. A grade of Incomplete may be given to students who have an excused absence from the final exam. An Incomplete may also be given to students who, **after the final date to withdraw from a course**, experience a serious problem, such as severe illness, and for that reason are unable to complete the final work of the course. In that situation, students may be given an incomplete **only if all** of the following conditions exist:

- The student failed to complete some portion of the required course work due to an emergency.
- The student successfully completed previous assignments with a passing grade.
- The student can complete the missing work without further class attendance.

Faculty establish deadlines for completing missing work; those deadlines will generally not extend beyond midterm of the next 15-week semester. (Will not extend beyond three

## ACADEMIC POLICIES AND PROCEDURES

weeks for UCAP students.) *Applications for Extension of an Incomplete* must be completed by the faculty member teaching the course and must provide clear rationale and the date by which coursework is due. Students who fail to complete the missing work and have not received approval for an extension will receive a grade of *F*.

### Extension of an Incomplete

- Ordinarily, a course for which an Incomplete is approved must be completed by the end of midterm break the following semester. If an extension is approved, the course must be completed within one academic year from the end date of the semester or UCAP term during which the course was first taken.
- A student carrying more than six credits of Incomplete or Incomplete Extension at any given time cannot register for additional credits until the incomplete credits are resolved.
- The instructor must obtain approval of the Dean of the respective School and the VP for Academic Affairs when a student requests an Incomplete Grade Extension.
- Instructors must notify advisors when giving a grade of Incomplete or an extension of a grade of Incomplete.

Students who have applied to graduate but receive a grade of *Incomplete* may not participate in commencement ceremonies unless they have agreed to complete their coursework by the end of August. The diploma will not be issued until after all the coursework is completed.

### Pass/no credit courses

To encourage students to explore new areas and broaden their interests, sophomores, juniors, and seniors have the option of taking six courses during their studies under the Pass/No Credit System. They must be elective courses outside both the Ursuline Core and the student's major and, in the case of nursing students, outside the required natural and behavioral sciences courses. Students may take one course per semester on this option.

Students who wish to make use of this option must acquire the approval of their academic advisors.

The grade P (Pass) is recorded for work meriting letter grades of A, A-, B+, B, B-, C+, or C. The P credit is counted as hours toward the degree but will not be used in determining the cumulative grade point average. The grade NC (No Credit) is recorded for C-, D+, D, D-, or F work.

A student enrolls for the Pass/No Credit option at the time of registration. A student who registers for a course either for a letter grade or for the Pass/No Credit option may change the option (either way) at any time before 50% of the course has been completed. A student who takes a course on the Pass/No Credit option has the same assignments and responsibilities as those who are taking the course for a letter grade.

## ACADEMIC POLICIES AND PROCEDURES

### FIRST SEMESTER GRADE FORGIVENESS POLICY

Ursuline College recognizes that new freshmen may experience unexpected challenges during their first semester in college as they transition to the new environment. The First Semester Grade Forgiveness Policy, in the tradition of the Ursuline College Mission and Values, offers students a second chance for success.

Any student that earns less than 76% on the undergraduate scale (C-, D+, D, D-, or F) in a course during their first semester at Ursuline can apply to have the grade converted to No Credit (NC) The student will work with their academic advisor to discuss options and start the forgiveness request process.

#### Criteria:

- The student must be a first term Ursuline undergraduate student attending a higher education institution for the first time after high school graduation. CCP, AP, military and CLEP credits do not count as prior college attendance.
- The forgiveness policy requires the student to attend Ursuline College and complete the following semester.
- The forgiveness policy cannot be used to remove grades given for reasons of academic integrity violations.
- The policy does not apply to second degree seeking students.
- An Ursuline student who is returning after an absence may petition the VPAA to convert any grade from their first semester at Ursuline to NC.

#### Grade forgiveness process and details:

- The student completes and submits the First-Semester Grade Forgiveness Request form. The form requires the academic advisor's support and approval.
- The application deadline is prior to the last day of the next enrolled semester, as published on the Academic Calendar.
- Students can request to change up to 3 classes to NC.
- A NC grade does not earn credit hours nor calculate in the term or cumulative grade point average. Consideration should be given to potential consequences for changes from a grade that has earned credit (C-, D+, D-). Examples include athletic eligibility, financial aid, satisfactory academic progress (SAP), and any program-specific policies.
- The grade of NC will show on the student's academic transcript. If the course is retaken in the future, it will not be counted as a repeat according to the Repeating Courses policy in the academic catalog.
- Once approved and processed, the NC grade will not be converted back to the original grade.
- NC grades posted as part of the First-Semester Grade Forgiveness policy are not considered an attempt.

## ACADEMIC POLICIES AND PROCEDURES

- This policy does not apply to BSN (NR), Social Work (SW) designated courses, or override any specific program requirements.
- NC grades posted as part of the First-Semester Grade Forgiveness policy will not be considered in the Latin Honors calculation at graduation. They may, however, be considered when determining the valedictorian and salutatorian at the time of graduation.

### GRADUATION REQUIREMENTS

- A minimum of 120 credit hours is required for Bachelor of Arts or Bachelor of Science in Nursing degrees. For 4+1 bridge education candidates, additional credits beyond 120 may be required depending upon the major and the intended licensure area.
- A GPA of 2.0 in the major and a cumulative GPA of 2.0 in all work completed at Ursuline. Certain programs may have more stringent GPA requirements.
- A minimum of 30 credit hours must be completed at Ursuline, as well as half of the credit requirements for the student's major.
- Prior Learning Assessment (CLEP examinations, department test-outs, portfolio-based assessment, military, and workplace training cannot be counted as part of the 30-hour minimum residency requirement.)
- Completion and submission of all CLEP Test scores and Prior Learning Assessments are required prior to the last semester before graduation. Generally, this means an October deadline for students graduating in May.
- Successful completion of all requirements for an academic major as described in the catalog under which the student matriculated.
- Successful completion of the Ursuline Core curriculum.
- Certification by the academic advisor and the Registrar's Office.
- Satisfaction of financial obligations to the College, including tuition, graduation processing fee, and library fees/fines.

### Graduation: Conferral of Degree

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



## ACADEMIC POLICIES AND PROCEDURES

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 proceeding January, in May, or who have specific plans in place for the proceeding 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>.

### Reordering Diplomas

Information about the process of reordering a copy of a diploma is available by emailing the Registrar's Office at registrarsoffice@ursuline.edu. Diplomas must be ordered either in person by the graduate, or the graduate must submit a signed, written consent form.

### Multiple Degrees

Ursuline students may pursue more than one major simultaneously while they are enrolled at Ursuline. If those majors lead to different undergraduate degrees, including Bachelor of Arts and Bachelor of Science in Nursing, the student may receive more than one degree, and will receive more than one diploma. However, if both majors lead to a Bachelor of Arts degree, only one degree and one diploma are awarded.

### Academic Awards

In recognition of outstanding accomplishment, the College annually confers a series of awards. Among them are the following awards for graduating seniors:

**Academic Achievement Award:** This honor is presented by the College to the graduating senior with the highest average based on credits taken at Ursuline College.

**Kappa Gamma Pi Award:** The Kappa Gamma Pi Award, the National Honor Society for Catholic graduates of Catholic colleges is presented to graduating seniors selectively chosen based on cumulative GPA of 3.5 or above, for their participation in volunteer work on and off campus, and demonstrated leadership in campus activities.

**Gonzaga Medal:** The Gonzaga Medal is awarded to a graduating senior considered to best exemplify the personal qualities of refinement, dignity, integrity and sincere concern for others.

**St. Catherine Medal for Student Achievement:** The St. Catherine Medal is awarded to a member of the junior class for leadership and service both on and off campus.

**Sr. Dorothy Kazel, OSU, Award for Community Service and Social Justice:**

The Sr. Dorothy Kazel, OSU Award, is given to a graduating senior who demonstrates a commitment to serving the community and promoting social justice.

## ACADEMIC POLICIES AND PROCEDURES

**Sr. Diana Stano, OSU, Ph.D., Award for Excellence in Academics, Leadership, and Service:** The Sr. Diana Stano, OSU, Ph.D. Award is given to a graduating senior who demonstrates excellence in academics, leadership, and service.

**UCAP Alpha Sigma Lambda Honor Society Award:** Alpha Sigma Lambda Honor Society Award recognizes the special achievement of graduates who accomplish academic excellence while balancing family and work.

In addition, there are several honorary societies as well as departmental awards recognizing graduating seniors.

### Internships

Academic Internships are typically project-oriented experiences in the student's program of study, lasting one semester. Students are supervised on-site by an employee as well as a faculty advisor, who assigns a grade upon completion of the experience. Each internship is designed to suit the academic needs of the student as well as the practical needs of the participating company or organization. Students must have a job description that is approved by the faculty advisor and develop learning objectives that are relevant to their academic program. One academic credit is earned for each 40 hours worked at the internship. Students typically earn three credits per semester and may be eligible to earn up to six internship credits, not necessarily at the same internship site. Interns are typically juniors and seniors.

Although not required in every program, all students should consider completing an internship in order to apply theory to practice and to immerse themselves in a workforce environment that may mirror their career choice at graduation. Students should begin pursuing an internship at least three to six months prior to the beginning of the semester in which they wish to participate in the program. In order to ensure that all students interested can take part, all paperwork must be completed prior to the final semester of their senior year. Special circumstances will be considered by the dean and chair of the specific department.

Prior to beginning an internship, a letter of agreement is signed by the student, the employer, the faculty member and the Coordinator of Experiential Education to solidify the academic relationship between the student, Ursuline College, and the employer. A handbook covering all rules, regulations and expectations regarding Experiential Education options at Ursuline College are available on the Counseling and Career Services website.

### President's and Dean's Lists

Full-time students (those carrying a minimum of 12 semester credits at Ursuline College) who attain a 4.0 semester grade point average and have no incompletes or NC grades due to forgiveness will be listed on the President's List. Developmental courses will not be included in the 12 full time credits required for President's and Deans' lists.

## ACADEMIC POLICIES AND PROCEDURES

Students who attain a 3.50 to 3.99 semester grade point average and have no incompletes or NC grades due to forgiveness are eligible to be listed on the Dean's List.

### Academic Honors

Honors are conferred at graduation on those students who have a cumulative quality point average of at least 3.50.

#### Graduation honors are awarded as follows:

- Cum laude.....3.50
- Magna cum laude.....3.70
- Summa cum laude ...3.90

To be eligible for graduation honors, a student must earn at least 43 credit hours at Ursuline College, all of which must be earned through courses taken for letter grades. "Pass" grades do not count.

### Departmental Honors

Departmental honors may be possible. Earning this distinction may consist of the completion of a special project such as research, a thesis, taking one or more courses designated by the department, or a combination thereof. Students should consult with their deans, department chairs, or program directors for specific information as to the availability of honors in their majors and for specific requirements.

## PRIOR LEARNING ASSESSMENT/ALTERNATIVE CREDIT OPTIONS

Ursuline College allows students to pursue college credit outside the traditional classroom setting through alternative credit options. In keeping with Ursuline's personal approach to education, the College recognizes the unique experiences of each individual by providing students the opportunity to receive credit for what has already been learned.

Prior Learning Assessment/Alternative Credit options include: Portfolio-Based Assessment (PBA), Military and/or Workplace training credits, Ursuline College Test-outs, and CLEP testing. A student is eligible to earn a total of 43 alternative option credits and may use any or all of these options combined to do so; however, they may only earn a maximum of 20 credits through the PBA and Military and/or Workplace training options combined. Students must complete alternative credit options **before** their last semester of attendance.

### College Level Examination Program (CLEP)

Ursuline College permits students to earn credit by taking some subject exams through the College Board's College Level Examination Program (CLEP) in subjects for which the student has not received Ursuline College credit. CLEP is a national, standardized testing program. Students take the exams at an authorized CLEP testing site and have their reports sent to Ursuline College. Preparation for these exams is entirely independent, although study guides are available in the Besse Library and on the CLEP website. Students earning the minimum required exam score of 50 (roughly equivalent to 70%)

## ACADEMIC POLICIES AND PROCEDURES

are granted credits based upon the recommendations of the American Council on Education

Students must check Ursuline's approved list of CLEP exams; not all are accepted.

Students must register to test on The College Board website:

<https://clep.collegeboard.org/exams> and pay a fee to The College Board. When registering to make a testing appointment, students must have Ursuline's CLEP College Code, 1848, in order to have the results sent to the College. Additionally, Ursuline College must be selected as the score recipient when the test is actually taken. If the students pass the exam, they must pay a fee of \$10 to have the grade officially transferred to their record. Students who do not pass a CLEP test the first time may take it a second time but must wait 6 months before doing so. The Library continues to purchase and circulate materials to prepare for the CLEP exam.

### Test-Outs

As a validation of prior learning, Ursuline College also offers students the option of taking challenging exams based on specific catalog courses. Students who took a similar course at a non-accredited institution, or who took a course that did not transfer, or students who have substantial knowledge in a particular subject may apply to take a test-out under the terms and procedures described below. Specific regulations regarding test-outs are as follows:

- The department chair, or their designee, is responsible for recommending courses in which test-outs are appropriate, determining a student's eligibility for test-outs, designing tests and assigning grades for all tests given for that department.
- In order to test out of a course, a student must have previous knowledge in that field or have taken an appropriate course for which credit has not been given.
- All currently enrolled, degree-seeking students are eligible to test out of authorized catalog courses for which test-outs are available.
- Portfolio Based Assessment credit should be given, rather than test-out credit, for learning that is based on an individual student's experience rather than knowledge of a particular course's content.
- Most test-outs are multiple-choice.
- Students are not permitted to take a test-out in their final semester.
- A study guide is often available through the department in which the course is offered. Some study guides can be found on the Ursuline College website under Alternative Credit Options.
- Students register for test-outs at the same time and in the same manner that they register for classes:
  - At registration time the test-out is listed with other courses on the registration form. A test-out is listed by course number followed by T88 in the section column, e.g., PS 230 T88.
  - After the initial registration, should a test-out be added to the schedule, the student completes a course change form and adds the test-out course number followed by T88.

## ACADEMIC POLICIES AND PROCEDURES

- All test-out grades are officially shown and reported to the student and to the Registrar on a Pass/No Credit basis. Pass is awarded if the student earns a “C” (76%) or better.
- No report will be made if the student does not complete the test-out or does not achieve a grade of at least C. These will automatically be dropped from the student’s record prior to the end of the semester. A processing fee is charged, however.
- Students taking test-outs will be assessed \$35.00 per credit hour on the tuition bill. Payment is made in the same manner as for courses taken. Should a student not take the test or not complete it successfully, the payment, less \$15, will appear as a credit on her/his tuition account (providing payment was made previously).
- Test-outs can only be attempted once; they may not be repeated.

Test-outs are administered through the Testing Coordinator’s office, ext. 6080.

### Portfolio-Based Assessment (PBA)

Any student who is currently enrolled and has successfully completed at least one semester/term at Ursuline College is eligible to apply for credit through Portfolio-Based Assessment, which may be defined as learning that has occurred outside of the traditional classroom setting, for which the student has not received previous college credit. Credits earned through the portfolio assessment are applied toward elective credit hours and cannot replace major or Ursuline Core requirements. However, if the department chair determines that a student’s work experiences duplicate a course requirement, s/he may allow the student to complete a portfolio to earn the credit for that course. When this is the case, the department chair must complete a course substitution form and may require an additional course.

To begin the process of Portfolio-Based Assessment, the following criteria must be met:

- The learning must be equivalent to college-level instruction, measurable, and verifiable.
- Students must have a cumulative GPA of at least 2.0 at Ursuline College.
- Students must have completed at least one semester or term at Ursuline.
- Students must meet with their academic advisor to determine how portfolio credit will fit into their degree program.
- Students must meet with the Coordinator of Alternative Credit Options.

A faculty evaluator with expertise in the area about which the student is writing is identified, and the student meets with him/her for permission to proceed. A \$100 non-refundable registration fee is required of all students pursuing this option. This fee is applied to the credit hour fee if/when the credits are awarded. Students are not guaranteed a certain number of credits before the evaluation process. Students are assessed a \$100 per-credit-hour fee, based upon the number of credit hours awarded for the project. Students must submit the portfolio for evaluation within one calendar year of the date they completed the registration process. Credits earned through portfolio-based

## ACADEMIC POLICIES AND PROCEDURES

assessment must be posted to the student's permanent record before s/he registers for his/her final semester of classes.

NOTE: Students may earn a combined total of 20 credits through Portfolio-Based Assessment, Military and/or Workplace Training Credit.

### Military Credit

In order for a student to receive credit for military training in the Army, Navy, Marine Corps, and Coast Guard, the student must have a JST (Joint Services Transcript) that can be accessed by the college registrar. For Air Force military transcripts, the USAF, through the Community College of the Air Force (CCAF), provides a transcript detailing ACE recommended credit. Both these transcripts are reviewed, and credits are awarded by the college based on the American Council on Education (ACE) recommendations posted on the transcript. Credits cannot replace Ursuline Core requirements but may be used as elective credits. If the department chair determines that a student's military training duplicates a course required in the major, s/he may approve that training to replace the course. When this is the case, the department chair must complete a course substitution form and may require an additional course in the major. All Military Training credits must be posted to students' permanent records before they register for their final semester of classes. No posting fee is required.

NOTE: Students may earn a combined total of 20 credits through Portfolio-Based Assessment, Military and Training, and/or Workplace Training Credit.

### Workplace Training Credit

In order for a student to receive credit for a formal training experience, it must first be reviewed by the American Council on Education's College Credit Recommendation Service- (ACE) or National College Credit Recommendation Service (NCCRS). A student must provide the College with an official ACE or NCCRS transcript in order to receive credit. Credit earned through this method may be used for elective credits only and cannot be used to replace major or core curriculum requirements. The credits are reviewed and accepted the same way transfer credits are from any accredited college or university if the student supplies the ACE or NCCRS transcript at matriculation. If the student submits this transcript after matriculation, the student is assessed a \$10 fee per course to post the credits to the transcript. All ACE and NCCRS credits must be posted to students' permanent records before they register for their final semester of classes.

NOTE: Students may earn a combined total of 20 credits through Portfolio-Based Assessment, Military and/or Workplace Training Credit.

## ACADEMIC POLICIES AND PROCEDURES

### Escrow Credit

Registered nurses (RNs) who choose to attend Ursuline College to receive a Bachelor of Science in Nursing may receive credit hours, known as Escrow credits, for work done at the institution through which they earned their RN under the following conditions:

- The student provides documentation that s/he completed the program with satisfactory grades.
- The student provides proof of the RN license.
- The student completes 20 credit hours at Ursuline College with a minimum GPA of 2.5 in those 20 credits. Twelve of those hours must be in the Ursuline Core Curriculum.

Please refer to the most current edition of the BSN Handbook for more information.

### Service Learning Credit

The Service Learning Credit program at Ursuline College promotes awareness of community needs and builds in its students a commitment to serving people in their communities. The Service Learning Program is an experiential education opportunity that provides the link between the classroom and civic engagement. It allows students to gain academic credit for volunteer service done in conjunction with their academic courses.

### Benefits

While helping the student to develop a spirit of service, the service learning program also allows students to recognize and develop an appreciation for their contribution to society, identify and reflect on the complexity of the real world, and supplement their learning.

### Academic Policy

- Students are allowed to earn one free service learning credit per year, up to a maximum of four credits that count toward the 120-hour graduation requirement.
- Credits must be in three different areas of study.
- Service learning credits must be tied to an existing course and can be added to the course with permission from the faculty instructor of the course.
- Projects done at the Service Learning site make up part of the grade for the one Service Learning credit, not the grade for the course. Students must work a minimum of 30 clock hours for a single academic credit.
- The service learning credit is given a grade of Pass (P) or No Credit (NC).
- Students must complete an Application for Service Learning Credit.

### Tuition for Credits

There is no tuition charge for the Service Learning credit.

## ACADEMIC POLICIES AND PROCEDURES

### Service Learning Manual and Application

The Service Learning Manual and Application can be found on the Campus Ministry Web Page of the Ursuline College Web Site at [www.ursuline.edu](http://www.ursuline.edu).



## REGISTRATION

### REGISTRATION

Registration is held prior to the beginning of each term. After meeting with an Academic Advisor and planning an appropriate schedule, the student may register for classes as stated in the Schedule of Classes each semester.

### AUDITING COURSES

Students may audit a course by registering for audit status at the time of registration. Audited courses will be identified by an AU on the transcript and will not be counted toward the requirements for the degree. Students may receive credit for a course that was designated as audited if they change from audit to credit status before 50% of the course has been completed. This must be done through the Registrar's office.

### COURSE CANCELLATION

The college reserves the right to limit the enrollment in any course and to cancel any course for which there is insufficient enrollment.

### COURSE DELIVERY SYSTEMS

Ursuline College provides a variety of options, including the traditional semester format, the Ursuline College Accelerated Program (UCAP) format, online courses, and hybrid courses. Not all options are available in all majors. Please refer to specific degree programs to determine delivery options.

**Traditional Semester Format:** Courses meeting the requirements of a degree program are offered in the conventional semester format including fall, spring, and summer.

Courses are offered during the day and evening typically in 15-week semesters.

**Online Courses:** Ursuline College offers online and hybrid (partially online; partially face-to-face) courses in a variety of departments each semester. Check the semester schedule to see online offerings for that term.

**Ursuline College Accelerated Program (UCAP):** UCAP provides working adults the opportunity to complete a degree in a completely online, accelerated format. UCAP courses are offered in 5, 7, 10, and 15-week terms. There are nine consecutive 5-week sessions offered each year. Students have step-in and step-out flexibility with this option. Please note that there are specific admission requirements for the UCAP program and accelerated courses can only be taken by students in the traditional programs with permission from their academic advisor, the dean of the school their program is in, athletic director (if athlete) and the UCAP Director.

## REGISTRATION

### SEMESTER HOURS

Traditionally, a semester hour of credit is the successful pursuit of a course requiring one hour (fifty minutes) of class time per week for a semester. A minimum of one double period in a science laboratory or applied arts studio is recorded as one credit hour.

In programs in which classroom time varies from the traditional format, such as hybrid and online courses, credit hours will be granted based on completion of course goals equivalent to those existing for classroom-based formats.

### CREDIT HOUR LOAD

The normal full-time student load is 12-18 hours of credit per semester. No full-time degree candidate may carry less than 12 hours per semester. Certain scholarship recipients must carry 14-16 hours per semester. An upper-class student of superior ability may carry more than 18 hours with the permission of the Vice President for Academic Affairs.

UCAP students are strongly advised to take one course every 5 or 10-week session. If a student wants to double-up or take classes concurrently, two classes per 5 or 10-week session, s/he must maintain a grade point average of 3.5 and have permission from his/her academic advisor and college dean.

### CROSS-REGISTRATION

Full-time students at Ursuline who are in good academic standing (cumulative GPA of 2.0 or higher) may cross-register for one course per semester at any of the other cooperating area institutions and pay Ursuline College tuition. Admission is granted on a space-available basis during the academic year only. Under this program, transfer credit is granted for courses taken at Baldwin-Wallace University, Case Western Reserve University, Cleveland Institute of Art, Cleveland Institute of Music, Cleveland State University, Cuyahoga Community College, Hiram College, John Carroll University, Kent State University, Lake Erie College, Lakeland Community College, Lorain County Community College, Notre Dame College, Oberlin College, and the University of Akron. Cross registration forms are available in the Registrar's Office.

Once students matriculate at Ursuline College, they may not take courses at other institutions with the intention of substituting them for Ursuline Core Curriculum core or distribution courses.

### INDEPENDENT STUDY COURSES

**Catalog Courses Taken Independently:** Under special circumstances and for compelling reasons, students may take a regular catalog course independently. A *Catalog Course Taken Independently Form* must be submitted to the Registrar with

## REGISTRATION

appropriate signatures, including the school dean and the faculty member teaching the course.

**Independent Study:** Independent Study courses are directed study and research on selected topics that are not offered as catalog courses. Approval of the department chair is required. Students must have sophomore standing in order to register for an independent study. An Independent Study Form must be completed and submitted to the Registrar before registering for the course.

### REPEATING COURSES

A student who receives a grade of “C” or lower in a course or courses taken in any prior semester at Ursuline may elect to repeat the same course(s). The letter “R” will replace the original grade on the official transcript. The new grade, hours earned, and quality points earned in the repeated course are then recorded and used in the computation of the GPA. The original course **and** the repeated course appear on the transcript, but only the repeat course is used to calculate the GPA. A course may be repeated only once, and no more than a total of four courses may be repeated. All repeated courses must be taken at Ursuline College. Some departments also limit the number of times a student may attempt the same course.

### TRANSIENT COURSEWORK

Students wishing to take a course or courses at another college or university after matriculating at Ursuline College must fill out a Transient Student Form and obtain the approval and signature of their advisor and the dean. Only students who are in good standing are eligible to take transient courses. No courses from the core curriculum may be taken at other colleges after matriculating at Ursuline. Students must achieve at least a C in a course for it to be accepted in transfer. (C- will not be accepted.)

### WITHDRAWAL FROM A COURSE

During the first week of the semester students may drop courses with the approval of their advisors. Students who officially withdraw from courses within the first week of the semester will not be given a grade of *W* for the course; the course will not appear at all on the transcript. Withdrawal after that time will be designated as a *Withdraw (W)* on the permanent record.

Students are considered enrolled in a course until they have completed all of the prescribed withdrawal procedures. It is the student’s responsibility to withdraw officially from a course. Students who wish to withdraw from a course must:

- Obtain a Course Change form from the Student Service Center.
- Complete the course change form and obtain the required advisor’s signature.

## REGISTRATION

- Return the completed Course Change form to the Service Center. The withdrawal date will be the date the Course Change form is received by the Student Service Center.

Students who withdraw from a course without following all of the proper procedures will not be considered officially withdrawn and will receive the grade of F for the course.

In nursing courses, a withdrawal is considered an “attempt.” A student may “attempt” the same nursing course twice. “Attempt” means: take a course for credit, repeat the course, and/or register for the course and withdraw from it.

### UCAP Course Withdrawals

Students must withdraw from a class prior to the 75% of the session date, as detailed in the academic calendar. Withdrawing from a class may affect a student’s financial aid award. Students who fail to withdraw according to the guideline listed above will not receive a withdrawal grade of “W,” but will receive the grade that they have earned in the course.

## WITHDRAWAL FROM THE COLLEGE

Students withdrawing from the College during the course of a semester must complete a Withdraw from the College Form at <https://ursulinecentral.etrivee.cloud/#/form/22>. Failure to comply with this policy will result in the grade as earned being posted for all courses in which the student remains enrolled. All students who withdraw, either during a semester or at its conclusion, must meet with the Student Success Coordinator.

Students who withdraw from Ursuline College must attend within two years of the withdrawal date in order to maintain the status held at the time of withdrawal. Students who return after being away for 2 years or longer, will be required to reapply to the institution and complete the curricula in place at the time of their return.

Additional restrictions may be placed on students withdrawing from the nursing program.

## SECOND DEGREES

Ursuline College permits students who already have a baccalaureate degree to complete a second degree without earning another full set of credit hours. The following policies govern second degrees:

A student who 1) holds a Bachelor’s degree, 2) received the degree from a college other than Ursuline, and 3) wants to pursue a BA degree from Ursuline, must complete the following requirements:

- All course work in the academic major, at least half of which must be taken at Ursuline
- UC 401 Capstone Seminar
- A 300 or 400-level Philosophy course that fulfills the Ursuline Core requirement in Philosophy OR a 300 or 400-level Religious Studies course that fulfills a Religious Studies requirement. \*

## REGISTRATION

- The 30-credit residency requirement and all other criteria found in the Graduation Requirements section of this catalog

Students who have been awarded one Ursuline Bachelor's degree and return to seek a different Bachelor's degree are required to complete only requirement 1 above.

Students who have a Bachelor's degree from another college or university and wish to pursue a BSN degree from Ursuline, must complete the following requirements at Ursuline College:

- All courses in the current program of studies, half of which must be completed at Ursuline. This includes PH 260 Bioethics.
- UC 401 Capstone Seminar

\*NOTE: Generally, distribution courses in Religious Studies and Philosophy must be taken at Ursuline College. Students who have passing grades for Religious Studies and Philosophy courses from other colleges may apply for an exception to this policy and will be considered on a case-by-case basis.

## 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 CREDITS

Credits will be accepted in transfer by Ursuline if earned at a college or university that has been accredited by one of the following recognized regional accrediting commissions:

- New England Commission of Higher Education (NECHE)
- Middle States Commission on Higher Education (MSCHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on College (SACSCOC)

## REGISTRATION

- Western Association of Schools and Colleges Senior College Commission (WSCUC)
- American Council on Education (ACE)
- National College Credit Recommendation Service (NCCRS)

Ursuline also has several formal articulation agreements with institutions, such as the Cleveland State University, Cuyahoga Community College, Lakeland Community College, and Lorain County Community College.

Transfer grades will be accepted in the following manner:

- Grades of C or higher are accepted for transfer credit.
- Grades of C-, D+, D and D- will be accepted when transferred as part of an earned associate degree. Generally, these courses will only be used to satisfy core or general elective requirements. Students wishing to have such courses count in their major must apply in writing to the Department Chair. Departmental accreditation requirements may apply.
- The College will accept up to 20 credits of vocational/technical courses from other institutions; generally, these may be used as general elective credit only. Students wishing to have such courses count in their major must apply in writing to the Department Chair.
- Courses taken prior to students' matriculation at Ursuline may not be used to satisfy Ursuline Core common course requirements (UC designated), but they may be used to satisfy other core course requirements. Once students matriculate, they may not take transient courses at another institution with the intention of substituting them for core courses.
- Students who have earned an Associate degree from a regionally accredited college or university will be eligible to waive up to six credits in the core areas of Art, Art Therapy or Music, Science, History or Political Science, Psychology or Sociology, or Literature. Required courses within a major cannot be waived as part of this policy.

# ACADEMIC INTEGRITY

## ACADEMIC INTEGRITY

### ACADEMIC INTEGRITY POLICY STATEMENT

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

### DEFINITIONS AND EXAMPLES OF VIOLATIONS

**Test-taking violations** occur when students do not do their own work on exams or quizzes. Examples include:

- Copying from someone else's test or letting someone copy from your test.
- Bringing notes secretly into an exam (writing on your hand or desk).
- Supplying, providing, or informing students of test content.
- Using electronic devices, such as text-messaging on cell phones to illicitly bring information into an examination.

**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:

- Downloading of papers or portions of papers from internet sources.
- Submitting portions of other students' papers.
- Directly quoting or utilizing sources or intellectual property without proper citation.
- Purchasing papers for submission.

**Fabrication** occurs when students make up or manipulate information to complete an academic assignment. Examples include:

- Creating citations from non-existent sources.
- Listing sources in the bibliography that were not actually used.
- Taking another student's test or writing another student's paper.
- Making up or manipulating data to support research.

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

### **Other Violations of Academic Integrity**

- Forging documents, records or signatures.
- Falsifying grades.
- Destroying, hiding, or improperly removing library materials, and thereby denying others access to them.
- 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

Ursuline College reserves the right to discipline or dismiss a student who fails to meet the college's academic standards.

Any student who remains convinced of the injustice of a given evaluation may present a formal statement to the Vice President for Academic Affairs, who will ask the Academic Standing and Appeals Board to meet and submit a recommendation. Appeal forms may be obtained in the Academic Affairs Office. This form must be presented within one week after the student's notification of the Dean's recommendation. The appeals process may extend beyond seven weeks only with the written permission of the Vice President for Academic Affairs.



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

### APPEALING A COURSE GRADE

An instructor's evaluation of student performance in an academic area is ordinarily final. Any student who objects to a final course evaluation should consult first with the instructor **within one month** after the end of the semester to determine if an error was made in computing or recording the grade or if other circumstances warrant a change.

If after consultation with the instructor the student remains dissatisfied, she/he should present her/his grievance to the Dean who will make an appropriate recommendation. This step must be taken **within two weeks** of the student's initial contact with the instructor.

If the student is not satisfied with the decision of the dean, she/he may submit a letter of appeal to the Vice President for Academic Affairs. This letter must be submitted **within one week** of the student's notification of the Dean's recommendation. The Academic Standing and Appeals Board will consider the student's request and present a judgment to the Vice President for Academic Affairs. This decision is final and not subject to further appeal.

### APPEALING PROGRAM DISMISSAL

Following the procedures listed above in "Academic Appeals," students may appeal dismissals from programs or majors of the College. The first step of the appeal will be to the program director or department chair; next, to the School Dean; and then to the Appeals Board, as listed above. The decision of the Appeals Board relative to program dismissals is final and not subject to further appeal.

### APPEALING ACADEMIC DISMISSAL FROM THE COLLEGE

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

### APPEALING GRADES FOR CLINICAL EXPERIENCES

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

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### PETITIONS FOR EXCEPTIONS TO POLICIES AND REQUIREMENTS

Exceptions to policies or requirements are rarely made. A student who believes an exception is justified may petition the dean of the program for which the exception is requested and should state exactly what exception is being requested, the reasons for the exception, and the date by which the action must be taken. The student's advisor must countersign the petition, indicating his/her 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.

## URSULINE CORE CURRICULUM

The heart of an undergraduate education at Ursuline College is the Ursuline Core Curriculum.

Three common courses, in conjunction with courses from the School of Arts and Sciences, form the basis of a liberal arts education and serve as the foundation for all undergraduate majors the college offers. The Ursuline Core Curriculum is designed to provide the breadth of a liberal arts foundation, while maintaining a commitment to our Catholic heritage and meeting our mission to offer a **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.

The Ursuline Core Curriculum seeks to develop certain abilities that help students to excel in academics and in life. Seven learning outcomes, supported by five literacies, integrated vertically and horizontally through the core (common courses + distribution courses) and through major requirements, delineate the skills and dispositions expected of every Ursuline College graduate.

### LEARNING OUTCOMES

**Analyze and Synthesize** by examining and distinguishing constituent elements and combining parts or elements into a whole.

**Communicate Effectively** by exchanging ideas, thoughts, opinions or feelings among multiple cultural groups, including one's own, using language, symbols, signs, gestures and engaging in electronic collaboration appropriate for everyday living.

**Demonstrate Intercultural Knowledge** by engaging in behavior that encourages effective relationships in both one-to-one and group situations while respecting intercultural and cultural differences.

**Make Decisions Based on Values** by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful, and true.

**Cultivate Understanding of Human Expression** by integrating individual spiritual, cognitive, and affective responses to experience of the arts.

**Solve Problems** by finding solutions to complex questions or situations that present uncertainty or difficulty.

**Take Responsibility for Society** by accepting the obligation to act in response to unjust or oppressive social situation.

## URSULINE CORE CURRICULUM

### LITERACIES

**Information Literacy** is the ability to access, evaluate, apply, integrate, communicate, and transfer information appropriate to a specific social or disciplinary context. This includes using current, available technology to retrieve, interpret, and present information.

**Qualitative Literacy** is the ability to interpret, identify characteristics, and detect and distinguish among patterns in experience within and across social, historical, religious, and philosophical contexts.

**Quantitative Literacy** is the ability to interact with, interpret, and manipulate patterns, numbers, and data in order to draw logical inferences and develop applications.

**Scientific Literacy** is the ability to design questions, collect and study evidence, and objectively evaluate and apply findings to reassess previous knowledge and assumptions about the natural world.

**Aesthetic/Artistic/Creative Literacy** is the ability to identify and participate in, as well as acknowledge and respond to the technical, emotional, and spiritual qualities of creative human expression.

### COMMON COURSES

The common courses integrate the learning outcomes and literacies of the core curriculum.

All first-degree-seeking students enrolled at Ursuline College must complete the entire core curriculum as described in the *College Catalog*. Any student who has a break in enrollment for four or more semesters must re-apply and complete the core curriculum as described in the current *College Catalog*.

### Course Descriptions

#### **UC 101 First Year Seminar (3)**

UC 101 serves as a rigorous introduction to the Ursuline College experience. This seminar is writing-intensive and requires students to read and interpret challenging texts; offers diversified learning activities that will strengthen students' ability to speak and write effectively; advances leadership skills; and heightens students' sense of social awareness. Semester themes will vary, but course elements will include the following:

- Social relevance and currency
- Experiential learning
- Local/Cleveland/NEO connection

A service learning option is strongly encouraged. The academic focus of the course will be complemented by a series of workshops designed to enhance students' emotional preparedness, a major factor to students' success during their first year of college;

## URSULINE CORE CURRICULUM

“emotional preparedness” is defined as the ability to take care of oneself, adapt to new environments, manage conflict, develop resilience, and build positive relationships.

Prerequisites/Corequisites: All FTFT students bringing in 24 college credits or less unless credits include a first-year seminar/first-year experience.

### **UC 201 Identity, Diversity, and Community (3)**

In keeping with the Legacies of St. Angela Merici, this course approaches all learners through their distinct identities, values, and experiences. St. Angela’s inclusive, democratic approach to spirituality emphasizes looking into the self and to the larger world; her Legacies and the Ursuline mission provide a framework to contemplate the intersection of our individuality with our group identities. Students will investigate and discuss ways by which to access their own backgrounds to help one another achieve greater success and a global perspective.

Prerequisites/Corequisites: EN 123 College Composition and EN 124 College Research or equivalent, and UC 101 First Year Seminar (FYS) or equivalents, OR greater than 24 transfer credit hours earned.

### **UC 401 Capstone Seminar (3)**

This common course of the Ursuline Core is a writing intensive, interdisciplinary course with a focus on Values and Social Responsibility. Seminars will take various approaches to these themes depending on the topic and content developed by course instructors. The course challenges students to take a four-part approach to Values (analysis, consciousness, critique and application) as a way to identify and manage change and to explore potential responses to the personal and collective meanings of Social Responsibility.

## DISTRIBUTION COURSES

The distribution courses provide the breadth of a liberal arts education

DISTRIBUTION COURSE REQUIREMENTS	CREDIT HOURS
EN 123 College Composition (3) and EN 124 College Research (3)	6
Math	3
Art OR Art Therapy OR Music	3
English Literature	3
History OR Political Science	3
Psychology OR Sociology	3
Philosophy**	3
Religious Studies ***	6
Science with a lab	4
TOTAL	34

\*\*PH MUST BE TAKEN AT THE 300-LEVEL OR ABOVE

## URSULINE CORE CURRICULUM

\*\*\*AT LEAST ONE OF THE RS COURSES MUST BE TAKEN AT THE 300-LEVEL OR ABOVE

In order to ensure that students get the breadth of cultural experience in the distribution courses, designations of AM (American), WE (Western), and WO (World) are in place. All students, including transfer students, must take, at minimum, one course in each of these designations.

### TOTAL CORE CREDIT LOAD

Common Courses: 6 – 9

Distribution Courses: 31 - 34

TOTAL: 37 - 43

### CORE TRANSFER POLICIES

#### Common Courses

- Students are expected to complete the 100- level, 200-level and 400- level common courses for the Ursuline Core Curriculum, as placement dictates.
- Students who already hold baccalaureate degrees will be exempt from both the First Year Seminar (UC 101) and Identity, Diversity, and Community (UC 201).
- Students who transfer in 24 or fewer credit hours will complete the First Year Seminar (UC 101). Students who transfer in more than 24 semester hours or have completed a first-year seminar/first-year experience eligible for transfer credit will have UC 101 waived and will begin with UC 201 Identity, Diversity, and Community.
- Courses taken prior to students' matriculation at Ursuline College may not be used to fulfill common course requirements.
- Once students matriculate at Ursuline College, they may not fulfill common course requirements elsewhere by substitution or equivalency.
- Advanced placement courses, alternative credit options (CLEP exams, test-outs, External Learning Assessment, Workplace Training Credit, and independent study activities may not be used to fulfill common course requirements, nor are common course offered independently.

#### Distribution Courses:

- Courses taken prior to students' matriculation at Ursuline College may be used to fulfill Ursuline Core Curriculum distribution course requirements.
- Once students matriculate at Ursuline College, they may not take courses at other institutions with the intention of substituting them for Ursuline Core Curriculum distribution courses.

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- Generally, distribution courses in Religious Studies and Philosophy must be taken at Ursuline College. Students who have passing grades for Religious Studies and Philosophy courses from other colleges may apply for an exception to this policy and will be considered on a case-by-case basis.
- Students may use a passing score on an approved CLEP exam for a distribution course in the Ursuline Core Curriculum.
- Students who have earned an Associate degree from an accredited college or university will be eligible to waive up to six credits in the core areas of Art, Art Therapy or Music, Science, History or Political Science, Psychology or Sociology, or Literature.
- Students with high school Advanced Placement courses equivalent to approved Ursuline Core Curriculum distribution courses may use these courses either to fulfill Ursuline Core Curriculum distribution requirements or for elective credit.
- Alternative credit options (test outs, External Learning Assessment, Work Place Training Credit), independent study activities, and catalog courses taken independently may not be used to fulfill distribution course requirements.

## ACADEMIC PROGRAMS

### ACADEMIC PROGRAMS AT URSULINE COLLEGE

- Africana Studies (Certificate)
- Art and Design (Major, Minor, Bridge to Counseling and Art Therapy)
- Art Therapy (Major, Minor, Bridge to Counseling and Art Therapy)
- Athletic Coaching (Minor)
- Biochemistry (Major)
- Bioengineering
- Biology Programs
  - Biology (Major, Minor)
  - Life Science (Major, Minor)
  - Medical Laboratory Science Major- Articulation with Cleveland Clinic (Major)
  - Applied Science/Biotechnology - Articulation with Lakeland Community College (Major)
  - Biotechnology (Major)
  - Pre-Medicine (Concentration)
  - Biotechnology (Concentration)
- Business Management (Major, Minor)
- Certified Financial Planning (Minor, Certificate)
- Chemical Engineering (Major/MS, 3+2 Articulation with University of Dayton)
- Chemistry (Major)
- Chemistry and Pharmacy (Articulations with Duquesne University and University of Toledo)
- 4+4 Medicine, Dental or Pharmacy Early Acceptance Program (Articulation with Lake Erie College of Osteopathic Medicine [LECOM])
- Developmental Health (Minor)
- Digital Marketing (Minor, Certificate)
- Diocesan Lay Pastoral Ministry (Certificate)
- Education 4 + 1 (Bridge to Master Apprenticeship Program)
- Empowering Women for the GIG Economy (Certificate)
- Engineering (Major/MS, 3+2 Articulation with University of Dayton)
- English (Major, Minor)
- Exercise Science (Major, Minor)
- Fashion Design (Major, Minor)
- Fashion Merchandising (Major, Minor)
- History and Civic Engagement (Major, Minor)
- Humanities (Major, Minor)
- Human Resources Management (UCAP Certificate)
- Interdisciplinary Studies (Major)
- Materials Engineering (Major/MS, 3+2 Articulation with University of Dayton)
- Mathematics (Major, Minor)
- Nursing (Major, Bridge to DNP)
  - Accelerated BSN Program (Second Degree Program)
  - RN to BSN (offered only in accelerated online format, includes dual enrollment with Atech, Lakeland)



## ACADEMIC PROGRAMS

- Nutrition and Dietetics (Major)
- Pre-Law (Minor)
- Pre-Med (Advising Program)
- Project Management (Minor, Certificate)
- Psychology (Major, Minor, Bridge to Counseling and Art Therapy)
- Respiratory Care (Major, 2+2 degree completion program)
- Rust Belt Pathway (Certificate)
- Social Work (Major)
- Sport Management (Major, Minor)
- Trauma-Informed Care (Certificate)
- Women's Studies (Minor)

Ursuline College offers a variety of academic programs to meet the diverse needs of its student body. Some programs such as Music, Philosophy, Physics, Religious Studies and Sociology are not degree programs but offer opportunities for supplemental courses to enrich a student's program of study.

### CERTIFICATES

#### Certificate of Proficiency

Ursuline students may earn a Certificate of Proficiency. These are groups of courses offered in some disciplines that embody the core foundational theory of the field. These programs have fewer courses than a major in the same discipline. See specific programs for course requirements to earn a Certificate of Proficiency.

Students may earn a stand-alone Certificate of Proficiency in the following areas:

- Athletic Coaching
- Digital Marketing\*
- Diocesan Lay Pastoral Ministry (Undergraduate and Graduate)
- Financial Planning\*
- GIG Economy
- Project Management\*
- Trauma-Informed Care

\* Ursuline College offers three high-demand, skill-focused certificates & minors through a partnership with an innovative nationwide consortium of over 75 colleges and universities. Students can now earn a certificate in Digital Marketing, Financial Planning, or Project Management.

The College partnered with Rize, a higher education company that works with the Lower Cost Models for Independent Colleges (LCMC) consortium. Rize/LCMC allows member institutions to adopt high-demand programs that get students ready for careers in the fastest-growing fields.

## ACADEMIC PROGRAMS

### Diocesan Lay Pastoral Ministry Certification

The sixteen-credit core course from Scripture, systematic theology, moral theology and pastoral and ministerial skills required in the Cleveland Catholic Diocesan Program are available through Ursuline College. Certification is granted by the Diocesan Pastoral Ministry Program.

No certificate can be granted without the authorization and signature of the Vice President for Academic Affairs.

## ACADEMIC PROGRAMS AT URSULINE COLLEGE

### PROGRAM NAME: AFRICANA STUDIES CERTIFICATE

#### Program Overview:

The Africana Studies Pathway Certificate provides courses that form the pathway which emphasizes historical and contemporary contributions, research, sociocultural/political by people of African and African American descent. The Certificate gives exposure to the history, and contemporary issues for people of African descent. By completing the pathway, participants will have the dexterity to work across groups, thus making them a valued member of an increasingly diverse work force in educational, health, corporate, non-profit, marketing, as well as many other types of professional sectors. The courses offered threads through our core curriculum, allowing students to earn a certificate and learn about the African diaspora, while completing their core curriculum requirements.

All courses in the certificate count towards the required core and distribution classes. Two of the requirements (EN and MU) are up to the students to select based on their interest and schedule. All students are required to take SO210 offered in the fall. The courses will count for both distribution requirements and the Certificate Pathway, meaning that it will not increase the required courses needed for completion of an undergraduate degree. The Pathway is designed to accommodate as many of the undergraduate majors as possible.

#### Program Learning Outcomes:

Upon graduation, students will possess:

- Grounding in the history and social movements of people of African descent in the U.S.
- Understanding of race, culture, and politics in the U.S. and beyond.
- The ability to communicate a critical understanding of past and present, and the diversity of experiences and cultures of people of African descent.
- The ability to assimilate knowledge by being able to make connections between Africana Studies and other diverse fields.
- The ability to exhibit ethical leadership, community engagement and cultural competence as members of a broader community.
- Understanding of the various ways in which Africana Studies is studied and examined across discipline and fields.

**Department Phone #:** 440-684-6085

**2024-2025 Program Chair:** Yolanda King

#### Certificate Program Requirements:

Successful completion of 18 credit hours, including:

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- SO 210 Africana Studies (3)
- UC 201 Identity, Diversity, and Community (3)
- UC 401 Capstone Seminar (3)
- EN 256 Rustbelt to Revival: Anisfield Wolf (3) OR EN 242 African American Literature (3)
- HI 209 Making Caribbean History (3)
- MU 236 History of Jazz (3) OR MU 240 Black Music in Two Worlds (3)

### Certificate with Honors Requirement:

- Completion of a 3-credit hour, hands-on service learning, internship, or independent study project with a community partner, faculty member or other identified institution.
  - SO 461 Independent Study in African American Issues (3)
  - SO 475 Academic Internship (3)
  - SL 101 Service Learning (3 x 1 credit)

## PROGRAM NAME: ART AND DESIGN

### Degree: Bachelor of Arts

### Program Overview:

The Art and Design program at Ursuline College bridges traditional means of making with contemporary technologies with the intent to produce students that are fully marketable in a variety of creative fields. With special emphasis placed upon the student's development of a working knowledge of traditional materials and concepts combined with emerging trends found throughout the contemporary design field, students enrolled in the program can anticipate a more substantive yet streamlined approach to obtaining their degree in the arts.

### Program Learning Outcomes:

Upon graduation, students will possess:

- Technical skills, perceptual development, and understanding of design and other principles of visual organization sufficient to achieve basic visual communication using one or more media associated with design.
- The ability to communicate their ideas effectively in visual, verbal, and written form while utilizing relevant tools and technologies.
- The ability to demonstrate an understanding of the creative process: problem identification, research, information and inspiration gathering, sketching alternative solutions and execution.
- The ability to communicate a critical understanding of past and present works of art and visual objects from a diversity of cultures.
- The ability to assimilate knowledge by being able to make connections between art, design and other diverse fields.

## ACADEMIC PROGRAMS

- The ability to exhibit ethical leadership, community engagement and cultural competence as members of a broader community.
- Understanding of the various levels at which design problems can be formulated and addressed, and the ability to discern observable or potential consequences of specific design action in large, complex systems.
- Understanding of design process, including abilities to consider probable or potential future conditions, think divergently in the generation of multiple solutions, and use design principles and elements of the design process to converge on ideas and results that are effective in realizing project purposes.

**Department Phone #:** 440-684-6092

**2024-2025 Program Chair:** Clark DeCapite, Jr., MFA

### Major Program Requirements:

Art & Design Foundational Courses (24 credits)

- AR 107 Foundations Drawing (3)
- AR 108 Foundations Painting (3)
- AR 110 Foundations 2-Dimensional Art and Design (3)
- AR 112 Digital Photography (3)
- AR 116 Foundations 3-Dimensional Art and Design (3)
- AR 360 Professional Practice or AR 475 Internship (3)
- Two Art History 200-level Elective Courses (6 credits)
  - AR 250 Women in the Arts (3)
  - AR 251 Survey Ancient World Art: Prehistory to 1250 (3)
  - AR 252 Survey of Western Art: 1250 to Today (3)
  - AR 254 Modern Art (3)
  - AR 255 Survey of Non-Western Art (3)
- Intermediate & Advanced Electives (15 credits)
  - Student will choose 5, 2 must be in same focus areas: Ceramics, Drawing, Painting, and Printmaking.

### **39 CREDITS REQUIRED FOR ART & DESIGN MAJOR**

### Minor Program Requirements:

Art & Design Foundational Courses (9 credits)

- AR 110 Foundations 2-Dimensional Art and Design
- AR 116 Foundations 3-Dimensional Art and Design
- AR 107 Foundations Drawing or AR 108 Foundations Painting or AR 112 Digital Photography
- One 200-level Art History Elective Course (3 credits)
  - AR 250 Women in the Arts (3)
  - AR 251 Survey Ancient World Art: Prehistory to 1250 (3)
  - AR 252 Survey of Western Art: 1250 to Today (3)
  - AR 254 Modern Art (3)

## ACADEMIC PROGRAMS

- AR 255 Survey of Non-Western Art (3)
- Intermediate & Advanced Electives (12 credits)
  - Student will choose 3, 2 must be in same focus areas: Ceramics, Drawing, Painting, and Printmaking.

### **21 CREDITS REQUIRED FOR ART & DESIGN MINOR**

#### Bridge Requirements:

3+3 Bridge to Counseling and Art Therapy. Please contact Department Chair.

#### Other Requirements:

Portfolio Review after completing foundational courses

See website for additional program policies.

### PROGRAM NAME: ART THERAPY

#### Degree: Bachelor of Arts

#### Program Overview:

The Undergraduate Art Therapy major will provide students with both theoretical foundations and practical experience while learning the diverse application of art therapy. The curriculum prepares students well for entry into graduate level art therapy studies. Students may enter the bridge program, which prepares them for matriculation into the Ursuline Master of Arts in Counseling and Art Therapy, or they may choose to graduate with a Bachelor of Arts Degree.

Pursuing a degree in art therapy at Ursuline places the student in an environment that promotes the integration of the intellectual, aesthetic, social, psychological, physical, and spiritual dimensions of life. A program built upon a dynamic, broad-based liberal arts foundation provides the potential for developing the competence and compassion needed to become an effective human service professional in contemporary society. The program emphasizes the development of an emergent reflective practitioner capable of contemplation, articulate expression, and the ability to adapt to the changing needs of clients and society.

Graduates will be primarily focused on preparation for art therapy graduate studies, since the professional entry level is a Master's degree. However, the curriculum will prepare students to excel in entry level art facilitation positions that require the use of art media in the service of others. Graduates with a Bachelor's degree in art therapy have secured positions such as direct care staff in children or adolescent treatment agencies and as activities staff in nursing homes and similar organizations. They are strong candidates for art therapy related entry level positions, such as directing art programs at children's summer camps, or assisting therapists in a variety of health care, residential, and community-based agencies. In addition, graduates will be prepared to begin a career as a visual artist as well as an art instructor.

## ACADEMIC PROGRAMS

### Program Learning Outcomes:

Upon graduation, students will:

- Know and demonstrate understanding of the fundamental theoretical foundations of the profession
- Know the major pioneers and their contributions to the field of art therapy
- Know and demonstrate beginning level proficiency in a variety of media
- Utilize technology-based art therapy intervention methods
- Understand and demonstrate cultural sensitivity
- Purposefully and effectively use art media, skills and techniques for self-expression
- Utilize the creative process for ongoing personal and professional growth
- Demonstrate proficiency with academic writing conventions
- Create and present digital slide presentations
- Employ effective oral communication skills
- Begin to develop professional documentation skills
- Understand the application of art therapy with various populations
- Begin to understand the therapeutic process with emphasis on building a therapeutic relationship
- Demonstrate characteristics, skills and functions of an effective art activity leader
- Utilize supervision appropriately
- Remain open to feedback and develop ability to recognize strengths and limitations
- Critically read art therapy research and evaluate it through written report
- Know and practice art therapy ethics

**Department Phone #:** 440-484-7030

**2024-2025 Program Chair:** Jennifer Schwartz Mrazek, MAAT, ATR-BC, ATCS

### Major Program Requirements:

Successful completion of 51 credit hours, including:

- AT 101 Introduction to Art Therapy (3)
- AT 250 Art Facilitation with Diverse Populations (3)
- AT 367 Media and Methods (3)
- AT 410 Imagery and Meaning (3)
- AT 485 Field Placement (3)
- AR 107 Foundations of Drawing (3)
- AR 108 Foundations of Painting (3)
- AR 110 Foundations of 2D Art and design (3)
- AR 115 Intro to Ceramics (3)
- PS 101 General Psychology (3)
- PS 230 Lifespan Development (3)

## ACADEMIC PROGRAMS

- PS 330 Abnormal Psychology (3)
- PS 350 Theories of Personality (3)
- One 200 level art history course, AR (3)
  - AR 250 Women in the Arts (3)
  - AR 251 Survey Ancient World Art: Prehistory to 1250 (3)
  - AR 252 Survey of Western Art: 1250 to Today (3)
  - AR 254 Modern Art (3)
  - AR 255 Survey of Non-Western Art (3)
- One 300 level art therapy course, AT (3)
  - AT 301 American Folk Art (3)
  - AT 350 Introduction to Fiber Art Therapy
  - AT 415 Community Studies in Art Therapy (3)
  - AT 488 Special Topics (3)
- One studio art course at the 200 level (3)
  - AR 205 Intermediate Printmaking (3)
  - AR 219 Intermediate Drawing (3)
  - AR 231 Intermediate Painting (3)
  - AR 235 Intermediate Ceramics (3)
- One studio art course at the 300 level or higher (3)
  - AR 320 Advanced Drawing (3)
  - AR 332 Advanced Painting (3)
  - AR 337 Intermediate Metalcraft (3)
  - AR 436 Advanced Ceramics (3)
  - AR 438 Advanced Metalcraft (3)

### **51 CREDITS REQUIRED FOR ART THERAPY**

#### Minor Program Requirements:

Successful completion of 21 credit hours including:

- AT 101 Introduction to Art Therapy (3)
- AT 250 Art Facilitation with Diverse Populations (3)
- AR 110 Foundations of 2D Art & Design (3)
- AR 115 Intro to Ceramics (3)
- PS 101 General Psychology (3)
- PS 330 Abnormal Psychology (3)
- One 300 level art therapy course, AT (3)

### **21 CREDITS REQUIRED FOR ART THERAPY**

#### Bridge Requirements:

OPTION 1: Requirements for the Bridge to the Counseling and Art Therapy Master's degree program: All of the requirements for the major listed above in addition to the following 9 credits:

- CAT 501 History and Theory of Art (3)



## ACADEMIC PROGRAMS

- CAT 505 Counseling Theory (3)
- CAT 591 Intro to Research & Writing (3)
- One CAT 500-level elective (1-2)

OPTION 2: 3+3 Bridge to Counseling and Art Therapy. Please contact Department Chair.

### Other Requirements:

See website for additional program policies detailed within the Art Therapy Program Student Handbook.

## PROGRAM NAME: ATHLETIC COACHING MINOR

### Program Overview:

The goal of the minor is to prepare students to coach up to and including the high school level. The students will receive a wide range of course offerings that will prepare them to understand all aspects of coaching.

### Program Learning Outcomes:

- The students will gain knowledge about nutritional needed of athletes to help them perform at the optimal level.
- The students will learn how to motivate, teach and prepare athletes to compete in their sport.
- The students will learn how the body works in order to get the most benefit from training.
- The students will learn the psychology of sport and how the mind works during athletic competition.

**Department Phone #:** 440-684-6102

**2024-2025 Program Chair:** Cindy McKnight, Director of Athletics

### Minor Program Requirements:

- EXS 205 Exercise Physiology I and EXS 205 Lab (3,1)
- NU 104 Nutrition (3)
- PS 307 Sports Psychology (3)
- SPT 260 Fundamentals of Coaching (3)
- SPT 320 Upper-Level Coaching Governance and Issues (3)
- SPT 360 Organization and Management (3)

### Athletic Coaching Certificate

- SPT 260 Fundamentals of Coaching (3)
- SPT 320 Upper-Level Coaching, Governance and Issues (3)
- SPT 360 Organization and Management (3)

## ACADEMIC PROGRAMS

### PROGRAM NAME: BIOCHEMISTRY

Degree: Bachelor of Arts

#### Program Overview:

The Biochemistry program combines the strengths of the Ursuline chemistry and biology departments under the leadership of knowledgeable faculty and staff. The program includes hands-on laboratory experiences, strong technology integration throughout lecture and laboratory classes and an ethics-based instructional perspective.

Biochemistry also provides students with an extensive knowledge base and the critical problem-solving skills, commitment to continued learning, and thorough computer competency necessary to excel in many careers critical to leadership in the 21st century. The Biochemistry program would also prepare students for graduate school in science and professional programs, such as medicine and law.

#### Program Learning Outcomes:

- To academically prepare students in biochemistry as a foundation for science-based careers.
- To develop the student's ability to recognize, analyze and synthesize solutions to problems using the scientific method.
- To encourage students to contribute to scientific research.

**Department Phone #:** 440-684-6006

**2024-2025 Program Chair:** Stephen Petrovic, PhD

#### Major Program Requirements:

- BI 200/L Introduction to Biology – Biodiversity, Form, Function, and Ecology and Lab (3,1)
- BI 205/L Principles of Cell Biology and Lab (3,1)
- CH 105/L Principles of Chemistry I and Lab (3,1)
- CH 106/L Principles of Chemistry II and Lab (3,1)
- CH 221/L Organic Chemistry I and lab (3,1)
- CH 222/L Organic Chemistry II and Lab (3,1)
- CH 320/L Analytical Chemistry (2,2)
- CH 410 Survey of Physical Chemistry (3)
- CH 422/L Biochemistry and Lab (3,1)
- CH 423/L Biochemistry II and Lab (3,1)
- CH 487 Undergraduate Research or CH 475 Academic Internship
- MAT 221 Calculus I (4)
- MAT 222 Calculus II (4)
- MAT 223 Calculus III (4)
- PY 201/L General Physics I and Lab (3,1)
- PY 202/L General Physics II and Lab (3,1)
- PY 203 General Physics I with Calculus (1)
- PY 204 General Physics II with Calculus (1)
- Choose one upper-level Biology course:

## ACADEMIC PROGRAMS

- BI 333/L Microbiology (3,1)
- BI 335/L Genetics and Lab (3,1)
- BI 380 Advanced Physiology and Immunology (3)
- BI 430/L Cell Biology and Lab (3,1)
- Choose one upper-level chemistry course (3)

### Other Requirements:

Prior to participation in any biochemistry laboratory, students must attend a safety training session, normally given during the first week of the lab schedules and must agree to follow the departmental safety policy.

To be recommended for graduation in the Department's degree program, a student must earn a grade of at least C- in any course from the major discipline that is to fulfill the degree requirement. No required science or math course may be taken on a Pass/No Credit basis. No required courses for the major may be taken at another institution without written approval by the Chemistry Department Chair.

All students majoring in biochemistry will undergo a review by department faculty at the completion of their sophomore level. Students must successfully complete the sophomore review in order to be accepted into the Department's program and continue studies in the Department. This review ensures that students initiate personal assessments of academic and career goals through a dialogue with the Biochemistry/Chemistry faculty. This also provides an opportunity for faculty and students to dialog on current interests and summer research opportunities. Students eligible for Sophomore Review must have sophomore standing and must have completed (or be in the process of completing) Organic Chemistry II and Physics II. Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in courses taken in the major concentration, (2) a minimum overall College GPA of 2.5, and (3) professional conduct of the student. If a student does not pass the sophomore review, the student will not be permitted to enroll in any further courses required for the program administered by the Department.

### Honors in Biochemistry

Students requesting admission to Departmental Honors in Biochemistry (or see Honors in Chemistry) must have declared Biochemistry as a major. Chemistry minors are not eligible. They must have successfully completed the Sophomore Review or departmental equivalent. They must have completed CH487 Undergraduate Research with a final grade of "B" or better and an acceptable performance determination from the research mentor. They must have submitted the final research report conducted during CH487/CH475. They must have earned a cumulative GPA of at least 3.3 in all coursework at Ursuline College. They must have earned a Chemistry GPA of at least 3.25 for all the chemistry courses including those at CSU, JCU, etc. Consult Chemistry Department Chair for further eligibility.

### Pre-Health Professional considerations:

## ACADEMIC PROGRAMS

The course of study recommended by most Pre-Health Professional schools are all included in the Biochemistry major track. Often schools will require a minimum of one year of English (satisfied by Ursuline Core Curriculum requirements) two semesters of college Biology (BI 200/L, 205/L), four semesters of college Chemistry (CH 105/L, 106/L, 221/L, 222/L), as much as one year of biochemistry (CH422/L, CH423/L), two semesters of college Physics (PY 201/L, 202/L), PY203 and PY204 (if they require Calculus based Physics) and Calculus I and II (MAT 221 & 222). Pre-Pharmacy students should include statistics (MAT 212) and Bioethics (PH 260) into their electives to satisfy a large number of entrance requirements.

### PROGRAM NAME: BIOLOGY

Degree: Bachelor of Arts or Bachelor of Science

#### Program Overview:

The biology curriculum provides academic programs for the preparation and continued intellectual growth of persons involved in the discovery of new knowledge, the application of scientific principles, and the practice of professional skills in the areas of biology and biotechnology. The student actively develops scientific literacy and technological competency - attributes that enable graduates in the field to make personal and ethical decisions related to biological issues using rational arguments based on evidence.

The undergraduate program in biology is designed to provide a comprehensive education in the basic areas of biology, providing excellent preparation for a wide variety of careers. These include traditional field – such as academic research and teaching, medical research and practice, and applied research and training; contemporary fields – such as molecular biology and biotechnology, bioinformatics and biological computing, and environmental science and policy; and diverse fields – such as law, commerce, education, science writing, and management.

#### Program Learning Outcomes:

- Knowledge of the unifying biological principles & fundamental concepts of the field
- The ability to solve problems using the methods of scientific inquiry
- Proficiency and comprehension of scientific communication
- Knowledge of the history of acquisition and accumulation of scientific information
- Practical experience and training in applied laboratory protocol, collection and analysis of data.
- Recognition of the natural world, biological diversity, and the relationship between humans and the environment, both locally and globally.
- Demonstrate value-based judgments, acceptance of ambiguity, and acknowledgment of alternative approaches to problem solving.

**Department Phone #:** 440-684-6121

## ACADEMIC PROGRAMS

**2024-2025 Program Chair:** Lita Yu, Ph.D.

### Major Program Requirements:

#### Biology Major, Bachelor of Arts

### Major Program Requirements:

Regardless of the area of specialization within biology, all students must complete

- BI 200/BI 200L: Biodiversity and Lab (3,1)
- BI 205/BI 205L: Principles of Cell Biology and Lab (3,1)
- BI 325 & 325L: Ecology/Lab (3,1)
- BI 430 & 430L: Cellular & Biological Processes/Lab (3,1)
- BI 335 & 335L: Genetics/Lab (3,1)
- BI 451 Departmental Seminar (1-3)
- BI 400 Service Learning, Program evaluations including the Major Field Test in Biology and service learning (1)
- CH 105/L: Principles of Chemistry I/Lab (3,1)
- CH 106/L: Principles of Chemistry II/Lab (3,1)
- MAT 131 College Algebra (3)

Biology courses required for completion include:

- 11 biology elective credits at or above the 300 level

#### Biology Major, Bachelor of Science

### Major Program Requirements:

- BI 200/BI 200L: Biodiversity and Lab (3,1)
- BI 205/BI 205L: Principles of Cell Biology and Lab (3,1)
- BI 251 Scientific Communication (1)
- BI 325 & 325L: Ecology/Lab (3,1)
- BI 335 & 335L: Genetics/Lab (3,1)
- BI 430 & 430L: Cellular & Biological Processes/Lab (3,1)
- BI 455: Evolution (3)
- BI 451: Departmental Seminar (1)
- BI 400: Service Learning (1)
- CH 105/L: Principles of Chemistry I/Lab (3,1)
- CH 106/L: Principles of Chemistry II/Lab (3,1)
- CH 221: Organic Chemistry I/Lab (3/1)
- CH 222: Organic Chemistry II/Lab (3/1)
- MAT 131: College Algebra (3)
- MAT 212: Statistics (1)

Biology courses required for completion include:

- 11 biology elective credits at or above the 300 level

## ACADEMIC PROGRAMS

### **60 CREDITS REQUIRED FOR THE BIOLOGY MAJOR**

#### Biology: Life Science Major, Bachelor of Arts

The Life Science course of study enables students to exercise more choice regarding the coursework required for the baccalaureate, allowing the graduate to pursue a variety of blended career opportunities as well as employment and future graduate work in biology. As such, this track also facilitates a student graduating with two majors—one in biology and another that is not in a natural science.

Entry requirements into this course of study include the biology fundamentals sequence, a year of college-level chemistry, and one college-level course in mathematics. The specialization component of this course of study enables a learner to choose one course within each of the following hierarchic levels of biology:

#### Major Program Requirements:

- BI 200/BI 200L: Biodiversity and Lab (3,1)
- BI 205/BI 205L: Principles of Cell Biology and Lab (3,1)
- BI 335/L Genetics and Lab (3,1)
- BI 400 Service Learning (1)
- BI 451 Departmental Seminar (1)
- BI 455 Evolution (3)
- One Chemistry sequence (8)
  - CH 105/L: Principles of Chemistry I/Lab (3,1) and CH 106/L: Principles of Chemistry II/Lab (3,1)
  - CH 108/L: Introduction to General, Organic and Biochemistry and Lab (3,1) and CH 105/L: Principles of Chemistry I/Lab (3,1)
  - CH 108/L: Introduction to General, Organic and Biochemistry and Lab (3,1) and CH 106/L: Principles of Chemistry II/Lab (3,1)
- MAT 125 Quantitative Reasoning (3) or higher

Only 8 credits of 200-Blevel courses may be used to satisfy these requirements. In addition, these courses may have additional prerequisites.

- An environmental course:
  - BI 206/L Principles of Plant Biology and Lab (3,1)
  - BI 313/L Field Biology (3,1)
  - BI 325/L Ecology (2)
  - BI 485/L Marine Biology
- An organismal course:
  - BI 206/L Principles of Plant Biology (3,1)
  - BI 207/L Animal Biology (3,1)
  - BI 214/L Human Anatomy and Physiology I (3,1) and BI 215/L Human Anatomy and Physiology II (3,1)
  - BI 320/L Developmental Biology (2,2)
  - BI 350/L Comparative Animal Physiology (2,2)
- A cellular biology course:

## ACADEMIC PROGRAMS

- BI 232/L Clinical Microbiology and Lab (3,1)
- BI 333/L Microbiology and Lab (3,1)
- BI 380 Advanced Physiology and Immunology (3)
- BI 420 Molecular Biology
- BI 430/L Cellular and Biochemical Processes and Lab (3,1)
- Additionally, 7 additional elective credits in biology at or above the 300 level.

Additional course work recommended for the individual who anticipates either attending graduate or medical school or entering technological fields includes a year of organic chemistry (CH 221, 221L, 222, & 222L), college physics (PY 201, 201L, 202, & 202L), statistics (MAT 212), and calculus (MAT 221).

### Medical Laboratory Science Major, Bachelor of Science

The medical laboratory science major at Ursuline College is a joint program between Ursuline College and Cleveland Clinic School of Medical Laboratory Science. Ursuline students who complete prerequisite courses for Cleveland Clinic's program are given priority consideration in the application process. This affiliation greatly benefits students in the demanding field of medical technology by combining the fundamental knowledge gained at Ursuline and the technical skills learned at Cleveland Clinic.

Students must be accepted into and satisfactorily complete the Cleveland Clinic School of Medical Laboratory Science Program (CCF MLS) with grades of C or higher. Students must earn 88 credits at Ursuline College prior to matriculating into the CCF program. The CCF program begins the summer of the student's junior year and is a full year program. Student must submit the results of the American Society of Clinical Pathology (ASCP) national exam to Ursuline College. Passing of the ASCP exam is not a contingency of the degree.

#### Major Program Requirements:

- CH 105/105L Principles of Chemistry I/Lab (3,1)
- CH 106/106L Principles of Chemistry II/Lab (3,1)
- MAT 212 Statistics (3)
- BI 200/200L Introduction to Biology – Biodiversity, Form, Function, and Ecology and Lab (3,1)
- BI 205/L Principles of Cell Biology/Lab (3,1)
- BI 232/L Clinical Microbiology/Lab (3,1) OR BI 333/L Microbiology/Lab (3/1)
- BI 335 Genetics/Lab (3,1)
- BI 380 Immunology (3)
- BI 400 Service Learning (1)
- BI 430/430L Cellular & Biochemical Processes/Lab (3,1)
- BI 451 Departmental Seminar (1)

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- BI 455 Evolution (3)
- Additional Chemistry requirements for the CCF MLS Program:
  - CH 221/L Organic Chemistry I/L (3,1)
  - CH 222/L Organic Chemistry II/L (3,1)

### Applied Science/ Bioscience Technology (2+2), Bachelor of Arts

The requirements for entry into this major include an Associate of Applied Sciences in Bioscience Technology from Lakeland Community College. Upon matriculation to Ursuline College, the requirements include those courses in the core curriculum that were not taken at Lakeland, PH 260, BI 333 & 333L or BI 420, BI 400, BI 430 & 430L, BI 335& 435L, BI451, BI 455 *and* 8 Biology elective credits (greater than 300 level) chosen with the approval of the biotechnology faculty advisor.

### Biotechnology Program (3+1), Bachelor of Arts

The Biotechnology program at Ursuline College is a joint program between Ursuline College and Lakeland Community College. It benefits students in the rapidly expanding field of biotechnology by combining hands-on technical experiences gained at Lakeland with the philosophical and traditional four-year experience gained at Ursuline. Biology majors gain extensive experience in utilizing key laboratory equipment and apparatus such as fluorescence microscopy, laminar flow cabinets for microbiological culturing, and biofermenters at Lakeland; in addition, PCR, DNA restriction digests and other biotechniques will be used at Ursuline College. This program was designed with members of the biotechnology industry in the Cleveland area who have requested that their employees have a Bachelor's degree. Academic internships and/or co-op opportunities are also associated with this program. Participants in this program may major in Applied Science/Bioscience Technology or complete a Biotechnology concentration within the Life Science major.

### Biology Major Concentrations:

- Pre-Medicine Concentration: The course of study recommended by most medical professional schools includes a minimum of one year of English (satisfied by Ursuline Core Curriculum requirements) two semesters of college Biology (BI 200, 200L, 205, & 205L), four semesters of college Chemistry (CH 105,105L, 106, 106L, 221, 221L, 222, & 222L), two semesters of college Physics (PY 201, 201L, 202, & 202L), and two semesters of college statistics and calculus (MAT 212, MAT 221).
- Biotechnology Concentration: The biotechnology course of study is a concentration within the life science major. The requirements for completion include the standard biology fundamental sequence plus one



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year of chemistry with biochemistry; MAT 212; BI 333& 333L or BI 420, BI 400, BI 430& 430L, BI 335& 335L, BI 451, and eleven credits of Biology electives (greater than 300 level) along with the requirements for the Bioscience Technology certification from Lakeland Community College. Some of the entry-level courses in this certification program may be taken at Ursuline College, including courses taken via distance learning.

### Biology Departmental Honors

Graduation with biology departmental honors is available. Students must be biology majors; biology minors are not eligible. Students must have strong academic background and training in the area(s) needed to complete their honors work. The nature of the preparation will vary with the research, but adequate preparation must be demonstrated in relevant areas both within and outside of biology (e.g., in statistics or chemistry). To earn department's honors, students must:

- Earn a cumulative GPA in their biology courses of 3.00 or higher,
- Complete and submit a Departmental Honors Application,
- Successful completion of BI 452 A&B or BI 453 A&B.

Students may not use the same work credited for another course for BI 452 A&B and BI 453 A&B.

### Biology Minor Program Requirements:

A Biology minor consisting of 24 biology credits is available as a supplement to a student's primary area of interest. It requires

- BI 200/BI 200L: Biodiversity and Lab (3,1)
- BI 205/BI 205L: Principles of Cell Biology and Lab (3,1)
- CH 105/L Principles of Chemistry I and Lab (3,1)
- 8 credits above BI 205
- Additional 4 credits above BI 313/L.

## PROGRAM NAME: BUSINESS MANAGEMENT

### Degree: Bachelor of Arts

#### Program Overview:

The Business Management major provides a strong background in a variety of subject areas that are needed for excellence in the profession of business management. Students take courses in Accounting, Management and Marketing as well as in Economics, Statistics, Data Analysis, Business Law and Business Ethics.

Recognizing that management involves both being managed and being a manager, integrated into the curriculum are opportunities to grow as a leader in a stepwise fashion. In their early academic career, students are introduced to a project (which may involve creating and programming a simple computer that can run the program Python, but which

## ACADEMIC PROGRAMS

may change from year to year) as they are led by more senior students who have, themselves, already been part of a similar project. As participants grow as students of management, they also grow as leaders. As their program progresses, they will assume roles as supervisors of fellow students and eventually as leaders of the entire project. Concepts from courses in the program are illustrated throughout the leadership experiences, as students work to find ways to apply management skills, study business and market structures and even market their project to the on-campus, and, perhaps off-campus community.

The Business Department has aligned its programs with the International Accreditation Council for Business Education (IACBE) and is accredited by this agency.

### Program Learning Outcomes:

- Identify and apply the major concepts in the functional areas of business including accounting, marketing, finance and management.
- Evaluate the legal, social and economic environments of business.
- Analyze the global environment of business.
- Describe and explain the ethical principles of business.
- Apply quantitative support tools to business decision making.
- Demonstrate effective oral and written professional communication.

**Department Phone #: 440-449-5403**

**2024-2025 Program Chair: Anne Murphy Brown, JD**

### Major Program Requirements:

- AC 210: Intro to Financial Accounting (3)
- AC 211: Intro to Managerial Accounting (3)
- BU 210: Principles of Management (3)
- BU 220: Principles of Marketing (3)
- BU 301: Business Data Analysis (3)
- BU 310: Principles of Finance (3)
- BU 340: Business Law (3)
- BU 440: Leadership Competencies (3)
- BU 450: Global Business Policy (3)
- EC 202: Macroeconomics (3)
- EC 203: Microeconomics (3)
- MAT 212: Statistics or BU 375 Business Statistics (3)
- PH 355: Business Ethics (3)
- Choose 6 credits from the following:
  - BU 475: Internship
  - BU elective at 300-level or higher

## ACADEMIC PROGRAMS

### 45 CREDITS REQUIRED FOR BUSINESS MANAGEMENT MAJOR

#### Minor Program Requirements:

- AC 210: Intro to Financial Accounting (3)
- AC 211: Intro to Managerial Accounting (3)
- BU 210: Principles of Management (3)
- BU 310: Principles of Finance (3)
- EC 202: Macroeconomics (3)
- EC 203: Microeconomics (3)
- Three BU courses at the 300- or 400-level (9)

### 24 CREDITS REQUIRED FOR BUSINESS MANAGEMENT MINOR

#### PROGRAM NAME: 4+1 MBA Bridge Program

#### Program Overview:

Undergraduate students who are interested in an accelerated course of study for a Master of Business Administration (MBA) degree at Ursuline College may take MBA bridge courses that dually satisfy the undergraduate and MBA programs.

Students interested in the MBA program must contact the MBA office and must meet the requirements posted below. Students who have been accepted into the MBA Bridge Program must contact the MBA Program Office to register for MBA bridge courses (with their MBA Faculty Advisor).

Note: Bridge students have an opportunity to take from 1 to 4 MBA courses to count as dual undergraduate and graduate credit (maximum of 4 courses or a total of 12 credit hours). Students must take a graduate level MBA course to receive bridge credit.

The Director of the MBA program reserves the right to approve, restrict or substitute an appropriate graduate level course for an undergraduate student on a case-by-case basis.

#### Requirements:

- Completed 64 credit hours.
- Maintain cumulative GPA 3.0.
- Junior or Senior level status at Ursuline College.
- Submit the graduate student application, receive acceptance into the MBA program, and pay any required application fee.

**2024-2025 Program Chair: Mary Kovach**

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### Bridge Program Course Options:

- MBA 501 Leadership and Emotional Intelligence (3)  
Undergraduate program equivalencies: BU 440, Business Management elective, Sport Management elective, General elective
- MBA 506 Marketing Strategy Global and Domestic (3)  
Undergraduate program equivalencies: Business Management elective, Sport Management elective, General elective
- MBA 507 Finance and Accounting for Managers (3)  
Undergraduate program equivalencies: Business Management elective, Sport Management elective, General elective
- MBA 512 Managerial Economics (3)  
Undergraduate program equivalencies: Business Management elective, Sport Management elective, General elective
- MBA 554 Project Management and Team Dynamics (3)  
Undergraduate program equivalencies: Business Management elective, Sport Management elective, General elective
- MBA 669: Entrepreneurial Leadership and New Venture Creation (3)  
Undergraduate program equivalencies: BU 358, Business Management elective, Sport Management elective, General elective

### PROGRAM NAME: CHEMISTRY

Degree: Bachelor of Arts

#### Program Overview:

Chemistry provides students with an extensive knowledge base and the critical problem-solving skills, commitment to continued learning, and thorough computer competency necessary to excel in many careers. Addition of a few courses to the chemistry major core allows pre-medical students to prepare for entry into medical school. Ursuline also offers a minor in Chemistry, available to any major.

In addition, courses offered in the Chemistry Department provide essential components of the Biology, Education, and Nursing majors and the Pre-Professional Program.

#### Program Learning Outcomes:

- To academically prepare students in chemistry as a foundation for science-based careers.
- To develop the student's ability to recognize, analyze and synthesize solutions to problems using the scientific method.
- To encourage students to contribute to scientific research.

**Department Phone #:** 440-684-6006

**2024-2025 Program Chair:** Stephen Petrovic, PhD

#### Major Program Requirements:

- CH 105/L Principles of Chemistry I and Lab (3,1)

## ACADEMIC PROGRAMS

- CH 106/L Principles of Chemistry II and Lab (3,1)
- CH 221/L Organic Chemistry I and Lab (3,1)
- CH 222/L Organic Chemistry II and Lab (3,1)
- CH 320/L Analytical Chemistry and Lab (2,2)
- CH 410 Survey of Physical Chemistry (3)
- CH 422/L Biochemistry and Lab (3,1)
- PY 201/L General Physics I and Lab (3,1)
- PY 202/L General Physics II and Lab (3,1)
- PY 203 General Physics I with Calculus and Lab (1)
- PY 204 General Physics II with Calculus and Lab (1)
- MAT 221 Calculus I (4)
- MAT 222 Calculus II (4)
- MAT 223 Calculus III (4)
- CH 487 Undergraduate Research or CH 475 Academic Internship (1-3)

Additional course work recommended for the individual who anticipates attending medical schools includes a year of biology: BI 200/L and BI 205/L.

### Minor Program Requirements:

Successful completion of 20 credit hours including

- CH 105/L Principles of Chemistry I and Lab (3,1)
- CH 106/L Principles of Chemistry II and Lab (3,1)
- CH 221/L Organic Chemistry I and Lab (3,1)
- CH 222/L Organic Chemistry II and Lab (3,1)
- An upper-division elective.

Half of the credits for the minor must be taken at Ursuline.

### Other Requirements:

Prior to participation in any chemistry laboratory, students must attend a safety training session, normally given during the first week of the lab schedules and must agree to follow the departmental safety policy.

To be recommended for graduation in the Department's degree program, a student must earn a grade of at least C- in any course from the major discipline that is to fulfill the degree requirement. No required science or math course may be taken on a Pass/No Credit basis. No required courses for the major may be taken at another institution without written approval by the Chemistry Department Chair.

All students majoring in chemistry will undergo a review by department faculty at the completion of their sophomore level. Students must successfully complete the sophomore review in order to be accepted into the Department's program and continue their studies in the Department. This review ensures that students initiate personal assessments of academic and career goals through a dialogue with the Chemistry faculty. This also provides an opportunity for faculty and students to dialog on current interests and summer research opportunities. Students eligible for Sophomore Review must have sophomore standing and must have completed (or be in the process of

## ACADEMIC PROGRAMS

completing) Organic Chemistry II and Physics II. Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in courses taken in the major concentration, (2) a minimum overall College GPA of 2.5, and (3) professional conduct of the student. If a student does not pass the sophomore review, the student will not be allowed to enroll in any further courses required for the program administered by the Department.

### Honors in Chemistry

Students requesting admission to Departmental Honors in Chemistry must have declared Chemistry as a major. Chemistry minors are not eligible. They must have successfully completed the Sophomore Review or departmental equivalent. They must have completed CH487 Undergraduate Research with a final grade of “B” or better and an acceptable performance determination from the research mentor. They must have submitted the final research report conducted during CH487/CH475. They must have earned a cumulative GPA of at least 3.3 in all coursework at Ursuline College. They must have earned a Chemistry GPA of at least 3.25 for all the chemistry courses including those at CSU, JCU, etc. Consult Chemistry Department Chair for further eligibility.

### Pre-Health Professional Considerations

Pre-Health Professional considerations: The course of study recommended by most Pre-Health Professional schools are all included in the Biochemistry major track. Often schools will require a minimum of one year of English (satisfied by Ursuline Core Curriculum requirements) two semesters of college Biology (BI 200/L, 205/L), four semesters of college Chemistry (CH 105/L, 106/L, 221/L, 222/L), as much as one year of biochemistry (CH422/L, CH423/L), two semesters of college Physics (PY 201/L, 202/L), PY203 and PY204 (if they require Calculus based Physics) and Calculus I and II (MAT 221 & 222). Pre-Pharmacy students should include statistics (MAT 212) and Bioethics (PH 260) into their electives to satisfy a large number of entrance requirements.

## PROGRAM NAME: PRE-PHARMACY

### Program Overview:

Ursuline has partnerships with the University of Toledo and Duquesne University. The Pre-Pharmacy program at Ursuline provides students with at least two years of coursework in preparation for their application to professional pharmacy programs. See Program Chair for more information.

**Department Phone #:** 440-684-6006

**2024-2025 Program Chair:** Stephen Petrovic, PhD

## ACADEMIC PROGRAMS

### PROGRAM NAME: 4+4 Medicine, Dental or Pharmacy Early Acceptance program with LECOM

#### Program Overview:

Ursuline College has partnered with the Lake Erie College of Osteopathic Medicine (LECOM) in an Early Acceptance Program (EAP). LECOM has three locations in Pennsylvania and one location in Florida. High school seniors can gain admittance to both Ursuline College and LECOM, giving a student a reserved conditional seat in their designated professional program (Medicine, Dental, Pharmacy) at LECOM upon graduation from Ursuline. Current freshman and sophomore Ursuline students can also apply for the EAP program. Through the program, a student will earn a traditional four year bachelor's degree from Ursuline in Biology or Chemistry and automatically enter a four year Medical, Dental and Pharmacy program the summer after graduation. The EAP saves time, money and reduces stress because students will not be required to take the MCAT or PCAT (DAT is required) or apply and travel to numerous schools. Additionally, there is no application fee for the EAP.

Link: <https://www.ursuline.edu/academics/undergraduate/programs/lecom-medical-college-early-acceptance-program> (I hope we can have the new description up on this link)

Link: <https://lecom.edu/academics/early-acceptance-program/>

2024-2025 Program Advisor: Dr. Lynn Ulatowski

#### Application Requirements for High school students

- High school unweighted GPA of 3.5 or the equivalent
- SAT score of 1240 or higher **or** an ACT score of 26 or higher. A super score is not acceptable/
- Applying to, accepted to, or currently enrolled at Ursuline.
- Complete all LECOM application requirements

#### Application Requirements for Current Ursuline students

- GPA of 3.4 or higher
- Science GPA of 3.2 or higher including labs but no math course
- No more than 60 transfer credits from an institution other than Ursuline will be accepted
- Complete 2 years at Ursuline as part of the Early acceptance program
- Complete a brief online application **before April 1 of their sophomore year. It is preferred that students apply after successful completion of their first year.**

## ACADEMIC PROGRAMS

### Maintenance Criteria for the Program

- Minimum overall grade point average of 3.4 at Ursuline
- Minimum GPA of 3.2 or better in all Ursuline science courses
- AP credit may not be used for required science courses in the medical and dental school and will be only accepted for these courses by the pharmacy school if a score of three or higher is obtained on the exam
- Complete LECOM prerequisites and application requirements
- Must maintain full-time status with no interruptions
- The DAT is required for all dental school applicants with an Academic Average of  $\geq 18$  and sub-category scores  $\geq 17$  requirement

### Program Requirements

The EAP programs with LECOM are a 4 + 4 program, which means students at Ursuline will follow the traditional audit sheets for a Biology (pre-medicine concentration) or Chemistry undergraduate degree, while focusing on the specific program requirements outlined below. Students can apply to LECOM as seniors in high school, until the April of their sophomore year at Ursuline.

- Minimum program requirements for LECOM School of Medicine
- 6 hours of English
- 6 hours of Behavioral science
- PH 201/ PH 201L Physics with Lab
- BI 200/ BI 200L Introduction to Biology – Biodiversity, Form, Function, and Ecology and Lab
- BI 205/ BI 205L Principles of Cell Biology and Lab
- BI 335/ BI 335L Genetics and Lab
- CH 105/ CH105L Principles of Chemistry I and Lab
- CH 106/ CH 106L Principles of Chemistry II and Lab
- CH 221/ CH221L Organic Chemistry I with Lab
- CH 222/ CH 222L Organic Chemistry I with Lab
- CH 422 Biochemistry I

\*CLEP cannot be used to satisfy credits

\*No final grade less than a “C” will be accepted

\*Credit for pass/fail course is not accepted

\*LECOM will accept AP course for English and Behavioral Science if the student earns a 4 or 5 on the AP exam. AP credits are not accepted for required science courses

### **Minimum program requirements for LECOM School of Dental Medicine\***

- 6 hours of English
- BI 200/L Introduction to Biology – Biodiversity, Form, Function, and Ecology and Lab
- BI 205/L Principles of Cell Biology and Lab



## ACADEMIC PROGRAMS

- CH 105/L Principles of Chemistry I and Lab
- CH 106/L Principles of Chemistry II and Lab
- CH 221/L Organic Chemistry I and Lab
- CH 222/L Organic Chemistry I and Lab

### **Not required but recommend for LECOM School of Dental Medicine**

- BI 214/ BI 214L Anatomy and Physiology I with Lab
- BI 215/ BI 215L Anatomy and Physiology II with Lab
- BI 232/L Microbiology with Lab
- BI 335/ BI 335L Genetics with Lab
- BI 430/BI430L Cellular and Biochemical Processes with Lab
- BI 380 Advanced Physiology and Immunology
- PH 201/ PH 201L General Physics I with Lab

\*CLEP cannot be used to satisfy credits

\*No final grade less than a “C” will be accepted

\*Credit for pass/fail course is not accepted

\*LECOM will accept AP course for English and Behavioral Science if the student earns a 4 or 5 on the AP exam. AP credits are not accepted for required science courses

LECOM School of Dentistry recommends applicants spend 100 hours job shadowing in a clinical setting

### **Minimum program requirements for LECOM School of Pharmacy\***

- 6 hours of English
- 6 hours of Psychology or Sociology
- 3 hours of Economics
- 9 hours of General Education\*\*\*
- PH 201/ PH 201L Physics with Lab
- BI 200/L Introduction to Biology – Biodiversity, Form, Function, and Ecology and Lab
- BI 205/L Principles of Cell Biology and Lab
- CH 105/L Principles of Chemistry I and Lab
- CH 106/L Principles of Chemistry II and Lab
- CH 221/L Organic Chemistry I and Lab
- CH 222/L Organic Chemistry I and Lab
- MAT 212 Introduction to Statistics
- MAT 221 Calculus I

\*CLEP cannot be used to satisfy credits

\*No final grade less than a “C” will be accepted

\*Credit for pass/fail course is not accepted

\*LECOM will accept AP course for English and Behavioral Science if the student earns a 4 or 5 on the AP exam. AP credits are not accepted for required science courses

\*\*\*General education credits should include courses other than the prerequisites above

## ACADEMIC PROGRAMS

### Other Requirements:

Undergraduate students are also required to complete the [Ursuline Core Curriculum](#)

### PROGRAM NAME: DEVELOPMENTAL HEALTH MINOR

#### Program Overview:

The Developmental Health Minor prepares students to acquire a foundation of psychological, sociological, and statistical methods to examine a person's developmental changes over time. This minor enables students to compare the typical and atypical development of people in the cognitive, physical, and social domains of their life. The grouping of courses in this minor are often prerequisites for graduate-level programs focusing on the implementation of therapeutic practices in an array of allied healthcare professions.

#### Program Learning Outcomes:

- Students will be able to explain major psychological and sociological theories related to psychopathology, development over the lifespan, theories of personality, and group behavior.
- Students will be able to identify typical and atypical development at different stages of human life.
- Students will be able to describe statistical concepts and outcomes as they relate to scholarly works.
- Students will maintain an objective professional attitude toward understanding human psychopathology.

Students will accept responsibility for helping her/himself and others grow in maturity.

**Department Phone #:** 440-449-3148

**2024-2025 Program Chair:** Christopher L. Edmonds, Ph.D.

#### Minor Program Requirements:

- PS 101 General Psychology (3)
- PS 230 Lifespan Development (3)
- PS 330 Abnormal Psychology (3)
- SO 103 Introduction to Sociology (3)
- Choose one statistics course:
  - MAT 212 Introduction to Statistics (3)
  - PS 222 Behavioral Statistics (3)
- Choose one psychology elective course from:
  - PS 307 Sports Psychology (3)
  - PS 310 Autism Spectrum Disorders (3)
  - PS 350 Theories of Personality (3)
  - PS 430 Physiological Psychology (3)

## ACADEMIC PROGRAMS

Total credits required for Developmental Health Minor: 18

### PROGRAM NAME: DIGITAL MARKETING

#### Program Overview:

Digital marketers learn to be nimble thinkers, skilled in both the art of persuasive communication and the science of data analytics. If you're ready to up-skill in the high-demand area of digital marketing, our program gives you a deep background in both, along with helping you build the intuition you'll need to blend them into effective strategy. Each online course lasts eight weeks.

This certificate program is a quick, low-cost, online micro-credential that can help you advance in your current role or open new doors.

*The College partnered with Rize, a higher education company that works with the Lower Cost Models for Independent Colleges (LCMC) consortium for this program.*

#### Program Learning Outcomes:

Students will be able to identify marketing opportunities and create cross-channel marketing strategies to meet those opportunities.

Students will be able to design, justify and assess the impact of campaigns across the full range of popular digital channels.

Students will be able to build effective content marketing strategies and support them with fundamental content creation skills, such as copywriting.

Students will be able to assess the effectiveness of cross-channel campaigns in relation to broader business objectives.

**Department Phone #: 440-449-5403**

**2024-2025 Program Chair: Anne Murphy Brown, JD**

#### Minor and Certificate Program Requirements:

- BU 220 Principles of Marketing (3)
- BU 320 Consumer Behavior (3)
- DM 210 Social Media Marketing (3)
- DM 211 Email Marketing (3)
- DM 301 SEO/SEM (3)
- DM 401 Digital Marketing Analysis (3)
- DM 410 Viral & Organic Growth (3)

## ACADEMIC PROGRAMS

### PROGRAM NAME: DIOCESAN LAY PASTORAL MINISTRY

#### Program Overview:

The sixteen-credit core course from Scripture, systematic theology, moral theology and pastoral and ministerial skills required in the Cleveland Catholic Diocesan Program are available through Ursuline College. Certification is granted by the Diocesan Pastoral Ministry Program.

For additional information contact Linda Martin, Department Chair for the Diocesan Lay Pastoral Ministry Program.

### PROGRAM NAME: 4+1 BRIDGE PROGRAM IN EDUCATION

#### Program Overview:

Ursuline College has built a reputation on its commitment to excellence in responding to the needs of educator preparation. The 4+1 Bridge Program in Education offers a path to becoming a teacher that allows candidates 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 of their choice that will support the teacher licensure area they choose, supplemented with 12-15 credits of education courses that provide "the bridge" into the one-year, graduate teacher-licensure program, the Master Apprenticeship Program (MAP). In MAP, candidates engage full-time in coursework and are assigned to a school setting, leading to eligibility for the teacher license. The education coursework is supplemented with fieldwork experience in area P-12 schools, providing candidates practice in working with students representing a diverse background, serving as the foundation for the extensive school experiences during the graduate year. Candidates prepared to serve as educators in school settings leave the College at the end of this five-year program with a solid foundation of theory and experiences in practice that support their theoretical understandings. The Education Unit is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and all programs are approved by the Ohio Department of Higher Education (ODHE).

#### Program Learning Outcomes:

During the undergraduate years of the program, candidates begin the journey that ultimately leads to the ability to provide effective learning environments for their students. Learning outcomes include foundation of a knowledge base to plan for student learning based upon knowledge of student needs, selecting teaching strategies that serve to meet those needs; demonstrate knowledge of how children learn and develop; assess student learning effectively; manage learning environments that allow learners to focus on learning; and develop effective relations with families and communities.

These knowledge and skills further develop during the MAP year.

**Department Phone #:** 440-646-8147

## ACADEMIC PROGRAMS

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

### Bridge Program Course Requirements:

- EDB 110 Seminar I (1)
- EDB 111 Seminar II (1)
- EDB 112 Seminar III (1)
- EDB 500 Foundations of Education (3)
- EDB 510 Introduction to Human Development and Learning (3)
- EDB 520 Systematic Phonics in the Integrated Language Arts (3)\*
- EDB 530 Curriculum, Materials & Methods, Block I Ohio Learning Standards and Planning Instruction (3)

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

**All candidates pursue the requirements of the undergraduate major selected.**

### Other Requirements:

Candidates must meet MAP Gate 1 requirements for admission to the final year of the 4+1 bridge program.

## PROGRAM NAME: 3+2 ENGINEERING URSULINE COLLEGE/UNIVERSITY OF DAYTON

### Program Overview:

Ursuline College has partnered with the University of Dayton (UD) to offer Ursuline students with majors in Biology, Chemistry, and/or Math an accelerated path to earning a master's degree in engineering. The program is open to biology and chemistry students. Through the program, student can earn a bachelor's degree from Ursuline in chemistry or biology while working toward their master's degree in Engineering for UD. Both degrees can be completed in just five years, rather than the average of six years to earn an undergraduate degree (four years) and master's degree (two years), saving students both time and money. Student will receive a 50% discount off undergraduate tuition during their first year at the University of Dayton and a 30% discount off graduate engineering tuition during their second year.

Link: <https://www.ursuline.edu/academics/undergraduate/programs/engineering-32-program>

### 2021-2022 Program Advisors:

- Dr. Stephen Petrovic for Chemistry
- Dr. Lita Yu for Biology

## ACADEMIC PROGRAMS

### Major Program Requirements

#### **Bioengineering Program (3+2, B.A. – Biology/M.S. – Bioengineering)**

- BI 200/ BI 200L Introduction to Biology – Biodiversity, Form, Function, and Ecology and Lab
- BI 205/L I Principles of Cell Biology and Lab
- BI 335/L Genetics & Genetics and Lab
- BI 325/L Ecology and Lab
- BI 430/L Cellular & Bio-Chem Processes and Lab
- BI 451 Departmental Seminar
- BI 400 Service Learning
- Two courses at BI 300 level or higher elective with lab
- CH 105/L Principles of Chemistry I and Lab
- CH 106/L Principles of Chemistry II and Lab
- CH 221/L Organic Chemistry I and Lab
- CH 222/L Organic Chemistry II and Lab
- MAT 221 Calculus I
- MAT 222 Calculus II
- MAT 223 Calculus III
- MAT 324 Differential equations
- PY 201/L or PY 203/L General Physics I with lab and calculus
- PY 202/L or PY 204/L General Physics II with lab and calculus

#### **The following are courses to be taken at the University of Dayton:**

- Biology elective
- STEM elective
- CME 211 Introduction to Thermodynamics for Chemical Engineers
- CME 281 Chemical Engineering Computations
- BIE 501 – Introduction to Bioengineering
- BIE 505 Principles of Engineering for Bioengineers
- BIE 561 Biomedical Engineering I
- BIE 598 – Capstone Project
- Five BIE graduate electives
- Graduate math elective

Credit hour count: UG – 122 credits, GR – 30 credits

#### **Chemical Engineering Program (3+2, B.A. – Chemistry/M.S. – Chemical Engineering)**

- BI 205/L Principles of Cell Biology and Lab
- CH 105 Principles of Chemistry I & CH 105L Laboratory for Principles of Chemistry I
- CH 106 Principles of Chemistry II & CH 106L Laboratory for Principles of Chemistry II
- CH 221 Organic Chemistry I & CH 221L Laboratory for Organic Chemistry

## ACADEMIC PROGRAMS

- CH 222 Organic Chemistry I & CH 222L Laboratory for Organic Chemistry II
- CH 423 Biochemistry II/Lab
- CH 320/CH 320L Analytical Chemistry & Analytical Chemistry Lab
- CH 410 Survey of Physical Chemistry
- CH 422 Biochemistry I/Lab
- CH 475 or 487 Academic Internship or Academic Research
- MAT 212 - Introduction to Statistics
- MAT 221 Calculus I
- MAT 222 Calculus II
- MAT 223 Calculus III
- MAT 324 Differential equations
- PH 201/ PH 201L/ PH 203 General Physics I with lab and calculus
- PH 202/ PH 202L/ PH 204 General Physics II with lab and calculus

### **The following are courses to be taken at the University of Dayton:**

- CME 203 Materials and Energy Balances
- CME 306 Chemical Reaction Kinetics and Engineering
- CME 211 Chemical Engineering Thermodynamics (3)
- CME 281 Chemical Engineering Computations
- CME 324 Transport Phenomena
- CME 365 Separation Processes
- CME 465 – Fluid Flow and Heat Transfer
- CME 507 – Advanced Thermodynamics
- CME 521 – Advanced Transport Phenomena (3)
- CME 542 – Chemical Engineering Kinetics (3)
- CME 595 – Special Problems
- Five (5) CME graduate electives (15 credits)
- Graduate math elective

Credit hour count: UG – 121 credit hours, GR – 33 credit hours

### **Materials Engineering Program (3+2, B.A. – Chemistry/M.S. – Material Engineering)**

- BI 205/L Principles of Cell Biology and Lab
- CH 105 Principles of Chemistry I & CH 105L Laboratory for Principles of Chemistry I
- CH 106 Principles of Chemistry II & CH 106L Laboratory for Principles of Chemistry II
- CH 221 Organic Chemistry I & CH 221L Laboratory for Organic Chemistry I
- CH 222 Organic Chemistry I & CH 222L Laboratory for Organic Chemistry II
- CH 320/CH 320L Analytical Chemistry & Analytical Chemistry Lab
- CH 410 Survey of Physical Chemistry
- CH 422 Biochemistry I/Lab
- CH 423 Biochemistry II/Lab

## ACADEMIC PROGRAMS

- CH 475 or 487 Academic Internship or Academic Research
- MAT 212 - Introduction to Statistics
- MAT 221 Calculus I
- MAT 222 Calculus II
- MAT 223 Calculus III
- MAT 324 Differential equations
- PH 201/ PH 201L/ PH 203 General Physics I with lab and calculus (5)
- PH 202/ PH 202L/ PH 204 General Physics II with lab and calculus

### **The following are courses to be taken at the University of Dayton:**

- CME 211 Chemical Engineering Thermodynamics
- CME 281 - Chemical Engineering Computations
- Chemistry elective
- EGR 201 – Statics
- EGR 203 – Circuits
- MEE 312 and 312L – Engineering Materials and lab
- MAT 502- Materials II (graduate)
- MAT 509 - Polymers (graduate) (3)
- MAT 552 – Composites Processing Lab
- Six (6) MAT graduate electives (18 credits)
- Graduate math elective

Credit hour count: UG – 122 credit hours, GR – 30 credit hours

### **Other Requirements:**

See advisors for additional polices, program requirements, and additional admission requirements for the University of Dayton.

## PROGRAM NAME: ENGLISH

**Degree: Bachelor of Arts**

### **Program Overview:**

The Department of English offers an undergraduate program leading to the Bachelor of Arts degree. The major provides a solid foundation in language studies.

Our focus on literary works and their interpretation prepares students for graduate studies or, in conjunction with education, classroom teaching. The department also offers a minor for those whose primary commitment is to another field.

### **Program Learning Outcomes:**

Emphasis is on:

- developing the abilities of students to listen, read, speak, think, and write creatively and critically;
- on introducing students to works of literature that will enrich their lives;



## ACADEMIC PROGRAMS

- on providing students with learning experiences that provide insight into lasting human values;
- on preparing students for both the world of work and further professional education.

**Department Phone #:** 440-646-8354

**2024-2025 Program Chair:** Katharine G. Trostel, Ph.D.

### Major Program Requirements:

- Choose one (3):
  - EN 303 Creative Writing (3)
  - EN 340 Creative Nonfiction Writing (3)
- Choose one: (3)
  - EN 328 World Mythology (3)
  - EN 348 Latin American Women's Literature (3)
  - EN 254 Postcolonial Literature (3)
- Choose one (3)
  - EN 250 European Literature I (3)
  - EN 251 European Literature II (3)

Required:

- EN 329 American Literature I (3)
- EN 330 American Literature II (3)
- EN 331 British Literature I (3)
- EN 332 British Literature II (3)
- EN 437 Shakespeare (3)
- EN 433 Intro to the History of English Language (3)
- EN 463 Senior Seminar (3)
- Choose 2 EN courses at the 200, 300, or 400 level, one of which must be at 300 or 400 level (6)

**Total credits required for English Major: 36**

### Minor Program Requirements:

Choose one (3):

- Choose One (3)
  - EN 331 British Literature I (3)
  - EN 332 British Literature II (3)
- Choose one (3):
  - EN 329 American Literature I (3)
  - EN 330 American Literature II (3)
- Choose one (3):
  - EN 303 Creative Writing (3)
  - EN 340 Creative Nonfiction Writing (3)
- Choose one: (3)
  - EN 328 World Mythology (3)
  - EN 348 Latin American Women's Literature (3)

## ACADEMIC PROGRAMS

- EN 254 Postcolonial Literature (3)
- Choose 2 EN courses at the 200, 300, or 400 level, one of which must be at 300 or 400 level (6)

**Total credits required for English Minor: 18**

### Bridge Requirements:

Note: Additional courses are needed for those students who intend to pursue our 4+1 bridge program in education.

## PROGRAM NAME: EXERCISE SCIENCE

Degree: Bachelor of Arts

### Program Overview:

The exercise program focuses on the intersection of health, performance and exercise to promote healthy living in our society. Students in the program will explore human movement and its impact on the enhancement of overall health and well-being across many populations. The exercise science major focuses on utilizing scientific methods in core biological sciences and applied physiology. A major in exercise science provides an excellent foundation for careers in any fitness or allied healthcare profession.

### Program Learning Outcomes:

Upon completion of the B.A. in Exercise Science:

- students will possess the knowledge, skills, values, and abilities necessary to procure an entry-level employment Exercise Science position in industry
- or continue formal education in schools in a number of health-related and wellness-related graduate programs.

**Department Phone #:** 440-533-5351

**2024-2025 Program Chair:** G. Scott Willis, DHSc

### Major Program Requirements:

#### FOUNDATION COURSES

- BI 214/L Anatomy & Physiology I and Lab (3,1)
- BI 215/L Anatomy & Physiology II and Lab (3,1)
- CH 105/L Principles of Chemistry I and Lab (3,1)
- EXS 101 Introduction to Exercise Science (3)
- EXS 150 Adult and Pediatric First Aid/CPR/AED (1)
- EXS 201/L Foundations of Human Movement and lab (3,1)
- EXS 205/L Exercise Physiology I and Lab (3,1)
- EXS 206/L Exercise Physiology II and Lab (3,1)
- EXS 310/L Exercise Testing and Prescriptions and Lab (3,1)

## ACADEMIC PROGRAMS

- EXS 360 Exercise and Special Populations (3)
- EXS 460 Research and Design in Exercise Science (3)
- EXS 490 Capstone with Practicum (3)
- MAT 212 Introduction to Statistics (3)

**Total credits required for Exercise Major: 44**

### Minor Program Requirements:

#### FOUNDATION COURSES

- EXS 101 Introduction to Exercise Science (3)
- EXS 201/L Foundations of Human Movement and Lab (3,1)
- EXS 205/L Exercise Physiology I and Lab (3,1)
- EXS Elective courses:
  - Choose 1 Lab/Lecture Series
    - EXS 206/L Exercise Physiology II and Lab (3,1)
    - EXS 310/L Exercise Testing and Prescriptions and Lab (3,1)
  - Choose 1 Advanced Lecture
    - EXS 360 Exercise and Special Populations (3)
    - EXS 460 Research and Design in Exercise Science (3)

**Total credits required for Exercise Minor: 18**

### Other Requirements:

[https://www.ursuline.edu/academics/programs/exercise-science.](https://www.ursuline.edu/academics/programs/exercise-science)

## PROGRAM NAME: FASHION

Degree: Bachelor of Arts

### Program Overview:

Fashion offers two 3+1 programs in design and merchandising with the Fashion Institute of Technology in New York City. The program uses the latest technology to prepare students for an industry that is dependent on electronic design techniques. Facilities include CAD, 3-D printer, electronic, industrial, cover stitch, multi-thread Serger, and Wolf dress forms. The computer-aided design lab features individual workstations with color printers, scanners, Adobe Illustrator software and Photo Shop, with online access to fashion links and resources.

The program is formulated to meet the following objectives: to provide students interested in entrepreneurship with a knowledge of the procedures and techniques necessary to successfully start and operate their own fashion business; to upgrade the business skills, and knowledge of individuals who are already self-employed; and to help all graduates

## ACADEMIC PROGRAMS

draw a relationship between their products or services and the employment skills necessary for success.

The program houses the Historic Costume Study Collection, which features over 4,000 pieces of apparel, costume jewelry, hats, handbags, gloves, shoes, and textiles. The Collection provides a direct means of studying 20th Century American contemporary apparel/costume/retail design. Students have an opportunity to restore, preserve, promote, visual display, sketch, photograph, and conduct research test analysis on the Collection.

The program sponsors the student Fashion Focus Club, field study trips in Cleveland, Columbus, New York City, Chicago Apparel Mart, Dallas Apparel Mart, and Atlanta Apparel Mart.

The program also offers an international field study trip to Toronto, Canada.

### Program Learning Outcomes

Fashion outcomes for design and merchandising include the following:

- Apply comprehensive abilities in creating and presenting product for entry-level positions in the fashion industry
- Work well together as emerging team players and innovative design thinkers
- Understand and implement new CAD technologies relative to design development, textile choices, and the manufacture and distribution of fashion products
- Explore sustainability in their design development
- Analyze and create products
- Research a selected brand and develop a profile of the company and the media used for marketing and advertising
- Utilizing production steps to produce a community fashion show
- Utilize critical thinking and skills for problem-solving
- Demonstrate leadership skills in a collaborative environment
- Complete a professional internship in fashion design or merchandising

**Department Phone: 440-684-6072**

**2024-2025 Program Chair: Tiffany Wells, MBA**

### Requirements for the Major

#### **Fashion Design - 36 hours**

- FH 101 Construction Fundamentals (3)
- FH 105 Textile Fabrics (3)
- FH 201 Figures/Flats/Portfolio (3)
- FH 206 Construction Fundamentals (3)
- FH 220 Product Development (3)
- FH 251 Costume and Fashion (3)
- FH 260 Fashion Illustration (3)

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- FH 301 Computer Aided Design (3)
- FH 419 Draping (3)
- FH 420 Flat Pattern (3)
- FH 429 Senior Collection (3)
- FH 475 Academic Internship (1-6)

Recommended electives: FH 288, BU 235, BU 362, BU 320, 488, or F.I.T. track option in New York City.

### **Fashion Merchandising – 36 hours**

- FH 101 Construction Fundamentals (3)
- FH 105 Textile Fabrics (3)
- FH 201 Figures/Flats/Portfolio (3)
- FH 220 Product Development (3)
- FH 251 Costume and Fashion (3)
- FH 301 Computer Aided Design (3)
- FH 305 Branding (3)
- FH 332 Merchandising and Buying (3)
- FH 338 Fashion Show Production (3)
- FH 400 Visual Display (3)
- FH 452 Senior Symposium (3)
- FH 475 Academic Internship (1-6)

Recommended electives: FH 288, BU 235, BU 362, BU 320, 488, or F.I.T. track option in New York City.

### **Requirements for the Minor**

Fashion Design – 18 hours

- FH 101 Construction Fundamentals (3)
- FH 201 Figures/Flats/Portfolio (3)
- FH 206 Construction Fundamentals (3)
- FH 301 Computer Aided Design (3)
- FH 452 Senior Symposium (3)
- FH 488 Special Topics (3)

Fashion Merchandising – 18 hours

- BU 358 Communication, Conflict, and Negotiation (3)
- FH 101 Construction Fundamentals (3)
- FH 288 Special Topics (3)
- FH 301 Computer Aided Design (3)
- FH 338 Fashion Show Production (3)
- FH 452 Senior Symposium (3)
- FH 488 Special Topics (3)

### **Fashion Institute of Technology 3 + 1 (F.I.T.) Track Option in Design or Merchandising**

Students in Design or Merchandising may choose to spend their third year at the Fashion Institute of Technology in New York City. Students who choose the 3+1 (F.I.T.) track and

## ACADEMIC PROGRAMS

live 500 miles from NYC may apply for housing and board. Students must see that all official transcripts of their completed work in New York are mailed to the Registrar's Office at Ursuline College. All work in design or merchandising management is considered enrichment elective credit. Students receive an (AAS) Associate in Applied Science degree from the Fashion Institute of Technology upon graduation from the home institution, Ursuline College. In order to be eligible for the junior year option of studies at F.I.T., a student majoring in design or merchandising must:

- Complete 30 credit hours at home institution
- Submit a recommendation by the fashion faculty
- Be officially accepted by the (F.I.T.) Visiting Student program
- Have 3.0 G.P.A. at time of application

### PROGRAM NAME: FINANCIAL PLANNING

#### Program Overview:

Certified Financial Planners know the ins and outs of investing, saving, and money management. You'll learn to guide clients through some of the biggest moments of their lives and be a resource for them when times are tough. Each online course lasts eight weeks.

Designed especially for busy professionals, Ursuline's financial planning certificate program is offered entirely online. You can participate in live class discussions or watch the recording later—or both. What's more, our program is offered in an accelerated format, so you can earn your certificate in less than a year.

Students who complete a bachelor's degree, in addition to the seven-course sequence described below, will successfully fulfill the CFP Board's education requirement and be prepared to sit for the CFP Exam.

*The College partnered with Rize, a higher education company that works with the Lower Cost Models for Independent Colleges (LCMC) consortium for this program.*

#### Program Learning Outcomes:

- Explain the Code of Ethics and Standards of Conduct, which are ethical and professional ideals for CFP® professionals.
- Describe the personal financial planning process as defined by the Practice Standards for the Financial Planning Process (Section C- Code of Ethics and Standards of Conduct).
- Construct statements of financial positions and cash-flow statements as applied to clients consistent with sound personal accounting standards.

## ACADEMIC PROGRAMS

- Identify opportunities and challenges related to a client's cash inflows and outflows and make recommendations to assist the client in meeting their current needs and long-term financial goals.
- Evaluate the financial effects of reducing or increasing debt on the client's probability of success in meeting short-term and long-term goals.
- Apply economic concepts and measures in making financial planning recommendations.
- Calculate present value and future value of single amounts, annuities, annuities due, uneven, and serial payments.
- Calculate the dollar amount needed to meet the education goals of the client.
- Recommend appropriate education savings vehicles given tax implications, dollar amount of savings needed, and the client's preferences and situation.
- Evaluate the client's qualifications for various types of financial aid as part of an education plan.
- Evaluate and recommend the availability of and qualifications for gift tax exclusions for the client's gifting goals.
- Explain how a client's values, including cultural and religious values and attitudes may impact their goals and the financial planning process.
- Identify how cognitive biases and heuristics can impact financial decision-making.
- Identify areas of potential financial conflict between spouse and/or family.
- Explain the applications of counseling theory to financial planning practice.
- Assess the components of communications, including verbal and non-verbal communications.
- Analyze how different types of financial or economic crises impact clients (e.g., market correction or economic decline).

**Department Phone #: 440-449-5403**

**2024-2025 Program Chair: Anne Murphy Brown, JD**

## ACADEMIC PROGRAMS

### Minor and Certificate Program Requirements:

- FP 301 General Principles of Financial Planning (3)
- FP 302 Risk Management and Insurance Planning (3)
- FP 303 Investment Planning (3)
- FP 304 Tax Planning (3)
- FP 305 Retirement Savings and Income Planning (3)
- FP 306 Estate Planning (3)
- FP 307 Capstone Course in Financial Planning (3)

### PROGRAM NAME: EMPOWERING WOMEN FOR THE GIG ECONOMY CERTIFICATE

#### Program Overview:

According to research published in the Harvard Business Review alternative work arrangements are growing faster than traditional full-time jobs, and are only projected to keep growing. The Gig Economy - including consultants, independent contractors, freelancers, side giggers, and on-demand workers - makes up an estimated 30-40% of the U.S. workforce.

By 2021, gig workers will outnumber traditional employees. While Gig work has pluses and minuses, it can be a great option for women who desire the flexibility that working for yourself creates. If you want to work for yourself or make money from your passion, then the Gig Economy may be for you. These courses will help you learn what it takes to succeed in the Gig economy and ways to sell yourself and your ideas. You will also gain a deeper understanding of general business principles and how and why it is important to be self-led regardless of the type of work you do. Completing the three-course series equates to a bachelors level micro-credential and nine under-graduate level credits.

#### Program Learning Outcomes:

- Recognize the attributes of the self-directed leader
- Understand the pros and cons of the GIG economy
- Understand the key skills used to promote yourself and your ideas
- Ability to develop and promote a business plan
- Appreciate the spectrum of work and career options
- Determine if participation in the GIG economies is personally aligned with the student's core values.

#### Program Requirements:

- WOF 315: Intro to the Gig Economy (3)
- WOF 410: Being a Self-Lead and Self-Directed Leader (3)
- WOF 425: Selling Yourself and Your Ideas (3)



## ACADEMIC PROGRAMS

### PROGRAM NAME: HISTORY AND CIVIC ENGAGEMENT

Degree: Bachelor of Arts

#### Program Overview:

The History and Civic Engagement Program prepares students to understand the past through a civic engagement perspective, with a critical eye to the many lessons it offers for the present and future. Students develop critical thinking skills and become familiar with various research methodologies that allow for a clearer understanding of the past, identify major questions and enduring themes, and develop a capacity for critical judgment based on evidence. The Program encourages students to heed the past and its lessons, to know themselves and their value system, to understand the values of others in our diverse global society, and to engage in society as responsible citizens.

#### Ursuline Core Curriculum Outcomes

- Analyze and Synthesize by examining and distinguishing constituent elements and combining parts or elements into a whole.
- Make Decisions Based on Values by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful, and true.
- Cultivate Understanding of Human Expression by integrating individual spiritual, cognitive, and affective responses to experience of the arts.
- Solve Problems by finding solutions to complex questions or situations that present uncertainty or difficulty.
- Take Responsibility for Society by accepting the obligation to act in response to unjust or oppressive social situations.

#### American Historical Association Outcomes

- Develop ethical methods of inquiry.
- Recognize the disciplinary preference for complexity. Analyze with a critical and empathetic eye.
- Create narratives through a variety of resources. Apply historical knowledge to contemporary issues.

#### History and Civic Engagement Outcomes

Provide evidence of experience in civic engagement activities. Demonstrate independent and team leadership of civic action.

**Department Phone #:** 440-646-8396

**2024-2025 Program Chair:** Pamela McVay, Ph.D.

#### Major Program Requirements:

- PO 220 Civic Engagement (3)
- HI 454 Research Methods (3)
- One Introductory American Studies (3)
- One Focused American Studies (3)
- One European History (3)

## ACADEMIC PROGRAMS

- One Non-Western History (3) One Global Studies (3)
- One Experiential Learning (3)
- Two HI, PO Elective Courses 300 level or above (6)
- Two HI, PO, PH, RS Elective Courses, selected in consultation with your HCE advisor (6)

### Minor Program Requirements:

18 credit hours

- PO 220 Civic Engagement (3)
- One Introductory American Studies (3)
- One Focused American Studies (3)
- One Non-Western History (3)
- One Global Studies (3)

## PROGRAM NAME: HUMANITIES

Degree: Bachelor of Arts

### Program Overview:

The Humanities Program encourages students to take a broad and integrative view of the arts and the humanities. The curriculum includes the study of art, music, drama, foreign languages, history, philosophy, literature, and religion. As components of culture, these studies provide a deeper understanding of the individual and of the world.

### Program Learning Outcomes:

- Students will read attentively, closely, and critically across the humanities disciplines, effectively using primary texts through quotations and internal reference, drawing conclusions and generalities beyond a given text, and offering a clear critical approach to interpreting texts.
- Students will engage in public-facing scholarship and with case studies rooted in contemporary issues that will allow them to convey and articulate the relevance of the humanities to the complexity of the world around them—both at the level of the local and at the level of the global.
- Students will be able to clearly express how the skill-sets that they develop in the humanities directly relate to and prepare them for multiple career paths.
- Students will conduct research, analyze information, and formulate values-based responses.
- Students will learn to be stewards of the Northeast Ohio community by engaging and collaborating in projects that directly address structural inequities in our region.
- Students will learn how to be cultural problem solvers, developing solutions that draw from multiple humanities lenses including the literary, the philosophical, and the aesthetic.

## ACADEMIC PROGRAMS

**Department Phone #:** 440-646-8354

**2024-2025 Program Chair:** Katharine Trostel, Ph.D.

### Major Program Requirements:

36 credit hours in the following areas. At least 50% of these credits must be taken at the 300-400 level.

- AR112 Digital Photography (3)
- EN 256 Rustbelt to Revival: Anisfield Wolf (3)\*
- Two of the following:
  - EN 303 Creative Writing (3)
  - EN 341 Magazine Production (3)
  - EN 370 Community-Based Journalism (3)
- One History, HI designation, course (3)
- HU 475 Academic Internship or Experiential Learning (3)
- HU 490 Humanities Capstone (3)
- PH 260 Bioethics (3)\*
- Two Philosophy (PH designation) courses at the 300- and/or 400-level (6)
- One Religious Studies, RS designation, course at the 300- or 400-level
- One Elective course at the 300- or 400-level from AR, HI, HIP, EN, MU, PH, or RS course designations (3)

\* Note: Only 2 courses, EN 256 and PH 260 may double count for the major and Ursuline core curriculum.

### Minor Program Requirements:

22 credit hours. At least 50% of these credits must be taken at the 300- 400 level:

- AR112 Digital Photography (3)
- EN 256 Rustbelt to Revival: Anisfield Wolf (3)\*
- Two of the following:
  - EN 303 Creative Writing (3)
  - EN 341 Magazine Production (3)
  - EN 370 Community-Based Journalism (3)
- One History, HI designation, course (3)
- HU 475 Academic Internship or Experiential Learning (3)
- PH 260 Bioethics (3)\*
- One Religious Studies, RS designation, course at the 300- or 400-level
- One Elective course at the 300- or 400-level from AR, HI, HIP, EN, MU, PH, or RS course designations (3)

\* Note: Only 2 courses, EN 256 and PH 260 may double count for the major and Ursuline core curriculum.

## ACADEMIC PROGRAMS

### PROGRAM NAME: INTERDISCIPLINARY STUDIES

Degree: Bachelor of Arts

#### Program Overview:

Students may elect to pursue a major that bridges two or more traditional fields of study with a unifying theme. The student initiates and is responsible for the design of a major that will allow the student to explore a topic in depth, and to go beyond the normal departmental boundaries.

**Department Phone #:** 440-646-8354

**2021-2022 Program Coordinator:** Katharine G. Trostel, Ph.D.

The proposal for an Interdisciplinary Studies Major must consist of 48 credits and must include:

- A unifying theme
- The intended fields of study
- A list of intended courses to apply to the proposed major, with the following criteria:
  - As is the case for all majors at Ursuline, a minimum of 50% of the major must be taken at Ursuline.
  - At least 50% of the courses must be at the 300-400 level.
  - Prior credits earned at Ursuline or other institutions are limited to at least 50% of the major being declared.
- A culminating, integrative project will be presented to demonstrate the integration of the student's learning. (Course HU 490)
- Procedure for proposing an Interdisciplinary Studies Major:
- The interested student will contact the Program Coordinator, which will facilitate the process with the appropriate dean(s). The dean(s) identifies two faculty members to work with the student on the development of the academic proposal. A third faculty member may be added to this committee by the dean as needed. One of the members of the committee will assume the role of faculty advisor.
- The student will submit the required proposal for a course of study that consists of 48 credits with rationale for the major.
- The committee must unanimously approve the proposal in order for the student to be admitted to the Interdisciplinary Studies Major.
- A culminating project will be presented to demonstrate the integration of the student's learning.
- Once the proposal has been approved, the student and committee will draft a formal plan of study, in the form of an audit sheet, which will be signed and dated by the student, committee, and appropriate dean.

## ACADEMIC PROGRAMS

### PROGRAM NAME: INTERDISCIPLINARY PRE-LAW MINOR

#### Program Overview:

The mission of the Pre-Law Minor is to provide students with the analytical, oral, and written communication skills necessary to be successful in law school.

#### Program Learning Outcomes:

- To understand the methods, institutions, and operation of the federal and state judicial systems;
- To analyze legal principles, doctrines, court rulings, and government actions with an understanding of the cultural, social, and political issues in American society;
- To demonstrate proficiency and professionalism in legal writing and communication.

#### Minor Program Requirements:

- PO 115: Introduction to Law (3)
- BU 340: Business Law (3)
- PO 210: Civil Rights and Civil Liberties (3)
- Choose 3 courses from at least 2 different disciplines:
  - BU 330: Organizational Behavior (3)
  - EC 202: Macroeconomics (3)
  - EC 203: Microeconomics (3)
  - SO 230: Organized and White Collar Crime (3)
  - SO 319: Criminology (3)
  - SO 323: Race, Culture, and Politics in American Society (3)
  - PS 340: Forensic Psychology (3)
  - PS 330: Abnormal Psychology (3)
  - PS 365: Personality Disorders and Criminal Behavior (3)
  - PS 372: Profiling Violent Offenders (3)
  - PS 222: Behavioral Statistics (3)
  - PS 322: Research Methods I (3)
  - PS 305: Science Good, Bad and Bogus (3)
  - PO 220: Civic Engagement (3)
  - PH 331: Social and Political Philosophy (3)
  - PH 275: American Political Philosophy (3)
  - LS 310: Constitutional Law (3)
  - LS 315: Women and Law (3)
  - LS 350: Criminal Law and Procedure (3)
  - LS 488: Moot Court (3)
  - LS 488: Mock Trial (3)

**18 CREDITS REQUIRED FOR PRE LAW MINOR**

## ACADEMIC PROGRAMS

### PROGRAM NAME: MATHEMATICS

Degree: Bachelor of Arts

#### Program Overview:

Mathematics is becoming more necessary in our modern society. Mathematicians work in many different fields such as astronomy and space exploration, climate study, medicine, biology, national security, robotics, animated films, teaching, and in a wide range of businesses. Important skills that mathematicians bring include modeling, critical thinking, solving problems, analyzing data, designing accurate models. The mathematics curriculum at Ursuline College offers small classes that encourage questions and participation, and interdisciplinary studies that constitute the liberal arts core work.

Please visit <http://www.ams.org/careers/> for more information about mathematics, careers, and a listing of career profiles of mathematicians working in nonacademic positions.

#### Program Learning Outcomes:

In the Mathematics major, students should develop effective thinking and communication skills, mathematical independence, and experience open-ended inquiry. Students should learn to use technological tools, link applications and theory, read, understand, analyze, and produce proofs at increasing depth as they progress through the major. The Mathematics major will include concepts and methods from data analysis and mathematical modeling and will present key ideas and concepts from a variety of perspectives and from complementary points of view to demonstrate the breadth of mathematics. Students majoring in Mathematics will also experience mathematics from the perspective of another discipline, study of at least one mathematical area in depth, and work independently or in a small group on a substantial mathematical project that involves techniques and concepts beyond the typical content of a single course.

**Department Phone #:** 440-646-8395

**2024-2025 Program Chair:** Troy A. Clark, Ph.D

#### Major Program Requirements:

43 credit hours in:

- MAT 205 Discrete Mathematics I (3)
- MAT 212 Introduction to Statistics (3)
- MAT 221 Calculus I (4)
- MAT 222 Calculus II (4)
- MAT 223 Calculus III (4)
- MAT 310 Number Theory (3)
- MAT 311 Abstract Algebra (3)
- MAT 312 Higher Geometries (3)
- MAT 313 Linear Algebra (3)

## ACADEMIC PROGRAMS

- MAT 324 Differential Equations (3)
- MAT 350 Introduction to Analysis (3)
- MAT 401 Seminar (1)
- And choose 6 credit hours of electives:
  - MAT 206 Discrete Mathematics II (3)
  - MAT 412 Advanced Statistics (3)
  - MAT 420 History of Mathematics (3)

PY 201, PY 202, and EC 203 are recommended as additional electives.

Students desiring practical experience are encouraged to participate in the internship and/or cooperative education program.

### Minor Program Requirements:

The mathematics minor requires 21 credit hours:

- MAT 212 Introduction to Statistics (3)
- MAT 221 Calculus I (4)
- MAT 222 Calculus II (4)
- MAT 223 Calculus III (4)
- MAT 313 Linear Algebra (3)
- MAT 412 Advanced Statistics (3)

## PROGRAM NAME: NURSING

Degree: Bachelor of Science in Nursing

### Program Overview:

The Ursuline College Breen School of Nursing, founded in the Catholic tradition, is committed to a model of excellence in education that prepares students for diverse and changing roles as clinicians, teachers, and leaders. The Breen School of Nursing seeks to prepare students as competent, caring, and reflective professionals who provide values-based holistic nursing care in an increasingly complex and rapidly changing health care environment.

### VISION STATEMENT

Educating future nurse leaders to positively influence a diverse population of health care recipients in a complex health care system.

### SLOGAN

Honored past, dedicated present, brilliant future

## ACADEMIC PROGRAMS

### MISSION OF THE BSN PROGRAM

Acknowledging the inherent dignity and worth of all persons, the Breen School of Nursing Bachelor of Science in Nursing Program excels in developing compassionate and competent nurse leaders.

### Program Learning Outcomes:

- Integrates effective communication processes in collaboration with interdisciplinary team members to coordinate and improve the delivery of health care.
- Synthesize concepts and theories from the arts, sciences and the discipline of nursing to promote the health and well-being of society.
- Provides compassionate and holistic nursing care across the lifespan based on clinical judgments within the functional capacity of individuals, families, groups, and populations.
- Assumes ethical, legal and professional accountability for the evidenced-based practice of nursing.
- Integrates leadership concepts to manage and coordinate delivery of safe and quality person-centered nursing care in collaboration with teams.
- Analyzes informatics and current healthcare technology in the provision of healthcare services.
- Evaluates the political, financial, and regulatory influences that impact health-care policy, and the business of health care.
- Respects human diversity in the provision of healthcare to populations of different race, gender, age, socioeconomic, religious, or cultural traditions.
- Integrates attitudes, values, and caring behaviors consistent with professional nursing practice.

**Department Phone #:** 440-646-8166

**2024-2025 Program Chair:** Kimberly Dillon-Bleich, Ph.D., RN

Students will be provided a curricular plan with their acceptance letter from the admissions department. Students will then review their tailored degree audit and curricular plan when meeting with their academic advisor.

### Major Program Requirements:

- BI 214/L Human Anatomy and Physiology I and Lab (3,1)
- BI 215/L Human Anatomy and Physiology II and Lab (3,1)
- BI 232/L Clinical Microbiology and Lab (3,1)
- CH 108/L Introduction to General, Organic and Biochemistry and Lab (3,1)
- MAT 125 Quantitative Reasoning or MAT 212 Statistics (3)
- NU 104 Basic Nutrition (3)
- PH 260 Bioethics (3)
- PS 101 General Psychology (3)



## ACADEMIC PROGRAMS

- PS 230 Lifespan Development (3)
- NR 205 Pathophysiologic Foundations for Nursing Practice (3)
- NR 215 Foundations of Holistic Nursing Practice (3)
- NR 235 Holistic Nursing Practice: Health Assessment of the Adult (2)
- NR 245/L/C Holistic Nursing Practice (4)
- NR 255/C Professional Nursing Practice with Adults I (5)
- NR 265 Evidence-Based Professional Nursing Practice (2)
- NR 275 Pharmacology and Therapeutics for Professional Nursing Practice (3)
- NR 325 Professional Nursing Practice with Adults II (6)
- NR 335 Clinical Experience: Professional Nursing Practice with Adults II (4)
- NR 348 Professional Nursing Practice for Childbearing and Childrearing Families (6)
- NR 358 Professional Nursing Practice with Populations (5)
- NR 404 Integrated Professional Nursing Practice (5)
- NR 445/C Professional Nursing Practice for Persons with Complex Psychiatric Needs (3)
- NR 455/C Professional Nursing Practice with Critically Ill Adults (4)
- NR 465 Professional Nursing Leadership Theory (3)

### Other Requirements:

See program handbook for additional program requirements.

### Departmental Honors in Nursing:

The BSN Honors Program is developed to engage students who desire to be challenged by an agenda that fosters academic and leadership excellence. This honors program will connect the student to community or organizational needs and apply evidenced-based research to the identified needs, promote professional organization participation, and develop leadership and scholarly presentation skills. The program exists for pre-licensure undergraduate students enrolled in the traditional and second degree accelerated BSN programs offered through the Breen School of Nursing.

Nursing scholars will have an opportunity to network with community leaders, develop a scholarly project and work collaboratively with a faculty mentor who will guide the scholar with quality –improvement or research and successful completion of the honors program. Students attending the pre-licensure BSN program may apply for the honors program once they have completed the first level sophomore courses in the nursing program. If the student is accepted, all required work for the Honors designation must be completed prior to graduation to receive the Honors designation upon graduation.

### Admission Criteria:

- Students may apply to the program after their first sophomore semester in the nursing program.
- GPA: 3.00

## ACADEMIC PROGRAMS

- Letter of recommendation for admission into the program from a nursing instructor.
- Candidates will complete a 500-word essay reflecting on the area of interest and proposed project.

### Continued Enrollment Criteria:

- Students admitted into the BSN Honors/Nurse Scholars Program must maintain minimum GPA of 3.00.
- Students must enroll in a 1 credit per year course for each year involved in the program for completion of the program requirements.
- Must be an active member of SNUC and preferably a member of NSNA.
- Accrue no student “code of conduct” violations at any time during the program of study. If a student receives a Performance Improvement Plan while enrolled in the BSN Program, the students’ status as an honor student will be subject to review for continued participation in the Honors program.
- Complete the following projects:
  - Identify an area of interest and/or need for improvement
  - Identify a leader or experience that aligns with the area of interest that can assist in developing your knowledge base and expertise about the identified issue or need. Engage in an immersion experience in this area of interest.
  - Complete a scholarly project (under direction of mentor) that addresses the need identified; this project may involve service, quality improvement, a presentation, and/or poster development
- Failure to adhere to/complete these requirements will result in removal from the BSN Honors/Nurse Scholars Program and loss of all associated privileges and financial incentives.

### Advantages of the Program:

- Gold colored honor cords worn at graduation
- Faculty Mentor and Advisor assigned
- Students may be selected by a faculty committee to present their research project at a state or national Nursing Organization conference paid for by the Breen School of Nursing (MNRS, OLN or Sigma). Students not selected for presentation at one of these venues may be required to present completed research projects at a local hospital conference or Ursuline College’s Research Day.
- Recognized in graduation program and transcript: “With Nursing Honors”

Please contact the Associate Dean for Undergraduate Nursing for additional details and application process.

## ACADEMIC PROGRAMS

### PROGRAM NAME: NUTRITION AND DIETETICS

Program pending ACEND accreditation

Degree: Bachelor of Science

#### Program Overview:

Nutrition and Dietetics is a comprehensive nutrition sciences and dietetics education program that will prepare students with the required elements to become a nutritionist. The rigor of the program includes an understanding of community, global and lifecycle nutrition, and policies that affect health and disease. The program also promotes knowledge of supervised practice, professionalism, and managerial preparedness.

#### Program Learning Outcomes:

- Develop the requisite knowledge needed for entry to practice becoming a nutritionist
- Integrate scientific information and translate research into practice
- Develop beliefs, values, attitudes, and behaviors for nutritionists
- Deliver information, products, and services to individuals, groups, and populations
- Apply principles of management
- Develop leadership and career development skills

**Department Phone #:** 440-646-8161

**2024-2025 Program Chair:** Crystal Petrello, MS RDN LD

#### Major Program Requirements:

94 credit hours required:

- BI 205/L Principles of Cell Biology and Lab (3/1)
- BI 214/L Anatomy and Physiology I and Lab (3/1)
- BI 215/L Anatomy and Physiology II and Lab (3/1)
- BI 232/L Clinical Microbiology and Lab (3/1)
- BI 300 Introduction to Medical Terminology (1)
- BU 210 Principles of Management (3)
- CH 105/L Principles of Chemistry I and Lab (3/1)
- CH 106/L Principles of Chemistry II and Lab (3/1)
- CH 221/L Organic Chemistry I (3/1)
- EN 124 College Research (3)
- EN 205 Speech Communication (3)
- MAT 212 Introduction to Statistics (3)
- NU 100 Career Exploration (1)
- NU 104 Basic Nutrition (3)
- NU 200 Food Science (4)
- NU 288 Sanitation and Safety (2)
- NU 300 Communicating Nutrition (3)

## ACADEMIC PROGRAMS

- NU 310 Macronutrient Biochemistry (3)
- NU 320 Micronutrient Biochemistry (3)
- NU 330 Nutrition and Exercise (3)
- NU 340 Community Nutrition and Policy (3)
- NU 350 Global Nutrition (3)
- NU 360 Lifecycle Nutrition (4)
- NU 370 Nutrition Counseling (3)
- NU 400 Medical Nutrition Therapy I (3)
- NU 410 Medical Nutrition Therapy II (3)
- NU 450 Nutrition Assessment (3)
- NU 487 Nutrition Research (3)
- NU 490 Capstone Seminar (3)
- PS 101 General Psychology (3) or SO 103 Introduction to Sociology (3)

### PROGRAM NAME: PRE-MED

#### Program Overview:

##### Concentration Overview:

Ursuline College is an excellent place to prepare for successful admission into the professional health care occupations, including allopathic medicine, osteopathic medicine, dentistry, optometry and veterinary medicine. Medical schools encourage prospective applicants to obtain a broad undergraduate education. Students pursuing an undergraduate degree at Ursuline College gain exposure to the natural sciences, social sciences, humanities, and fine arts through Ursuline Core Curriculum requirements; in addition, successful candidates for the medical professions often major in biology.

The Professional Medicine Program at Ursuline College is not a defined major, but a concentrated course of study recommended by most professional medical schools. It includes 1 semester of English (satisfied by core curriculum), biology, and physics; 2 years of chemistry; and math (often through calculus) along with an undergraduate major. Students choosing a major in the natural sciences or in one of the allied health professions (such as nursing) are more successful in gaining admission to medical school than students who lack upper-level courses in the natural sciences.

Students wishing to gain entry into medical school are strongly encouraged to become involved in a research project. Such projects enable a student to demonstrate her/his ability to use reference materials, to think critically, to analyze, to solve problems, and to communicate skillfully with colleagues by means of both written and oral presentations. A biology major at Ursuline College encourages research as an integral part of the program.

In addition to a research experience, it is highly desirable that the student becomes involved in extracurricular activities that demonstrate interests beyond premedical course

## ACADEMIC PROGRAMS

work. Some possibilities include sports or campus activities, student government, outside employment, hospital work, and volunteer and community service projects. Ursuline College has a science/pre-med student organization which plans career information events, professional seminars, and service projects throughout the year.

Medical schools are seeking well-rounded individuals with a variety of interests and an awareness of the medical profession. Activities which demonstrate leadership, organization and communication skills, volunteer service, and research experience are most desirable. In order to make a well-informed career decision, premedical students should also seek firsthand exposure to the field of medicine and become knowledgeable about the current issues now facing the profession.

Students considering majoring in biology or adding the Professional Medicine concentration to a different major are urged to contact one of several advisors in the Ursuline College Biology Department as early as is feasible in their freshman or sophomore years.

**Department Phone #:** 440-684-6121

**2021-2022 Program Coordinator:** Lita Yu, Ph.D.

### PROGRAM NAME: PROJECT MANAGEMENT

#### Program Overview:

Company leaders have a vision, and the people executing on that vision have the skills to build something great. The Project Manager is the central figure who brings it all together!

In this program, you'll gain the skills and insights to become that central figure. Your Project Management certificate will distinguish you in the job market for this rapidly growing profession. Each online course lasts eight weeks.

*The College partnered with Rize, a higher education company that works with the Lower Cost Models for Independent Colleges (LCMC) consortium for this program.*

#### Program Learning Outcomes:

Students will be able to critically assess the application of waterfall and agile methodologies for different projects within a business context and justify their decisions as well as any associated financial investment.

Student will be able to construct detailed project plans that consider scope, resource constraints, dependencies and quality assurance.

Students will be able to ensure quality of execution for a given project and execute projects that adapt to changing circumstances.

## ACADEMIC PROGRAMS

Students will be able to demonstrate adaptable project management skills will an extensive simulated project, and articulate ethics and scalability considerations.

**Department Phone #: 440-449-5403**

**2024-2025 Program Chair: Anne Murphy Brown, JD**

### Minor and Certificate Program Requirements:

- AC 325 Cost Accounting (3)
- PM 101 Introduction to Project Management (3)
- PM 201 Project Planning (3)
- PM 210 Programming for Everyone I (3)
- PM 301 Project Execution, Monitoring, and Control<sup>2</sup>, Implementation and Closure (3)
- PM 400 Advanced Project Management-Practicum (3)
- PS 360 Industrial-Organizational Psychology (3)

### PROGRAM NAME: PSYCHOLOGY

Degree: Bachelor of Arts or Bachelor of Science

### Program Overview:

Ursuline's Psychology program is designed both for students who are planning to go into the job market after graduation and for those who are seeking solid preparation for graduate school. The psychology student is provided a strong general psychology background that leads to the development of a well-rounded graduate who has the breadth and depth of an Ursuline education and can find her/his niche in the marketplace upon graduation. For the student seeking a graduate school education, our program provides strong scholarly, scientific, and clinical content.

### Program Learning Outcomes:

- Knowledge Base in Psychology
  - Describe key concepts, principles and overarching themes in psychology
  - Develop a working knowledge of psychology's content domains
  - Describe applications of psychology
- Scientific Inquiry and Critical Thinking
  - Use scientific reasoning to interpret psychological phenomena
  - Demonstrate psychology information literacy
  - Engage in innovative and integrative thinking and problem-solving
  - Interpret, design, and conduct basic psychological research
  - Incorporate sociocultural factors in scientific inquiry
- Ethical and Social Responsibility in a Diverse World

## ACADEMIC PROGRAMS

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels
- Communication
  - Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
  - Integrate effectively with others
- Professional Development
  - Apply psychological content and skills to career goals
  - Exhibit self-efficacy and self-regulation
  - Refine project management skills
  - Enhance teamwork capacity
  - Develop meaningful professional directions for life after graduation

**Department Phone #:** 440-449-3148

**2024-2025 Program Chair:** Christopher L. Edmonds, Ph.D.

**Major Program Requirements, Bachelor of Arts:**

39 credit hours required.

Psychology Bachelor of Arts Requirements:

- PS 101 General Psychology (3)
- PS 222 Behavioral Statistics (3)
- PS 322 Research Methods I (3)
- PS 330 Abnormal Psychology (3)
- PS 350 Theories of Personality (3)
- PS 490 Capstone in Psychology (3)
- PS 310 Autism Spectrum Disorders (3)
- PS 335 Psychological Testing (3)
- Psychology electives (15)

For students who wish to earn a B.A. in Psychology and focus their elective coursework in a particular area, we recommend selecting these elective courses:

Clinical Forensic Psychology- Psychology applied to the legal system: PS 335 Psychological Testing, PS 348 Forensic Psychology, PS 365 Personality Disorders and Criminal Behavior, PS 372 Psychological Profiling of Violent Offenders

Experimental/Cognitive Psychology- Psychology applied to the human thought process: PS 335 Psychological Testing, PS 424 Research Methods III, PS 461 Independent Study Research

Industrial/Organizational Psychology- Psychology applied to business: PS 335 Psychological Testing, PS 360 Industrial/Organizational Psychology, PS 422 Social Psychology

## ACADEMIC PROGRAMS

School Psychology- Psychology applied to education: PS 335 Psychological Testing, PS 340 School Psychology, PS 310 The Psychology of the Autism Spectrum Disorders

### Major Program Requirements, Bachelor of Science:

39 credit hours required.

Psychology Bachelor of Science Requirements:

- PS 101 General Psychology (3)
- PS 222 Behavioral Statistics (3)
- PS 322 Research Methods I (3)
- PS 330 Abnormal Psychology (3)
- PS 350 Theories of Personality (3)
- PS 490 Capstone in Psychology (3)
- PS 324 Research Methods II (5)
- PS 380/L Human Memory & Cognition/Lab (3/1)
- PS 430 Physiological Psychology (3)
- Psychology electives (9)

Additional Requirements:

For students who wish to earn a B.S. in Psychology and focus their elective coursework in a particular area, we recommend selecting these elective courses:

Clinical Forensic Psychology- Psychology applied to the legal system: PS335 Psychological Testing, PS348 Forensic Psychology, PS365 Personality Disorders and Criminal Behavior, PS372 Psychological Profiling for Violent Offenders

Experimental/Cognitive Psychology- Psychology applied to the human thought process: PS335 Psychological Testing, PS424 Research Methods III, PS461 Independent Study Research

Industrial/Organizational Psychology- Psychology applied to business: PS335 Psychological Testing, PS360 Industrial/Organizational Psychology, PS422 Social Psychology

School Psychology- Psychology applied to education: PS335 Psychological Testing, PS340 School Psychology, PS310 The Psychology of the Autism Spectrum Disorders

### DEPARTMENTAL HONORS IN PSYCHOLOGY

Departmental Honors in Psychology is available to students who demonstrate exemplary performance in the major. To graduate with Departmental Honors in Psychology the student must:

- be a psychology major,



## ACADEMIC PROGRAMS

- have earned an overall AND psychology grade point average greater than 3.5,
- completed scholarly research which resulted in a conference presentation,
- and achieved exemplary performance on an external content exam in psychology through the Educational Testing Service.

Please contact the Psychology Department Chairperson for the specific details of earning Departmental Honors in Psychology.

### Minor Program Requirements:

- PS 101 General Psychology
- PS 222 Behavioral Statistics
- PS 322 Research Methods I
- PS 330 Abnormal Psychology
- PS 350 Theories of Personality
- PS 490 Capstone in Psychology

### Additional Opportunities:

Psi Chi, The International Honor Society in Psychology Departmental Honors in Psychology

Research experience

Conference participation

### Bridge Requirements:

Contact the Art Therapy Program Director for information on the 3+3 Bridge to Counseling and Art Therapy.

## PROGRAM NAME: RESPIRATORY CARE

Degree: Bachelor of Science

### Program Overview:

The Bachelor of Science in Respiratory Care at Ursuline College is a comprehensive program designed to prepare students for a rewarding career in respiratory care. The program is offered online, allowing students to pursue their degree from anywhere with an internet connection. It is also asynchronous, meaning that students have the flexibility to complete coursework at their own pace within specified deadlines.

The program focuses on providing students with a strong foundation in the professional domains of respiratory care including clinical leadership, education, research, and management. Ursuline College's online program utilizes a variety of instructional methods to deliver course content effectively. These may include video lectures, interactive discussions, virtual simulations, case studies, and online resources. Students also have

## ACADEMIC PROGRAMS

access to experienced faculty members who are experts in the field of respiratory care and can provide guidance and support throughout the program.

### Program Requirement:

AAS in Respiratory Care from a CoARC accredited program AND the RRT credential;  
OR

Dual enrollment: Applicants who are actively enrolled in an accredited entry-level associate degree in respiratory therapy community college may be admitted conditionally and dually enroll in the BSRC completion program with permission of the Directors at both the community and baccalaureate granting institutions. Proof of enrollment in a respiratory care associate degree from a CoARC-accredited school and a cumulative GPA 2.5 or higher

All RESP Care courses MUST be taken at Ursuline College.

### Program Learning Outcomes:

1. Demonstrate a systematic approach utilizing critical thinking skills in the application of respiratory care theory to patient care management.
2. Critically evaluate practice-based research related to respiratory care education, management, and/or patient care
3. Utilize communication skills that demonstrate respect and effective interactions with others including patients, patient families, and all members of the healthcare team.
4. Evaluate personal and professional attributes/limitations in all aspects of work and patient related care.
5. Demonstrate leadership skills in the workplace environment and respiratory care community.
6. Examine management theories utilized in departmental and healthcare systems.
7. Analyze education delivery methods in multiple settings.

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

**2024-2025 Program Chair:** John Gallagher, MPH, RRT-NPS, FAARC

### Major Program Requirements:

25 credit hours required.

- RC 310 Professionalism & Leadership in Respiratory Care (3)
- RC 380 Research Methods in Respiratory Care (3)
- RC 390 Educational Methods in Respiratory Care (3)
- RC 410 Principles of Management in Respiratory Care (3)
- RC 460 Advanced Applications of Mechanical Ventilation and Patient Monitoring (3)
- RC 490 Respiratory Care Capstone (3)
- Choose Seven Credits from the Following:

## ACADEMIC PROGRAMS

- RC 320 Patient & Family Communication (2)
  - RC 330 Alternative Healthcare Settings (2)
  - RC 350 Current Trends in Chronic Care Patient Management (2)
  - RC 440 Current Trends in Neonatal & Pediatric Critical Care Practice (3)
  - RC 450 Current Trends in Adult Critical Care Practice (3)
  - RC 470 Advanced Diagnostics in Respiratory Care (2)
  - HCA 350 Operations and Systems Management of Healthcare Administration (3)
  - HCA 360 Healthcare Economics (3)
  - HCA 430 Financial Management (3)
  - Choose any 200, 300, or 400-level Biology (BI) or Chemistry (CH) course (6-8)
- \*Potential pre-requisites for Physician Assistant (PA) program

### PROGRAM NAME: RUST BELT PATHWAY CERTIFICATE

#### Program Overview:

The courses that form the pathway emphasize digital skills, mapping, and storytelling to analyze the history of the rust belt region. The pathway gives students the intellectual framework to engage locally with the community as problem-solvers and critical thinkers in Cleveland's specific cultural context. This material threads its way through our core curriculum, allowing students to earn a certificate by completing the "Rust Belt Pathway."

The student must select at least four of the identified courses to earn the Rust Belt Pathway certificate. Three of those classes are up to the student to select based on their interest and schedule. All students must select EN 256 Rustbelt to Revival: Anisfield Wolf – as it will set up the common framework for the pathway. In many situations, the courses will count for both distribution requirements and the certificate pathway, meaning that it will not increase the required courses needed for completion of an undergraduate degree. The pathway is designed to accommodate as many of the undergraduate majors as possible.

To complete the pathway with honors, the student must engage in a 3-credit, hands-on service learning, internship, or research project with one of our expanding network of community partners or other identified institution selected in conjunction with a "pathway" advisor. They also must complete a public-facing project that outlines their work with this community partner whose format would be determined in conjunction with said advisor.

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

**Department Phone #:** 440-646-8354

**2024-2025 Program Chair:** Katharine Trostel, Ph.D.

## ACADEMIC PROGRAMS

### Certificate Requirements:

Rust Belt Pathway required courses:

- EN 256 Rustbelt to Revival: Anisfield Wolf (3)
- UC 201 Identity, Diversity, and Community (3)
- UC 401 Capstone Seminar (3)

Three additional courses selected from the following:

- AR 112 Foundations Digital Photography (3)
- BI 111/L Human Environment and Lab (3,1)
- EN 370 Community-Based Journalism (3)
- HI 240 Ordinary Women in World History (3)
- PH 260 Bioethics (3)
- HIP 355 Cleveland Architecture (3)

Honors option:

- 3-credits of hands-on service learning: SL 101 Service Learning (1-3), HU 475 internship (3), or HU 490 Senior Project (1-3).

### PROGRAM NAME: SOCIAL WORK

Degree: Bachelor of Arts

#### Program Overview:

The Social Work Program will prepare graduates for social work licensure in the state of Ohio, for entry-level social work practice, and for admission to graduate school. This program is a Online Program that offers courses that include synchronous and asynchronous class sessions. Students enrolled in the Social Work Program will also attend a yearly two day on-campus Immersion Program prior to entering their field placement. Part-time transfer students can complete their degree requirements online. Full-time students seeking a four-year degree in Social Work will complete their Ursuline Core courses and elective courses in the traditional format and their Social Work core courses online through the Department's Pathway Program.

#### Accreditation Status

The Social Work Program received initial accreditation at the baccalaureate level of social work education from the Council on Social Work Education June 19, 1995. This accreditation at the baccalaureate level was reaffirmed on June 15, 2015.

#### Mission of the Social Work Program

The mission of the Social Work Program is to prepare competent and effective entry-level generalist social work professionals to work with diverse populations, those who are at risk of oppression, especially women, and to advance social and economic justice through leadership. The Social Work Program emphasizes a strengths-based approach which promotes a reflective stance for life long professional development. The legacy of

## ACADEMIC PROGRAMS

the Ursuline Sisters, the core values of Ursuline College and the principles of Catholic social teachings support and direct the work of the Social Work Program.

### Goals:

- To prepare competent and effective entry level professionals for generalist social work practice at the baccalaureate level of a liberal arts education. The Ursuline College Social Work Core Competencies identify and specify the knowledge, skills, values and cognitive and affective processes essential to entry level social work practice.
- To assist students in identifying their strengths and challenging students to be reflective in relation to their professional growth and development. The Ursuline legacy focuses on the individual development of women.
- To assist students in analyzing the impact of history, religious traditions and spirituality on individuals, families, groups, organizations, and communities for social work practice.
- To prepare students for graduate education and for social work licensure.

### Program Learning Outcomes/Core Competencies

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Department Phone #:** 440-684-6005

**2024-2025 Program Chair:** Stacey O'Brien, DSW, MSSA, LISW-S

### Major Program Requirements:

- BI 130/Lab Human Biology: Birth thru Aging and Lab (3,1)
- MAT 212 Statistics (3)
- PH 350 Applied Ethics or PH 260 Bioethics or SW 360B Ethics (3)
- PS 101 Introduction to Psychology (3)
- SO 103 Introduction to Sociology (3)
- SW 101 Introduction to Social Work (3)
- SW 216 Social Welfare as a Social Institution (3)
- SW 240 Human Behavior and the Social Environment (3)
- SW 318 Policies, Programs, and Issues (3)
- SW 338 Sociological Theory (3)

## ACADEMIC PROGRAMS

- SW 360 A-E or SW 488SW (3)
- SW 302 Generalist Practice I (3)
- SW 401 Generalist Practice II (3)
- SW 402 Generalist Practice III (3)
- SW 411 Field Placement I (3)
- SW 412 Field Placement II (3)
- SW 434 Research Methods (3)

### Admissions Requirements:

Students interested in a Bachelor of Arts in Social Work take courses in social work and in the liberal arts. As a part of SW 338 Sociological Theory, students complete a formal admissions process for the Social Work Program and Field Placement. Criteria for admission to the Social Work Program include:

- Maintain a cumulative grade point average of 2.0 in general education coursework and an average of 2.50 in courses designated as part of the Social Work major.
- Evidence the necessary academic, technical, and professional behaviors as these are defined and assessed in the Technical and Professional Standards of the Social Work Program in the Social Work Student Handbook.
- Submit two letters of recommendation supporting the candidate's abilities, motivation, and suitability for the social work profession. (Individuals completing these letters of recommendation cannot be a family relation. Ideal candidates could include former employers/supervisors, faculty outside of the social work program, professionals in the community, and people you have worked with on volunteer or community projects).
- Complete the formal application to the Social Work Program including a separate Field Application.
- Interview with the Program Director or a faculty designated by the program director.

### Other Requirements:

Although Ursuline College has a policy that recognizes life experience for course areas that qualify, the Social Work Program **does not accept life experience in lieu of the field practicum, or for courses in the professional foundation areas.** The Social Work Department's policy is in keeping with Educational Policy and Accreditation Standards (EPAS, 2015) for baccalaureate social work programs of the Council on Social Work Education (CSWE). Questions about this policy can be discussed with the Program Director.

See Social Work Student Handbook and Social Work Webpage for additional information.

## ACADEMIC PROGRAMS

### PROGRAM NAME: SPORT MANAGEMENT

Degree: Bachelor of Arts

#### Program Overview:

More than three million jobs make up the traditional sports industry, including professional athletes, coaches and scouts, referees and officials, stadium and arena managers, agents, sports advertisers and marketers, broadcasters, fitness center and recreation managers, athletic directors and sporting goods manufacturers and retailers.

#### Program Learning Outcomes:

The students will learn all aspects involved in different areas of managing/working in the field of sport. The students will learn the history of sport and the role it plays in society, how to market and advertise sports, manage a facility, work with coaches at all levels, and the administration of an athletic dept. Internships will also give the student hands on experience in different areas of sport

**Department Phone #:** 440-684-6102

**2024-2025 Program Chair:** Cindy McKnight, Director of Athletics

#### Major Program Requirements:

Successful completion of 60 credit hours including:

- AC 210 Introduction to Financial Accounting (3)
- AC 211 Introduction to Managerial Accounting (3)
- BU 210 Principles of Management (3)
- BU 220 Principles of Marketing (3)
- BU 310 Business Finance (3)
- BU 450 Business Policy (3)
- EC 202 Macroeconomics (3)
- EC 203 Microeconomics (3)
- PS 307 Sport Psychology (3)
- SPT 125 Introduction to Sport Management (3)
- SPT 200 Sports and Society (3)
- SPT 210 Coaching and Leadership (3)
- SPT 250 Sport Public Relations (3)
- SPT 315 Sport Sales and Marketing (3)
- SPT 325 Facility and Event Management (3)
- SPT 340 Sport Law (3)
- SPT 350 Athletic Administration (3)
- SPT 475 Sport Internship (3)
- and one SPT elective (3)

## ACADEMIC PROGRAMS

### Minor Program Requirements:

Successful completion of 18 credit hours including:

- SPT 125 Introduction to Sport Management (3)
- SPT 210 Coaching and Leadership (3)
- SPT 250 Sport Public Relations (3)
- SPT 315 Sport Sales and Marketing (3)
- SPT 325 Facility and Event Management (3)
- SPT 350 Athletic Administration (3)

### PROGRAM NAME: TRAMA-INFORMED CARE CERTIFICATE

#### Program Overview and Program Learning Outcomes:

Ursuline's courses in trauma-informed care (TIC) will prepare students for trauma-responsive work across a variety of settings and human service professions, including counseling, nursing, education, psychology, and social work, among others. The TIC courses will prepare students to:

- Identify and recognize the signs and symptoms of trauma exposure across the lifespan.
- Engage with trauma-exposed populations using strategies and tools that promote resilience and healing.
- Integrate knowledge about the neurobiology of trauma, historical trauma, and structural oppression into their current and future work as a helping professional.
- Identify the effects of indirect trauma on helping professionals and the organizations where they work, and implement individual- and organizational-level strategies to prevent and address secondary traumatic stress and compassion fatigue.

**Department Phone #:** 440-684-6005

**2024-2025 Program Chair:** Stacey O'Brien, DSW, MSSA, LISW-S

#### Certificate Program Requirements:

3 credits, including:

- SW 250 Introduction to Trama-Informed Care (1)
- SW 251 Trama and the Brain: Complex Trama Case Studies (1)
- SW 252 Helping the Helper: Secondary Traumatic Stress Prevention and Mitigation (1)



## ACADEMIC PROGRAMS

### PROGRAM NAME: WOMEN'S STUDIES

#### Program Overview:

Through the Women's Studies minor, you'll study influential women leaders in art, history, literature, music, philosophy, and theology. You'll contemplate the impact society and its norms have on women, here in the U.S. and around the world. You'll research, read, and dialogue about contemporary women's issues as they relate to career, pay, family, healthcare, and more. You're going to become an advocate for the women you serve in the profession you choose.

#### Program Learning Outcomes:

- Provide students with a theoretical and practical knowledge base that includes research on gender issues and scholarship by and about women of various racial, ethnic, economic, and religious backgrounds;
- Incorporate an interdisciplinary approach that integrates coursework from multiple departments;
- Engender an empowered voice in students, with the hope that they will become more socially conscious, ethically-motivated citizens of their world.

**Department Phone #:** 440-646-8112

**2024-2025 Program Chair:** Mimi Pipino, Ph.D.

#### Minor Program Requirements:

18 credits, including:

- WS 202 Introduction to Feminist Theory
- If possible, a UC 401 that incorporates gender issues.
- Students must take their elective credits (excluding WS 202 and UC/WS 401) in no fewer than three different departments. For information regarding currently approved electives, potential independent studies, or special topics courses, students should check with the chair.
- Courses available as electives include:
  - AR 250 History of Women in the Arts
  - BU 440 Leadership Competencies
  - EN 219 United States Women's Literature
  - EN 248/EN 348 Latin American Women's Literature
  - HI 240 Ordinary Women in World History 1500 to the Present
  - HI 320 Women of the Renaissance
  - LS 315 Women and the Law
  - NR 331 Societal Impact on Women's Health
  - PH 370 Philosophy of Women
  - PH 371 Women Philosophers
  - RS 366B Women's Spirituality
  - RS 366D Theology of the Family
  - SW 360D Domestic Violence: Issues and Challenges

## COURSE DESCRIPTIONS

### ACCOUNTING (AC)

#### **AC 210: Introduction to Financial Accounting (3)**

Prerequisite: MAT 125 or higher; fulfills Ursuline Core Curriculum Math requirement.

This course provides an introduction to the basic principles, rules, and regulations of accounting, which includes a primary emphasis on financial accounting. Topics discussed will include the theoretical, practical, and ethical aspects of asset, liability, and equity transactions concerning the preparation of financial statements that are used to enhance decision-making processes.

#### **AC 211: Introduction of Managerial Accounting (3)**

Prerequisite: AC 210

This course provides an introduction to the basic principles, rules and regulations of accounting which includes a primary emphasis on managerial accounting. A primary objective of this course is to build on the foundational concepts that were covered in the introduction to financial accounting course which serves as a prerequisite. Topics discussed will include the theoretical, practical and ethical aspects of managerial decision-making processes that relate to cost behavior, job order systems, process costing, cost-volume-profit analysis (CVPA), budgets, standard variances and financial statement analysis.

#### **AC 288, 488: Special Topics (3)**

Prerequisite: AC 211

A study of selected accounting topics.

#### **AC 299: Prior Learning (1-20)**

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

## COURSE DESCRIPTIONS

### ART (AR)

#### **AR 107: Foundations Drawing (3)**

CORE Designation: AR/DC

Students will learn composition, form, value, and line in a problem-solving format. Exposure to the past and present drawn image is given in to foster new attitudes toward the activities of seeing and drawing. Students are introduced to life drawing and also technology as an art tool in the manipulation of images. Required for art majors, open to non-majors. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement.

#### **AR 108: Foundations Painting (3)**

CORE Designation: AR/DC

This course offers a progressive study of the elements of painting, methods of application, and value and color. Composition is approached through sketches and/or the manipulation of images through the use of technology, problem-solving assignments reflecting mood and the relation between audience and artist. Required for art majors, open to non-majors. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement.

#### **AR 110: Foundations 2-Dimensional Art and Design (3)**

This course is a survey of visual arts. An introduction to the elements and principles of design and in-depth color theory on the two-dimensional surface, using the elements and principles of design to articulate visual ideas. Emphasis is placed on critical thinking and creative problem solving through the investigation of compositional arrangement and visual perception, using a broad range of materials, and techniques.

#### **AR 112: Foundations Digital Photography (3)**

CORE Designation: AR/DC

During this survey course students will learn to improve photos, control composition and subject matter. Creative, theoretical, and technical aspects will be considered. Steps that produce a digital photograph, techniques, with the latest software, and image editing will be covered. Those who may be interested in this course for their personal, or professional business will find this course helpful. Required for Visual Communication Design. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement.

#### **AR 115: Introduction to Ceramics (3)**

CORE Designation: AR/DC

## COURSE DESCRIPTIONS

This course introduces students to the principles, elements, and skills necessary to create in clay through an exploration of foundational ceramic practices and techniques. Utilizing preliminary sketches, renderings, and found source materials, students develop an understanding of the processes necessary in order to expand two dimensional designs into three dimensional structures.

### **AR 116: Foundations 3-D Art and Design (3)**

This course focuses on the elements and principles of 3-dimensional art and design through an exploration of various materials. Through the use of lectures combined with hands-on skill development, students will create objects in clay, glass, and metal that will aid in the development and retention of key design concepts.

### **AR 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **AR 203: Intermediate Printmaking (3)**

This course surveys the methods of making prints as well as their value through art and political history. Students are exposed to a variety of manual and digital/technological tools while exploring the methods and surfaces used in various printing and etching processes. Students also study inks, papers, and how they influence the printed image, as well as the historical uses of printmaking in advocating social change. Required for art majors; open to non-majors.

### **AR 205: Introduction to Glass and Mixed Media (3)**

CORE Designation: AR/DC

This course will focus on the introduction of both traditional as well as experimental glass working techniques to provide students with new ways of combining glass with other mixed media. With various lectures, projects, and exercises, students will develop a working knowledge of glass and how it may be better utilized as a creative material.

Additionally, we will be exploring introductory through advanced casting practices through the use of various mold materials and compounds (i.e. wax, alginate plaster, silica, and rubber). At the conclusion of the course, students will be well-equipped with the resources that they need to confidently incorporate glass into their mixed media vocabulary. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement.

## COURSE DESCRIPTIONS

### **AR 219: Intermediate Drawing (3)**

Examination of the subject and media of drawing dealing with landscape, the portrait, perspective, and scale. This course allows for color work and study and permits the student to select content that is meaningful and is intended to provide meaning for a viewer. Open to non-majors.

### **AR 231: Intermediate Painting (3)**

This course is about the chemistry of paints—acrylic, oil, watercolor and pastel—so students can work and layer paint with confidence on particular supports. Various glazed paintings, alla prima paintings, and combinations of them will be studied with emphasis on color and its relation to value. Students are encouraged to use digital, slide, and photocopy images as a method of arriving at scale and creating compositions. Open to non-major.

### **AR 235: Intermediate Ceramics (3)**

This course builds on the skills learned in AR 115 and heightens the students' tactile and three-dimensional sense of expression through the techniques of hand building. Students use technology as another tool while working in clay and become aware of the many choices of materials and firing methods while working on a more personal series of studio problems. Open to non- majors.

### **AR 250: Women in Arts \*AR/DC (3)**

This course explores the work of women artists, patrons, and scholars who have made an impact on the development and understanding of the canon of Western art.

Beginning in ancient Greece, the course touches upon women in the arts through the twentieth century. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement. \*AR/DC

### **AR 251: Survey Ancient World Art: Prehistory to 1250 \*AR/WO/DC (3)**

A survey of world art from 30,000 B.C.E. through 1250 C.E., this course addresses art from Europe, the Mediterranean Basin, the Ancient Near East, Sub-Saharan Africa, and India, as well as the Islamic world. Special attention is paid to the relation a work of art has to the culture that produced it, and to the complex roles these objects play in contemporary society. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music World Culture requirement. \*AR/WO/DC

### **AR 252: Survey of Western Art: 1250 to Today \*AR/DC (3)**

This course offers an introductory survey of western art and architecture from 1250 through the 20th century. During the course students are introduced to a variety of methods and techniques employed by art historians as they work to understand an art

## COURSE DESCRIPTIONS

object. Special attention is paid to artwork in the collection of the Cleveland Museum of Art and significant architectural works in northeast Ohio. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement. \*AR/DC

### **AR 254: Modern Art \*AR/DC (3)**

This is a survey of twentieth-century western art from the Fauves through Postmodernism. During the course students are introduced to a variety of methods and theoretical approaches employed by art historians as they work to understand an art object. Special attention is paid to architecture in Cleveland and art in local collections. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement. \*AR/DC

### **AR 255: Survey of Non-Western Art \*AR/DC (3)**

This course is designed to introduce the student to non-western art through study of the various art forms of other cultures. Specific focus in terms of topic, country, or art will vary by semester. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement. \*AR/DC

### **AR 256 The History of Photography: 1800 to Present \*WO/DC (3)**

This course will introduce students to the historical elements that have contributed to the development of photography into both a creative medium as well as an agent of social change in support of equity and justice. Beginning with the technologies and processes that predated the invention of the modern camera, students will learn about the many technological and social evolutions that have changed the ways in which we collectively capture and view the photographic image. With an emphasis placed upon the role that photography has played in creating a more unified global perspective rooted in local movements, this course will draw directly upon the history and resources found throughout Northeastern Ohio.

### **AR 320: Advanced Drawing (3)**

This course offers an exploration of the realms of creative drawing, with attention to materials, scale, subject matter, digital considerations, and personal statement. Open to non-majors.

### **AR 332: Advanced Painting (3)**

Using oil or water-based paints and various pastels, students continue their study of painting, with an emphasis on compositions that reflect the graphic and painting images of the 21st century. Students consider the relation between two- and three-dimensional representations of objects and pattern in various cultures, present their perspectives on directions in 21st-century painting, research specific painters and their influence on their own work. Open to non-majors.

## COURSE DESCRIPTIONS

### **AR 337: Intermediate Metalcraft (3)**

This course focuses on the fundamental techniques of soldering, cloisonné and champlevé while working with non-ferrous metals. Students build upon the skills, design knowledge, and conceptual ideas that their work in metals calls for. Students use technology as another tool, aiding them in their design work. Open to non-majors.

### **AR 360: Professional Practices (3)**

This technology-supported course examines various legal and ethical aspects important to the professional artist. It bridges the world of student artist with that of the professional artist. The course helps students become aware that they are constructive- knowing artists with a clear idea of how to use their voice to speak their values through their artwork. Open to Art majors in their junior Senior year.

### **AR 436: Advanced Ceramics (3)**

This course continues to build on the knowledge and skills learned in AR 235. The integration of concept, craft, refinement, material, and process is emphasized. The student creates a body of work that combines personal expression, skills, and creativity using contemporary technology and time-based presentation and with the option of mixed media installation. Open to non-majors.

### **AR 438: Advanced Metalcraft (3)**

This course is for the student concentrating in metalcraft; advanced work is produced with an emphasis on creating a cohesive body of artwork, including refinement, appropriate presentation, and conceptual designs that are meaningful to the student-artist. Open to non-majors.

### **AR 441: Senior Studio Workshop (3)**

Students develop a concept, complete a body of work, and creatively present and install their work in an exhibit. A professional level of performance is emphasized throughout the year and students are encouraged to use their art as a means to express what they hold important, not only for themselves but for the larger community; also encouraged is networking and involvement in service to the community. Open to art majors and minors.

### **AR 442: Senior Studio Workshop (3)**

Second semester: students develop a concept, complete a body of work, and creatively present and install their work in an exhibit. A professional level of performance is emphasized throughout the year and students are encouraged to use their art as a means to express what they hold important, not only for themselves but for the larger community; also encouraged is networking and involvement in service to the community. Open to art majors and minors.

## COURSE DESCRIPTIONS

### **AR 460: Art & Advocacy (3)**

This course is to further students' understanding of how artists have, and can, "make a difference" through their art. Studies will touch upon the history of advocacy in various art disciplines. Students can expect to engage in discussion and assessment regarding the methodologies applied in advocacy. Students will present final projects that reflect consideration of contemporary social issues, either documentation of an advocacy and/or research of possible advocacy situations.

### **AR 461, 462: Independent Study (3)**

Study of a special topic in art, approval of department chair required. Open to majors only.

### **AR 475: Academic Internship (1-6)**

Supervised practical experience in professional settings. This is designed specifically for the Art and Design majors.

### **AR 488: Special Topics (3)**

### **AR 488W: Workshop (1-2)**

## ART THERAPY (AT)

### **AT 101: Introduction to Art Therapy \*AT/DC (3)**

This course provides an introduction to the basic concepts of art as therapy and the profession of art therapy. It includes an overview of the origins, theories, and foundations of art therapy, as well as exposure to major theories in the field and their application in many settings implementing art as a means of communication and healing. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement. \*AT/DC

### **AT 206: Art Therapy Applications (3)**

An introductory exposure to the practical application of art therapy, using a variety of approaches with diverse populations. Professional art therapists from selected agencies will explain the needs of their clients, the goals of art therapy with these populations, and demonstrate their approaches.

Prerequisite: AT 101.



## COURSE DESCRIPTIONS

### **AT 210 Elders and the Arts (3)**

This course will introduce a range of arts-based services supporting wellness for older adults, including arts therapies, arts activities, and community-based arts programs. With a foundation in gerontological studies, study will focus on evidence-based arts programs that support healthy aging, including the biological, psychological, social, and spiritual facets of aging. Students will develop skills implementing a successful arts-based activity with an older adult.

### **AT 250 Art Facilitation with Diverse Populations (3)**

An introductory study in the principles of effective art facilitation for diverse populations. This course exposes students to the principles of effective group leadership and the fundamentals of community art facilitation as exemplified by professionals in the field. Students will apply the knowledge and skills gained in class through 20 hours of service learning under the direction of a qualified art facilitator.

Prerequisites: AT 101 and PS 101.

Corequisites: AT 298

### **AT 288, 488: Special Topics (1-3)**

### **AT 301: American Folk Art (3) \*AT/AM/DC**

This arts-based elective is a survey in American folk arts. Drawing on literature from the fields of American history, anthropology, art history, and visual arts, this course will provide a historical overview of the role of folk art in America with instructional guidance in creating folk-inspired original arts and crafts projects. Students will gain knowledge of important art movements that contributed to shaping American culture and society and develop basic skills in creativity and invention using artistic mediums and techniques. Fulfills Ursuline Core Curriculum Art, Art Therapy, or Music requirement. \*AM/DC

### **AT 325 Papercraft (3)**

This course will introduce the use of papercraft methods for self-expression, wellness, cultural expression and community building. Students will develop skills in paper construction, surface design, collage, origami, quilling, cutting, sculpture, weaving & book construction. Study will focus on culturally relevant application of these methods by art facilitators, art educators and art therapists.

### **AT 350: Introduction to Fiber Art Therapy (3)**

This course will provide an overview of the use of fiber arts within the multi-culturally sensitive art therapy practice. Students will gain knowledge of the psychosocial functions of fiber art making and understand how this knowledge can be applied in art therapy and

## COURSE DESCRIPTIONS

art facilitation settings. Students will develop basic skills necessary to assist others in making expressive fiber art.

### **AT 367: Media and Methods (3)**

An examination of the techniques and media used by art facilitators and art therapists. Emphasis is placed on experiencing the characteristics of a variety of art media and methods and understanding the scope of their therapeutic potential.

Prerequisite: AT 101, AT 250

### **AT 410: Imagery and Meaning (3)**

This course examines the cross-cultural foundations of art therapy, including archetypal psychology and the use of imagery, allegory, and metaphor with participants of diverse backgrounds. Understanding metaphors conveyed in the making of art and art products, as well as issues of culture inherent in art therapy practice will be explored through readings, lecture, discussion and art making.

Prerequisite: AT 367

### **AT 415: Community Studies in Art Therapy (3)**

This course will provide a platform for the investigation of community-based art and art therapy programs that impact society. Students will attend an art therapy conference hosted by a state professional association and learn about programs implemented across the region. Students will conduct their own investigation of programs in the community that address an identified problem and will design an original program of services to address that need. Students will be introduced to the role professional organizations in career development and the advancement of the field.

Prerequisite: AT 101

### **AT 461: Independent Study (1-4)**

### **AT 475: Academic Internship (1-6)**

### **AT 485: Field Placement I (3)**

This course will provide an introduction to art facilitation and art therapy as practiced within different community settings. 75 hours of art facilitation experience under the direction of a professional art therapist or qualified art facilitator will be required.

Students will learn the basic skills required of the art facilitator within a particular setting and how to function effectively as a member of a team. Ethics documents and laws protecting participant rights will be learned and applied.

## COURSE DESCRIPTIONS

Prerequisite: AT410, PS 230, PS 330, AR 107, AR108, AR115, BCI clearance, and approval from the Clinical Coordinator.

### BIOLOGY (BI)

#### **BI 100: Fundamentals of Allied Health Science (3)**

A developmental course which introduces the student to the chemical and biological science that is a prerequisite to Anatomy and Physiology or General Biology. Primarily for students who need additional background and skills for courses leading to careers in the allied health sciences (nursing, medical technologies, etc.).

#### **BI 102: Geocaching (1)**

This is a credit outdoor expedition course open to all undergraduate students. The application of a GPS (global positioning unit) while navigating and orienteering is the foundation for this course. The identification of plants and land structures specific to Ursuline campus are the underlying themes of this course. The impact humans have had on this environment and the historical landmarks significant to Ursuline Community will be incorporated.

#### **BI 111: Human Environment \*BI/SC/DC (3)**

This course explores the interrelatedness of our modern lifestyle with the natural world. Consideration is given to basic ecological principles, the availability and conservation of natural resources, the impact of human beings on the quality of their environment, and socioeconomic and political determinants of environmental policies. NOT FOR BIOLOGY MAJORS. With BI 111L, fulfills Ursuline Core Curriculum Science w/Lab requirement. \*SC/DC

Corequisite: BI 111L

#### **BI 111L: Human Environment Lab \*BI/SC/DC (1)**

An introduction to methods and techniques involved in ecological investigations. Focus is on aquatic and terrestrial environments, population growth, energy transfers, and biotic and abiotic cycles. \*BI/SC/DC

Pre- or corequisite: BI 111

#### **BI 120: Human Genetics \*BI/SC/DC (3)**

A one semester course that explores genetics and its applications to humans. Topics include chromosomal and molecular inheritance, population genetics, and its applications to humans. As feasible, Human Genome Project and uses and controversies regarding stem cells will be considered. \*BI/SC/DC

## COURSE DESCRIPTIONS

Pre- or corequisite: BI 120L

### **BI 120L: Human Genetics Lab \*BI/SC/DC (1)**

Principles of inheritance and population genetics are explored through hands-on activities and computer simulations. Accentuates topics covered in lecture. \*BI/SC/DC

Pre- or corequisite: BI 120

### **BI 130: Human Biology: Birth through Aging \*BI/SC/DC (3)**

A one-semester survey course for students having limited exposure to previous academic science courses. The structure and function of the principle organ systems and the means by which these body systems change with age are emphasized; many physiological concepts are explored in more detail through hands-on laboratory exercises. The concept of homeostasis and the effects of development and aging on the ability to maintain homeostasis are unifying themes of this course; thus, common pathologies as well as the impact of the environment and of heredity on the quality of life are interjected as topics as time permits. NOT FOR BIOLOGY MAJORS. With BI 130L, fulfills Ursuline Core Curriculum Science w/Lab requirement. \*BI/SC/DC

Pre- or corequisite: BI 130L

### **BI 130L: Human Biology: Birth through Aging Lab \*BI/SC/DC (1)**

Physiological concepts of the principle organ systems and the means by which these body systems change with age are explored in more detail through hands-on laboratory exercises. \*BI/SC/DC

Pre- or corequisite: BI 130

### **BI 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicated level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **BI 200: Introduction to Biology – Biodiversity, Form, Function, and Ecology \*BI/SC/DC (3)**

This course provides an introduction to modern biology including biological classification, survey of biological diversity and evolutionary relationships, anatomy and physiology of plants and animals, and principles of ecology. This course with lab and BI 205 with lab provides a comprehensive two-semester sequence in general biology.

## COURSE DESCRIPTIONS

REQUIRED FOR ALL BIOLOGY MAJORS. With BI 200L, fulfills Ursuline Core Curriculum Science w/Lab requirement. \*BI/SC/DC

Corequisite: BI 200L

### **BI 200L: Laboratory for Introduction to Biology – Biodiversity, Form, Function, and Ecology \*BI/SC/DC (1)**

The Laboratory is comprised of selected exercises designed to reinforce concepts covered in BI 200 including hands on activities which afford students the opportunity to master basic biological principles, skills, and equipment used in experimental inquiry, design, analysis, and reporting. REQUIRED FOR ALL BIOLOGY MAJORS. \*BI/SC/DC

Pre- or corequisite: BI 200

### **BI 205: Principles of Cell Biology \*BI/SC/DC (3)**

This course provides an introduction to modern biology including the basic principles of molecular and cell biology, energy transfer and metabolism, cellular reproduction, genetics, and mechanisms of evolution and origin of life. This course with lab and BI 200 with lab provides a comprehensive two-semester sequence in general biology. Required for all Biology majors.

Prerequisite: Previous credit or concurrent enrollment in BI 205L

### **BI 205L: Principles of Cell Biology Lab \*BI/SC/DC (1)**

The Laboratory is comprised of selected exercises designed to reinforce concepts covered in BI 205 including hands on activities which afford students the opportunity to master basic biological principles, skills, and equipment used in experimental inquiry, design, analysis, and reporting. REQUIRED FOR ALL BIOLOGY MAJORS.

Corequisite: BI 205

### **BI 206: Principles of Plant Biology (3)**

A survey of the Kingdom Plantae and representative members of the Kingdoms Protista and Fungi. Topics include taxonomy, anatomy, morphology, and physiology of plants with a detailed study of their cells, tissues, organs, life cycles, and uses.

Prerequisite: BI 205. Corequisite: BI 206L

### **BI 206L: Principles of Plant Biology Lab (1)**

Exploration of anatomy, morphology, and physiology of higher plants with taxonomic treatment of selected algae, fungi, bryophytes, and vascular plants.

Pre- or corequisite: BI 206

## COURSE DESCRIPTIONS

### **BI 207: Animal Biology (3)**

Principles and concepts of animal biology based on comparison of structures and functions of the principal invertebrate and vertebrate types.

Corequisite: BI 207L

### **BI 207L: Principles of Animal Biology Lab (1)**

Study of the structures of representative animals from unicellular organisms through vertebrates, including their development and interrelationships. Correlations of organ structure with functional aspects are considered. Focus of course is on the invertebrate organisms.

Pre- or corequisite: BI 207

### **BI 214: Anatomy and Physiology I (3)**

A study of human anatomy and physiology for students preparing for an allied health profession. Integration of structure and function in the light of homeostasis is emphasized. A systems approach is utilized, with the focus on normal physiology and an introduction to pathology. Systems addressed in BI 214 (the first semester) include integumentary, skeletal, muscle, nervous and endocrine.

Prerequisite: None

Corequisite: BI 214L

Recommended: High school chemistry and biology

### **BI 214L: Anatomy and Physiology I Lab (1)**

A study of the structure of the human body using a variety of tools including tissue slides, human skeletons, models, and the optional dissection of various organs of sheep, pig, or cow. Integration is accomplished via a systems approach with physiology using computer simulation.

Corequisite: BI 214

### **BI 215: Anatomy and Physiology II (3)**

A study of human anatomy and physiology for students preparing for an allied health profession. Integration of structure and function in the light of homeostasis is emphasized. A systems approach is utilized, with the focus on normal physiology and an introduction to pathology. In BI 215 (the second semester), cardiovascular, respiratory, digestive, urinary, immune and reproductive systems are addressed.

Prerequisite: BI 214. Corequisite: BI 215L

## COURSE DESCRIPTIONS

### **BI 215L: Anatomy and Physiology II Lab (1)**

A study of the structure of the human body using a variety of tools including tissue slides, human skeletons, models, and the optional dissection of various organs of sheep, pig, or cow. Integration is accomplished via a systems approach with physiology using computer simulation.

Prerequisite: BI 214L. Pre- or corequisite: BI 215

### **BI 220: Human Genetics and Genomics (3)**

Exploration of genetics and genomics as it applies to humans. Topics include chromosomal and molecular inheritance, population genetics, and its applications to humans. Human Genome Project, stem cell research, gene therapy, genetic testing and genetic screening will be considered. Various practical approaches will be included, as appropriate, based on emerging research and technology.

### **BI 232: Clinical Microbiology (3)**

Clinical Microbiology introduces the student to organisms that are seen with the assistance of a microscope. Topics include the biological characteristics, cellular processes, and physiology of microorganisms that are pathogenic, beneficial, or essential to human life; diseases and illnesses caused by viruses or microorganisms; and the human immune system and its ability to fend the body against infections under normal conditions.

Recommended: 1 semester of college chemistry, and either BI 214 & 215 or BI 205.

Corequisite: BI 232L

### **BI 232L: Clinical Microbiology Lab (1)**

Application of basic techniques for culturing, staining, and identifying selected microbial forms.

Pre- or corequisite: BI 232

### **BI 251: Scientific Communication (1)**

This course focuses on presenting scientific research in multiple formats, examining ethical responsibility of accurate reporting of scientific information, and role of science in society.

### **BI 288: Special Topics (1-3)**

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses. Offered as needed.

## COURSE DESCRIPTIONS

### **BI 288L: Special Topics Lab (1)**

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses. Offered as needed.

### **BI 300: Introduction to Medical Terminology (1)**

This course is designed to acquaint the student with terminology relating to basic anatomy and physiology of body systems. The language of medicine, medical abbreviations, definition of medical terms, and an appreciation of the logical method found in medical terminology are covered. Course format consists of programmed self-instruction and online testing.

### **BI 310: Pathophysiology (3)**

This is an introduction to the basic concepts of pathophysiology with emphasis on phenomena that produce alterations in human physiologic function and the resulting human response. Upon completion the student will understand pathophysiological changes, including how pathological processes are manifested, mechanism of disease, progress in the body, primary and secondary effects, and alterations in functions affecting individuals.

Prerequisite: BI 214 and BI 215, or the equivalent

### **BI 313: Field Biology (2)**

Systematics and identification of flora and fauna of Northeast Ohio. Topics rotate each semester among ornithology, local flora, entomology, invertebrate zoology, mycology, or mammalogy. See the course schedule for specific semester offering.

Corequisite: BI 313L

### **BI 313L: Field Biology Lab (2)**

Study organisms will be located, observed, and identified in their native habitat. Organisms may be collected. Appropriate clothing for varied weather conditions is necessary for field trips.

Corequisite: BI 313

### **BI 320: Developmental Biology (2)**

Interactions among cells which result in the development of multicellular organisms are examined. Major topics include germ cells and fertilization, cellular mechanisms of development, and differentiated cells and the maintenance of tissues. Although aspects of plant and invertebrate development are considered, vertebrates are the focus of this course.



## COURSE DESCRIPTIONS

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Corequisite: BI 320L

### **BI 320L: Developmental Biology Lab (2)**

This laboratory component focuses on the means by which the organs of representative organisms develop from fertilized eggs. Lab materials may include stained slides, living and preserved materials, models and computer simulations. Experimental investigations will be conducted as feasible.

Pre- or corequisite: BI 320

### **BI 325: Ecology (2)**

An introduction to the basic concepts of ecology with emphasis on the complex interrelationships of living organisms with each other and with the non-living environment.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS Recommended: MAT 131 College Algebra or MAT 212 Statistics.

Corequisite: BI 325L

### **BI 325L: Ecology Lab (2)**

The focus is on techniques of physical, chemical, and biological analysis of various ecosystems. The collection, analysis, and interpretation of data are stressed.

Pre- or corequisite: BI 325

### **BI 333: Microbiology (3)**

A general study of the morphology and physiology of microorganisms. Basic techniques peculiar to the handling of these special organisms are considered.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Corequisite: BI 333L

### **BI 333L: Microbiology Lab (1)**

Although the emphasis is on bacteria in this course, fungi, algae and viruses are also included in the various investigations. Topics include sterile technique, biochemical and physiological reactions, and chemical diagnostic tests. Antibiotics, antiseptics, and immunological tests are included as feasible.

Pre- or corequisite: BI 333

## COURSE DESCRIPTIONS

### **BI 335: Genetics (3)**

Although basic mechanisms of Mendelian genetics are reviewed, the focus of this course is molecular genetics. The origin of nucleic acids, DNA replication, RNA transcription, and the process of translation are studied in some detail. Regulation of gene expression and the function of non-structural DNA sequences are also considered.

Prerequisites: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Recommended: MAT 131 College Algebra. Corequisite: BI 335L

### **BI 335L: Genetics Lab (1)**

An introduction to methods and techniques of investigating genetic principles, including Mendelian inheritance, molecular genetics, and population genetics. Organisms used in the laboratory are representative of those used in research settings.

Pre- or corequisite: BI 335

### **BI 350: Comparative Animal Physiology (2)**

This course utilizes a comparative approach to explore the physiological diversity among animals. Emphasis will be placed on how animals function in their environment. Major topics include oxygen, food and energy, temperature, water, movement, information and integration.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Corequisite: BI 350L

### **BI 350L: Laboratory Animal Physiology (2)**

The laboratory will be an introduction to research strategies and methods used primarily in animal physiology. Experimental preparation design will be emphasized. The student will be encouraged to explore areas of interest in detail.

Pre- or corequisite: BI 350

### **BI 380: Advanced Physiology and Immunology (3)**

An inquiry into the nature of the immune response at the molecular, cellular, and systemic levels. Principles relating to clinical immunology, immunologic responses, and the function and the evolution of the immune system are discussed in terms of underlying experimental studies.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS

## COURSE DESCRIPTIONS

### **BI 400: Service Learning (1)**

One credit minimum of service learning (no tuition charge) is required for graduation with a major in Biology. (See the College Catalog for rules and restrictions applicable for service learning credit.) In Biology this can be accomplished in the junior or senior year by several methods: 1) Volunteering within the community in some aspect of biology education. 2) Volunteering in a community organization and conducting research which impacts biologically related issues. 3) Being a laboratory assistant in an Ursuline College Biology Lab for a semester. Each option has a particular subset of requirements, one of which is Departmental approval. **REQUIRED FOR ALL BIOLOGY MAJORS.**

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS

### **BI 420: Molecular Biology (3)**

An inquiry into molecular biology and its applications. Topics include the molecular evolution of genes, DNA replication, RNA transcription, gene regulation, protein synthesis, and their use in primary research. As feasible, special biological pathways will be discussed.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS

### **BI 430: Cellular and Biochemical Processes (3)**

The fine structure, molecular organization, and function of eukaryotic cells, including their relationship to the environment, are examined. Major topics include the origin of eukaryotic cells; protein structure and function; the transport of substances and signaling mechanisms that occur both within and between intra- and extracellular compartments; energy pathways and constraints; and disease states resulting from cell dysfunction will be examined.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Corequisite: BI 430L

### **BI 430L: Cellular and Biochemical Process Lab (1)**

Selected exercises introduce laboratory techniques of cellular biology. Investigations examine cell structure via microscopy and centrifugation, cellular physiology, and protein isolation and expression.

Pre- or corequisite: BI 430

## COURSE DESCRIPTIONS

### **BI 451: Departmental Seminar (1-3)**

Readings and discussions focus on one or more of the universal biological principles. Biological concepts from previous course work are integrated using an evolutionary perspective. REQUIRED FOR ALL BIOLOGY MAJORS.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, and senior standing

### **BI 452: Experimental Project (1-3)**

Each student writes a research proposal based on readings in the scientific literature during one semester (BI 452A). The research experience is encapsulated in both a final paper and a presentation open to the College community (BI 452B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval

### **BI 452A: Experimental Project I (1)**

Each student writes a research proposal based on readings in the scientific literature during one semester (BI 452A). The research experience is encapsulated in both a final paper and a presentation open to the College community (BI 452B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval

### **BI 452B: Experimental Project II (2)**

Each student writes a research proposal based on readings in the scientific literature during one semester (BI 452A). The research experience is encapsulated in both a final paper and a presentation open to the College community (BI 452B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval

### **BI 453A: Senior Thesis (1)**

Each student reads primary research articles within an area of interest, suggests a biology-based topic for a research proposal, and writes the general background for a formal peer-review proposal in scientific format during one semester (BI 453A). All remaining aspects of the formal peer-review proposal are completed in scientific format and a presentation open to the College community is given during the second semester (BI 453B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval

## COURSE DESCRIPTIONS

### **BI 453B: Senior Thesis (2)**

Each student reads primary research articles within an area of interest, suggests a biology-based topic for a research proposal, and writes the general background for a formal peer-review proposal in scientific format during one semester (BI 453A). All remaining aspects of the formal peer-review proposal are completed in scientific format and a presentation open to the College community is given during the second semester (BI 453B).

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, senior standing, and departmental approval

### **BI 455: Evolution (3)**

This course focuses on evolutionary biology. Topics include mechanism of evolution, natural and artificial selection, evolutionary relationships, speciation, phylogeny, molecular evolution, macroevolution and evolutionary history. Required for all biology majors.

Pre-requisite: 2 semesters of college chemistry, 3 credits of math, BI 335/L, and senior standing

### **BI 461: Independent Study (1-3)**

Study of a particular topic in biology.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; 3 credits of MAT/MIS, and approval of department chair

### **BI 462: Independent Study (1-3)**

Study of a particular topic in biology. Approval of department chair is required.

Prerequisite: Biology fundamental sequence; 1-2 semesters CH; 3 credits of MA/MC

### **BI 475: Academic Internship (1-6)**

An off-campus learning experience that provides the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS

### **BI 485: Marine Biology and Oceanography (3)**

A holistic examination of life residing within the oceans. Ocean chemistry, tidal influences, and physical structure will be examined. The taxonomy, physiology, and

## COURSE DESCRIPTIONS

adaptations of the marine organisms will also be surveyed. Ocean ecosystems and the impacts human activities on them will be compared.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS

### **BI 485L: Marine Biology and Oceanography Lab (3)**

Experiential field/laboratory study to a coastal region. During an intensive, generally 1 week, field study, students will examine marine and estuarine ecosystems. Students will identify species, collect data on the abundance of reef species, and analyze datasets to examine trends within the communities. Students will recognize and become conscious of environmental problems specific to these ecosystems. Some preparatory coursework prior to the trip will be required. The ability to swim and snorkel is required and will need to be demonstrated to participate in lab activities.

Corequisite: BI 485 Marine Biology

### **BI 488: Special Topics (1-3)**

A study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled courses.

Prerequisite: Biology fundamental sequence; 2 semesters of College Chemistry; and 3 credits of MAT/MIS. Prerequisites, if any, will be stipulated in the course syllabus as required.

### **BI 488L: Special Topics Lab (1-3)**

## BUSINESS (BU)

### **BU 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **BU 200: Business Communication Skills (3)**

This course stresses the development of written and oral communication for effective presentations to various groups in business today. Skills addressed include writing, editing, preparing business reports and proposals, listening, interpersonal communications, and oral presentations. No test-out or prior learning may apply.

## COURSE DESCRIPTIONS

### **BU 210: Principles of Management (3)**

An analysis and historical account from the past to the present day of the different management theories, plus strategies and methods used in both the for-profit and not-for-profit business organization for achieving sustainability within a competitive market.

### **BU 220: Principles of Marketing (3)**

An introduction to marketing theory and its applications, including the study of the marketing functions as they relate to market research, product decisions, pricing, promotion, distribution, and marketing management and decision-making.

Prerequisite: BU 210 or permission of instructor.

### **BU 235: Social Media and Customer Relations Management (3)**

This course introduces students to the new technologies which have driven organizations and marketing to new structures and relationships. In this area technology is not just the supporting factor but has led to revolutionary changes in how organizations increase the productivity of employees and service to customers. This often leads to the re-engineering of business processes in a global and collaborative world.

### **BU 288, 388: Special Topics (3)**

A study of selected business topics.

Prerequisite: Approval of department chair required.

### **BU 301: Business Data Analytics (3)**

Business Data analytics is designed to prepare students to understand, manage, and visualize data, to apply analytic tools and communicate findings. Students gain experience with data cleaning, descriptive analytics, predictive analytics and prescriptive analytics. Students will gain in-class experience using various software programs to study data while also considering ethical dimensions in collecting and communicating insights from Big Data.

Pre-requisites: MAT 212 or BU 375

### **BU 305: Management of Technology Teams: Wonder Women, Leading Tech Teams, Team Member (1)**

Students across all years will participate in a team working on a common project. The project may change from year to year but will include some aspect of applying technology to business challenges. The goal is to help students to learn to bring ideas and collegiality to a shared endeavor and to see the positive results of their participation and to recognize which management skills are most effective from their point of view.

## COURSE DESCRIPTIONS

Students will participate in a project in the role of being a participant who is led by their peers.

### **BU 306: Management of Technology Teams: Wonder Women, Leading Tech Teams, Team Trainer (1)**

Students across all years will participate in a team working on a common project. The project may change from year to year but will include some aspect of applying technology to business challenges. The goal is to help students to learn to bring ideas and collegueship to a shared endeavor and to see the positive results of their participation and to recognized which management skills are most effective from their point of view.

Students will lead their peers as they participate in a project similar to one they participated in previously. They will lead ascending students In the role of team trainer, as they encourage

### **BU 307: Management of Technology Teams: Wonder Women, Leading Tech Teams, Project Manager (1)**

Students across all years will participate in a team working on a common project. The project may change from year to year but will include some aspect of applying technology to business challenges. The goal is to help students to learn to bring ideas and collegueship to a shared endeavor and to see the positive results of their participation and to recognized which management skills are most effective from their point of view.

Students will manage the Team Trainers, helping them to be the most effective managers they can be. An emphasis will be on learning to delegate responsibility to the Team Trainers as they lead the Team Members. The Project Manager will help guide the teams as they search for useful applications of their projects.

### **BU 308: Management of Technology Teams: Wonder Women, Leading Tech Teams, Executive Leader (1)**

Students across all years will participate in a team working on a common project. The project may change from year to year but will include some aspect of applying technology to business challenges. The goal is to help students to learn to bring ideas and collegueship to a shared endeavor and to see the positive results of their participation and to recognized which management skills are most effective from their point of view.

Students will oversee the entire project, learning to plan on a large scale and to step back and let those they manage assume responsibility for many of the details of the project.

### **BU 310: Principles of Finance (3)**

Analysis of financial decisions in business enterprise and the interfacing of firms with capital markets, including corporate financing, methods or obtaining and managing control, and the distribution of net income. Computer literacy required.



## COURSE DESCRIPTIONS

Prerequisites: EC 202, EC 203

### **BU 320: Consumer Behavior (3)**

Study of the theoretical concepts of consumer behavior. Topics include information research, perceptions, memory and learning, attitudes affecting consumer decision strategies, environmental influences, purchase and post-purchase behavior. Computer literacy required.

Prerequisite: MAT 125 or higher

### **BU 330: Human Resource Management (3)**

A study of the concepts, practices, and problems of administering personnel functions of the enterprise from recruitment to retirement, including selection, placement, training, safety, job performance appraisals, employer services, benefit plans, wage administration, and employee retention.

Prerequisite: BU 210

### **BU 335: Compensation (3)**

Focus on theory, research and strategy in the field of compensation administration. Discussion of pay structure, employee benefits, the role of government and regulations, and system management.

Prerequisite: BU 330

### **BU 336: Organizational Behavior (3)**

A study of the basic principles, policies, and methods used in managing an enterprise, including leadership, motivation, the group in organizations, and conflict resolution from the viewpoint of the individual and manager.

Prerequisite: BU 210

### **BU 340: Business Law (3)**

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

Prerequisite: BU 210

## COURSE DESCRIPTIONS

### **BU 341: Production and Operations Management (3)**

This course studies the production and operations systems of industry. It focuses primarily on the tools and methods available to management, such as quality assurance, inventory control, and general plant management.

Prerequisite: BU 210

### **BU 350: International Business (3)**

Changes in technology, politics, international markets, and competition have led businesses to expand globally. This course examines the issues that businesses face in developing a global strategy that enables them to deal with forces in foreign and domestic environments.

Prerequisite: EC 202 and BU 220

### **BU 352: Recruiting and Hiring (3)**

Recruiting and Hiring covers best practices for designing, implementing, and evaluating strategies for hiring the right people. Using a proven job analysis framework, students will learn how to assess candidates in an accurate, legal, and ethical manner.

This course focuses on the importance of Strategic staffing for the acquisition, deployment, and retention of the talent necessary to achieve the strategic and tactical objectives of the business. Topics will include workforce planning, legal compliance and ethical considerations, job analysis, recruitment strategy, assessment, selection decision-making strategies, and succession planning and retention strategies. The importance of linking staffing and talent management to business strategies, objectives, and competitive challenges will be emphasized.

### **BU 354: Training and Development (3)**

Organizations are increasingly turning to training and development to help meet the challenges of today's rapidly changing workplace.

This course is designed to provide students with an in-depth study of the concepts, processes, and issues associated with training and developing human resources. Attention will be given to planning, designing, implementing, and evaluating training and development programs.

Broader issues concerning employee development and training for specific needs will also be addressed including how to facilitate virtual learning sessions.

## COURSE DESCRIPTIONS

### **BU 356: Communication, Conflict, and Negotiation (3)**

### **BU 358: Entrepreneurship (3)**

An introduction to entrepreneurship including pitching, financing, leading, growing, and managing a start-up.

Prerequisite: BU 210, BU 220

### **BU 375: Business Statistics (3)**

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

Prerequisite: MAT 125

### **BU 420: Marketing Research (3)**

A problem-solving course that employs survey, experimental and field research to identify problems and gather data. Uses statistical tests and methods of hypotheses- testing to analyze data and develop solutions. Computer literacy required.

Prerequisite: BU 320, BU 375; MAT 212

### **BU 430: Labor Relations (3)**

Designed to explore the changing nature of labor relations, this course studies the history of the union movement and its status today. It also examines the legal environment (the courts and the National Labor Relations board), negotiation and dispute settlement tactics, and non-union labor relations.

Prerequisite: BU 330

### **BU 435: Current Topics in HR Management (3)**

The purpose of the course is to present students with state-of-the-art information and techniques. It explores the changing nature of human resource management (HRM), including the study of one or more topics of current interest, e.g. safety management, research methods, HRM and the law, training and development.

Prerequisite: BU 335

## COURSE DESCRIPTIONS

### **BU 440: Leadership Competencies (3)**

This course focuses on theory and the development of leadership competencies and skills. It is outcomes-based, suggesting that the development of competencies requires both the introduction of knowledge and the opportunity to practice skills. Students are asked to apply their skills to work situations.

Prerequisite: Senior Standing

### **BU 450: Global Business Policy (3)**

This course is the capstone to the business management major and includes strategic management issues, the international business environment, and ethical issues as they relate to the planning, and the development and control of an organization. No test-out or prior learning may apply.

Prerequisite: Senior Standing

### **BU 461, 462: Independent Study (1-3)**

Directed study of a special topic or area. Prerequisite: Approval of department chair

### **BU 475: Academic Internship (1-6)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

Prerequisite: Junior or Senior level standing

## CONTINUING EDUCATION (CO-OP) (CE)

### **CE 101: Continuing Education Co-op (1-6)**

## CHEMISTRY (CH)

### **CH 103: General Chemistry I \*CH/SC/DC (3)**

Survey of inorganic chemistry and introduction to organic chemistry. Matter and energy, atomic structure, chemical reactions, gas laws, acids and bases, solutions, nuclear chemistry, structure of organic compounds, and applications to the health sciences. With CH 103L, fulfills Ursuline Core Curriculum Science/Lab requirement. \*CH/SC/DC

Prerequisite: One year of high school algebra or equivalent

## COURSE DESCRIPTIONS

### **CH 103L: General Chemistry I Lab \*CH/SC/DC (1)**

Selected experiments in chemistry. \*CH/SC/DC

Pre- or corequisite: CH 103

### **CH 104: General Chemistry II (3)**

Survey of organic and biochemistry. The chemistry of key functional groups in organic molecules is studied and then applied to carbohydrates, fats, proteins, vitamins, enzymes, and hormones; the process of digestion and metabolism and the analysis of body fluids. For students not majoring in science.

Prerequisite: CH 103 or equivalent

### **CH 104L: General Chemistry II Lab (1)**

Selected experiments in organic chemistry and biochemistry. Pre- or corequisite: CH 104 or equivalent

### **CH 105: Principles of Chemistry I \*CH/SC/DC (3)**

Atomic theory, molecular structure, stoichiometry, thermochemistry, gases, states of matter, solutions, and applications to daily life, industry, and life processes. Required for science majors. With CH 105L, fulfills Ursuline Core Curriculum Science/Lab requirement. \*CH/SC/DC

Prerequisite: One year of high school chemistry

### **CH 105L: Principles of Chemistry I Lab \*CH/SC/DC (1)**

Selected chemistry experiments. \*CH/SC/DC

Pre- or corequisite: CH 105

### **CH 106: Principles of Chemistry II (3)**

Chemical kinetics, chemical equilibria, thermodynamics, oxidation-reduction, electrochemistry, organic chemistry, and nuclear chemistry. Required for science majors.

Prerequisite: CH 105 or approval of department chair

### **CH 106L: Principles of Chemistry II Lab (1)**

Selected chemistry experiments. Pre- or corequisite: CH 106

## COURSE DESCRIPTIONS

### **CH 108: Introduction to General Organic and Biochemistry \*CH/SC/DC (3)**

A one-semester course designed to provide an integrated overview of inorganic, organic chemistry, and biochemistry for nursing and non-science majors. With CH 108L, fulfills Ursuline Core Curriculum Science/Lab requirement. \*CH/SC/DC

Prerequisite: completion of one year of high school chemistry with at least a C+ and one year of high school algebra; or CH 103/L

### **CH 108L: Introduction to General Organic and Biochemistry Lab\*CH/SC/DC (1)**

Selected experiments in chemistry. \*CH/SC/DC

Pre- or corequisite: CH 108

### **CH 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **CH 221: Organic Chemistry I (3)**

Part one of a two-semester course of study in organic chemistry. Coverage focuses on 1) structural theory of organic chemistry; 2) mechanistic theory of organic reactions; and 3) structure and reactivity profiles of organic compounds. Applications of organic reactions in synthesis and biological chemistry are highlighted.

Prerequisite: CH 106 or permission of instructor

### **CH 221L: Organic Chemistry I Lab (1)**

Selected organic chemistry experiments.

Pre- or corequisite: CH 221

### **CH 222: Organic Chemistry II (3)**

Part two of a two-semester course of study in organic chemistry. Coverage focuses on 1) structural theory of organic chemistry; 2) mechanistic theory of organic reactions; and 3) structure and reactivity profiles of organic compounds. Applications of organic reactions in synthesis and biological chemistry are highlighted.

Prerequisite: CH 221

## COURSE DESCRIPTIONS

### **CH 222L: Organic Chemistry II Lab (1)**

Selected organic chemistry experiments.

Pre- or corequisite: CH 222

### **CH 288, 488: Special Topics (1-3)**

### **CH 320: Analytical Chemistry (2)**

This one semester course will explore many of the diverse aspects of analytical chemistry. Analytical chemistry is the branch of chemistry dealing with measurement, both qualitative and quantitative. This discipline is also concerned with the chemical composition of samples. This course will cover analytical terminology, common spectrochemical methods, atomic spectroscopy, separations of complex mixtures and electrochemical methods.

Prerequisites: CH 106, CH 106L, MAT 221

### **CH 320L: Analytical Chemistry Lab (2)**

This one semester course will complement the theories introduced in the Analytical Chemistry lecture. Since the field of analytical chemistry has infiltrated each discipline of chemistry, lab experiments will be conducted to illustrate applications of analytical chemistry across the disciplines. Since analytical chemistry is the branch of chemistry dealing with both qualitative and quantitative measurements, students will be taught the proper techniques to obtain high-quality analytical data. This discipline is also concerned with the chemical composition of samples. Labs will incorporate common spectrochemical instruments such as atomic spectroscopy, separations of complex mixtures and electrochemical methods.

Prerequisites: CH 106, CH 106L, MAT 221

### **CH 410: Survey of Physical Chemistry (3)**

This one semester course is a survey of the basic concepts of physical chemistry including their application to understanding chemical and physical phenomena. The course includes thermodynamics, chemical and phase equilibria, electrochemistry, kinetics, spectroscopy and other topics in physical chemistry.

Prerequisites: CH 106, CH 106L, CH 222, CH 222L, MAT 222, PY 204

### **CH 422: Biochemistry (3)**

Structure function relationship for carbohydrates, lipids, proteins, and nucleic acids; enzymes and common mechanisms.

Prerequisite: CH 222. Corequisite: CH 422L

## COURSE DESCRIPTIONS

### **CH 422L: Biochemistry Lab (1)**

Selected experiments involving carbohydrates, proteins and lipids.

Pre- or corequisite: CH 422

### **CH 423: Biochemistry II (3)**

This course is designed to reinforce the structure of proteins, lipids, and carbohydrates introduced in Biochemistry I and apply them to human metabolic cycles. This course will focus on metabolic chemistry of proteins, carbohydrates, lipids, and nucleic acids.

Prerequisite: CH 422 and 422L. Corequisite: CH 423L

### **CH 423L: Biochemistry II Lab (1)**

Corequisite: CH 423

### **CH 461, 462: Independent Study (1-3)**

Study of special topics in chemistry. Approval of department chair required Prerequisite: Approval of department chair required.

### **CH 475: Academic Internship (1-3)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning beyond the limits of the classroom.

### **CH 487: Undergraduate Research (1-3)**

An independent laboratory research experience in chemistry. Prerequisite: CH 106 and 106L and permission of instructor

## COLLEGE SUCCESS

### **CS 101: UrsulineFit Academic Immersion Experience (1)**

UrsulineFIT Academic Immersion Experience (UFIT) is a rigorous academic preparation program that provides structured support within a challenging academic setting to targeted first year students.

Prerequisites: Placement



## COURSE DESCRIPTIONS

### DIGITAL MARKETING (DM)

#### **DM 210: Social Media Marketing (3)**

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign which aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. This online class has optional live sessions. LCMC Course.

Prerequisite: BU 220

#### **DM 211: Email Marketing (3)**

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign. This online class has optional live sessions. LCMC Course.

Prerequisite: BU 220, DM 210

#### **DM 301: SEO/SEM (3)**

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. This online course has optional live sessions. LCMC Course.

Prerequisite: BU 220

#### **DM 401: Digital Marketing Analysis (3)**

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. LCMC Course.

Prerequisite: BU 220, MAT 125 or Higher

## COURSE DESCRIPTIONS

### **DM 410: Viral and Organic Growth (3)**

“Going Viral” is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions. LCMC Course.

Prerequisite: BU 220

Recommended: DM 210

## ECONOMICS (EC)

### **EC 202: Principles of Macroeconomics (3)**

The study of the economy as a whole, including issues such as national income, output, employment, money and banking, fiscal and monetary policies, economic growth, and related issues.

Prerequisite: MAT 125 or higher; concurrent enrollment with permission

### **EC 203: Principles of Microeconomics (3)**

The study of the parts of the economy, including demand and supply, price and output determination, pricing and employment in the resource market, international economics, the interrelatedness of the economy, comparative systems, and current events.

Prerequisite: MAT 125 or higher; concurrent enrollment with permission.

## EDUCATION (EDB)

### **EDB 110: Seminar I (1)**

This seminar provides an introduction to the 4+1 education bridge program and the Education Unit Conceptual Framework. Emphasis is focused on the role educators play in closing the attitude and learning gaps in the P-12 setting. Other topics include an overview of the range of P-12 program levels and licensure areas in the educational system and the Initial Teacher Licensure programs available at Ursuline College. The candidate begins to develop a personal philosophy of education, including education as one's vocation and passion and inclusion of the pillars of Democratic Living, Social Justice, Spirituality, and Professionalism.

## COURSE DESCRIPTIONS

### **EDB 111: Seminar II (1)**

This seminar provides an introduction and overview of the Ohio Standards for the Teaching Profession (OSTP), serving as the foundation for more extensive coverage in courses included in the 5th-year, graduate Master Apprenticeship Program (MAP). Emphasis is focused on Social-Emotional Development within the P-12 environment and the Ohio Learning Standards of Social-Emotional Development (OLS SEL). The candidate continues to develop a personal philosophy of education, incorporating the OSTP and OLS SEL.

### **EDB 112: Seminar III (1)**

This seminar provides an overview of the Ohio Early Learning (OELS) and Ohio Learning Standards (OLS), serving as the foundation for more extensive coverage in EDB 530, Curriculum I, and courses included in the 5th-year; graduate Master Apprenticeship Program (MAP). Emphasis is focused on key educator dispositions. The candidate continues to develop a personal philosophy of education, incorporating the OELS, OLS, and educator dispositions.

### **EDB 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.

### **EDB 510: Introduction to Human Development and Learning (3)**

Designed to introduce candidates to the theoretical framework of learning, this course provides a foundation of learning and development theory for all licensure areas.

### **EDB 520: Systematic Phonics in the Integrated Language Arts (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.

### **EDB 530: Curriculum, Materials & Methods Block I Ohio Learning Standards and Planning Instruction (3)**

The methods-curriculum block begins with an introduction to beginning lesson and planning. Requires additional hours of field/clinical experience, BCI clearance, and NEA/OEA student membership.

## COURSE DESCRIPTIONS

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

### EDUCATION (EDE)

#### **EDE 330: Developmental Assessment in Early Childhood Education (3)**

Teacher candidates learn a variety of strategies and guidelines for the effective assessment and evaluation of young children. Concepts and principles of developmental assessment, both formative and summative, of young children from birth through age 8, including instruments, interpretation, family conferences and referrals to community agencies, are studied. The selection and use of informal and formal assessment instruments, such as observation and portfolio assessment with special concern for cultural sensitivity, family involvement, communication of results and adaptations for special needs, are considered. Review of standardized tests and measurements for children in PK-3 settings is addressed.

Prerequisite: EDL 101, 102, 120, 210

#### **EDE 450: Student Teaching (12)**

Teacher candidate teaches 16 weeks in K or primary setting under the direction of a master teacher and the college supervisor. The student-teaching experience provides the opportunity for the Early Childhood Teacher to design and implement curricula, plan group and individualized instruction, engage in authentic assessment, and work toward enhancing strong home-school connections that lead to children's success. Student teaching includes on-campus seminar of 90 minutes per week. No additional courses may be pursued during the student-teaching semester.

Prerequisite: Completion of professional sequence requirements, BCI and FBI clearances, NEA/OEA student membership, membership in the Specialized Professional Association, and successful completion of Gates 1 and 2 requirements, including passage of OAE I.

## COURSE DESCRIPTIONS

### **EDE 461: Independent Study (1-4)**

### **EDE 462: Independent Study (1-3)**

### **EDE 488: Special Topics (3)**

## ENGLISH (EN)

### **EN 109: Fundamentals of Acting (3)**

Basic acting techniques and character study examining the experience of acting both on stage and off stage, including performance opportunities.

### **EN 113: Acting the Scene (3)**

A study of script analysis and character, emphasizing the character's psychology, environment, and interactions with others.

### **EN 114: Theater Production (1)**

A hands-on experience in the “behind the scenes” areas of theatrical production for a fully mounted play.

### **EN 123: College Composition \*DC (3)**

EN 123 and EN 124: “College Composition” and “College Research” form a two-semester course sequence designed to refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, analysis, and research. Students are expected to engage in intensive writing and research activities, both in and out of the classroom; to share and discuss their writing and research with classmates, in both large and small groups; to respond critically to each other's work; to engage in self-assessment; and to participate in all class discussions of assigned readings. EN 123 is to be followed by EN 124. (Students must have successfully passed EN 123 or its equivalent before being enrolled in EN 124.) \*DC

### **EN 124: College Research \*DC (3)**

EN 123 and EN 124: “College Composition” and “College Research” form a two-semester course sequence designed to refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, analysis, and research. Students are expected to engage in

## COURSE DESCRIPTIONS

intensive writing and research activities, both in and out of the classroom; to share and discuss their writing and research with classmates, in both large and small groups; to respond critically to each other's work; to engage in self-assessment; and to participate in all class discussions of assigned readings. EN 123 is to be followed by EN 124. (Students must have successfully passed EN 123 or its equivalent before being enrolled in EN 124.) \*DC

### **EN 125: College Composition and Research \*DC (3)**

College Composition and Research is a course designed to develop and refine reading, writing, speaking, and critical thinking skills, and to introduce students to the principles and methods of college-level academic writing and research. Writing assignments will be based on a combination of personal experience, observation, and research. \*DC

Prerequisite: Placement

### **EN 201: Introduction to the Theater (3)**

An examination of the meaning of theater through a study of its component parts and of the history of its major periods.

Prerequisite: EN 123/124 OR EN 125

### **EN 202: American Theatre \*\* EN/AM/DC (3)**

A history of the American theater with readings from selected plays. Fulfills Ursuline Core Curriculum English literature and American Culture requirement. \*EN/AM/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 204: Introduction to Film (3)**

An examination of the language, structure, and meaning of film through a study of its component parts and of some of the major films throughout cinema history.

Prerequisite: EN 123/124 OR EN 125

### **EN 205: Speech Communication (3)**

A study of the basics of communication, including the concepts and methods needed for effective speaking and listening and for oral and gestural language.

Prerequisite: EN 123/124 OR EN 125

### **EN 215: European Cinema Since WWII \*EN/WE/DC (3)**

European Cinema Since World War II is a survey course designed to introduce students to a cross section of what are considered to be the best films to come out of Europe since

## COURSE DESCRIPTIONS

the 1940s. The focus will be on France's "New Wave," Italy's "Neo-Realism," and Great Britain's "Angry Young Men": all movements that were products of the historical, social, and cultural events that defined the decades during and following the War. The course will introduce students to the basic elements of film; make connections between what was happening in the film industry in the United States and in Europe; provide a historical and cultural framework for the films we study; allow students to examine the values espoused by the filmmakers whose works they study and be able to articulate those values; and appreciate the contributions of European filmmakers to the history of film. Fulfills Ursuline Core Curriculum English literature and Western Culture requirement. \*EN/WE/DC

Prerequisite: EN 125 or EN 123/124

### **EN 217: American Short Story \*EN/AM/DC (3)**

A study of representative American short stories from Edgar Allan Poe to the present. Fulfills Ursuline Core Curriculum English literature and American Culture requirement. \*EN/AM/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 218: Modern European Drama \*EN/WE/DC (3)**

A study of representative European plays from Henrik Ibsen to the present. Fulfills Ursuline Core Curriculum English literature and Western Culture requirement.

\*EN/WE/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 219: U S Women's Literature \*EN/AM/DC (3)**

A study of selected short fiction, nonfiction, poetry, and drama by eighteenth-, nineteenth-, and twentieth-century women writers of the U.S. Fulfills Ursuline Core Curriculum requirement of English literature and American Culture. \*EN/AM/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 224: American Autobiography \*EN/AM/DC (3)**

A study of representative American autobiographies illustrating a variety of approaches to recording one's life history. Fulfills Ursuline Core Curriculum English literature and American Culture requirement. \*EN/AM/DC

Prerequisite: EN 123/124 OR EN 125

## COURSE DESCRIPTIONS

### **EN 227: The Adolescent in American Literature \*EN/AM/DC (3)**

A study of the adolescent character in selected American novels as well as in literature written specifically for young adult readers. Fulfills Ursuline Core Curriculum English literature and American Culture requirement. \*EN/AM/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 228: World Mythology \*EN/WO/DC (3)**

A study of myths of representative cultures of the world with special attention given to the myth of the hero as well as mythic literary criticism as a tool for the analysis of literature. Fulfills Ursuline Core Curriculum English literature and World Culture requirement. \*EN/WO/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 242 African American Literature \*EN/AM/DC (3)**

This is a course examining the formation of the African American literary tradition, and the political, economic, social, and cultural circumstances that shaped it and are shaped by it.

Prerequisite: EN 123/124 OR EN 125

### **EN 248: Latin American Women's Literature \*EN/WO/DC (3)**

A study of contemporary fiction, nonfiction, and poetry by women writers of Mexico, South and Central America, and the Caribbean as well as of the cultural and political forces that impact the literature. Fulfills Ursuline Core Curriculum English literature and World Culture requirement. \*EN/WO/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 250: European Literature I \*EN/WE/DC (3)**

A survey of the literature of Europe through the Renaissance. Fulfills Ursuline Core Curriculum English literature and Western Culture requirement. \*EN/WE/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 251: European Literature II \*EN/WE/DC (3)**

A survey of the literature of Europe from the Enlightenment to the present. Fulfills Ursuline Core Curriculum English literature and Western Culture requirement.

\*EN/WE/DC

Prerequisite: EN 123/124 OR EN 125



## COURSE DESCRIPTIONS

### **EN 254: Postcolonial Literature \*EN/WO/DC (3)**

Postcolonial Literature examines works produced by authors emerging from imperialist rule in the 20th and 21st centuries. It takes as its premise that literature plays a fundamental role in understanding how individuals engage with the process of decolonization. Literature becomes the testing ground on which issues of race, national liberation, and questions of self-determination play out and where alternative futures can be imagined. The geographical areas of focus will depend on the instructor's expertise. Fulfills Ursuline Core Curriculum English literature and World Culture requirement. \*EN/WO/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 256: Rustbelt to Revival: Anisfield-Wolf \*EN/AM/DC (3)**

Cleveland's Anisfield-Wolf book award, "...the only juried prize in the nation for books that confront racism and celebrate diversity," is rooted in the idea that literature is a vehicle for social justice. In a rustbelt city like Cleveland, marred by a history of segregation and uneven decline, these themes are of special significance. This course will include reading the canon, meeting the authors, exploring the legacy of the founder, and engaging in the digital humanities. Fulfills Ursuline Core Curriculum English literature and American Culture requirement. \*EN/AM/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 288, 488: Special Topics (1-3)**

Topics from any genre, author, or theme. Focus varies depending on the professor offering the course.

Prerequisite: EN 123/124 OR EN 125

### **EN 303: Creative Writing (3)**

A study of the techniques of short fiction, poetry, and drama with practice in the writing of each genre.

Prerequisite: EN 123/124 OR EN 125

### **EN 328: World Mythology \*EN/WO/DC (3)**

A study of myths of representative cultures of the world with special attention given to the myth of the hero as well as mythic literary criticism as a tool for the analysis of literature. Fulfills Ursuline Core Curriculum English literature and World Culture requirement. \*EN/WO/DC

Prerequisite: EN 123/124 OR EN 125

## COURSE DESCRIPTIONS

### **EN 329: American Literature I (3)**

A survey of fiction, nonfiction, poetry, and drama of the United States from the seventeenth century to 1865.

Prerequisite: EN 123/124 OR EN 125

### **EN 330: American Literature II (3)**

A survey of fiction, nonfiction, poetry, and drama of the United States from 1865 to the present.

Prerequisite: EN 123/124 OR EN 125

### **EN 331: British Literature I (3)**

A survey of the literature of England from the eighth to the late eighteenth century

Prerequisite: EN 123/124 OR EN 125

### **EN 332: British Literature II (3)**

A survey of the literature of England from the late eighteenth century to the mid- twentieth century.

Prerequisite: EN 123/124 OR EN 125

### **EN 333: Twentieth Century British Literature (3)**

A survey of modern (1900-40) and contemporary (Post World War II) British fiction, nonfiction, poetry, and drama.

Prerequisite: EN 123/124 OR EN 125

### **EN 340: Creative Nonfiction Writing (3)**

An advanced study of the writing of nonfiction prose, including essays, reviews, and interviews.

Prerequisite: EN 123/124 OR EN 125

### **EN 341: Magazine Production (3)**

A hands-on experience in all areas of magazine production for the publication of *Inscape*, Ursuline College's literary/art magazine

Prerequisite: EN 123/124 OR EN 125

## COURSE DESCRIPTIONS

### **EN 348: Latin American Women's Literature \*EN/WO/DC (3)**

A study of contemporary fiction, nonfiction, and poetry by women writers of Mexico, South and Central America, and the Caribbean as well as of the cultural and political forces that impact the literature. Fulfills Ursuline Core Curriculum English literature and World Culture requirement. \*EN/WO/DC

Prerequisite: EN 123/124 OR EN 125

### **EN 370: Community-Based Journalism (3)**

In conjunction with practitioners in the field, Ursuline has developed modular units on the theme of local and hyper-local journalism, demonstrating how students can utilize and activate their voices for positive change in their communities. The organization and content of the course is aimed at addressing the changing landscape of journalism and the precarious nature of our media ecosystem in the 21<sup>st</sup> century in which traditional forms of reporting are constantly challenged and underfunded. The class encourages students to understand that local journalism is vital to a healthy community, a vibrant democracy, and for cultivating engaged citizenry. Therefore, the course emphasizes that students, regardless of major, can use the skills of regional storytelling to fight for positive change.

Prerequisite: EN 123/124 OR EN 125

### **EN 399: Prior Learning (1-20)**

Measurable and verifiable learning that has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **EN 433: Introduction to the History of the English Language (3)**

Study of linguistic developments from Old English to Modern British and American English with attention to language history and language diversity.

Prerequisite: EN 123/124 OR EN 125

### **EN 437: Shakespeare (3)**

Intensive study of the major tragedies, comedies, and histories. Prerequisite: EN 123/124 OR EN 125

## COURSE DESCRIPTIONS

### **EN 442: Literary Criticism (3)**

### **EN 453: Foreign Literature Seminar (1)**

### **EN 461: Independent Study (1-3)**

Directed independent study of a topic in English studies. Applicants and topics subject to prior approval of department chair. Recommended for juniors and seniors.

### **EN 462: Independent Study (1-3)**

Directed independent study of a topic in English studies. Applicants and topics subject to prior approval of department chair. Recommended for juniors and seniors.

Prerequisite: EN 461

### **EN 463: Senior Research Seminar (3)**

Directed independent study of a topic in English Studies (upon approval of the English faculty member directing the study) taken by English majors in the senior year, culminating in a research project for assessment. EN 463 will be offered as a class if a sufficient number of senior English majors are eligible to take the course.

### **EN 475: Academic Internship (1-3)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom. Recommended for juniors and seniors.

## EXERCISE SCIENCE (EXS)

### **EXS 101: Introduction to Exercise Science (3)**

This course will introduce students to the field of exercise science including the aspects of human performance, clinical exercise physiology, strength training and conditioning. The course will also provide the student the opportunity to explore a diversity of careers and graduate programs based in the Exercise Science field.

### **EXS 150: Adult and Pediatric First Aid/CPR/AED**

Students will mature in responsibilities of a first responder, environment evaluation, proper application techniques, and hierarchy of practitioners. Theory and physical application of First Aid, CPR, and AED will be covered in this course.

## COURSE DESCRIPTIONS

### **EXS 201: Foundations of Human Movement (3) \*EXS/SC/DC**

Students will study the science of human movement with emphasis on the structure and functioning of the movement mechanism, mechanical principles underlying human motion, and an analysis of basic motor skills.

### **EXS 201L: Foundations of Human Movement Lab (1) \*EXS/SC/DC**

Students will explore human movement capabilities with an emphasis on the mechanics of movement, efficiency of movement, and task-specific motor skills.

Corequisite: EXS 201

### **EXS 205: Exercise Physiology I (3)**

The course will introduce students to the foundational principles of exercise physiology with an emphasis on nutrition, metabolism, energetics, and body composition.

### **EXS 205L: Exercise Physiology I Lab (1)**

Designed to accompany Exercise Science I, these laboratory exercises will be explored the foundational principles of exercise science in more detail through hands-on laboratory exercises. Emphasis will be on nutrition, metabolism, energetics, and body composition.

Corequisite: EXS 205

### **EXS 206: Exercise Physiology II (3)**

Students will gain an understanding of system physiology and the effects of physical activity on the human body by building on EXS 205 Exercise Physiology I. Emphasis will be placed on circulatory, immunological, musculoskeletal, neural, neuroendocrine, pulmonary, and respiratory system's responses during a rested state and following bout(s) of physical activity to human performance of varying types and intensities.

Prerequisite: EXS 205, EXS 205L

### **EXS 206L: Exercise Physiology II Lab (1)**

Students will further assess the effects of physical activity on the human body by building on skills gained in EXS 205L Exercise Physiology I Laboratory. Emphasis will be placed on evaluation of circulatory, musculoskeletal, neural, pulmonary, and respiratory system's responses during the rested state and following bout(s) of physical activity.

Prerequisite: EXS 205, EXS 205L

Corequisite: EXS 206

## COURSE DESCRIPTIONS

### **EXS 310: Exercise Testing and Prescriptions (3)**

The course will introduce students to the standards for exercise testing and prescription. An emphasis will be placed on both preventive exercise programs for apparently healthy individuals and rehabilitative programs for cardio-respiratory diseased persons.

Prerequisite: EXS 205, EX 205L

### **EXS 310L: Exercise Testing and Prescriptions Lab (1)**

This course will prepare students to perform exercise testing to identify dysfunction or deficit and prescribe corrective exercise. An emphasis will be placed on both apparently healthy individuals and those with documented motor disorder.

Prerequisite: EXS 205, EX 205L

### **EXS 360: Exercise and Special Populations (3)**

This course will introduce students to populations with a variety of chronic conditions which may affect their capacity for exercise. Students will learn how to safely assess these populations, as well as how to consider adapting exercise to meet the exercise capabilities of each population.

Prerequisite: EXS 206/L

### **EXS 460: Research and Design in Exercise Science (3)**

A study of the scientific inquiry with focus for the appreciation of the importance and need for research in exercise science. Emphasis is upon the formulation of research questions, development of the methodology, data collection, data analysis, data interpretation, and report writings specific to exercise science. Orientation to methods and procedures utilized in exercise science research, emphasizing basic principles of conducting research.

Prerequisite: EXS 310; MAT 212

### **EXS 490: Exercise Science Capstone with Practicum (3)**

This course will facilitate the service learning of Exercise Science students through internship experience. Students will review works completed throughout the Exercise Science curriculum to identify artifacts leading to significant moments of learning.

Prerequisite: EXS 310

## COURSE DESCRIPTIONS

### FASHION (FH)

#### **FH 101: Construction Fundamentals I (3)**

The development of basic skills and techniques in apparel construction. Students become familiar with the basics of machine sewing and multi-thread serger, master the standard range of stitches, master the seam types, learn fitting and construction techniques used in the industry.

#### **FH 105: Textile Fabrics (3)**

This course provides a thorough approach to the fundamentals of textiles. The course focuses on comprehension of the interrelationship between components of textiles to help students understand and predict textile properties and performance. Fiber projects will be created and used to assess textile knowledge in the industry. The course will use the Ursuline College Historic Costume Study Collection as a research resource in fiber identification.

#### **FH 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

#### **FH 201: Figures/Flats/Portfolio (3)**

Introduces the concept of sketching designs and actual garments in flat format rather than on the fashion figure. Emphasis is on developing flat sketches used for story boards, computer aided design, designing, presentations, merchandising a line, spec sheets, and requirements for portfolio development.

#### **FH 206: Construction Fundamentals II (3)**

A reinforcement of the industry skills acquired in FH 101; practice in detailed techniques for construction of apparel.

Prerequisite: FH 101

#### **FH 210: Fiber Arts: Quilting (3)**

Individual student construction fiber arts quilting projects with special emphasis on anatomy of fabric selection, quilting techniques applied to quilting. This is a creative course in clothing that presupposes considerable personal experience with clothing construction and a mastery of fundamentals and techniques of relating commercial

## COURSE DESCRIPTIONS

patterns and fabrics to personal needs. The course is constructed to allow time for discussion of principles in these areas along with:

- Interpretation of complex patterns
- Hand details in construction
- Fitting

### **FH 220: Product Development (3)**

This course is designed to introduce the student to apparel product development and global manufacturing. Students explore all steps essential to developing apparel such as researching trends, establishing means of production, and presenting collections to meet the needs of the merchandise buyers. Through studying the product development cycle, students will discern the ways in which product development is not limited only to apparel but other sources of merchandise as well. Students are required to complete creative projects designed to enhance constructive and authentic knowledge of topics and issues presented over the course of the semester.

### **FH 251: Costume and Fashion (3)**

A history of the development of costume and fashion will be explored from its simple and practical beginnings to the growth of the multibillion-dollar global industry that it is today. The survey will mirror the development of civilization from ancient Egypt to the present, focusing on trends in clothing style, fabric, accessories, hairstyles, and footwear. The Ursuline College Historic Costume Study Collection will be used to show the relationship between 20th century American costume and fashion. Research projects will recreate period hairstyles and costumes in half-scale mannequin.

### **FH 260: Fashion Illustration (3)**

The human figure takes on unique and somewhat exaggerated proportions in the art of fashion illustration. The class develops the student's ability to execute drawings of the clothed figure in a variety of angles and poses that show each garment to its advantage. By learning different media, students will be able to develop their creativity and enhance illustration skills.

### **FH 288: Special Topics (1-3)**

Industry specific classes in blogging, couture embellishment, quilting, fiber arts, and beading. Topics are connected to industry field study visits in greater Cleveland.

### **FH 301: Computer Aided Design (3)**

Introduction and application of computer-aided design will change the way fashion designers and merchandisers do business. This course uses Adobe Illustrator library graphics that allow for the rapid development and editing of an entire fashion line on a computer screen. The course will allow flexibility in making design changes,



## COURSE DESCRIPTIONS

experimenting with color, motif, and details, without actually developing the prototype. The software system allows students to simplify every line of the sketches in producing collection boards. Knowledge of Adobe Illustrator is recommended.

### **FH 305: Branding (3)**

Course provides students with an understanding of methodologies and strategies used for building and maintaining brands and their identity within a contemporary corporate environment. Visual systems are explored to develop culturally relevant messages and images, thus building sustainable brand recognition. Projects focus on how organizations use visual communications to express their core values and impact consumer perceptions of their brand.

### **FH 325: Social and Psychological Influences of Clothing (3)**

An examination of basic topics and ideas that contribute to an understanding of clothing and human behavior. Exploration of the social psychology of clothing that draws from different disciplines or areas of study (for example, anthropology, consumer behavior, cultural studies, psychology, and sociology).

### **FH 332: Merchandising and Buying (3)**

An interdisciplinary approach examines the apparel, textiles, and soft goods industries. This course will investigate the inherent problems and challenges facing the apparel industry. Emphasis is placed on an organizational plan for merchandising soft goods with a study of the buying process.

### **FH 338: Fashion Show Production (3)**

Television video and fashion show production through the study of budgets, runway design, commentary, and fashion coordination of movement, lighting, and music.

Students in this class gain the creative knowledge and experience necessary to help produce a successful fashion show. Individual in-class projects stimulate the students' creative ability to choose the basic theme and carry this theme throughout an entire production. The final project is the annual spring fashion show jointly created from start to finish by the entire class and the faculty. The class includes a faculty Executive Producer, Producer, Associate Producer and student Assistant Producers.

### **FH 400: Visual Display (3)**

This course will introduce students to the field of visual display and merchandising with emphases on all aspects of visual display and merchandising, from classic techniques to the most avant-garde developments. This course will use textural and visual examples, on how to add interest to window and interior displays, optimizing the retailer's image and target market.

## COURSE DESCRIPTIONS

### **FH 419: Draping (3)**

Basic draping principles are introduced through demonstrations as a method to provide three-dimensional form to original design concepts. Creative designs and interpretations of basic and complex shapes are explored and developed. Six sketches are submitted for a faculty critique along with fabric samples. Two design concepts will be executed in muslin incorporating draping, construction, and finishing. A final project of two original designs will be executed in fabric to learn how a collection is created.

Prerequisite: FH 101, 201, 206, 260, 301

### **FH 420: Flat Pattern (3)**

While learning industry standards, students will enhance their abilities to draft patterns by mastering the flat pattern method. Instruction will be given in dart manipulations, drafting basic style lines, skirts, and sleeves. Six sketches are submitted for a faculty critique along with fabric samples. Two design concepts will be executed in muslin incorporating the flat pattern method of fashion design. A final project of two original designs will be executed in fabric to learn how a collection is created.

Prerequisite: FH 101, 201, 206, 220, 260, 301, 419

### **FH 429: Senior Collection (3)**

This is a class in advanced draping. Specific areas to be covered include designing production patterns for the fashion market, principles of fitting, and advanced techniques. Ten sketches are submitted for a faculty critique along with fabric samples. A collection of four to six design concepts will be executed in muslin incorporating draping, construction, and finishing. A final project of four to six original designs will be executed in fabric to create a collection. Students showcase their work at the annual fashion show.

Prerequisite: FH 101, 201, 206, 220, 260, 301, 419, 420

### **FH 451: Departmental Seminar (3)**

Research and discussion of current career advances and opportunities in various areas within the constantly changing fields of fashion design and merchandising.

Prerequisite: Senior status required.

### **FH 452: Senior Symposium (3)**

This class targets topics ranging from general business philosophies in specific regions locally and globally. Students will learn what to know before they go and how to sharpen their skills to get desired jobs in the industry. Speed Interviewing is practiced which includes etiquette, business attire, résumé development and business cards. Hot topics will be discussed to review what is new in the industry and revisit industry issues in a symposium forum setting.

## COURSE DESCRIPTIONS

Prerequisite: Senior status

### **FH 461, 462: Independent Study (1-3)**

Directed study of a particular topic not covered in the listed fashion courses. Prerequisite: Approval of department chair

### **FH 475: Academic Internship (1-6)**

The fashion intern is intended for the student employed in any segment of the apparel, accessories, soft goods, costume, and home interior industries. All academic procedures will be followed as administered by the Office of Career and Counseling Services. An off-campus experience will provide pre-professional experience related to the student's major. All students will be required to submit a résumé when they make appointments with the coordinator/director of internships. All academic internships must be completed before the last semester of the senior year

Prerequisite: Junior status

### **FH 488: Special Topics (1-3)**

Industry specific classes in couture embellishment, quilting, fiber arts, and beading. Topics are connected to industry field study visits which may take place in Atlanta, Chicago, Dallas, F.I.T., New York, Toronto, and Cleveland to study fashion operations.

## FINANCIAL PLANNING (FP)

### **FP 301: General Principles of Financial Planning (3)**

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principal knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. LCMC Course.

Prerequisite: Sophomore status

## COURSE DESCRIPTIONS

### **FP 302: Risk Management and Insurance Planning (3)**

This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principal knowledge topics tested on the CFP® Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including health, disability, long-term care, life, and personal property and casualty (homeowners', personal auto policy, etc.). In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income. LCMC Course.

Prerequisite: Sophomore status

### **FP 303: Investment Planning (3)**

The course is designed for students interested in pursuing careers in the financial planning and asset management profession. The course and curriculum are approved by the CFP® Board of Standards and meet one component of the educational requirement for becoming a Certified Financial Planner. This course explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. You will learn how to evaluate different asset classes for different investment objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. LCMC Course.

Prerequisite: Sophomore status

### **FP 304: Tax Planning (3)**

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. LCMC Course.

Prerequisite: Sophomore status

### **FP 305: Retirement Savings and Income Planning (3)**

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social

## COURSE DESCRIPTIONS

Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. LCMC Course.

Prerequisite: Sophomore status

### **FP 306: Estate Planning (3)**

This course provides an introduction to federal gifts, estate, and generation-skipping transfer taxes and the many planning techniques used to maximize the impact of these taxes on transfers of wealth. It also explores the income tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The nontax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. LCMC Course.

Prerequisite: Sophomore status

### **FP 307: Capstone Course in Financial Planning (3)**

This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. LCMC Course.

Prerequisite: Sophomore status

## FRENCH (FR)

### **FR 354: Francophone Culture (3) \*WO/DC**

A study of the French-speaking peoples in Quebec, the Caribbean, Africa, and the United States. A comparison and contrast of cultural elements in their lives with those of French citizens. Course given in English. Fulfills Ursuline Core Curriculum requirement of World Culture. \*WO/DC

## GEOGRAPHY (GO)

### **GO 199, 299, 399: Prior Learning (1-20)**

External Learning Assessment (credit varies) Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College

## COURSE DESCRIPTIONS

equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **GO 305: World Geography (3)**

A study of the physical geographic factors and the role they play in influencing the political, cultural, economic, demographic, and social conditions of the world and its regions.

### **GO 199, 299, 399: Prior Learning (1-20)**

External Learning Assessment (credit varies) Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **GO 305: World Geography (3)**

A study of the physical geographic factors and the role they play in influencing the political, cultural, economic, demographic, and social conditions of the world and its regions.

## HEALTH CARE (HCA)

### **HCA 350: Operations and Systems Management of Health Care Administration (3)**

The study and application of the concepts and methods of operations management within a health care organizational setting. Techniques of analysis and evaluation are applied to the delivery of health services with respect to organizational design, staffing, financing, and utilization of limited resources. The analysis of operational activities and managerial functions essential to an integrated health care delivery system is assessed and discussed. Special emphasis is placed on the analytical process, program evaluation, organizational aspects and managerial strategies of delivering different levels of care within various institutional arrangements.

### **HCA 360: Health Care Economics (3)**

This course will provide an analytical approach to the study of medical services in the US. The utilization of the application of theory and research will illustrate the utility of economics to understanding public and health care policy issues affecting the US health care industry. An emphasis will be placed on financing the delivery of a wide continuum of medical services in addressing an ever-increasing demand for health care from an

## COURSE DESCRIPTIONS

aging US population. In addition, government regulations and policies will be studied as to their impact and effect upon current national and state policy issues given the Managed Care Model of fee capitation with cost containment that has resulted in decreasing operating profit margins for health services organizations.

Prerequisite: AC 211, EC 203

### **HCA 370: Legal Aspects of Health Care Administration (3)**

This course focuses on the nature, perspective and objectives of the legal and legislative process. Case studies provide skills in understanding and applying the tools of the law in developing legal reasoning and critical thinking with practical application of legal principles and concepts to health care administration and health policy decisions. There is special emphasis on malpractice, government regulatory control, infection control, liability, contracts, informed consent, medical records documentation and reporting.

Prerequisite: HCA 350

### **HCA 430: Financial Management (3)**

The study and application of theories and concepts of financial management within health care organizations. The financial management process includes planning principles, determining the financial position of the institution through the application of financial ratio analysis, reimbursement procedures, state, and federal governmental regulations addressing the cost constraints of managed care. Emphasis is placed on the evaluation of trends in the financing of health care and the influence of external third-party payers that impact the financial decisions of health care administrators.

Prerequisite: HCA 350, 360

### **HCA 450: Health Care Policy Formation and Implications (3)**

An analytical and descriptive study of health policy in America as compared to other foreign health care systems in terms of philosophy, history, politics, economics, sociology, the administration and delivery of health care policy, and the complex workings of systems theory by which health care is provided. An emphasis is placed on continuous quality improvement, personnel/staffing systems, strategic management, payment/reimbursement-financial management systems, marketing, organizational design and development.

Prerequisite: HCA 350, 360, 430

### **HCA 475: Academic Internship (1-6) verify requirement**

Required to complete a minimum of 120 clock hours per college policy.

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### HISTORY (HI)

#### **HI 136: Directed Foreign Travel (1-3)**

An integrated study of the history and culture of a foreign country or countries through directed foreign travel.

#### **HI 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

#### **HI 207: Chinese Civilization and Society \*HI/WO/DC (3)**

A study of the intellectual, political, social, and cultural history of China from the agricultural revolution to the present. Emphasis on historical roots of contemporary Chinese society. Fulfills Ursuline Core Curriculum History and World Culture requirement. \*HI/WO/DC

#### **HI 208: Survey of Middle Eastern History \*HI/WO/DC (3)**

A survey of the cultural, political, intellectual, and social history of the Middle East since the rise of Islam. Emphasis on the analysis of secondary literature, methods of building historical narratives, and connections between historical narratives and contemporary politics. Fulfills Ursuline Core Curriculum History and World Culture requirement. \*HI/WO/DC

#### **HI 209: Making Caribbean History \*HI/WO/DC (3)**

Study, analysis, and interpretation of Caribbean history, culture, and geography from the pre-Columbian to the present--including island and mainland regions--using original sources and scholarly literature. In digital and /or hard copy students will use close and distant reading methods to interpret original sources in manuscripts, print, and the visual and performing arts. Fulfills Ursuline Core Curriculum History and World Culture requirement. \*HI/WO/DC

#### **HI 214: US Social and Cultural History \*HI/AM/DC (3)**

A study of U.S. culture over time, cultural eras, values and their expressions in these eras, forces shaping these values, and implications of these values for behavior in the past and present. Emphasis on primary source materials providing insight into cultural eras and their connections over time. Fulfills Ursuline Core Curriculum History and American Culture requirement. \*HI/AM/DC



## COURSE DESCRIPTIONS

### **HI 233: History and Government Ohio (3)**

The study of how the past has shaped Ohio and its values today. This course examines internal and external economic, political, social, and cultural forces and their interactions. It concludes with possible alternatives for Ohio's future. Various material and nonmaterial expressions, and values they reflect and forge, constitute primary tools for understanding.

### **HI 240: Ordinary Women in World History 1500 to the Present \*HI/WO/DC (3)**

Women's participation in major world historical events and their impact on women's lives from 1500 CE to the present. Emphasis on primary source readings and oral history. Fulfills Ursuline Core Curriculum History and World Culture requirement. \*HI/WO/DC

### **HI 250: Introduction to Southeast Asia \*HI/WO/DC (3)**

Historical overview of Southeast Asia and its diverse cultures from prehistoric times to the present. Initial focus points include location, geography and climate; founding civilizations; early Chinese and Indian influences; and early religious influences. The course then examines European presence amidst indigenous development, and reactions ranging from acceptance to calls for independence and nation building in the modern era. Fulfills Ursuline Core Curriculum History and World Culture requirement. \*HI/WO/DC

### **HI 320: Women of the Renaissance \*HI/WE/DC (3)**

A study of women's roles in the artistic, intellectual, economic, and political life of the Renaissance from 1400 to 1750. Fulfills Ursuline Core Curriculum History and Western Culture requirement. \*HI/WE/DC

### **HI 324: Medieval Culture: The Knight, The Lady and the Priest \*HI/WE/DC (3)**

A study of political, social, economic, religious, and intellectual developments from the break-up of the Roman Empire to the Renaissance. Emphasis on primary sources and on historical continuity with contemporary Europe. Fulfills Ursuline Core Curriculum History and Western Culture requirement. \*HI/WE/DC

### **HI 336: Directed Foreign Travel (1-3)**

An integrated study of the history and culture of a foreign country or countries through directed foreign travel. HI 336 requires more advanced work and is recommended for History majors and minors.

### **HI 342: Modern Europe \*HI/WE/DC (3)**

History of Europe from the French Revolution to the present emphasizing readings in primary and secondary literature and historical analysis of visual and performing arts. Fulfills Ursuline Core Curriculum History and Western Culture requirement. \*HI/WE/DC

## COURSE DESCRIPTIONS

### **HI 344: Cleveland: Past, Present, and Future (3)**

A journey into Cleveland's past with emphasis on how this past has shaped Cleveland and its values today. The course also includes alternatives for Cleveland's future development in the context of its immediate region and its role in an increasingly global society.

### **HI 390: Globalization and Place (3)**

This course focuses on globalization and its interactions with various places and their inhabitants. It includes an examination of definitions; a brief history of globalization; and a study of its various economic, political, social and cultural, and ecological dimensions, and their many contributions. Both the dimensions of globalization and places and their inhabitants influence and shape each other. Implications of these interactions are examined from market, justice, and religious perspectives.

### **HI 412: Twentieth Century America (3)**

A study of fundamental problems and opportunities confronting the United States during the era of two world wars. Emphasis on Progressivism, World War I, the 1920s, Depression, World War II, the Cold War, the post-Cold War era, and the modern age, with lessons for the present day. Emphasis on primary course materials providing insight into cultural eras during the twentieth century and their connections over time.

### **HI 454: Research Methods in Historic Preservation (3)**

Introduction to historiography, thesis development, historical theory, and method. Students are introduced to local archival repositories in the context of the history of the built environment. This course is also taught (with a substantial additional project) as a graduate course in the first year of the Master of Arts in Historic Preservation program.

Prerequisite: senior standing in History, first-year standing in MAHIP, or consent of department chair.

### **HI 461, 462: Independent Study (1-3)**

Directed readings in the field of the student's special need, with assignments varying according to the number of credits to be given.

Prerequisite: Approval of department chair required.

### **HI 475: Academic Internship (1-3)**

Academic Internship (credit varies) An off-campus experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

## COURSE DESCRIPTIONS

### **HI 488: Special Topics (3)**

### HISTORIC PRESERVATION (HIP)

#### **HIP 125 Introduction to Historic Preservation (3)**

Introduces historic preservation in perspective to other public history professions. Provides grounding in the history, theory, philosophy, and practice of historic preservation with focus on how historical significance is determined culturally and architecturally. Historic preservation is an interdisciplinary field that relies upon a variety of disciplines, including archaeology, architecture, history, landscape studies, public policy, real estate development, and urban and rural planning. This class investigates the implications of those.

#### **HIP 210: Materials and Methods I (3)**

Students will become acquainted with construction and finish materials used in both historic and contemporary construction. Students will become acquainted with restoration methods underway in workshops, studios, and on job sites. Under the guidance of master carpenters, glaziers, masons, decorative artists, and other professionals, students are introduced to various restoration methods. Proper protection, tool care and usage, job site mobilization, scaffolding, and rigging are covered

#### **HIP 220: Architectural Drawing (3)**

This studio class is intended to equip the student with the terminology, knowledge, and drafting skill required to record and create basic floor plans and elevations. Upon completion, students will know how to take field measurements and produce a scale drawing using conventional architectural nomenclature and technique.

#### **HIP 225: Architectural History (3)**

This survey course examines architectural traditions from prehistory through contemporary design. The course introduces the many facets of architectural history that examine design, materiality, culture, problem-solving, theory, construction, social meaning, and significance. Due to the vastness of the built environment the course is primarily limited to significant works of western architecture. Incorporated discussions and exercises will address current and universal issues in architecture.

#### **HIP 260: CAD (3)**

This class uses architectural design software in order to produce and modify architectural drawings. Upon completion, students will demonstrate the ability to execute a floor plan and an elevation using computer-aided design.

## COURSE DESCRIPTIONS

### **HIP 270: Codes and Requirements (3)**

Analysis of building and barrier free codes as they apply to the interior design process, based on the Ohio Basic Building Code and Americans with Disabilities Act requirements.

### **HIP 288, 488: Special Topics (3)**

### **HIP 325: American Architecture (3)**

This survey course examines American architecture from Colonial settlements to present day. The course introduces the many facets of architectural history including design, materiality, culture, problem-solving, theory, construction, social meaning, and significance. The relationship between high style and vernacular structures will be explored within their context. Incorporated discussions and exercises will address current and universal issues in architecture.

### **HIP 345: Furniture History (3)**

The goal of this class is to enable students to identify styles of furniture and furnishings in Europe and America from Classical Greece to the present. Emphasis will be placed on the modern periods and students will be able to match appropriate furniture with any architectural style or building form.

### **HIP 355: Cleveland Architecture (3)**

Students will read about and visit buildings in Cleveland and the neighboring communities. In addition to knowledge about Cleveland, students will gain an understanding of Midwestern architectural forms and variations, including vernacular styles

Prerequisite: HIP 225 or 325

### **HIP 425: Documentation (3)**

Students employ techniques for analyzing, documenting and recording the details of historic architecture and interiors using field investigation, interpretation of architectural evidence, construction chronology, restoration analysis, preparation of measured drawings, basic graphic representation and photography.

Prerequisite: Drafting/AutoCAD

### **HIP 450: Issues (3)**

Students explore contemporary preservation issues, advocacy strategies, and ethical standards in relation to the professional practice of preservation and public history.

Prerequisite: HIP 589

## COURSE DESCRIPTIONS

### **HIP 451: Woman's Place in American History and Historic Preservation \*AM/DC (3)**

Students explore contemporary preservation issues, advocacy strategies, and ethical standards in relation to the professional practice of preservation and public history.

### **HIP 455: Preservation Law (3)**

This lecture/discussion course examines the history, theory, and practice of preserving historic resources through the United States legal system. Students analyze how laws are made in general; understand significant national, state, and local preservation law; explore legal strategies for protecting historic sites; and study preservation case law.

Students examine fundamentals of legal protection for and regulation of historic cultural resources. Preservation is addressed in light of political systems that shape attitudes toward the historic environment.

Prerequisite: HIP 589

### **HIP 460: Conservation Studio (3)**

This studio course covers the identification, conservation and restoration of historic building materials (wood, stone, brick, concrete, steel) plus architectural, furniture and decorative arts finishes (paints, varnishes, glazes, gilding, plating, coatings, etc.), their history (especially in America) and their components and applications. Appropriate conservation strategies and techniques are demonstrated. Students participate in discussions on the ethics and philosophy of surface conservation.

Prerequisite: HIP 589

### **HIP 461, 462: Independent Study (1-3)**

### **HIP 465: Preservation Planning (3)**

This course examines practical and philosophical issues in planning for preservation and the methods for project implementation. Among the topics included are preservation surveys; zoning and conservation ordinances; easements; building codes; historic district and landmark designation; design review; roles of preservation agencies (local, state, and national); preservation economics, incentives, and tax credits; and public relations.

Prerequisite: HIP 589

### **HIP 470: Adaptive Re-Use (3)**

This studio course presents specific historic sites in need of rehabilitation for continued use. Students are responsible for researching a site, conducting feasibility studies, and generating design criteria goals and solutions. Particular emphasis is given to the Secretary of the Interior's Standards for the Rehabilitation of Historic Structures.

## COURSE DESCRIPTIONS

Students combine design and drawing skills with technical knowledge in order to solve problems in creative, appropriate, and economical ways.

Prerequisite: HIP 589

### **HIP 475: Academic Internship (1-6)**

The purpose is to give students experience with the profession of historic preservation. By placing them with an agency or individual preservationist, students will learn directly from experience and from professionals in the field.

Prerequisite: Permission of the Director

## HUMAN RESOURCES (HR)

### **HR 140: Introduction to HR and Workforce Learning Performance (3)**

This survey course provides students with an introduction to the field of human resources (HR). It focuses on the interdisciplinary nature of the field, its history, evolution, and current state. Three domains of operation – human resource management (HRM), workplace learning and performance (WLP), and human resource administration (HRA) are examined. The three primary roles of the human resource professional are also introduced – administrative, operational/employee advocate, and strategic. Finally, the various competencies associated with HR are explored.

### **HR 288: Special Topics (1-3)**

## HUMANITIES (HU)

### **HU 475: Academic Internship or Experiential Learning (1-6)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

This course will adhere to any official guidelines regarding experiential learning and internships. (Currently outlined in the Ursuline College Internship Guide written in collaboration with Future Plans and the Ursuline CareerFIT program.)

### **HU 490: Senior Project in Humanities (3)**

This course provides the opportunity for graduating seniors to integrate the course content of the major while working directly with a humanities scholar. Through sustained and original research, students focus their work in an area of particular interest to them within a humanities perspective.

Prerequisite: Senior status

## COURSE DESCRIPTIONS

### ITALIAN (IT)

#### **IT 354: Italian Americans \*IT/AM/DC (3)**

A consideration of the emigration of Italians to the United States and their influence on this country. Course given in English. Fulfills Ursuline Core Curriculum requirement of American Culture. \*IT/AM/DC

### LEGAL STUDIES (LS)

*As of May 2022, Ursuline College no longer offers a Legal Studies major, minor or certificate program. Legal Studies courses are no longer approved by the American Bar Association as of May 2022.*

#### **LS 310/PO 310: Constitutional Law (3)**

A comprehensive study and analysis of the United States Constitution; a study and review of court decisions which interpret the Constitution, especially decisions of the Supreme Court of the United States; an intensive analysis of the principles and theories that limit the authority and powers of state and local governments.

#### **LS 315: Women and the Law (3)**

This course is an exploration of the history of the legal studies of women and issues affecting the status of women in American law.

#### **LS 350: Criminal Law and Procedure (3)**

This course provides a working knowledge of criminal law and the laws of criminal procedure. The student learns to differentiate between different types of crimes and to determine potential defenses. The student uses research skills to develop various legal pleadings related to criminal law and learns how to navigate the court systems.

Prerequisite: LS 115

#### **LS 488: Special Topics (1-3)**

#### **LS 488: Moot Court (3)**

#### **LS 488: Mock Trial (3)**

## COURSE DESCRIPTIONS

### MATH (MAT)

#### **MAT 100: Basic Algebra**

A study of real numbers, prime numbers, fractions, ratios, decimals, proportions, percents, geometry, linear equations, exponents, graphing linear equations, roots, and radicals. This course does not count toward degree requirements.

Prerequisite: Placement

#### **MAT 125: Quantitative Reasoning \*MAT/DC (3)**

An overview of mathematics for students in the liberal arts and sciences. This course involves applying logical thinking and problem-solving skills to real-world situations that involve quantities, measurements, and mathematical operations. Students will apply mathematical, logical and statistical skills to interpret data and produce new information. Topics covered will include problem solving, basic conversions, applications to the health sciences, financial management, statistical reasoning, probability, exponential astonishment, modeling with geometry and mathematics in the arts. Fulfills Ursuline Core Curriculum Math requirement. \*MAT/DC Prerequisite: Completion of MAT 100 or placement

Prerequisite: Completion of MAT 100 or placement

#### **MAT 131: College Algebra \*MAT/DC (4)**

This course covers fundamentals of algebra, functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions of angles. Fulfills Ursuline Core Curriculum Math requirement. \*MAT/DC

Prerequisite: Completion of MAT 100 or placement

#### **MAT 132: Precalculus \*MAT/DC (4)**

This course covers trigonometric functions of real numbers, analytic trigonometry, systems of equations and inequalities, topics in analytic geometry. Fulfills Ursuline Core Curriculum Math requirement. \*MAT/DC

Prerequisite: Completion of MAT 131 or placement

#### **MAT 204: Teaching Middle School Math (3)**

For students seeking license to teach mathematics in grades 4 to 9, this course reviews the content of the grade-specific competencies outlined by the Ohio Department of Education standards. Students are given opportunities to explore and practice teaching these topics, as well as make connections among different topics. The incorporation of



## COURSE DESCRIPTIONS

visual aids and modern technology, in the form of calculators, spreadsheets, and Internet links, will be used to help bring these topics to life.

Prerequisite: MAT 131

### **MAT 205: Discrete Mathematics I (3)**

An introduction to set theory, logic, relations, functions, sequences, algorithms, number theory and combinatorics.

### **MAT 206: Discrete Mathematics II (3)**

A continuation of MAT 205. A further exploration of foundational discrete structures and their relation to computer science. Topics include recurrence relations, graph theory, three structures, and network models.

### **MAT 212: Introduction to Statistics \*MA/DC (3)**

A study of elementary concepts and procedures basic to inquiry in science, sociology, psychology and other areas; frequency distributions, normal distributions; measure of central tendency and dispersion; probability; samples and populations; correlation and regression; chi-square test; analysis of variance, hypothesis testing. A working knowledge of basic algebra is needed. Fulfills Ursuline Core Curriculum Math requirement. \*MA/DC

### **MAT 212L: Introduction to Statistics Lab**

### **MAT 221: Calculus I \*MA/DC (4)**

This course covers functions, limits and rates of change, derivatives, application of differentiation, integrals, and applications of integration. Fulfills Ursuline Core Curriculum Math requirement. \*MA/DC

Prerequisite: Completion of MAT 132 or placement

### **MAT 222: Calculus II \*MA/DC (4)**

This course covers inverse functions, techniques of integration, further applications of integration, parametric equations and polar coordinates, and infinite sequences and series. Fulfills Ursuline Core Curriculum Math requirement. \*MA/DC

Prerequisite: Completion of MAT 221 or placement

### **MAT 223: Calculus III (4)**

This course covers vectors and the geometry of space, vector functions, partial derivatives, multiple integrals, and vector calculus.

## COURSE DESCRIPTIONS

Prerequisite: Completion of MAT 222 or placement

### **MAT 310: Number Theory (3)**

An introduction to mathematical proof and mathematics beyond the beginning level, including a study of the divisibility properties of integers, prime numbers, linear and quadratic congruencies, and primitive roots.

Prerequisite: MAT 221

### **MAT 311: Abstract Algebra (3)**

Fundamental concepts of abstract algebra, groups, rings, integral domains and fields.

### **MAT 312: Higher Geometries (3)**

Development of postulation systems, critical study of Euclidean geometry as related to other geometries, including projective, elliptical and hyperbolic.

### **MAT 313: Linear Algebra (3)**

Vectors, real vector spaces, bases, linear transformations, matrix algebra, determinants, applications of matrices to linear programming in fields of business, economics, sociology, politics and biology.

### **MAT 324: Differential Equations (3)**

Topics studied are the common types of differential equations and their applications.

Prerequisite: MAT 222

### **MAT 350: Introduction to Analysis (3)**

A course in the basic theoretical concepts of single and multiple variable Calculus: continuity, differentiation, integration, and infinite series.

### **MAT 401: Seminar (1)**

In this one credit “capstone” experience, the student will work with a professor to explore one question in Math that is of interest to them. The student will produce a professional-grade paper to explain their results and present their findings in a public forum to the college and to other guests who may be interested in the work. The seminar will play a central role in the assessment of the Mathematics major.

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### **MAT 412: Advanced Statistics (3)**

Topics studied are two- and three-factor analysis of variance, multifactor analysis of variance, various correlation coefficients, multiple regression, multiple comparisons and analysis of covariance. Includes a major research paper involving original research.

Prerequisite: MAT 212

### **MAT 420: History of Mathematics (3)**

Topics studied are the historical development of mathematics and integration of the various areas of mathematics with emphasis on the human endeavor.

Prerequisite: MAT 221, 222, and one of the following: MAT 310, 311 or 312

### **MAT 461: Independent Study (1-4)**

Directed study of a special topic or area. Prerequisite: Approval of department chair required.

### **MAT 488: Special Topics (3)**

## MUSIC (MU)

### **MU 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **MU 235: American Music \*MU/DC (3)**

An historical survey of the main currents in American music from the Colonial Period to the present. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement.

\*MU/DC

### **MU 236: History of Jazz \*MU/DC (3)**

A survey of the development of jazz with emphasis on the elements that comprise the art form, its evolutionary character, and the multiple styles that have resulted. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement. \*MU/DC

## COURSE DESCRIPTIONS

### **MU 237: American Musical Theater (3)**

A survey of the historical development of American musical theater from its European antecedents to its present-day form with attention not only to the music and musicians involved but also to the artistic collaborators.

### **MU 238: Introduction to World Music\* MU/DC (3)**

An overview of traditional and popular music from a variety of non-Eurocentric cultures around the world. Attention will be given to musical styles and functions as well as the political, social, religious, and historical factors that influence and/or are influenced by them. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement. \*MU/DC

### **MU 240: Black Music in Two Worlds \*MU/WO/DC (3)**

A survey course that will focus on three primary areas: an introductory study of traditional music and culture in Africa, an examination of how traditional African music changed and developed in the Western hemisphere, and the influence these neo-African forms had on postcolonial African music. Attention will be given to the role of music in culture. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement. \*MU/WO/DC

### **MU 244: Non-Western Popular Music \*MU/WO/DC (3)**

A survey of Popular Music styles in Africa, Brazil, The Caribbean, The Middle East, Japan and India in the latter half of the twentieth century. The course will focus on the influence of independence, technology, urbanization, as well as the interrelationship between western popular music and these popular music genres. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement. \*MU/WO/DC

### **MU 261: Applied Piano \*MU/DC (1-2)**

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement (\*MU/DC). Repeatable for credit.

### **MU 271: Applied Voice \*MU/DC (1-2)**

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement (\*MU/DC) Repeatable for credit.

### **MU 281: Pep Band \*MU/DC (1.5)**

This course is designed to provide the student with the opportunity to rehearse and perform literature written for pep/performance band. The pep band serves as both an

## COURSE DESCRIPTIONS

academic class and a service organization. The pep band's primary responsibilities include performing at various athletic and college-wide events; providing a sense of teamwork and school spirit; and supporting our athletes and fans. The pep band is a high-energy performance ensemble. The ensemble may have opportunities to travel to conferences and NCAA tournaments. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement (\*MU/DC). Repeatable for credit.

### **MU 282: Winds \*MU/DC (1-2)**

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement (\*MU/DC). Repeatable for credit.

### **MU 283: Brass \*MU/DC (1-2)**

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum requirement Art, Art Therapy or Music requirement (\*MU/DC). Repeatable for credit.

### **MU 284: Choir \*MU/DC (1.5)**

This course is designed to provide the student with the opportunity to rehearse and perform literature written for choir. The choir's primary responsibilities include performing at various college-wide events; providing a sense of teamwork and school spirit; and foster student-faculty interaction. Two (2) semesters fulfill the Ursuline Core Curriculum Art, Art Therapy or Music requirement (\*MU/DC). Repeatable for credit.

### **MU 285: Guitar \*MU/DC (1-2)**

One credit per semester is given for a half-hour private lesson each week. Two credits are given for an hour private lesson each week. Daily practice is expected. Fulfills Ursuline Core Curriculum Art, Art Therapy or Music requirement (\*MU/DC). Repeatable for credit.

### **MU 288, 388: Special Topics (1-3)**

Study of specialized topics in the field of music. Content varies each time the course is offered.

### **MU 461, 462: Independent Study (1-3)**

Research in a specific area of music.

Prerequisite: Approval of department chair required

## COURSE DESCRIPTIONS

### NURSING (NR)

#### **NR 102 Introduction to Team Training using TeamSTEPPS® (1)**

This interactive course, based on the TeamSTEPPS® program, will provide learners with an introduction to the foundational tenets needed for functioning in highly effective healthcare teams. Upon conclusion of the course, the learner will understand and appreciate the importance of high-performing teams in the healthcare setting. When successfully completed, learners will be issued an Introduction to TeamSTEPPS® Certificate of Completion. \*CCP Course

#### **NR 103 Foundational Healthcare Terminology (1)**

This course offers a review of the basics in Healthcare Terminology, a universal language used by medical professionals worldwide and is a core necessity for effective/safe communications within any healthcare profession. The student will learn to utilize medical terms and abbreviations appropriately, demonstrating professionalism in communication within the healthcare setting.

#### **NR 205: Pathophysiologic Foundations for Nursing (3)**

This course explores the interaction of dynamic physiological disease processes with special emphasis on nursing application and implications for nursing practice.

Knowledge from the life sciences is blended with the medical and nursing management to create an understanding of the physiologic response of patients across the lifespan while under the care of nurses. Special focus is placed on the nursing process for the management of disease and the rationale for nursing interventions within the framework of nursing practice.

Prerequisite: BI 214/L, BI 215/L, BI 232/L, CH 108/L, MAT 125 or 212, NU 104, PS 101

#### **NR 215: Foundations of Holistic Nursing Practice (3)**

This course introduces the concepts of person-centered care as delivered through a relationship-based model of professional nursing practice. The concepts and skills associated with communication, safety, quality improvement, nursing informatics, and leadership are addressed at the beginner level.

Prerequisite: BI 214/L, BI 215/L, BI 232/L, CH 108/L, MAT 125 or 212, NU 104, PS 101

#### **NR 226: Professional Holistic Nursing Practice for Registered Nurses (3)**

This nursing course will provide the student the opportunity to develop knowledge, attitudes and skills foundational to the practice of nursing at the baccalaureate level.

## COURSE DESCRIPTIONS

The course introduces the concepts of person-centered care as delivered through a relationship-based model of professional nursing practice. The concepts and skills associated with holistic practice, person-centered, evidenced-based care, communication, safety, quality improvement, nursing informatics, health-care policy and leadership will be addressed at the foundational level.

### **NR 235: Holistic Nursing Practice: Health Assessment of the Adult (2)**

This course applies core concepts of health assessment to adults with special emphasis on the geriatric client.

Prerequisite: BI 214/L, BI 215/L, BI 232/L, CH 108/L, MAT 125 or 212, NU 104, PS 101

### **NR 245: Holistic Nursing Practice (4)**

This course introduces fundamental, holistic, person-centered clinical concepts and skills with an emphasis on care of geriatric clients. Application of clinical concepts and skills are practiced in laboratory and various clinical settings. Evidence-based practice is used as a foundation for clinical and professional nursing practice.

Prerequisite: BI 214/L, BI 215/L, BI 232/L, CH 108/L, MAT 125 or 212, NU 104, PS 101

Concurrent Enrollment: NR 245C, NR 245L

### **NR 255: Professional Nursing Practice with Adults I (5)**

This course facilitates the identification of alterations in the health status of the adult, with special emphasis on the aging patient. Focus is placed on the integration and application of concepts for the relationship-based, person-centered care of patients in the clinical setting.

Prerequisite: NR 205, NR 215, NR 235, NR 245.

Corequisite: NR 275

Concurrent enrollment: NR 255C

### **NR 265: Evidence-Based Professional Nursing Practice (2)**

This course challenges students to explore the value of nursing research for evidence-based practice and its contribution to quality patient outcomes; students have opportunities for utilizing research as evidence to make clinical decisions affecting patient outcomes.

### **NR 275: Pharmacology and Therapeutics for Professional Nursing Practice (3)**

This course introduces the student to the role and responsibilities of the professional nurse in medication administration. Content relevant to nursing theory and practice as related to pharmaceuticals, pharmacokinetics, pharmacodynamics, and drug classification

## COURSE DESCRIPTIONS

is presented. The course provides an overview of pharmacology with systematic study of a prototype drug within each drug class. Developmental, cultural, genetic, and pathophysiological related concepts are addressed.

Prerequisite: NR 205, NR 215, NR 235, NR 245.

Corequisite: NR 255, NR 255C

### **NR 325: Professional Nursing Practice with Adults II (6)**

This course focuses on concepts of nursing care delivery across the life span of adults and families with acute and chronic illness in intermediate level health care settings.

Commonly occurring health alterations are used as exemplars, integrating evidenced based practice to develop clinical judgment skills in the provision of relationship-based, quality and safe professional nursing care.

Prerequisite: NR 255, NR 255C, NR 275, PS 230

Corequisite: NR 335

### **NR 331: Societal Impact on American Women's Health (3)**

Through a collaborative, historical, and philosophical approach, this course investigates societal issues that have an impact on women's health as well as issues related to women as consumers of health care. Topics may include but are not limited to the following: historical/economic perspectives of women's health, women and the health care system, violence against women, alternative methods of healing, and the physical and mental health of women.

### **NR 335: Clinical Experience: Professional Nursing Practice with Adults II (4)**

This course focuses on the application of concepts of nursing care delivery across the life span of adults and families with acute and chronic illness in intermediate level health care settings. Commonly occurring health alterations are examined and integrated in the clinical setting with an emphasis on management of patients using skills and clinical judgment capabilities to provide relationship-based, quality-focused professional nursing care.

Prerequisite: NR 255, NR 255C, NR 275, PS 230

Corequisite: NR 325

### **NR 348 Professional Nursing Practice for Childbearing and Childrearing Families (6)**

This course focuses on family-centered care from preconception through birth and late adolescence. Special emphasis is placed on family and developmental theories;



## COURSE DESCRIPTIONS

promotion and maintenance of physical and emotional health and wellbeing; and deviations from optimal health.

Prerequisite: NR 325, NR 335.

### **NR 358: Professional Nursing Practice with Populations (5)**

This course presents an overview of the role of the nurse in a community setting with emphasis on healthcare policy, social justice, health literacy, health promotion, and epidemiologic methods. Health disparities and inequities at both the local and global levels are threaded throughout the course. Special emphasis is placed on clinical experiences in settings where the student can examine and apply these concepts.

Prerequisites: NR 325, NR 335 (traditional and SDAP),

No prerequisites RN-BSN students

### **NR 404: Integrated Professional Nursing Practice (5)**

This course is an intensive integrated clinical experience emphasizing the transition from the role of the student to the role of the professional nurse. It provides an in-depth experience and opportunity for application of knowledge and skills in the care of clients in selected practice settings with emphasis placed on leadership. This course represents the culmination of the nursing program of studies.

Prerequisite: NR 445, NR 445C, NR 455, NR 455C

Corequisite: NR 465

### **NR 426: Practicum in Leadership (2)**

This course is designed for the RN who is completing the program of studies for the BSN degree. Its purpose is to provide the RN with the opportunity to expand her/his experience base within a selected practice setting. The focus of this course is on leadership for the baccalaureate-prepared nurse. This course represents the culmination of the nursing program of studies.

### **NR 445: Professional Nursing Practice for Persons with Complex Psychiatric Needs (3)**

This course focuses on the care of persons with acute psychiatric issues and/or diagnoses throughout the life span. Theory is applied to clinical practice in the acute psychiatric setting.

Prerequisite: NR 348, NR 358

Concurrent Enrollment: NR 445C

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### **NR 445C: Professional Nursing Practice for Persons with Complex Psychiatric Needs Clinical (no credit)**

### **NR 455: Professional Nursing Practice with Critically Ill Adults (4)**

This course focuses on the theory and application of complex nursing practice concepts in the care of the acutely ill adult. Theory is applied to practice in critical care settings.

Prerequisite: NR 348, NR 358

Concurrent Enrollment: NR 455C

### **NR 455C: Professional Nursing Practice with Critically Ill Adults Clinical (-)**

### **NR 461: Independent Study (1-3)**

Directed study or research on a selected topic. Prerequisite: Approval of Dean required.

### **NR 465: Professional Nursing Leadership: Theory (3)**

This course expands upon professional behaviors the nurse uses to meet the primary responsibility of person-center relationship-based nursing practice. The concepts of leadership/management, accountability, communication, collaboration, legal and ethical practice, healthcare systems, quality improvement, safety, and nursing informatics are addressed at an advanced level.

Prerequisite: NR 445, NR 445C, NR 455, NR 455C

Corequisite: NR 404

### **NR 475: Academic Internship (2)**

This elective provides the student nurse an opportunity for an internship with a local healthcare system using a preceptor model to provide patient care for individuals and their families. The goal is to facilitate the student's transition to professional practice by providing opportunity to experience supplementary clinical experiences under the supervision of a clinical preceptor and clinical faculty member.

Prerequisite: NR 348

## **NUTRITION (NU)**

### **NU 100: Career Exploration (1)**

Study the various types of professional environments and organizations while facilitating self-development. The goal of the class is to aid in the creation of a strategic plan to reach your professional goals. Students will also gain membership in the Academy of Nutrition and Dietetics (KRDN 2.8).

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### **NU 104: Basic Nutrition (3)**

A study of the fundamental concepts of nutrition; emphasis on the nutrients, their functions, food sources, factors affecting human needs throughout life and the relationship of nutrition and disease.

### **NU 200: Food Science (4)**

This course will present students with an overview of the chemical, physical, and biological properties that compose food. Additionally, students will observe and evaluate the chemical interactions and reactions of ingredients in food due to formulation, processing, and preparation. Students will participate in various interactive exercises to observe the role of various ingredients.

Prerequisites: NU 104 and CH 105/L

### **NU 300: Communicating Nutrition (3)**

Students will be able to survey and critically evaluate nutrition information for the consumer. The history of nutrition, marketing, inequities, and sources of nutrition information for consumers (books, magazines, food labels, social media, and videos) will be analyzed and discussed. Each student will present a comprehensive assessment of a consumer nutrition source.

Prerequisites: NU 104

### **NU 310: Macronutrient Biochemistry (3)**

This class examines the biochemical, metabolic, and physiological properties that regulate carbohydrates, fats, proteins, and alcohol. Emphasis will also be given to tissue-specific utilization and diseases associated with macronutrients, including metabolic syndrome, cardiovascular disease, cancer, and diabetes. Dietary Reference intakes (DRIs) and primary literature will be utilized.

Prerequisite: NU104, NU 200, NU 400, CH 221/L

### **NU 320: Micronutrient Biochemistry (3)**

This class examines the biochemical, metabolic, and physiological properties, bioavailability, and genetic regulation of vitamins and minerals, water, and supplements. Emphasis will also be given to the role of micronutrients in health and disease. Dietary Reference intakes and primary literature will be utilized.

Prerequisites: NU 310

## COURSE DESCRIPTIONS

### **NU 330: Nutrition and Exercise (3)**

This course will examine the nutrient requirements for varying types and degrees of activity, from recreational exercise to competitive athletics, and how nutrition can enhance performance, muscle development and recovery. Special attention will be paid to specific dietary supplements and food and beverage products that are marketed to athletes. The benefits of nutrition and exercise for health will also be explored.

Prerequisites: NU 104

### **NU 340, Community Nutrition and Policy (3)**

This class will investigate nutrition policies and programs and how these relate to population-based nutrition, health care, and disease prevention and nutrition professionals. Additional importance will be on skill-building for communication and working with various populations.

Prerequisites: NU 104

### **NU 350: Global Nutrition (3)**

This course will present students with the various dietary patterns of different cultures and how to prepare to communicate, appreciate and prepare meal plans. Additionally, nutritional tools and resources from other countries will be examined and evaluated. Students will develop specific meal plans for diverse populations

Prerequisite: NU104, NU300

### **NU 360 Lifecycle Nutrition (4)**

This is a comprehensive course that will cover the various unique nutritional needs for each life stage, including infants, children, adolescents, adults, pregnancy, lactation, and aging adults. Students will develop an educational session targeting a specific group.

Prerequisite: NU 104

### **NU 370 Nutrition Counseling (3)**

As technology advances, the healthcare industry is becoming more sophisticated and specific. The concept of personalized nutrition is that each person is treated based on their genetic makeup. This course will explore basic genetic concepts, genomics, and how genes can influence nutritional choices, health, and disease. Student will develop skills for counseling for behavior change in relation to genetics, nutrition, and disease management. Students will investigate case studies using personalized nutrition.

Prerequisite: NU 104, BI 205/L

## COURSE DESCRIPTIONS

### **NU 400: Medical Nutrition Therapy I (3)**

This is the first course of two that will explore nutrition care processes, including coding and billing, standardized medical terminology, review of the pathophysiology of disease and the application of nutrition assessment, which incorporates the use of anthropometric, biochemical and clinical data to determine nutritional status and intervention. The role of the RD in the comprehensive care of a patient will also be explored.

Prerequisites: NU 310, NU 320

### **NU 410: Medical Nutrition Therapy II (3)**

This is the second part of the MNT courses that will expand on pathophysiological conditions and interventions using clinical nutrition therapies. Emphasis on the change in energy expenditure and body composition during physiological stress or illness. Students will learn about enteral and parenteral nutrition and fundamental aspects of nutrition support. Students will be exposed to pharmaceutical interactions with food and changes during pathological states. The role of nutritional genomics will also be explored in relation to nutrition therapy.

Prerequisites: NU 400

### **NU 450: Nutrition Assessment (3)**

This class will reinforce and apply the knowledge acquired in MNT I and MNT II. Students engage in nutrition assessment exercises, health behavior change conversations, and evaluate various healthcare delivery systems.

Prerequisites: NU 370 and NU 410

### **NU 487: Nutrition Research (3)**

The purpose of this course is to demonstrate the importance of the process of evidence-based research. Students will be exposed to the foundational methods and statistical analysis used in nutritional research. During the course, students will engage in and present a research project.

Prerequisites: NU 104, NU 200, and NU 300; or NU 400

### **NU 490: Capstone Seminar (3)**

This class is a culmination of a student's coursework, including a review of management requirements, billing and coding, quality control, professionalism, mentoring and general preparation for becoming a registered dietitian. Role-playing and collaboration will be emphasized.

Prerequisites: NU 410 and NU 470

## COURSE DESCRIPTIONS

### **NU 461: Independent Study (1-3)**

#### PHILOSOPHY (PH)

### **PH 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom setting. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed for all course titles for which credit is granted through external learning assessment.

### **PH 205: Logic \*PH/WE/DC (3)**

A study of the principles of critical and creative thinking with emphasis on practical applications. Fulfills Ursuline Core Curriculum Western Culture requirement. \*WE/DC

### **PH 221: Ancient Philosophy \*WO/DC (3)**

An introduction to the history of philosophy and the origin of philosophical problems through the study of the pre-Socratics, Plato, and Aristotle. Fulfills Ursuline Core Curriculum World Culture requirement.

### **PH 260: Bioethics \*WE/DC (3)**

An introduction to ethics and an inquiry into the major ethical problems regarding issues of life and death. Fulfills Ursuline Core Curriculum Western Culture requirement.

### **PH 275: American Political Philosophy \*AM/DC (3)**

A study of the philosophical foundations of American democracy including an examination of selected classical theories of social and political thought providing the context for the development of basic American political concepts. Fulfills Ursuline Core Curriculum American Culture requirement.

### **PH 325: Philosophy of the Human Person \*PH/DC (3)**

A study of the nature of the human person as a being with potential to know, choose, and relate to others. Fulfills Core Curriculum Philosophy requirement.

### **PH 328: Philosophy and Psychology \*PH/DC (3)**

A study of major thinkers like Kierkegaard, Freud, Lacan, Piaget, etc., who bridge the gap between the two domains. Fulfills Core Curriculum Philosophy requirement.

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### **PH 331: Social and Political Philosophy \*PH/DC (3)**

An introduction to social and political philosophy through a study of selected writings of thinkers from Plato to Marx. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 340: Animals and Ethics \*PH/DC (3)**

A study of the various approaches to the question of how humans ought to act in relationship to nonhuman animals. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 350: Applied Ethics \*PH/DC (3)**

A discussion of the principles of ethical action and application of these principles to some contemporary issues. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 355: Business Ethics \*PH/DC (3)**

A critical examination of competing ethical theories and their application to concrete practical issues in today's business environment. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 365: Existential Philosophy \*PH/DC (3)**

An examination of the existential trend in philosophy from Kierkegaard and Nietzsche to Beauvoir and Sartre. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 370: Philosophy of Women \*PH/DC (3)**

A consideration of philosophical principles that have affected philosophers' assumptions about the nature of woman. Study of selections from various periods of philosophy as well as contemporary feminist thought. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 371: Women Philosophers \*PH/DC (3)**

A study of selected women philosophers from ancient to contemporary times and consideration of their contribution to the history of philosophy. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 420: Eco-Philosophy \*PH/DC (3)**

An exploration of the most influential ideas in the emerging field of environmental thought. The course involves reading, analysis, discussion and application of these ideas to contemporary environmental issues and problems. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

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### **PH 425: Philosophy and Literature \*PH/DC (3)**

A discussion of the philosophical aspects of several literary works. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 430: Philosophy of Art \*PH/DC (3)**

A study of the meaning of art, the nature of artistic intuition, and the creative process. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 431: Philosophy of Science \*PH/DC (3)**

A study of major issues in philosophy of science including the problem of scientific change and the philosophical implications of science. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 435: Philosophy of Religion \*PH/DC (3)**

An analysis of the grounds for belief and disbelief in God's existence, rational arguments, religious experiences, and faith. Fulfills Ursuline Core Curriculum Philosophy requirement. \*PH/DC

### **PH 441: Reading Seminar (3)**

Reading and discussion of philosophical works dealing with special problems of topical interest.

### **PH 442: Reading Seminar (3)**

Reading and discussion of philosophical works dealing with special problems of topical interest.

### **PH 461, 462: Independent Study (1-3)**

Directed study of a specific philosophical problem or topic.

### **PH 475: Academic Internship (1-6)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.



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### **PH 488: Special Topics (3)**

#### PHARMACOLOGY (PHC)

### **PHC 2600: Functional Anatomy and Pathophysiology I (4) UT Course**

A study of functional anatomy, physiology, and pathophysiology to serve as background for the understanding of the action of drugs.

Prerequisites: CH 105, 105L, 106, 106L; BI 205, 205L, 207, 207L. Corequisite: second year standing. Course taught by UT faculty via distance learning at Ursuline.

### **PHC 2620: Functional Anatomy and Pathophysiology II (4)**

A continuation of PHCL 2600.

Prerequisite: PHCL 2600. Course taught by UT faculty via distance learning at Ursuline.

#### POLITICAL SCIENCE (PO)

### **PO 106: Introduction to American Government (3)**

This survey course is designed to help students understand major institutions and processes of government as a critical part of U.S. culture, as well as the underlying values inherent in the U.S. political system.

### **PO 115: Introduction to Law (3) \*PO/AM/DC**

This course is designed to acquaint the student with the basic concepts in civil and criminal law and the workings of the judicial system. Class study begins with a reading of the U.S. Constitution, combined with a focus on the court system and limitations on its power. The class also studies the institutional sources of American law, procedural aspects of a trial, concepts and cases in family law, tort law (both intentional and unintentional), and judicial remedies in both equitable and common law. \*PO/AM/DC

### **PO 210: Civil Rights and Civil Liberties (3) \*PO/AM/DC**

This course offers a systematic treatment of leading Supreme Court decisions in such areas as freedom of speech, the press, and religion; the rights of criminal defendants; voting rights; the right to privacy; and discrimination on the grounds of race or sexual orientation, age, and economic class, or other unjust bases. Fulfills Ursuline Core Curriculum Political Science and American Culture requirement. \*PO/AM/DC

### **PO 220: Civic Engagement (3)**

This course complements the study of public policy by empowering students with the tools needed to make a difference in society. Included are theories of political

## COURSE DESCRIPTIONS

participation, case studies of effective civic engagement, and projects in which students devise and present a strategy to address an issue affecting contemporary society.

Prerequisite: PO 106.

### **PO 230: International Relations \*PO/WO/DC (3)**

This course is designed to help students understand and assess state and non-state actions in the realm of international relations, taking into consideration cultural, social, economic, political and philosophical/moral elements that influence a nation's decisions. Coursework also analyzes global issues affecting peace and examines the management of international conflict. Fulfills Ursuline Core Curriculum Political Science and World Culture requirement. \*PO/WO/DC

### **PO 250: Major Policy Issues \*PO/AM/DC (3)**

This course anchors an examination of issues affecting contemporary U.S. society in five key areas: health, education, welfare, family, and cultural policy. Coursework introduces the student to various approaches to policy analysis, including cost-benefit and program evaluation. Fulfills Ursuline Core Curriculum Political Science and American Culture requirement. \*PO/AM/DC

### **PO 288, 388: Special Topics (3)**

Readings and class discussions of selected topics in the world of politics as they affect contemporary life.

Prerequisite: To be determined by instructor

### **PO 299: Prior Learning (1-20)**

Measurable and verifiable learning that has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. The "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **PO 430: Law and Public Policy Seminar (3)**

This advanced course in public policy serves as capstone for both the Pre-Law and the Public Policy and Advocacy (PPA) concentrations. The class culminates in a mock trial in which Pre-Law students act as staff (judges, attorneys, etc.), while PPA students assume the roles of litigants, witnesses, or interest groups. The course offers a practical platform for reviewing and applying material from previous coursework through an exploration of the role of the court system, especially the U.S. Supreme Court, in the creation, interpretation, implementation, and evaluation of public policy throughout U.S. history.

## COURSE DESCRIPTIONS

Prerequisite: Senior standing with completion of all 100- to 300-level major requirements

### **PO 461: Independent Study (1-3)**

### **PO 475: Academic Internship (1-6)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

### **PO 488: Special Topics (3)**

Topical study that expands the curriculum, with a focus determined by the faculty offering the course.

Prerequisite: To be determined by instructor

## PROJECT MANAGEMENT (PM)

### **PM 101: Introduction to Project Management (3)**

According to a recent study of human resource managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions. LCMC Course.

### **PM 201: Project Planning (3)**

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions. LCMC Course.

Prerequisite: PM 101

### **PM 210: Programming for Everyone I (3)**

This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more

## COURSE DESCRIPTIONS

advanced programming courses. This online class has optional live sessions. LCMC Course.

### **PM 301: Project Execution Monitoring & Control, Implementation & Closure (3)**

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project implementation and closure requires conviction and trust in established processes and personnel. In either context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring / control, implementation / handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum and Internship.

Prerequisite: PM 101, PM 201

### **PM 400: Advanced Project Management-Practicum (3)**

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life-cycle, governance, and other topics to help contextualize project work.

Prerequisite: PM101, PM 201, PM 301

## PSYCHOLOGY (PS)

### **PS 101: General Psychology \*PS/DC (3)**

An introduction to the principles and major concepts of the science of human behavior. Topics include the scientific method, sensation and perception, consciousness, development, learning and memory, language, cognition, intelligence, stress and coping, personality, psychopathology, therapeutic techniques, and social psychology. Fulfills Ursuline Core Curriculum Psychology requirement. \*PS/DC

Prerequisite to all other Psychology courses

### **PS 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning that has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

## COURSE DESCRIPTIONS

### **PS 211: Psychology of Adjustment (3)**

This course introduces the student to a variety of issues that contribute to overall mental health and well-being. Topics such as time management, stress, personality, gender, health, friendships, assertiveness, career development, bereavement, self-concept and self-esteem are addressed.

Prerequisite: PS 101

### **PS 219: Human Growth and Development I: Conception Through Childhood (3)**

Study of the physical, psychological, cognitive, moral, and social development of the human person from conception through childhood.

Prerequisite: PS 101

### **PS 221: Psychology of Vision (1)**

This course investigates how humans detect visual information in the environment and analyze the signals for the purpose of understanding them. Topics include psychophysics, depth perception, color vision and an emphasis on the interpretation and analysis of classroom data. This course is a "hand-on" experience in addition to classroom lecture.

Prerequisite: PS 101

### **PS 222: Behavioral Statistics (3)**

An introduction to the principles and major concepts of the statistics for the behavioral sciences. Topics include Sampling, Scales of Measurement, graphing, Measures of Central Tendency, Measures of Variability, The Normal Distribution, Standardized Z and T scores, Standard Errors, Hypothesis testing, Correlation, Regression, t-tests, Analysis of Variance, and Chi-square.

Prerequisite: Core curriculum math requirement, PS 101. Corequisite: PS 322

### **PS 230: Lifespan Development (3)**

Study of the physical, psychological, cognitive, moral, and social development of the human person from conception through death.

Prerequisite: PS 101

### **PS 235: Career Development in Psychology (1)**

This course will provide the platform for the investigation of professional and career development in Psychology as well as the means to attain those specific career goals. A wide variety of career paths will be investigated as well as the more common choices

## COURSE DESCRIPTIONS

students make. What do psychologists do? You'd be surprised. This course is great for psychology majors or those who are curious about becoming a psychology major.

Prerequisite: PS101

### **PS 260: Child and Adolescent Development (3)**

In-depth study of the physical, psychological, cognitive, moral and social development of the individual from conception through adolescence.

Prerequisite: PS 101

### **PS 288, 488: Special Topics (3)**

Prerequisite: PS 101; other prerequisites to be determined by the instructor on a course by course basis.

### **PS 305: Science: Good, Bad and Bogus (3)**

The course reviews in detail the application of the scientific method and critical thinking skills to contemporary psychological and medical treatments. This is an extensive review of both legitimate theories and current "bogus" clinical theories in psychology and science. The student learns a scientific detection kit to evaluate the efficacy and current theories in psychology.

Prerequisite: PS 101, PS 222, PS 322

### **PS 307: Sports Psychology (3)**

This course will investigate the applications of psychological theory and practice to sport performance. Topics include issues of basic motivation and arousal and their effects on performance, the application of relaxation techniques to improve performance, the role of sports bridging individual differences in culture and experience, team building, group and team dynamics, leadership, and sports science.

Prerequisite: PS 101

### **PS 310: The Psychology of Autism Spectrum Disorders (3)**

This course will review the clinical and research basis of the autism spectrum disorders. Emphasis will be placed on the current genetic and physiological underpinnings of this disorder. Applied Behavioral Analysis treatment modalities will be explored and discussed with regard to particular disorders and dysfunction.

Prerequisite: PS 101

## COURSE DESCRIPTIONS

### **PS 315: Changing Roles of Women (3)**

An examination of the traditional roles of women and the factors that have contributed to maintaining them; and an analysis of the changes that are occurring today and the effects of those changes on women, men, and society.

Prerequisite: PS 101

### **PS 322: Research Methods I (3)**

A study of the scientific inquiry. Emphasis is upon the formulation of research questions, development of the appropriate research methodology, data collection, data analysis, data interpretation, and report writing. Specific techniques presented include tests and surveys, case studies, correlational methods and experiments. Students collect data under the supervision of the instructor and are responsible for the preparation of scientific reports.

Prerequisite: PS 101. Co-requisite: PS 222

### **PS 324: Research Methods II (5)**

Students are responsible for the construction and execution of an independent research study. Students may collaborate in small groups in the definition, development, execution, analysis, and presentation of the project. Students determine the area of investigation with the instructor's approval. Computer software is available to facilitate the construction of the research methodology should the investigator(s) choose to use it.

Prerequisite: PS 101, 222, grade of "B" or better in PS 322

### **PS 330: Abnormal Psychology (3)**

An investigation of the application of basic psychological theory and research to the problem of maladaptive behavior.

Prerequisite: PS 101

### **PS 335: Psychological Testing (3)**

Theory, application, and administration of psychological tests; emphasis on basic procedure in clinical tests of intelligence and personality.

Prerequisite: PS 101, 222

### **PS 340: School Psychology (3)**

This course explores the role of the School Psychologist in the application of educational and clinical principles to diagnose learning and behavioral problems and psychopathology. Topics include the effective assessment, intervention, prevention,

## COURSE DESCRIPTIONS

instruction and therapeutic techniques for the benefit of the student in the school and family environment.

Prerequisite: PS 101

### **PS 348: Forensic Psychology (3)**

This course is an overview of the role of the psychologist interfacing with the legal and correctional systems. A range of offenders is investigated and how to perform a forensic psychological assessment is presented. The role of the psychologist as an expert witness on cases of violent crimes, not guilty by reason of insanity and competency to stand trial and evaluating police officers and correctional workers experiencing stress due to their occupations is also examined.

Prerequisite: PS 101, 330 (or concurrent enrollment in PS 330)

### **PS 350: Theories of Personality (3)**

A study of personality development, assessment, and functioning; critical evaluation of the major contemporary theories of personality.

Prerequisite: PS 101

### **PS 355: Sensation and Perception (3)**

This course investigates how humans detect information in the environment and analyze the signals for the purpose of understanding them. Topics include psychophysics, the study of the various sense modalities and an emphasis on the interpretation and analysis of sensory information.

Prerequisite: PS 101, 222, 322

### **PS 360: Industrial-Organizational Psychology (3)**

This course is the study of the application of psychological principles and theories to the workplace. This course addresses topics such as employee selection and placement, psychological testing, performance appraisal, training and development, leadership, motivation, job satisfaction, work conditions, organizational development, and health in the workplace.

Prerequisite: PS101, 222

### **PS 365: Personality Disorders and Criminal Behavior (3)**

This course will examine the specific diagnostic category of Personality Disorders and how this diagnosis relates to criminal activity. Special emphasis will be placed upon the Antisocial Personality Disorder, its etiology and behavior. The course will also focus on other Axis II factors including the Narcissistic Sociopath and how psychosis can be



## COURSE DESCRIPTIONS

related to violent crime. The course will review Adolescent Conduct Disorders to the Adult Sociopath, including “white-collar” crimes associated with this diagnosis.

Prerequisite: PS 101, 330 (or concurrent enrollment in PS 330)

### **PS 370: Cognitive Therapy (3)**

A study of the procedures, terminology, and goals of cognitive behavior modification and the application of psychological principles in assisting children and adults with behavioral changes.

Prerequisite: PS 101

### **PS 372: Psychological Profiling of Violent Offenders (3)**

This course will examine clinical and empirical characteristics of violent offenders and demonstrate how forensic psychologists aid the legal system in apprehending, sentencing, and providing rehabilitation for such individuals. Domestic Violence offenders, professional killers, impulse killers and serial killers will be examined. The development of a behavioral profile for well-known offenders will be reviewed to illustrate how special crimes units operate with the Behavioral Crimes Unit of the FBI.

Prerequisite: PS 101, 330 (or concurrent enrollment in PS 330)

### **PS 380: Human Memory and Cognition (3)**

A co-requisite of PS 380L Human Memory & Cognition Laboratory, this course investigates how humans process information from a sensory signal to higher-level thought processes. Specific topics include attention, perception, memory, language, comprehension, neurocognition, decision-making, and problem-solving. Emphasis is on data interpretation and theoretical developments.

Prerequisite: PS 101, 222, 322. Concurrent enrollment in PS 380L

### **PS 380L: Human Memory and Cognition Laboratory (1)**

A co-requisite of PS 380 Human Memory & Cognition, the laboratory class enables the student to collect and analyze data on various topics in cognition and memory and to learn to write scientific research reports.

Prerequisite: PS 101, 222, 322. Concurrent enrollment in PS 380

### **PS 415: Counseling Theories (3)**

An examination of basic principles and selected current approaches to counseling; the psycho-philosophical bases of the theories and their application to human relations in the counseling situation.

Prerequisite: At least 9 hours of Psychology course work including PS 101

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### **PS 422: Social Psychology (3)**

An analysis of the influence of social groups on individual behavior, with special attention to recent research regarding public opinion, propaganda, intergroup relations, leadership, and group dynamics.

Prerequisite: PS 101

### **PS 424: Research Methods III (3)**

Students are responsible for the construction and execution of a novel research study. Students may collaborate in small groups in the definition, development, execution, analysis, and presentation of the project. Students determine the area of investigation with the instructor's approval. Computer software is available to facilitate the construction of the research methodology should the investigator(s) choose to use it.

Prerequisite: Grade of "B" or better in PS 324

### **PS 430: Physiological Psychology (3)**

An understanding of the cellular and neural bases of behavior and the structure and function of the nervous system.

Prerequisite: at least 9 hours of Psychology course work including PS 101

### **PS 445: Senior Clinical Research (3)**

This Seminar addresses the research interests of students aspiring to a graduate career in clinical psychology. The course involves the application of basic research skills that focuses upon (1) the research design and implementation of original research in a bona fide clinical area (2) an exhaustive review of the literature in a specified clinic topic supervised by the instructor. The course is designed to focus students research and clinical interests and involves the production of a major research paper to be presented to the class and invited guests.

Prerequisite: PS 101, 222, 322

### **PS 461, 462: Independent Study (1-3)**

Directed study and research on a selected topic. Prerequisite: Approval of department chair required.

### **PS 475: Academic Internship (1-6)**

### **PS 480: Fundamentals of Human Neuropsychology (3)**

An introduction to the basic concepts of neuropsychology. The basic brain-behavior systems underlying attention/concentration, language, memory, vision and audition.

## COURSE DESCRIPTIONS

Basic assessment protocols that assist the professional in dealing with individuals suffering from chair injuries, vascular disease, accidents, and dementias. Rehabilitation planning is reviewed in the context of a multidisciplinary team approach.

Prerequisite: PS 101, 222, 335 or 430; junior status or above

### **PS 490: Capstone Course in Psychology (3)**

This course culminates the psychology major's study by reviewing all major areas in the academic discipline. The course is both a review of undergraduate studies and a preparation for graduate studies in psychology.

Prerequisite: Psychology major with senior status

## PHYSICS (PY)

### **PY 201: General Physics I (3)**

The first of a two-semester introductory physics course at the college algebra and elementary trigonometry level. Course topics include kinematics, heat, circular motion, vibration, waves and sound.

Prerequisite: MAT 131 or approval of program coordinator

### **PY 201L: General Physics I Lab (1)**

Selected experiments.

Pre- or co-requisite: PY 201

### **PY 202: General Physics II (3)**

A continuation of PY 201. Course topics include magnetism, electricity, light, optics, nuclear reactions and modern physics.

Prerequisite: PY 201

### **PY 202L: General Physics Lab II (1)**

Selected experiments.

Pre- or co-requisite: PY 202

### **PY 203: General Physics I with Calculus (1)**

An add-on to PY 201 to include the same topics addressed from a calculus perspective.

## COURSE DESCRIPTIONS

Prerequisite: One year of high school physics and Calculus I (MAT221 or equivalent) or one year of high school physics and Calculus I taken concurrently or program coordinator approval. Co-requisite: PY 201/L

### **PY 204: General Physics II with Calculus (1)**

An add-on to PY 202 to include the same topics addressed from a calculus perspective. Prerequisite: PY 203, co-requisite: PY 202/L

### **PY 461: Independent Study (1-4)**

### **PY 488: Special Topics (3)**

## RESPIRATORY CARE (RC)

### **RC 310 Professionalism & Leadership in Respiratory Care (3)**

This course will introduce concepts of professional and leadership behaviors common to all health care providers. The students will be tasked with individual and small group activities to foster and evaluate these attributes. The class will develop and execute a service project aimed at a respiratory care hospital department or community activity.

### **RC 320 Patient and Family Communication (2)**

This course will concentrate on the importance of communication between the respiratory therapist and the patient and family in all age groups and clinical settings. The student will gain an understanding of the principles of communication and cultural differences in health care models. The student will complete small group activities to demonstrate individual and small group communication related to direct bedside and follow-up patient care instruction with the patient and the patient family.

### **RC 330 Alternative Health Care Settings (2)**

This course will present the student with the differences and similarities in the delivery of respiratory care in alternative healthcare settings (LTAC, skilled nursing, hospice, and home). The student will gain an understanding of the importance of patient assessment, respiratory care protocols, and documentation and communication with the healthcare team in alternative healthcare settings.

### **RC 350 Current Trends in Chronic Care Patient Management (2)**

This course will present students with current trends in the knowledge of procedures and protocols related to the care and patient management of chronic respiratory care management in adult and pediatric patients. The student will review home medication

## COURSE DESCRIPTIONS

regimes, home therapy protocols, and acute changes in chronic pulmonary diseases. The student will complete small group activities composing home care plans for asthma, and chronic obstructive pulmonary disease referencing the Asthma Guidelines and GOLD standards respectively.

### **RC 380 Research Methods in Respiratory Care (3)**

This course will introduce students to basic research methods including classifications of research design, components of research studies, and basic study design. Students will be tasked with critically evaluating research studies with emphasis on component sections. The student will compose a basic research study. The student will complete individual and small group assignments to promote the team building skills utilized in the healthcare environment.

Prerequisites: EN 125, MAT 212

### **RC 390 Educational Methods in Respiratory Care (3)**

This course will present students with an overview of educational models employed in the respiratory care educational settings (lecture, laboratory, clinical). Students will be tasked with understanding concepts of instructional design, course composition, and evaluation and how to incorporate the concepts into courses to optimize the educational experience. The role of clinical simulation will also be discussed.

### **RC 410 Principles of Management in Respiratory Care (3)**

This course will introduce students to the concepts and methods of operations management within a respiratory care department. Techniques of analysis and evaluation are applied to the delivery of respiratory care services with respect to organizational design, staffing, financing, and utilization of limited resources. The course will examine techniques to foster employee individual and small group leadership skills. The student will gain an understanding of basic conflict resolution techniques.

### **RC 440 Current Trends in Neonatal and Pediatric Critical Care Practice (3)**

This course will present students with the knowledge of advanced procedures and techniques related to the care and patient management of Pediatric/Neonatal patients. The student will gain an understanding of protocols related to: emergency airways, resuscitation, specialty gas administration, advanced oxygenation and ventilation methods (ECMO, lung recruitment), intra- and inter- hospital transports, surfactant replacement, and labor and delivery. The course will serve as a foundation for the student to focus on communication within the patient care team. This course will be modeled from the National Board for Respiratory Care (NBRC) Neonatal/Pediatric Specialty Examination content outline.

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### **RC 450 Current Trends in Adult Critical Care Practice (3)**

This course will present students with the knowledge of advanced procedures, medication administration, and therapeutic techniques related to the care and patient management of adult critical care patients. The student will gain an understanding of protocols related to emergency airways, resuscitation, specialty gas administration, ECMO and lung recruitment techniques. The course will address new evidence-based therapies related to specific disease processes. This course will be modeled from the National Board for Respiratory Care (NBRC) Adult Critical Care Specialty Examination content outline.

### **RC 460 Advanced Applications of Mechanical Ventilation and Patient Monitoring (3)**

This course will present students with the knowledge of advanced procedures and techniques related to the application of mechanical ventilation and patient monitoring. The student will gain an understanding of applications of advanced non-invasive and invasive oxygenation and mechanical ventilation techniques of patient management. The course will serve as a foundation for the student to focus on advanced patient monitoring. This course will be modeled from the National Board for Respiratory Care (NBRC) Adult Critical Care Specialty Examination content outline.

### **RC 470 Advanced Diagnostics in Respiratory Care (2)**

This course will present students with the methods to interpret and evaluate clinical implications of advanced Pulmonary Function Tests (PFTs): measurements of airway resistance, lung volumes, DLCO, and blood gas analyzers. The student will relate the importance of accurate calibration, troubleshooting, and quality control protocols of equipment to the accuracy and reliability of test results. The student will gain knowledge related to selecting pulmonary diagnostic test protocols and equipment (exercise stress tests, timed walking tests and oxygen titration). This course will be modeled from the National Board for Respiratory Care (NBRC) Pulmonary Function RPFT Specialty Examination content outline.

### **RC 490 Respiratory Care Capstone (3)**

This course will provide students the opportunity to demonstrate proficiency in his/her course of study/track by completing a program-defined summative measure (e.g., Capstone project) or passing a national credentialing specialty examination. The student will design a specific project to meet the Capstone project requirements with consultation and agreement of the course instructor. Examples of projects may include development of clinical care path/protocol(s), quality improvement projects, educational lessons for patients and/or families, research study, budget planning, leadership training for respiratory care department, or critique/revision of medical literature related to a clinical care path/protocol.

## COURSE DESCRIPTIONS

### RELIGIOUS STUDIES (RS)

#### **RS 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

#### **RS 205: Introduction to the Study of Religion \*RS/WO/DC (3)**

A survey of the development of religion as a human response to the Sacred. Various approaches to the study of religion are introduced: historical, sociological, anthropological, and theological. Special emphasis is placed on the symbolic and ritual aspects of religious expression, faith and belief. Fulfills Ursuline Core Curriculum Religious Studies and World Culture requirement. \*RS/WO/DC

#### **RS 212: Introduction to Hebrew Scriptures \*RS/DC (3)**

The Hebrew Scriptures, or Jewish Bible, commonly referred to as the "Old Testament" by Christians, contain some of the most influential writings in Western culture. More properly referred to as the "First Testament," since they are neither "old" nor obsolete, the Hebrew Scriptures are actually a library of books preserved and treasured by both Jews and Christians throughout the centuries, with ageless stories that have shaped and sparked the religious imagination of Judaism, Christianity, and even Islam. This course provides a historical, literary, and theological overview of the First Testament Scriptures using modern critical methods of interpretation in the study of the Pentateuch (Torah), Historical Books, Prophets, and Writings. The worlds behind the First Testament texts will also be explored as we attempt to read them in their own historical, literary, and socio-cultural contexts, with some attention to what the archaeological and literary records can tell us of the people and events encountered in these texts.

Additionally, this course will discuss the processes by which First Testament books were composed and included in the biblical canon, the differences between Jewish, Protestant, Catholic, and Orthodox Christian canons, as well as the multiple, rich, and sometimes contradictory theological insights of First Testament scriptures on the nature of God, humanity, and religious experience. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

#### **RS 214: Introduction to the New Testament \*RS/DC (3)**

This course serves as an introduction to New Testament literature within the historical, religious, literary and socio-cultural contexts of the larger Hellenistic-Roman (and Hellenistic Jewish) world contemporaneous to New Testament writers. The course will begin with a discussion of the formation of the New Testament canon and then a brief

## COURSE DESCRIPTIONS

overview of the overlapping first century Jewish and Hellenistic Roman worlds that contextualize New Testament sources. After locating the New Testament in its religious, historical and cultural contexts, the course will take a chronological approach to New Testament literature, beginning with the genuine letters of Paul (the first compositions that would become part of the New Testament), and then proceeding to a discussion of the four canonical gospels, their formation and development and their distinctive portraits of Jesus. The course will conclude with a discussion of non-canonical gospel material and reasons explored for why this material was ultimately rejected from the canon. Special attention will be given to some problematic hermeneutical considerations when reading New Testament texts. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 231: Religion in American Culture \*RS/AM/DC (3)**

An examination of the religious traditions that have shaped American culture. This course provides an analysis of the religious pluralism that is identified with American life and values today. Fulfills Ursuline Core Curriculum Religious Studies and American Culture requirement. \*RS/AM/DC

### **RS 255: History of Catholicism in America \*RS/AM/DC (3)**

A survey of the development of the Roman Catholic community in the United States from 1492 until the present. Special emphasis is given to the social and cultural dimensions of this history and to the role of the laity in the church. Fulfills Ursuline Core Curriculum Religious Studies and American Culture requirement. \*RS/ AM/DCDC

### **RS 260: Paths to Peace and Justice \*RS/WE/DC (3)**

This course studies Scripture, Patristic writers, Catholic Social Teachings, contemporary heroes of Peace and Justice, and the social ethics of diverse religious traditions as all these together relate to social justice issues in a contemporary global setting. An emphasis is placed on the personal moral response of the student to global realities.

Fulfills Ursuline Core Curriculum Religious Studies and Western Culture requirement.  
\*RS/WE/DC

### **RS 275: Topics in World Religion \*RS/WO/DC (3)**

This study is an introduction to selected religions of the world within the framework of their history and cultural systems. Specific areas of study will include significant religious traditions of the Far East, the Middle East, and Native American expressions. Fulfills Ursuline Core Curriculum Religious Studies and World Culture requirement.

\*RS/WO/DC



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### **RS 288: Special Topics (3) \*RS/DC**

An occasional course examining a particular aspect of religious studies not in the regular course of studies. \*RS/DC

### **RS 311: Jesus: Divine and Human \*RS/DC (3)**

An exploration of the following topics: New Testament Christology; conciliar definitions and theological development; contemporary questions concerning the Jesus of history vs. the Christ of faith; Jesus' knowledge and his self-consciousness. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 322: Christian Theology and Belief \*RS/DC (3)**

This course will present the basic beliefs, theological concepts, and worldview of the Christian theological tradition. It will survey these beliefs in light of their historical development, beginning with the early Christian period and continuing through the contemporary era. Special attention will be given to the central Christian concerns over faith & revelation, creation, Trinity, Christology & soteriology, ecclesiology, sin & grace, sacramentality, spirituality & devotional practice, and eschatology. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 325: Principles of Morality \*RS/DC (3)**

A consideration of the objective standards and personal dimensions of the moral life. Includes the sources of moral wisdom, methodology, formation of conscience, and human liberty. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 331: Sacramental Encounter with Christ \*RS/DC (3)**

The history and theology of the sacraments of the Catholic tradition with an emphasis on their expression in communal ritual celebrations. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 333: Nature and Mission of the Catholic Church \*RS/DC (3)**

A study of what the Roman Catholic Church says about itself in Vatican Council II (1962-65) and a consideration of events and writings since the Council as they affect the Church's self-understanding. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 342: History of Christianity \*RS/DC (3)**

A survey of the significant events that have shaped the development of Christianity from its origin to the present. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

## COURSE DESCRIPTIONS

### **RS 351: Reading Seminar (3)**

An occasional course involved with reading, analysis, and discussion of selected works or topics.

### **RS 352: Reading Seminar (3)**

An occasional course involved with reading, analysis, and discussion of selected works or topics.

### **RS 360: Topics in Religion and Society \*RS/DC (3)**

Courses in this area explore the relationship of the Church to the contemporary world in relation to social justice, ecojustice, liberation theology, human relationships, women in the church, etc. See course schedule for current offerings. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 360B: Ecojustice \*RS/DC (3)**

This course introduces students to the theological and moral resources in the Church's tradition regarding the concern for ecological justice, exploring the implications of the new cosmology for theological reflection in this matter. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 360C: Christian Sexual Ethics \*RS/DC (3)**

This course studies human sexuality from a Christian perspective. Topics considered in this course include the context for sexual relationships, premarital sexuality, contraception, abortion, and homosexuality. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 366A: Fundamentals of Christian Spirituality \*RS/DC (3)**

This course develops a fundamental understanding of Christian spirituality as a pathway toward the ultimate or divine. It focuses on the human capacity for self-transcending knowledge, love, and commitment as it is actualized through the experience of God.

Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 366B: Women's Spirituality \*RS/DC (3)**

This course examines women's spiritual development and the major issues in women's lives, including brokenness, connection, power, work, love, death, and daily experience. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

## COURSE DESCRIPTIONS

### **RS 366C: Theology of Suffering and Death \*RS/DC (3)**

This course develops a fundamental understanding of the Christian theology of suffering and death in light of the theology of hope and resurrection. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 366D: Theology of the Family \*RS/DC (3)**

This course considers the reality of marriage from a Christian theological perspective. It views marriage and family life as involving the commitments of the whole person, including spiritual, psycho-social, sexual, and cultural dimensions. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 366F: Spirituality and the Helping Professions \*RS/DC (3)**

This pastoral course is designed for students who are in or aspire to work in a variety of healing professions. It considers the relationship between the spiritual dimension of life and the helping professions. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 366G: Christianity and the 12 Step Process \*RS/DC (3)**

This course is an in- depth examination of the Christian and biblical principles inherent in the 12 Step Process. By examining addictive behavior common to our human condition, the course will demonstrate that the 12 Step Process is an experience of redemption and a viable spirituality for daily living in today's world. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 369: Topics in Scriptural Studies \*RS/DC (3)**

Courses in this area offer selected topics in various books and themes of the Hebrew and Christian Scriptures. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 369A: Matthew, Mark and Luke: Gospels and Acts \*RS/DC (3)**

This course explores the methods, purpose, and thought behind the biblical books of Matthew, Mark, Luke, and Acts through the application of biblical criticism and scholarly research. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 369B: Epistles of the Christian Scriptures \*RS/DC (3)**

This course is a study of the life of Paul, the literary genre, and the theological themes of the epistles of the Christian scriptures as they apply to contemporary Christianity.

Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

## COURSE DESCRIPTIONS

### **RS 400: Special Workshop (1-3)**

Special Workshop (1-3)

### **RS 460: Topics in Church and Society \*RS/DC (3)**

Courses in this area explore the relationship of the Church to the contemporary world in relation to social justice, ecojustice, liberation theology, human relationships, women in the church, etc. See course schedule for current offerings. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 460A: Liberation Theology \*RS/DC (3)**

This course introduces students to the methods, disciplines, expressions, and applications of liberation theologies with particular concern for the issues of race, gender, and economics. - This course explores feminist theologies and their contributions to theology, church, and society. It surveys Christian sources that have contributed both to women's oppression and women's liberation. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 460B: Women and Christian Theology \*RS/WE/DC (3)**

This course explores feminist theologies and their contributions to theology, church and society. It surveys Christian sources that have contributed both to women's oppression and women's liberation. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/WE/DC

### **RS 460C: Religion and Violence \*RS/DC (3)**

This course considers from a comparative perspective key factors, indicators, and expressions of religious violence, emphasizing the need for peace-building strategies for negotiating a religiously plural world. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 461, 462: Independent Study (1-3)**

Directed study and research on selected topics not offered as catalog courses. Approval of department chair required.

### **RS 466: Topics in Spiritual and Pastoral Theology \*RS/DC (3)**

Courses in this area address spirituality and pastoral themes related to Christian living, for example, marriage and family life, suffering and death, the spiritual journey, etc. See course schedule for current offerings. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

## COURSE DESCRIPTIONS

### **RS 466B: Pastoral Counseling \*RS/DC (3)**

This course will assist the student in developing and/or increasing skills and knowledge for effective pastoral care and counseling in his/her ministerial context. Presentations, discussion, and role play will be the methodology used to highlight the particular types of caring and counseling that are normative in parish ministry and other general ministries. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 466C: Spiritual Journey \*RS/DC (3)**

This course examines the life and thought of the Trappist monk and spiritual master, Thomas Merton, through the reading of selected texts drawn from his extensive corpus. It pays particular attention to the themes of conversion, solitude, desert experience, social concerns, true and false self, prayer, and encounters with eastern mysticism.

Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 469A: Johannine Literature \*RS/DC (3)**

This course is a survey of the gospel and epistles of John. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 469B: The Book of Revelation \*RS/DC (3)**

This course examines the theology, literary characteristics, and the cultural setting of the final book of the Christian Scriptures, the Book of Revelation. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

### **RS 475: Academic Internship (1-6)**

An off-campus learning experience to provide the student with the opportunities to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

### **RS 485: Religion and U.S. Politics \*RS/DC (3)**

When it comes to American politics, religion may well be the most powerful, yet least understood, force of our times. Polls tell us America is, by far, the most religious of the industrial democracies, and our often-contentious politics reflect that: marriage equality, reproductive justice, family values, gun control, economic justice, healthcare, etc. This class will examine the current impact of religion - both institutional and individual - on politics and social policy in the US. Using texts and case studies we will probe how religious ideas, values, and communities continue to arise and affect the law, politics, economics, journalism, public morality and social policy. Fulfills Ursuline Core Curriculum Religious Studies requirement. \*RS/DC

## COURSE DESCRIPTIONS

### **RS 488: Special Topics \*RS/DC (3)**

An occasional course examining a particular aspect of religious studies not in the regular course of studies. Fulfills Ursuline Core Curriculum Religious Studies requirement.

\*RS/DC

### **RS 490: Senior Research Project (1)**

This independent study or internship experience provides the opportunity for graduating seniors to demonstrate their ability to integrate knowledge and skills acquired in the Religious Studies program. The project permits the students to focus on an area of particular interest to them.

## SCIENCE (SC)

### **SC 099: Introduction to Physical Science (2)**

Introduction to Physical Science is a one-semester integrated course designed to bridge the gap between high school and college physical science. Emphasis is placed on understanding basic scientific principles, developing science process skills, developing an awareness of safety and environmental issues, and becoming conscious of science in everyday life. The theory and practice are integrated by a number of different techniques, including lecture, demonstrations, group problem-solving, laboratory experiments, outside reading, and discussion of practical applications. This course is graded PA, PB, PC and D/NC or F/NC. Credit and does not count toward degree requirements.

Prerequisite: Needs permission. Co-requisite: Students who do not demonstrate math proficiency must be enrolled in Math 100.

### **SC 100L: Introduction to Physical Science Lab (1)**

This course is the laboratory component of Introduction to Physical Science. The laboratory experiments are selected to correspond to and develop the lecture concepts and principles more fully. Safety and environmental considerations are paramount in the design and execution of the laboratory program.

Co-requisite: SC 099

### **SC 101: Principles of Science \*SC/DC (3)**

An integrated course including the basic principles of astronomy, physics, chemistry, and geology with emphasis on major scientific concepts, science process skills, and current practices in science education. With SC 101L, fulfills Ursuline Core Curriculum science requirement. \*SC/DC

## COURSE DESCRIPTIONS

### **SC 101L: Principles of Science Lab \*SC/DC (1)**

Selected experiments in astronomy, physics, chemistry, and geology. \*SC/DC Pre- or corequisite: SC 101

### **SC 140: Integrated Earth Science \*SC/DC (3)**

An integrated course designed to provide an overview of geology and astronomy. Topics in this course include the origin of the universe, the properties of stars, the solar system, the geological history of the earth, the earth's atmosphere, meteorology, and environmental geology. With SC 140L, fulfills Ursuline Core Curriculum science requirement. \*SC/DC

Prerequisite: SC 101 or high school chemistry and MAT 100 or an equivalent course, ACT score, or test out.

### **SC 140L: Integrated Earth Science Lab \*SC/DC (1)**

Selected experiments in astronomy and geology. \*SC/DC

Pre- or co-requisite: SC 140

### **SC 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

## SERVICE LEARNING (SL)

### **SL 101: Service Learning (1)**

## SOCIOLOGY (SO)

### **SO 103: Introduction to Sociology \*SO/DC (3)**

The scientific study of human social life that describes and explains how our social world works and how it influences our personal lives. This introductory course focuses on the values, institutions, organizations and other social forces that shape American culture and society. Fulfills Ursuline Core Curriculum Sociology requirement. \*SO/DC

## COURSE DESCRIPTIONS

### **SO 104: Social Issues in 21st Century America \*SO/AM/DC (3)**

An analysis of contemporary American social issues including topics such as poverty, crime, race relations, war, population, the aged, education, the family, health and mental illness, and drug abuse. Fulfills Ursuline Core Curriculum Sociology and American Culture requirement. \*SO/AM/DC

### **SO 199, 299, 399, 499: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **SO 210: Africana Studies (3) \*PS/SO/AM/DC**

This course will introduce students to the critical and systematic study of the historical and contemporary thought and experience of continental and diasporic African people in North America with focus on beginning in 1619 to the present. Students will acquire and develop an appreciation for the origins of knowledge through historical essays, short stories, personal vignettes, and fiery polemics. By studying Africana Studies, students can learn about, critique and be inspired by the accomplishments of African men and women.

### **SO 215: Civil Rights Movement (3)**

An examination of the Civil Rights Movement from 1954 to 1970. The Movement began in the South when a large number of African Americans and others organized through non-violent tactics and risked their lives to fight for racial equality through activities such as boycotts, marches and sit-ins.

### **SO 225: Human Evolution (3)**

An introduction to the origin and changes through time in humans and their cultures, study of human biological diversity and primate behavior.

### **SO 230: Organized and White-Collar Crime (3)**

A study of organized and white-collar crime in the U.S. and Cleveland focusing on bootlegging, gambling, drugs, extortion, labor racketeering, stock market, political and corporate fraud and the FBI tactics and relentless pursuit of the criminals.

### **SO 235: Cultural Anthropology \*SO/WO/DC (3)**

An exploration of human cultural diversity in areas such as culture and personality, religion and magic, politics and economics, and the family. Comparative studies of varied



## COURSE DESCRIPTIONS

contemporary cultures. Fulfills Ursuline Core Curriculum Sociology and World Culture requirement. \*SO/WO/DC

### **SO 245: Anthropology of Aging (3)**

Cross-cultural study of aging. Endeavors to delineate the effects of aging as separated from the cultural observations and expectations of elders in a particular society.

### **SO 288, 488: Special Topics (1-3)**

### **SO 299: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **SO 315: Sociology of Gangs (3)**

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

### **SO 319: Criminology (3)**

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

### **SO 322: Cities and American Society in 21st Century (3)**

Analysis of the urban environment (especially Cleveland, Ohio) from various theoretical perspectives is combined with the study of current issues affecting urban life. The interaction of various levels of government, community power structures and community action efforts and demographic characteristics are examined.

### **SO 323: Race Culture and Politics in American Society (3)**

A study of various minority groups in the United States, e.g., African, Latina, Asian, Native American, and women; their history, special cultural background, contributions, and prejudice and discrimination experienced by each.

## COURSE DESCRIPTIONS

### **SO 325: America's Ethnic Heritage: Immigration Past to Present (3)**

An examination of contemporary American ethnic groups, e.g., Irish, Italian, Polish, Jewish, Mexican, Japanese, and German Americans, with emphasis on their life-styles and organizational patterns, history, culture, customs, traditions, demography, institutions, religious participation, family life, politics and issues.

### **SO 338: Sociological Theory (3)**

Selected theoretical perspectives are considered in relation to classic sociologists and their implications for research in sociology and social work practice. This course is cross listed with SW 338.

### **SO 340: Women and Violence (3)**

This course takes an interdisciplinary approach to the study of violence and women. It acquaints students with scholarly theories which seek to identify key social, cultural, and political factors which facilitate violence against women of all ages, races, class positions, sexualities, and national statuses. Eschewing a narrow approach to the study of women and violence which constructs women solely as "victims," readings, lectures and class discussions explore instances in which women actively resist and even enact violence themselves. Materials also highlight distinctive ways in which women of color, immigrant, poor, lesbian/bisexual/transgendered women, and women located in rural communities experience and respond to violence. Special topics include human trafficking; sexual and other forms of contemporary slavery; and women and war.

Prerequisite: SO 103 or instructor permission. WS 202 strongly recommended.

### **SO 351: Reading Seminar (3)**

Professional needs of students, research interests of faculty and current sociological topics are potential sources for the development of seminar topics. These topics are discussed in relation to relevant literature in sociology.

### **SO 352: Reading Seminar (3)**

Professional needs of students, research interests of faculty and current sociological topics are potential sources for the development of seminar topics. These topics are discussed in relation to relevant literature in sociology.

### **SO 360: Introduction to Addictions (3)**

This course is designed to provide an introduction to the issues surrounding addiction and addictive behavior. Explores the biological, psychological and social aspects of drug and alcohol use. Assessment, treatment, and prevention are studied along with the ethnic and cultural dimensions of substance abuse. Although the primary focus of this course is

## COURSE DESCRIPTIONS

addiction to substances, there will also be an opportunity to explore other forms of addictions and addictive behaviors. This course is cross listed with SW 360C.

### **SO 361: Domestic Violence: Issues and Challenges (3)**

Family violence seriously impacts the health and well-being of families today. This course examines the historical, sociological, and psychological perspectives of domestic violence. Current controversies regarding family violence are discussed. A life span approach is used in an attempt to sensitize students to the lasting effects of domestic violence on the individual. Social work practice issues are explored. This course is cross listed with SW 360D.

### **SO 399: Prior Learning (1-20)**

Measurable and verifiable learning which has occurred outside of the traditional classroom. Numerical designation indicates level of proficiency in the topic. Courses for which there is an exact Ursuline College equivalent are listed by the appropriate numerical designation. "PL" is listed before all course titles for which credit is granted through external learning assessment.

### **SO 408: The Changing American Family (3)**

An analysis of the modern American family emphasizing dating, marrying, childrearing, divorce, historical changes, non-traditional family patterns, and the influence of contemporary society.

### **SO 422: Social Psychology (3)**

An analysis of the influence of social groups on individual behavior, with special attention to recent research regarding public opinion, propaganda, intergroup relations, conformity, aggression, prejudice, attraction, leadership, and group dynamics.

### **SO 423: Crowd and Mass Behavior (3)**

Collective behavior resulting from social unrest; the formation and behavior of crowds, mobs, cults and sects; panic and disaster behavior; social movements; types of mass behavior including rumors, fads, and the formation of public opinion.

### **SO 430: Social Aging Growing Older in 21st (3)**

A study of the physical, societal, anthropological, and psychological aspects of aging and of the institutional alternatives for the care of the elderly in our society.

## COURSE DESCRIPTIONS

### **SO 434: Research Methods (3)**

Research concepts, ethics, and designs are examined. Social work majors focus on their application to social work practice, especially the single-subject design. Sociology students develop a research design for an appropriate topic

Prerequisite: SO 338; MAT 212. This course is cross listed with SW 434.

### **SO 441: Class Age and Gender Inequality (3)**

An analysis of class, status and power in American society; causes and consequences of class and social inequality including gender, age and ethnic discrimination; factors that have kept women subordinate to men in the family and labor force.

### **SO 451, 452: Topics in Contemporary Social Issues (3)**

Current problems and issues in sociology are discussed in an effort to help students integrate theoretical information with the complexities of their practical application.

### **SO 461, 462: Independent Study (1-3)**

Independent study program on selected topics. Discussions with faculty advisor. Permission of department chair required.

### **SO 475: Academic Internship (1-12)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

### **SO 476: Academic Internship (1-6)**

An off-campus learning experience to provide the student with the opportunity to relate academic and educational goals to learning experiences and situations beyond the limits of the classroom.

## SPANISH (SP)

### **SP 354: Hispanics in the United States \*SP/AM/DC (3)**

A consideration of the Spanish-speaking people who have emigrated to the United States and their influence on this country. Course given in English. Fulfills Ursuline Core curriculum American Culture requirement. \*SP/AM/DC

## COURSE DESCRIPTIONS

### SPORT MANAGEMENT (SPT)

#### **SPT 125: Introduction to Sport Management (3)**

This course will provide an overview of the exciting world of sport management. Emphasis will be on the relationship between sports and management. The course will incorporate a three-pronged approach, emphasizing principles, applications, and skill development. The study of sport will include sporting goods manufacturers, fitness centers, recreation departments, broadcasting, little league teams, high school, NCAA, and professional leagues. The study of management focuses on the four functions of management -- planning, organizing, leading, and controlling.

#### **SPT 200: Sport and Society (3)**

Sport and Society provides students a basis for understanding the sport industry and how it influences and integrates into society. We examine religious, political, economic, cultural, ethnic, and social systems' impact on sport. We also evaluate how sport impacts each of those systems. Finally, we examine sports' impact on our day-to-day lives.

#### **SPT 210: Coaching and Leadership (3)**

Current ideas related to management and leadership in sport are studied, and their applications to sport are also addressed.

#### **SPT 230: Risk Management and Wellness in Sport (3)**

This course will provide a foundation in risk management from a health and safety perspective for those interested in working with an active population. Topics will include sport injury trends in areas such as concussions, sudden death, heat illness and proper equipment fitting. This course will also address health care administration needs including budget concerns, facility design/regulation, and basic legal considerations from a medical standpoint. The emphasis of this course will be on the implementation of best practices in various settings in order to reduce the risk of injury and support sport/fitness safety. OSHA Approved Certification in Red Cross First Aid, CPR and AED available as part of this course.

#### **SPT 250: Sport Public Relations (3)**

This course will provide students with the understanding of the role of digital media communications, and public relations on the sport industry. Students will have the opportunity to work with hands on tools and technologies used in mass-media production. They will explore techniques to used to promote sporting events, athletes and sports brands and increase their perspective of the sports communication industry.

## COURSE DESCRIPTIONS

### **SPT 260: Fundamentals 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 and will critically evaluate the current research in athletics coaching. Students will develop a coaching philosophy, evaluate theories in motivation, understand team dynamics, evaluate staffing needs, understand the financial aspects of budgeting, learn strategies for communicating effectively and improving player performance.

### **SPT 288, 488: Special Topics (3)**

A study of selected sport management topics.

Prerequisite: Approval of department chair

### **SPT 315: Sport Sales and Marketing (3)**

The application and theory of marketing in a sports business or within a sports organization. Students will learn the fundamentals of marketing and how to relate it to a sport team or business-related venture. Different techniques and methods of sport marketing and sales will be learned and applied.

Prerequisite: SPT 125

### **SPT 320: 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. The final overview will examine the issues that may arise during coaching within the team and/or parents.

Prerequisite: SPT 260

### **SPT 325: Sport Facility and Event Management (3)**

The course will focus on how athletic facilities operate and are designed. In addition, students will focus on how to run events, big and small, that involve athletics. Students will also address financing and budgeting for the facility and events, as well as securing sponsorships.

Prerequisite: SPT 125

### **SPT 340: Sport Law (3)**

This course will build on the fundamentals from BU 340, Business Law, and provide an examination of the legal issues applicable to both amateur and professional sports.

## COURSE DESCRIPTIONS

Emphasis will be placed on identifying the legal issues in contract, tort, and constitutional law as they apply to the actions of athletic associations. Legal issues in risk management and employment law will also be explored. Collective bargaining, arbitration, and the representation of professional athletes will be addressed.

### **SPT 350: Athletic Administration (3)**

This course will provide an overview of athletic administration at both the High School and College levels. Areas of study will include personnel, budgets, compliance, risk management, fundraising, facilities, and roster management. Students will learn how to develop student-athlete and staff handbooks, secure sponsorships, and create a culture of sportsmanship. The emphasis of this course will be to provide students with an overview of athletic administration and the duties and responsibilities of the position.

### **SPT 360: Organization and Management (3)**

This course will provide an overview 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 also examine recruiting practices and how recruiting affects players and the team as a whole. Coaches will learn the secrets to developing a successful recruiting plan.

### **SPT 475: Sport Internship (1-6)**

This course will provide the practical application of those things learned in the classroom as they are applied to the real world. Students will work within a sport organization in an area of their interest and abilities. The course will require the completion of 120 hours at the internship site. Internships are available with local high schools, National Basketball Academy and local professional sports teams.

Prerequisite: Senior status or completion of 80% of major requirements

## **SOCIAL WORK (SW)**

### **SW 101: Introduction to Social Work (3)**

The first course in the social work major introduces the profession's history, philosophy, mission, values, purposes, fields of practice, and the experience of diverse populations within the context of the social welfare system. Students are introduced to generalist social work approaches with individuals, families, groups, organizations, communities, and cultural systems. This course can be taken concurrently with SW 216.

## COURSE DESCRIPTIONS

### **SW 216: Social Welfare as a Social Institution (3)**

Designed to provide students with a basic understanding of the historical development of social welfare policies and services in the United States. Compares societal needs, values, and responses to the values of the social work profession. Includes discussion of economic and political ideas that influence policy. The first of two policy courses.

Prerequisite: SO 103 & SW 101 can be taken concurrently

### **SW 240: Human Behavior and the Social Environment (3)**

A study of human behavior and development from an ecological and social systems approach, including biological, psychological, spiritual, sociological, economic, political and system theories. The social work practice perspective emphasizes how lifespan development is affected by interactions among individuals, families, groups, organizations, and communities at local, national and international levels. The impact of prejudice and discrimination on cultural diversity, ethnicity, sexual orientation, physical/mental disabilities, and health issues as they impact social and economic justice.

Prerequisite: SO 103; PS 101; SW 101. BI 130/L is required for the HBSE Content Area

### **SW 250 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.

### **SW 251 Trauma & the Brain: Case Studies of Complex Trauma (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.).



## COURSE DESCRIPTIONS

### **SW 252 Helping the Helper: Secondary Traumatic Stress Prevention & 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.

### **SW 302: Generalist Practice I (3)**

A study of the integrative systems approach to generalist social work practice, examining the individual as a member of the family, small groups, the community, and societal level systems. Introduces student to basic social work practice skills using a problem-solving model. Emphasizes student's awareness of the self and of cultural, ethnic, and lifestyle diversity as these impact practice.

Prerequisite: Courses in the HBSE and Policy Content Areas; SW 338. This course is restricted to social work majors.

### **SW 318: Policies, Programs, and Issues (3)**

An examination of the formulation, implementation and evaluation of social welfare policy resulting from the interaction of social, political, and economic factors. Analysis of current social welfare programs, services and issues. Discussion of methods for influencing social policy through advocacy at differing levels of policymaking.

Prerequisite: SW 216

### **SW 338: Sociological Theory (3)**

Selected sociological theories are examined for their assumptions about social stability and social change in society, social institutions, organizations, communities, small groups, families and individual's behaviors. Linkage between research in sociology and social work practice is made. Qualitative and quantitative approaches to theory development are discussed, as well as ethics and a critical thinking perspective.

Prerequisite: PS 101, SO 103, SW 101. This course is cross listed with SO 338.

## COURSE DESCRIPTIONS

### **SW 360A: Changing Roles of Women (3)**

This course examines the traditional roles of women and the factors which have contributed to maintaining them; an analysis of the changes which are occurring today; and the effects of those changes on women, men and society. The course explores the realities of women's lives and the choices present to them.

### **SW 360B: Ethics and the Helping Professions (3)**

This course fulfills the requirement for a course in ethics in the social work major. Ethical issues in the helping professions are examined in relation to the core values of social work and the professional codes of ethics. This course is designed to assist students in examining ethical principles and decision-making models that impact the practitioner's work as a helping professional. This course explores ethical dilemmas and the principles, processes, and self-awareness needed to resolve these dilemmas.

### **SW 360C: Introduction to Addictions (3)**

This course is designed to provide an introduction to the issues surrounding addiction and addictive behavior. Explores the biological, psychological and social aspects of drug and alcohol use. Assessment, treatment, and prevention are studied along with the ethnic and cultural dimensions of substance abuse. Although the primary focus of this course is addiction to substances, there will also be an opportunity to explore other forms of addictions and addictive behaviors. This course is cross listed with SO 360.

### **SW 360D: Domestic Violence: Issues and Challenges (3)**

Family violence seriously impacts the health and well-being of families today. This course examines the historical, sociological, and psychological perspectives of domestic violence. Current controversies regarding family violence are discussed. A life span approach is used in an attempt to sensitize students to the lasting effects of domestic violence on the individual. Social work practice issues are explored. This course is cross listed with SO 361.

### **SW 360E: The Challenges of Aging (3)**

This course will allow students to understand the generalist social work practice as it relates to work with the elderly (and its impact on the aging population) with specific attention to special populations and the high-risk elderly. Normative changes that accompany aging will be explored from physical, cultural, and biopsychosocial perspectives as well as the impact of those changes on both a personal and societal level. Students will gain knowledge of the existing continuum of care and the various methods of service delivery in providing social work services to the elderly and their families.

## COURSE DESCRIPTIONS

### **SW 401: Generalist Practice II (3)**

Designed to prepare students for generalist social work practice with all size client systems with a special emphasis on how the social work profession uses task and treatment groups to accomplish individual, family, organization and/or community goals. Group methodology and group work skills are explored and developed. The use of the problem-solving model is reinforced and expanded.

Prerequisite: SW 302, 434. This course is restricted to social work majors.

### **SW 402: Generalist Practice III (3)**

Designed to prepare students for generalist social work practice with client systems of all sizes working with individuals, families, and groups within organizational and community structures and systems. This course emphasizes macro practice and intervention related to community organization, social planning, and advocacy.

Prerequisite: SW 401. This course is restricted to social work majors.

### **SW 411A: Field Placement I (3)**

The first semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The Integrative Seminar is scheduled weekly for all students in placement.

SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

### **SW 411B: Field Placement I (3)**

The first semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The agency-based fieldwork (SW 411B, SW 412B) is graded on a Pass/Fail basis (each course is 3 credit hours). SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

### **SW 412A: Field Placement II (3)**

The second semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of

## COURSE DESCRIPTIONS

generalist practice. The Integrative Seminar is scheduled weekly for all students in placement.

SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

### **SW 412B: Field Placement II (3)**

The second semester of a two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The agency-based fieldwork (SW 411B, SW 412B) is graded on a Pass/Fail basis (each course is 3 credit hours). SW 411 and 412 are typically taken concurrently with SW 401 and 402.

Prerequisite: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

### **SW 434: Research Methods (3)**

Research concepts, ethics and designs are examined. Qualitative and quantitative approaches are included. Social Work majors focus on research application to social work practice, especially the single-subject design, to promote evidence-based practice. Students develop a research proposal to demonstrate acquisition of research knowledge and skill.

Prerequisite: SW 338. MAT 212 can be taken concurrently. This course is cross listed with SO 434.

### **SW 461, 462: Independent Study (1-3)**

Student may elect to examine a particular topic of special interest that is related to Social Work. Approval by the program director is required.

### **SW 475: Academic Internship (1-6)**

This course is a structured, out-of-class learning experience that allows the student to explore professional interests and potential career choices.

Prerequisite: Approval by the program director required.

### **SW 476: Academic Internship (1-6)**

This course is a structured, out-of-class learning experience that allows the student to explore professional interests and potential career choices.

Prerequisite: Approval by the program director required.

## COURSE DESCRIPTIONS

### **SW 488: Special Topics (3)**

Special Topic courses are offered to address an emerging social, political, or ethical issue that impacts individuals, families, groups, organizations, and communities. Issues related to social justice and discrimination are explored.

## URSULINE CORE CURRICULUM (UC)

### **UC 101: First Year Seminar (3)**

UC 101 serves as a rigorous introduction to the Ursuline College experience. This seminar is writing-intensive and requires students to read and interpret challenging texts; offers diversified learning activities that will strengthen students' ability to speak and write effectively; advances leadership skills; and heightens students' sense of social awareness. Semester themes will vary, but course elements will include the following:

- Social relevance and currency
- Experiential learning
- Local/Cleveland/NEG connection

A service learning option is strongly encouraged. The academic focus of the course will be complemented by a series of workshops designed to enhance students' emotional preparedness, a major factor to students' success during their first year of college; "emotional preparedness" is defined as the ability to take care of oneself, adapt to new environments, manage conflict, develop resilience, and build positive relationships.

Prerequisites/Corequisites: All FTFT student bringing in 24 college credits or less unless credits include a first-year seminar/first-year experience.

### **UC 201: Identity, Diversity, and Community (3)**

In keeping with the Legacies of St. Angela Merici, this course approaches all learners through their distinct identities, values, and experiences. St. Angela's inclusive, democratic approach to spirituality emphasizes looking into the self and to the larger world; her Legacies and the Ursuline mission provide a framework to contemplate the intersection of our individuality with our group identities. Students will investigate and discuss ways by which to access their own backgrounds to help one another achieve greater success and a global perspective.

Prerequisite: EN 125 or equiv., UC 101 First-Year Seminar or equivalent; 24 college credits or sophomore status

### **UC 401: Capstone Seminar (3)**

This common course of the Ursuline Core is a writing intensive, interdisciplinary course with a focus on Values and Social Responsibility. Seminars will take various approaches

## COURSE DESCRIPTIONS

to these themes depending on the topic and content developed by course instructors. The course challenges students to take a four-part approach to Values (analysis, consciousness, critique and application) as a way to identify and manage change and to explore potential responses.

Prerequisite: UC 201, senior status

### WORKFORCE (WOF)

#### **WOF 315: Introduction to GIG Economy (3)**

This course will introduce the concept of the GIG economy and help students consider if it is the right path for them. Students will learn about the pros and cons of being self-employed, what it takes to make GIG “work” work for them and what the short and long term future of self-employment looks like. Topics include defining your success and creating your own security, diversifying your offerings, taking more time off and financing the life you want.

#### **WOF 410: Being a Self-Lead and Self-Directed Leader (3)**

This course will focus on what it means to be self-directed and the skills to successfully lead yourself. Topics include developing a potent vision, taking bold action, authentic storytelling, creating a purposeful community, having a perpetual growth mind set and developing radical self-awareness.

#### **WOF 425: Selling Yourself and Your Ideas (3)**

The world of work is evolving. In the past, people chose a career and moved up through one of several well defined pathways. Today and in the future, people will develop skills sets that can be applied to their careers and their lives in many different ways. One viable career path is being self-employed. Whether people choose this as a primary or secondary income stream they need to understand how to create and sell value.

When considering being self-employed and how to succeed in the Gig economy, it's critical to consider who needs what you are creating, how your approach will be different and who you can collaborate with. Specific topics include defining your offering, building a business plan, developing the systems to support your business and the understanding consultative sales process.

### WOMEN'S STUDIES (WS)

#### **WS 202: Introduction to Feminist Theory \*WS/WO/DC (3)**

This course will introduce students to feminist theories with a focus on historical development and the waves of feminism, the diversity of theories, and the importance of

## COURSE DESCRIPTIONS

identifying voice and lived experience in relation to power and injustice. Additionally, this course will empower learners of all kinds to be critical, transgressive, and transformative thinkers and create a foundation for how feminist theories can be used to address contemporary social justice issues. Fulfills Ursuline Core Curriculum World (WO) requirement. \*WS/WO/DC

### **WS 401: Culminating Seminar in Women's Studies (3)**

By design, the anchor course for the Ursuline Core is a writing- intensive interdisciplinary seminar that focuses on the themes of values and social responsibility. In UC/WS 401, students explore these themes by looking at the issue of gender as it shapes women's identities and influences.

Prerequisite: Senior status

### **WS 488: Special Topic (3)**

## 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) 621-744 [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
- 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)

## MEMBERSHIPS

- 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
- 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)
- 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)

## MEMBERSHIPS

### URSULINE EDUCATORS SERVICES

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

#### Colleges

##### United States

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

##### Canada

- Quebec: College Merici
- Trois Rivieres: College Lafleche

#### Secondary Schools

##### United States

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

##### Canada

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

##### Mexico

- Collegio Union, A.C., Puebla

# CAMPUS MAP

## CAMPUS MAP



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### 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).