

Graduate Bulletin

2003 → 2005



M A D O N N A U N I V E R S I T Y



MADONNA
UNIVERSITY

Graduate Bulletin 2003 - 2005

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(Effective as of Term I, 2003)

Mission Statement

The mission of Madonna University, a Catholic and Franciscan institution, is to instill in its students Christian humanistic values, intellectual inquiry, a respect for diversity, and a commitment to serving others through a liberal arts education, integrated with career preparation and based on the truths and principles recognized within a Catholic tradition.

Madonna University guarantees the right to equal opportunity without discrimination because of race, religion, sex, age, national origin, or disabilities.

Table of Contents

Phone Numbers	2
Graduate Studies at Madonna University	3
Graduate Education for Working Professionals	3
Distinctiveness of the Program	3
The Madonna University Campus	4
Program Accreditations and Approvals	5
Admission	6
Application Procedure	6
Admission Requirements for International Students (I-20 Visa) ..	7
Tuition and Expenses	8
Fees	8
Student Payment Policies	8
General Policies and Procedures	11
Academic Standards and Grading Policy	11
Graduation Requirements	13
Student Life Policies	15
Academic Programs	16
Business Administration Programs	16
Clinical Psychology Program	22
Education Programs	24
English Program	30
Health Services Program	32
Hospice Education Program	34
Liberal Studies Program	36
Nursing Programs	37
Course Descriptions	48
The Madonna University Community	71
Board of Trustees	71
Administrative Council	71
Administrative Officers	71
Academic Council/Academic Deans	71
Graduate Studies Administration	72
Graduate Faculty	72
Calendar	75
Campus Map	76
Academic Building Map	77
Index	78

Each Madonna University student is responsible
for compliance with this bulletin
The University reserves the right to withdraw
or modify information in this bulletin

Phone Numbers

All phone numbers are preceded by area code 734

General Information 432-5300
.....(800) 852-4951

Student Services

Admissions graduate 432-5667
Bookstore 432-5613
Computer academic lab 432-5376
Financial aid 432-5663
Library 432-5703
Registration 432-5400
Student Accounts 432-5600
Student life 432-5428

Deans and Graduate Program Coordinators

Office of Graduate Studies **432-5667**
Dr. Edith Raleigh, Dean 432-5667

School of Business **432-5355**
Dr. Stuart Arends, Dean 432-5366
Graduate Programs Chair, Dr. Betty Jean Hebel . 432-5357
Criminal Justice Chair, Barry Sherman 432-5546

College of Arts and Humanities **432-5543**
Dr. Richard Sax, Dean 432-5542
MATESOL Coordinator, Dr. Andrew Domzalski . 432-5420

College of Continuing & Professional Studies . **432-5731**
Dr. James Novak, Dean 432-5732

College of Education **432-5644**
Dr. Robert Kimball, Dean 432-5653
Catholic School Leadership and Educational Leadership,
Dr. Marjorie Checkoway 432-5653
Learning Disabilities, Dr. Jill Robinson 432-5651
Literacy Education, Dr. Ruth Freeman 432-5649
Teaching and Learning, Dr. Stewart Wood 432-5645

College of Nursing and Health **432-5464**
Dr. Mary Wawrzynski, Dean 432-5465
Graduate Nursing Chair, Dr. Nancy O'Connor .. 432-5461
Hospice Chair, Dr. Kelly Rhoades 432-5478

College of Science and Mathematics **432-5523**
Dr. Theodore Biermann, Dean 432-5515
Health Services Coordinator, Dr. Mary Hunt 432-5511

College of Social Sciences **432-5570**
Dr. Karen Ross, Dean 432-5529
MSCP Clinical Director,
Dr. Robert Cohen 432-5736
MSCP Administrative Director,
Jane A. Kessler, M. A. 432-5776
Liberal Studies Coordinator,
Dr. Dwight Lang 432-5569

Graduate Studies at Madonna University

Graduate Education for Working Professionals

Change is the watchword in today's global society; we are experiencing a time of transformation on all fronts. Not only are we witnessing global political transformation, but we are also experiencing transformation on a more immediate level, particularly in our work environments. Changing social values, the information explosion, and ever-evolving technology have changed how we define and perform our work. The key to career success in this unfolding environment is professional education, especially advanced study at the graduate level.

You, the prospective graduate student, are looking for a master's program that will offer the best-specialized curriculum to prepare you for the future. Whether you see the graduate degree as a means of advancing in your current position or as a means of effecting a career change, you will want to evaluate each program carefully, match its resources, its faculty, curriculum, and facilities, to your particular objectives. This process of evaluation and decision making is your first step toward achieving your graduate degree, and this bulletin will help you to learn about the Madonna University graduate programs and to consider their strengths in relation to your career goals.

Goals of the Madonna University Graduate Programs

The Madonna University graduate studies curricula prepare individuals for professional roles in public and private, and profit and nonprofit organizations by providing:

- a specialized body of knowledge in an advanced area of professional concentration.
- the background in theory and practical application necessary for effective and responsible decision making in complex and changing environments.
- a Christian humanistic dimension, including concepts of professional ethics and responsible stewardship.
- the development of research and evaluation skills in order to promote the generation of new knowledge and foster lifelong learning.

Distinctiveness of the Program

A combination of factors distinguishes graduate study at Madonna University. The interdisciplinary nature of the curricula encourages communication and cross-fertilization of ideas among disciplines and promotes advanced competence in the student's area of concentration. Students have access to

a broad spectrum of courses and experiences that complement and develop their knowledge and skills so that they can reach their potential and emerge as leaders in their work environments.

The program's Christian humanistic dimension places emphasis on the ethics of decision making and a commitment to service. Within the context of Catholic liberal arts education, graduate study takes on a special character, influenced by the mission of the University. Students develop a holistic definition of their professional roles that acknowledges the moral-ethical and values dimension of their fields.

Madonna University

A Tradition of Service/A Tradition of Quality

Madonna University is proud of its commitment to quality co-educational liberal arts education and its history of rendering public service through career education. Founded by the Felician Sisters in 1947, an outgrowth of Presentation Junior College (1937-1947), Madonna maintains its tradition as an independent Catholic college. The Madonna Graduate Studies Program can be viewed as an extension of the mission of the University:

To instill in its students Christian humanistic values, intellectual inquiry, and commitment to serving others, through a liberal arts education integrated with career preparation and based on the truths and principles recognized within a Catholic tradition.

The University's academic programs fulfill this mission, so that master's degree recipients from Madonna University will shape the direction of organizations not from the vantage of practicality and expediency alone but from a values perspective, a concern for the rights and dignity of others, and a sense of social responsibility.

The Madonna University undergraduate and graduate programs, serving almost 4000 students, maintain a reputation for academic excellence and responsiveness to community needs. In the spring of 1982, Madonna University's charter with the Michigan Department of Education was approved to include graduate study, and it earned accreditation for the program through the North Central Association of Colleges and Schools. Graduate education was initiated at the University in the fall of 1982. International in scope, the University initiated outreach programs in Taiwan in 1989, China in 1998, and Korea in 1999. In 2002, the nursing department celebrated its fortieth anniversary of preparing baccalaureate nurses. The program is known for its strong emphasis on community-based clinical preparation and its Christian humanistic orientation. The graduate nursing program prepares the professional nurse to assume a variety of advanced roles in nursing.

The education program, one of the oldest departments at the University, has a long history of preparing teachers for Michigan's schools. Over the years, the University has remained in the forefront of change, meeting and exceeding accreditation and State quality measures. The graduate education program prepares master teachers in teaching and learning as well as specialists in literacy and learning disability education, and educational leadership.

Since its inception in 1984 the nation's first hospice education program at Madonna University offers a curriculum which enables hospice students to serve diverse client populations during the terminal phase of life focusing on the physical, psychological, social, emotional, and spiritual needs of the patient and family. The graduate education program, which began in 1996, prepares students to become bereavement specialists, leaders, managers, researchers, and educators in the hospice setting while focusing on the principles of instilling Christian humanistic values, intellectual inquiry, and a commitment to serving others.

The health services program, which began in 1996, evolved from the Health Sciences and Health Administration programs that date back to 1947 and 1976 respectively. The Department of Biological and Health Science offers certificate, associate, and bachelor degree options as well as a Health Services graduate program for health professionals. The MSHS graduate program combines course work designed to address issues in the prevention of illness, enhancement of the quality of life, promotion of health, and efficiency in delivery of health services.

The business administration program has a successful track record of developing marketable programs in business specialties such as accounting, financial administration, management, marketing, computer information systems, and international business. Articulating with businesses in meaningful and innovative ways, the business program offers weekend workshops, on-site training programs, and continuing education courses that meet specific needs of the business community.

In line with the tradition and mission of Madonna University, the graduate clinical psychology program is designed to provide career education for public service. In particular, students are trained in the technical knowledge and clinical art needed to help children and adults suffering from mental disorders or requiring psychological services as a result of other distressing exigencies.

The Master's of Arts in Teaching English to Speakers of Other Languages program is designed to educate and train teachers to teach English as a second or foreign language. Building upon the expertise of faculty members who teach linguistics and English as a second language, this program offers a curriculum that enables students to develop knowledge and skills to teach diverse groups of international students.

A central goal of the Master of Arts in Liberal Studies (MALS) program at Madonna University is to enrich students' personal and professional lives by challenging individuals to understand the complexity and contradictions of American society, with reference to a changing, worldwide social structure. In line with Madonna University's tradition, another goal is to explore and understand the ethical dimensions of individual and collective action. Through interdisciplinary study, the graduate of the MALS program is prepared to apply critical thinking skills to a wide range of situations and occupational pursuits.

The Madonna University Campus

The wooded 49-acre campus of Madonna University is located in Livonia, Michigan, a suburb on the western perimeter of metropolitan Detroit. The campus faces Schoolcraft Road and the Jeffries (I-96) Freeway (Exit 173 at Levan or Newburgh Road), with easy access to downtown Detroit, the Detroit Metropolitan Airport, and important state highways.

The two-story academic building accommodates a variety of purposes from administrative offices to classrooms and laboratories. Special facilities include the TV Studio/Graphics facilities where students and faculty work with media specialists to develop audio-visual materials for instruction or presentation. An interactive-TV classroom facilitates the delivery of selected classes worldwide. All classrooms are outfitted with a TV monitor and video cassette player as well as access to the computer network and internet for instructional purposes.

The Center for Research is also located in the Academic Building. Here students can receive consultation on the design, implementation, and analysis of their research projects.

The Academic Computer Laboratory, also located in the academic building, is newly renovated and expanded. It provides services to all students and faculty members using state of the art equipment and facilities. Graduate students will find software packages to supplement courses in the program as well as statistical packages and self-instructional packages in computer literacy, accounting, statistics, and many related fields. Madonna University has made computer literacy a priority in all its programs so that students learn computer applications in their fields.

The \$4.1 million library wing is the focal point for the academic life of the campus. Housing more than 105,000 books and other print and non-print materials, the library provides comfortable study and reading areas, in addition to group study and conference rooms. Equipped to meet the student's needs, the library has automated its services, representing the state of the art in library technology. The library expands its resources by subscribing to online retrieval services. It also maintains membership in the Southeastern

Michigan League of Libraries Infopass system, which entitles students to borrowing privileges at more than 20 participating university and public libraries. Additionally, books, abstracts, monographs, articles, research and technical reports, and policy manuals can be obtained through the Network-Locator Services of the Michigan Library Association. Through such consortia arrangements students can take advantage of the extensive research resources in the Detroit-Ann Arbor area.

In 1991, the College of Nursing and Health moved to the Angelo DiPonio Building. In addition to the faculty offices, a conference room, and classrooms, the DiPonio Building also houses the Transcultural Nursing Office and the Instruction Center, comprised of the Helene Fuld Computer Assisted Instruction Center and the Ray A. and Jean S. Shapero Nursing Instruction Center. The Center includes a practice laboratory for clinical instruction. Instructional technology, including computer clinical simulations and interactive videos, utilized within the nursing and hospice education graduate programs are available in the Center.

In 1995, the School of Business also moved across Levan Road to the Maertens Building. This facility provides state-of-the-art technology in its classrooms and offices including a 24-station computer classroom and an interactive-TV classroom.

All Madonna University buildings are barrier free for the physically handicapped. Closed-captioned television, teletypewriters, and telephone boosters are available to hearing impaired students.

Campus Activities

Each semester a full calendar of speakers, athletic events, and cultural activities are scheduled for student enjoyment. Graduate students are invited to take advantage of these activities as well as the facilities for basketball and other team sports. The wooded campus also provides an environment conducive to reflection and spiritual renewal.

Program Accreditations and Approvals

Programs at Madonna University are approved or accredited by the following organizations:

American Bar Association, 1984, 1990, 1994, 2000
American Dietetic Association Plan IV, 1977, 1982;
Plan V, 1990, 1995

Council on Social Work Education, 1982, 1988, 1995
State of Michigan Board of Education:

Approval of four-year degrees, 1947
Teacher certifications, 1954, 1969, 1996
Vocational certification and authorization, 1969, 1974, 1996
Learning disabilities certification, 1974, 1999
Reading certification, 1977, 1996
Master of Science in Administration, 1982, 1996
Computer Science, 1984, 1996
Master of Science in Nursing, 1987
Administrator certification, 1990
ESL certification, 2001

Michigan Board of Nursing, 1967

Michigan Department of Public Health

National Council for the Accreditation of Teacher Education,
1972, 1981, 1992, 1996, 2002

National League for Nursing Accreditation Council, 1970,
1978, 1984, 1992, 1993, 1998, 1999 (undergraduate and
graduate) NLNAC is a resource for information regarding
tuition, fees, and length of program.

350 Hudson Street New York, NY 10014,
telephone: 800-669-9656

North Central Association of Colleges and Schools,
1959, 1968, 1978, 1982 (Graduate Studies),
1988, 1989 (Taiwan Program), 1998

Commission on Institutions of Higher Education,
30 North LaSalle Street, Suite 2400, Chicago, IL
60602-2504

Madonna University maintains membership in a broad range of professional, civic, and business accreditation associations on the local, national, and international levels.



Application Procedure

1. Application forms are available from the Office of Graduate Studies. Prospective students may write or phone the office at (734) 432-5667 to request forms or apply on-line at www.madonna.edu.
2. A non-refundable application fee can be paid to Student Accounts (check, cash, or credit card) or Graduate Studies (check or cash).
3. The completed form must be returned to the Office of Graduate Studies according to the graduate admission calendar. (See below.) (Refer to Clinical Psychology for special application dates.)

For Fall Term - before August 15
For Winter Term - before December 15
For Spring/Summer Term - before April 15
4. The applicant should request that each institution of higher learning attended as an undergraduate and/or graduate student send an official transcript to the Office of Graduate Studies. *Only official transcripts sent directly to the Office of Graduate Studies from the schools will be acceptable as admission credentials.*
5. Applicants to nursing, hospice, and health services programs should arrange to have the results of the GRE (Graduate Record Exam) sent to the Office of Graduate Studies. The Madonna University score reporting code is: 1437-3 (GRE).
6. The applicant should also request that two professional associates complete the recommendation forms in the admission packet. *Only recommendation forms received by the Graduate Studies department in an envelope sealed and signed by the recommender will be accepted.*
7. Once the application file is complete, the applicant will be notified to schedule an admission interview with the specialty department.
8. After the specialty department has reviewed the admission file, the applicant may be assigned an admission status. The Dean of Graduate Studies will inform the applicant of acceptance by letter. *Only written notice from the Dean of Graduate Studies constitutes approval of admission, not communication with a department chairperson or faculty member.* The applicant will be assigned an admission status from the following:

Regular Admission: The applicant meets all of the admission criteria.

Conditional Admission: An applicant who does not meet the criteria for regular admission, yet who appears to possess potential for success in graduate study, may be granted conditional admission to the program. This would include applicants with an undergraduate grade point average of less than 3.0, a low score on the graduate admission test required by the department, insufficient work experience, or an unsatisfactory writing assessment. The applicant will be admitted on the condition that he/she achieves a 3.0 GPA in the first 9 hours of course work approved by the department or on a condition set by the admission committee in the department. The student must qualify for regular admission within one calendar year.

9. **Special Status:** Students in the process of being admitted to a graduate program may register on a pre-admission status with the permission of the Dean of Graduate Studies. A maximum of 6 semester hours of course work taken on special status will be accepted for the degree. Pre-admission registration is not permitted in any course required for the Clinical Psychology graduate program. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.

10. **Nondegree Students:** Permission to enroll in classes on a nondegree status may be granted by the Dean of Graduate Studies. This category is for those students who do not seek admission to a graduate program.

Transfer Students

Students may transfer into the program from another institution with a maximum of 6 semester hours of graduate credit applied toward the master's degree.

Transfer courses with a grade of 3.0 or better are accepted on the basis of their equivalency to courses in the Madonna program.

Guest Students

A student admitted to another institution may register for graduate courses at Madonna University on a guest student basis by presenting a completed Michigan Intercollegiate Graduate Studies (MIGS) program form to the Graduate Studies Office.

The student must have written approval from the home institution in order to ensure that the credit will be accepted there.

Graduate students of Madonna University may obtain a guest pass for a course at another institution provided the course in question will not be offered during the upcoming academic year and waiting for the course will cause severe inconvenience. Students must have the written approval of their specialty advisor, the Dean of Graduate Studies, and the Registrar prior to registering for a course at another institution. The time limit for the guest pass is one semester.

Second Master's Degree

Students with a master's degree in another field will be evaluated individually to determine course equivalencies. Students must, however, complete a minimum of 24 semester hours of graduate course work at Madonna University, which may include a thesis or research project.

Enrollment in Courses by Senior Students

A Madonna University student of senior standing with a GPA of 3.0 or higher may register for up to 6 s.h. of graduate courses with approval of the specialty department and approval of the Dean of Graduate Studies. Credit so earned may be used in only one of the following two ways:

1. To meet requirements for the baccalaureate degree and thus appear on the undergraduate transcript;
2. To apply toward the graduate degree and thus appear on the graduate transcript.

Graduate credits cannot apply toward both the baccalaureate and master's degree. Permission to take graduate courses does not constitute admission to the graduate program.



Edith Raleigh, PhD, RN, Dean of Graduate Studies

"Madonna University faculty and staff are proud of our many graduate students and alumni. They demonstrate character as they undertake the challenge of graduate school while juggling complex life circumstances of family, work, and community service. After graduation, they demonstrate competence and expertise as they apply what they have learned under the tutelage of experienced faculty. Our graduates proudly proclaim their alma mater to others because of the personal attention and a caring, friendly environment. I invite you to discover the Madonna University graduate educational experience!"

Admission Requirements for International Students (I-20 Visa)

In addition to the admissions requirements listed with each program, foreign students seeking admission to the Madonna University Graduate Studies program on the I-20 visa status must submit the following documentation before the I-20 is issued:

1. Official undergraduate record(s), translated into English, including the following:
 - a. subjects studied, chronologically or by field
 - b. grades earned
 - c. examinations (school, state, national, passed and date)
 - d. diplomas, certificates, degrees earned and dates
2. Official results indicating English proficiency
 - Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (Computer based score of 213), and
 - Test of Written English (TWE) with a minimum score of 5;
 - MELAB score of 80, or
 - IELTS score of 6.5.

This requirement is waived for applicants from countries in which English is the native language.

2. A \$25.00, non-refundable application fee (US Currency).
3. Financial statement from a bank, government agency, or other financial institution indicating the financial resources of the applicant or the sponsor of the applicant. (Madonna University has no financial aid program for foreign students.)

Following notification of admission, the students must submit an advance enrollment deposit of US \$2,500. The Designated School Official will issue the I-20 following receipt of the deposit. When the student completes attendance, the deposit will be refunded, provided all bills have been paid.

When the student arrives on campus, the following must be provided to the Graduate Studies Office:

1. Proof of medical insurance to cover the student's medical expenses in the U.S. or purchase of American medical insurance.
2. Student health record for Residence Hall applicants.
3. Copy of passport identification page.

Tuition and Expenses

Madonna University believes that higher education should be affordable to all who seek it; therefore, tuition is maintained at the lowest possible level. The following schedule is in effect beginning in Term I, 2003. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition effective as of Term 1, 2003 \$350 per semester hour

International students with either an F or J visa are charged at a rate 25% higher than domestic graduate tuition. Students with U.S. visas must submit a copy of the document to the Graduate Studies office prior to attendance.

Fees

Madonna University reserves the right to change fees without advance notice. Inquiries related to fees should be referred to the Student Accounts Department in writing or by calling (734) 432-5600. Course fees are published in the class schedule each term and are non-refundable.

General Fees

Admission Application	.....\$25
Advance Enrollment Deposits for	
Foreign Students	.....\$2500
<i>Deposit refunded to paying party when the student is no longer enrolled in Madonna's programs.)</i>	

Course Fees (Non-refundable): Required course fees are published in the class schedule each term

Deferred or Anticipated Examination	.....\$25 per term
<i>The instructor will require a receipt from the Student Billing Department that the fee has been paid.</i>	

Deferred Tuition Fee: All tuition and fees are payable in advance, unless the student chooses two equal installments at an additional cost

Graduation Fee	.....\$50
Late Submission of Application for Graduation	.....\$10

Registration:

First Week of Classes (all students)	.....\$100
Mail-in/In-person registration - New and	
Returning	.....\$50
Open Registration	
Late Registration: (Returning Students)	.....\$50 per term
Fall Term: August 1	
Winter Term: December 1	

Replacement Fees:

Diplomas	.....\$30
Certificates	.....\$30
Student Account Records	.....\$5 per term
Student ID Car	.....\$5

Returned Check Penalty\$15

Study Abroad\$30

Thesis:

Thesis Fee	.....\$165
Copyright Fee (Optional)	.....\$45
Thesis (Personal Copy)\$40

Transcript of Credits:

Issued to Student (same day) \$10Mailed\$5
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Checks should be made payable to Madonna University.

Student Payment Policies

All students may obtain their registration forms from the Registrar's Office when past due financial obligations have been met. Registration fees will be billed with exception of the following dates. Registration is due and payable at the time of registration for these dates:

- August 1 and thereafter, for Fall Terms
- December 1 and thereafter, for Winter Terms
- April 1 and thereafter, for Spring/Summer Terms

Payment Plans

1. Tuition and fees are payable in advance in full at the time billed. Students may pay by cash, check, money order or credit card (Master Card or Visa). International students must pay in U.S. Currency. Payment may be made by telephone for credit card holders. Payment may also be by mail; however, the University is not responsible for lost or delayed mail. The assessment of program adjustment and late payment charges are determined by the date payment is received by the Student Accounts Office, regardless of the postmark date.
2. A nominal fee is charged for the deferred tuition plan. Students who do not pay in full in advance will automatically choose the deferred payment plan. Refer to each semester schedule of classes for payment plan options.

NOTE: Each billing due date will have an associated billing close date. The close date will be approximately 2 weeks prior to each billing due date. Students who register after the established billing close date, or add courses to their initial registration, will be required to pay the minimum advance payment of 50% before registration forms are processed. Students registering for non-credit or CEU will be required to pay 100% of the charges at the time of registration.

3. Payment may be made through the direct crediting of a financial aid award to the student's account, provided that the award is sufficient to cover the required advance minimum payment. This plan excludes university work-study awards. Students with an insufficient amount of financial aid to cover the minimum advance payment are required to pay the difference by the invoice due date. Students who have not received their official award verification notice prior to the billing close date are also required to pay the minimum advance payment when due.

NOTE: The following student assistance programs, for which the student has applied and/or been approved but from which the student has not yet received funds, will not serve to release the student from the obligation of required minimum payments when due: veteran benefits and special department awards.

4. Students whose employers will be invoiced for tuition and expenses may submit a billing authorization form prior to the billing close date in lieu of the advance payment.

Address changes

It is the responsibility of the student to inform the University of any address changes by completing a change of address form in the Registrar's Office and by E-mailing the graduate studies office at grad@madonna.edu. Mail returned to the University because of an address change will not defer the assessment of program adjustment and late payment charges.

Penalties

1. Failure to meet the required minimum advance payment due date will result in the suspension of the student's registration. In order to reinstate the registration, the student is required to pay a \$10 suspension fee in addition to the 50% minimum payment. If the student decides not to attend, he/she should withdraw in writing through the Registrar's Office. At the end of add/drop week, any student whose registration has been canceled by the Student Accounts Office will be required to pay a \$40 assessment fee along with 100% of that term's charges in order to be reinstated.
2. A finance penalty is assessed if the deferred payments are not received by the due date on the invoice.
3. Students whose accounts are past due for a current semester's enrollment or who are in debt to the University at the end of any term are not entitled to register or receive a transcript or diploma until the account is settled.
4. Checks returned for any reason will constitute non-payment and will be subject to a \$15 penalty per check. Program adjustment or late payment charges will be assessed when applicable.

Billing Error or Dispute

Errors or disputes about a bill must be submitted in writing within 60 days after the mailing date of the bill. The written inquiry must include: name and Social Security number, a description of the presumed error, and the dollar amount of the presumed error.

The student remains obligated to pay the portion of the bill not in dispute, but the disputed amount may remain unpaid until such time that the problem is resolved. Send billing inquiries to Student Accounts Office, Madonna University, 36600 Schoolcraft Road, Livonia, MI 48150.

Other Penalties

1. A minimum percentage of the increased tuition and fees resulting from a change in program made after the billing close date is paid at the time of the adjustment. No program adjustment fee is assessed for changes required as a result of University actions.
2. Late Registration: New and returning students who do not complete registration prior to the first week of classes will be assessed a late registration fee of \$100, which includes the \$50 registration fee plus penalty.
3. Replacement Fee: Requests to duplicate billing records and to verify payments are assessed a \$5 replacement fee per term.

Refunds/Credit Adjustments

Students are required to drop or withdraw officially from classes in person or in writing through the Registrar's Office. Written notification may be faxed over the weekend or after business hours to fax number, (734) 432-5405. Students may drop/withdraw in person during business hours. The date that the Registrar's Office receives the request determines the amount of any adjustment of tuition after classes have begun.

Students who do not officially drop or withdraw from a class within the specified add/drop periods are responsible for full tuition and fees for the courses. In such cases the grade of F is entered for the courses on the student's transcript.

Tuition credit adjustments are made according to the following schedule.

At the time of withdrawal only tuition is adjusted. No other fees are changed.

Full Term

Add/drop week	100%
Drop week	100%
Third week	75%
Fourth week	50%
Fifth week	25%

No credit past the fifth week

Workshops/Seminars/Full Term Courses Less than 12 Weeks

The Drop/Withdrawal Policy for courses with **START AND END DATES** that **DIFFER** from those of Full term courses is defined by the following schedule.

One Week or Less

Prior to start of course:	100% tuition adjustment
On the 1st day of course:	25% tuition adjustment
Thereafter:	0% tuition adjustment

Two to Four Weeks

Prior to start of course:	100% tuition adjustment
On the 1st day of course:	25% tuition adjustment
From the 2nd to the 7th day from start of course	25% tuition adjustment
Thereafter:	0% tuition adjustment

Five to Eight Weeks

Prior to start of course:	100% tuition adjustment
On the 1st day of course:	100% tuition adjustment
From the 2nd to the 7th day from start of course	100% tuition adjustment
From the 8th to the 14th day from start of course	50% tuition adjustment
From the 15th to the 21st day from start of course	25% tuition adjustment
Thereafter:	0% tuition adjustment

Nine to Eleven Weeks

Prior to start of course:	100% tuition adjustment
On the 1st day of course:	100% tuition adjustment
From the 2nd to the 14th day from the start of course	100% tuition adjustment
From the 15th to the 21st day from the start of course	75% tuition adjustment
From the 21st to the 28th day from the start of course	50% tuition adjustment
From the 28th to the 35th day from the start of course	25% tuition adjustment
Thereafter:	0% tuition adjustment

NOTE: Students unable to complete the withdrawal process within the designated time periods, or those compelled to withdraw completely at any time due to circumstances beyond their control, may appeal the credit adjustment decision in writing to the Manager of Student Accounts.

Refunds vs. Credits

When students decrease their schedule or withdraw from classes, only certain credit for the total tuition commitment can be granted based on the above credit adjustment schedule. A credit adjustment is not necessarily a refund. If the credit is greater than the amount due, the difference is refunded to the student. If the credit is less than the amount due, the difference must be paid by the student.

Students whose tuition was paid all or in part from financial aid funds will have all or a portion of the refund restored to the aid program; therefore, students may not receive cash refunds.

Student accounts that have a credit balance from financial aid/loans are automatically refunded. Checks will be mailed within 14 days from the first day after the end of add/drop week; thereafter, from the date the credit balance occurred.

A credit balance of \$2 or less is not refunded unless specifically requested and is not credited against future registration charges after the end of the term in which the credit is generated.

Non-Refundable Fees

1. Room and board fees are refundable in accordance to the full term tuition credit adjustment schedule. Rooms are rented for a semester; after the 4th week of school, no refund is made in case of withdrawal. No refund can be made on the board fee because of contractual arrangements relating to service in the dining hall.
2. Graduation fee: A non-refundable graduation fee of \$50 is charged each student who applies for graduation. The application is valid for one year from the semester for which the student is applying. Graduate students may obtain an application to Graduate form from the Office of Graduate Studies, the Student Accounts Office, or on the Madonna University Web site at www.Madonna.edu. The application form must be completed, signed by the student's advisor, and presented to the Office of the Registrar. *See University Calendar for deadlines.*
3. Thesis fee: Students are required to pay a thesis fee at the time they file their Intent to Submit and Present Thesis form at the Graduate Studies Office. This is assessed to cover the cost of binding two copies of the thesis for the University and the publication fee for University Microfilms International. Students have the option of paying for copyright service and for the binding of a personal copy of the thesis.

Graduate Student Financial Aid

Financial aid for graduate students is limited, for the most part, to loans. More detailed information and/or application forms are available upon request from the Financial Aid Office. Financial aid will be based only on the number of graduate level courses (those numbered 5000 and above) that the student enrolls for each term. Undergraduate hours **DO NOT** count in determining eligibility for financial aid. The student **MUST** carry a minimum of 4 semester hours of graduate level courses each term to receive aid.

General Policies and Procedures

Advising

The specialty departments provide academic advisement to ensure that students understand the goals of the program and follow a plan of study. Students are encouraged to contact the department when a question arises about policies or procedures. The departmental student handbook provides detailed information about program requirements and scheduling of courses. Students are encouraged to obtain a handbook and to maintain contact with an advisor in the department.

Academic Load

Academic Load

The full-time credit load is 9 to 12 semester hours per term; the normal load for a student with a full time work commitment is 3-6 semester hours. Special permission to exceed these limits may be granted by the Dean of Graduate Studies, whose signature must appear on the student's registration form.

For financial aid purposes, the following formula is used:

Full-time status:	9 or more semester hours
3/4 time status:	6-8 semester hours
Half-time status:	4-8 semester hours
Less than half-time student:	less than 4 semester hours

Attendance

Because participation in class activities is important to the educational process, the student is advised to be present for all sessions. Job-related absences due to such things as travel can be accommodated, but the student must accept full responsibility for missed work. Professors are not expected to reschedule tests or conduct make-up sessions for students who have missed class.

Auditing Courses

Audit status must be approved by the student's advisor and selected at the time of registration. Auditors must adhere to the attendance policy of the course; those who fail to meet attendance requirements receive a W on their transcript. Students pay full tuition and fees to audit courses.

Withdrawal From Classes

Students who wish to withdraw from a course(s) must do so officially - by completing the Change of Registration form - at the Registrar's Office before the deadline date specified in the calendar of the University Schedule of Classes. Failure to officially withdraw from a course will result in an F grade, which will be computed in the grade-point average.

The date that the request for withdrawal is presented to the Registrar's Office or the postmark date of a letter of request will be used to determine the amount of tuition adjustment, if any, after the classes have begun. A student who does not officially withdraw from classes before the specified date, even though he/she did not attend class(es), is responsible for payment of full tuition and fees for the class(es).

Academic Standards and Grading Policy

Maintaining high academic standards is a condition for retention in the program. Students must maintain a minimum grade point average of 3.0. Courses with grades lower than C will not apply toward the degree but will be computed in the cumulative GPA. The student must possess a degree GPA of at least 3.0 in order to graduate

Grades for each course are awarded on a four-point system

A	Superior	4.00 honor points per semester hour
A-		3.66 honor points per semester hour
B+		3.33 honor points per semester hour
B	Very Good	3.00 honor points per semester hour
B-		2.66 honor points per semester hour
C+		2.33 honor points per semester hour
C	Lowest Acceptable Level of Attainment	2.00 honor points per semester hour
D	Unacceptable Level of Attainment	1.00 honor points per semester hour
F	Failure	0 honor points

Other grades:

S – Satisfactory (B or Better)

Prerequisite courses taken at the undergraduate level can be taken on a pass/fail basis and would therefore carry an S grade to denote a passing grade. Regular graduate course offerings, except for those designated, are not eligible for the S grade. The S grade denotes attainment of B or better in the course. Unsatisfactory performance in a pass/fail course is recorded as F.

W – Withdrawal

A student who withdraws from a class will be awarded a W on the transcript.

Y – Carry over

For a course that carries over into a subsequent semester. For the thesis, research project, research practicum, and independent research study, the student may continue with an outstanding Y grade for two semesters, for a total of three semesters of registration; at the end of the third semester, the grade for the course is awarded, or the Y automatically converts to an L grade.

L – Lapsed

Indicates that the time limit for completion of the thesis or independent research study has lapsed. The L does not compute into the student's grade point average; however, the student must re-register for the credits in order to fulfill degree requirements. The L remains on the transcript.

T – Audit

A student who audits a class will be given a T on the transcript.

I - Incomplete

The professor has the option of assigning an I grade to a student who, due to an extenuating circumstance, has not completed course requirements. The student should inform the professor as soon as possible when it becomes apparent that he/she cannot complete the course. In most cases the student will be encouraged to withdraw.

A grade of I automatically converts to F if not removed within six weeks after the end of the term. In extenuating circumstances, students may arrange for an extension of this limit with the instructor and the Registrar.

Credit for Experiential Learning

Madonna University does not grant credit for experiential learning at the graduate level.

Graduate Certificate Policy

A graduate certificate is a minimum of 9 graduate level semester hours in a concentrated area of study as designed by the academic department and approved by the Graduate Studies Committee. Graduate certificates are offered as post-bachelor's and post-master's degree. The post-master's certificates will be awarded and transcribed after the master's degree is earned. All courses within the graduate certificate must be graduate level courses (5000 and higher). The graduate certificate consists of the approved plan of study for the certificate. Substitutions may be made on the recommendation of the department faculty and at the discretion of the Dean of Graduate Studies. Transfer of credit from another institution may be permitted and may be applied towards the graduate certificate provided that the transfer credit is for graduate level course work. Not more than 50% of the required course work (or a maximum of 6 s.h., which ever is smaller) for the graduate certificate may be transferred into Madonna University.

Admission requirements for the certificate are identical to admission requirements for other graduate programs in the department offering the certificate. A student must meet these requirements to be admitted to the certificate. A student may be allowed to transfer from a graduate certificate status to a degree status upon the recommendation of the faculty. All other policies and procedures as identified in the current graduate bulletin shall be applicable to all graduate certificates.

Professional Ethics

The University reserves the right to request students to withdraw from a program due to unsatisfactory or unprofessional performance in the theoretical and/or practical phase of that program or because of inappropriate behavior. Plagiarism and cheating are violations of ethical standards and merit failing grades on the assignment or examination involved. In serious instances, this could result in dismissal from the program, upon recommendation of the specialty faculty.

Examinations, Grade Reports, and Transcripts

Final Examinations are administered at the end of each term. An unexcused absence from a final examination may constitute a failure in the course.

A report of the final grade in each course and the student's grade point average for the term is mailed to each student by the Registrar's Office.

Transcripts are issued within a week after a signed request by the student. Transcripts for completed course work will be mailed after all grades have been posted - usually 4 - 6 weeks after the end of the term. Issuance of the first transcript is free; additional official transcripts mailed to a third party are \$5 each. Transcripts mailed to the student are Student Copy. The fee for student copy, same day transcripts is \$10.

Academic Warning, Probation, and Dismissal

A student will be issued an academic warning if the semester GPA is below 3.0. A student will be placed on academic probation for one or more of the following reasons:

1. The student receives two academic warnings in consecutive semesters of attendance.
2. The student's cumulative GPA (12 semester hours or more) is below 3.0.
3. The student earns a grade of D or F in a degree course, excluding prerequisite or undergraduate courses taken for enrichment.

Students may be dismissed from the graduate program if their cumulative GPA falls below 3.00 for three consecutive semesters. This does not include prerequisite or undergraduate courses taken for enrichment.

Students in the Clinical Psychology program may be dismissed if they receive two final grades of D or below in required courses. This is in addition to the policy that dismissal may result from a cumulative GPA that falls below 3.00 for three consecutive semesters.

In addition to these standards, degree programs and certificates may require certain minimum grades in the overall program of study or in specific courses. Students who do not make satisfactory progress in their program of study or who fail to demonstrate ability to succeed in their plan of study, may be dismissed from the University upon the recommendation of the academic department. A student who has been dismissed from the graduate program may appeal the dismissal by following the student appeal process found in this Bulletin.

The student must possess a degree GPA of at least 3.0 in order to graduate. The degree GPA includes all required courses and electives which apply toward the degree; it does not include prerequisites or undergraduate courses taken for enrichment.

Candidacy

In the education, teaching English as a foreign language, health services, hospice, liberal studies, nursing, and psychology master degree programs students achieve candidacy status once they have completed half of the required hours of course work for a program, with minimum 3.0 grade point average. Candidacy is considered an academic milestone; it brings recognition and encouragement once the student is at least half way toward completing the master's degree.

Candidacy status does not apply to students in the School of Business.

Thesis

The thesis is a scholarly manuscript that describes all aspects of an independent investigation of a research problem completed by the master's candidate under the guidance of a graduate faculty member. In addition to the *Research Guide for Graduate Studies*, where the physical specifications are presented, the student is responsible to refer to the *Publication Manual of the American Psychological Association* and other sources as directed by the faculty advisor to properly prepare a thesis, which will be approved by the faculty advisor for content and by the Director of the Center for Research (or Coordinator of Nursing Research) for format.

In conjunction with the faculty thesis advisor, a student conducting research that involves use of human subjects is responsible to examine the criteria for exemption, nonexemption, and expedited review by the Human Subjects Review Committee. Classifications of review appear in the *Research Guide for Graduate Studies* as does the application form at: www.madonna.edu/gradstdy/center_for_research.htm. The completed form and supporting documents are to be submitted to the Director of the Center for Research.

Students are required to submit three copies of the completed thesis. Of these, two are bound for the University; the third copy is sent to University Microfilms International for publication. If students wish to have a personal copy, additional bound copies may be ordered at this time.

Students must register for thesis credit as stipulated by the respective specialty departments and pay a thesis fee at the time they submit the Intent to Submit and Present Research form.

Students must submit acceptable copies of the final thesis by the official ending date of the semester of graduation. Otherwise, the student is awarded an I grade, which automatically converts to an F at the end of 6 weeks. Students who have not submitted final copies of their thesis have not fulfilled degree requirements and their graduation is postponed.

The student must have procured the necessary approval signatures and have submitted three perfect copies of the thesis prior to the official end of the semester in order to graduate that semester.

Grading Policy for the Thesis/Independent Research Study

The thesis is graded on a pass/fail basis in the business administration and TESOL specialties; the thesis, research project, and/or research practicum are graded on a letter grade basis in the nursing, health services, hospice and psychology departments.

Research Study

Students in the business specialty are encouraged to elect a research study in place of the thesis. This is done under the sponsorship and at the request of the student's employer. It contains most elements of the thesis, but it is not bound or microfilmed, and it is subject to a strict time line for completion. A copy of the research study must be submitted to the departmental office.

Research Project or Practicum

Students in health services or hospice may select a research project or practicum in place of the thesis. Specific guidelines for these research studies may be found in the *Research Guide for Graduate Studies* (found at www.madonna.edu/gradstdy/center_for_research.htm).

Application for Degree

Students must file an Application to Graduate with the Office of Graduate Studies according to the dates published by the Registrar's Office. Applications for graduation may be obtained at the Student Accounts Office or online at www.madonna.edu. The form must be stamped by the Student Accounts Office upon payment of the graduation fee. The endorsed form is returned to the Graduate Studies Office. Students must file an Application to Graduate regardless of whether or not they will attend the graduation ceremony. *This application expires two semesters after the semester of intended graduation.*

Graduates are encouraged to be present at the commencement ceremony in May to celebrate their achievement. Students who expect to complete their degrees in July may participate in commencement exercises the preceding May, with the approval of the Graduate Studies Office. Diplomas for May, July, and December graduates are mailed to the graduates approximately 10 weeks after each graduation date.

Graduation Requirements

All requirements for a degree must be completed prior to the official date of the end of the term in which the student seeks to graduate, including submission of perfect copies of the thesis or research project. Otherwise, graduation is postponed until the following term.

Readmission

Students admitted to Madonna University who have not been in attendance for two years at the University or who have transferred meanwhile to another college are required to file an application for readmission. Students who are readmitted to the University must meet the degree requirements of the Bulletin that is in effect at the time of readmission. The files of applicants who are admitted for a specific semester, but who do not register, are held in the Graduate Studies Office for a period of two years following that semester.

After this period, nonregistered applicants must apply for readmission. Incomplete files of nonregistered applicants are not kept beyond two years.

Statute of Limitations

Students must complete all requirements, including thesis or research study, within 6 years after admission to the program. An extension of 1 year may be granted by the Dean of Graduate Studies.

Family Educational Rights and Privacy Act

In accord with the "Family Educational Rights and Privacy Act of 1974," the policy of Madonna University regarding student records is as follows:

1. Students have the right to inspect their official records. The institution will comply with the student's request for information within 45 days after the request has been filed.
2. Confidential information pertaining to students will not be disclosed to any person, organization or agency outside the University without the written authorization of the student.
3. A parent or legal guardian of a student under 18 years of age may request to view the dependent's records.
4. Directory information is public information.

Excluded from inspection are the following:

1. Parental financial records.
2. Confidential records of recommendation filed before January 1, 1975.
3. Confidential letters solicited under a waiver of the right of future access.

Records excluded from the provision of the Act:

1. Personal notes of teachers and administrators.
2. Law enforcement records.
3. Medical psychiatric reports or related professional files.

Records may be released without written consent to:

1. Other school officials within the University.
2. Accrediting organizations.
3. Officials with application or receipt of financial aid.
4. State or local officials as required by state statute.
5. Organization conducting studies on behalf of educational institution.
6. In the case of a subpoena.
7. In an emergency: health or safety.

A record of requests for information must be kept with each student's file. All questions or requests for access to graduate records are processed through the Office of Graduate Studies.

Student Appeal Process/Grievance Procedure

The graduate student grievance procedure is designed to offer a means to resolve disagreements related to interpretation of University or department policies. This procedure is also followed by students who wish to appeal their grade or dismissal from the University. The grievance procedure must be initiated within 20 working days after the student is aware of the complaint or the end of the term in which the grievance exists, whichever is sooner. The following steps define the appeals procedure:

Step 1 - The student discusses the problem with the professor or staff member involved at a scheduled appointment *within 20 working days** after the complaint is known.

Step 2 - If problem is not resolved, student and professor or staff member meet with the designated representative of the specialty program (See student handbook for specialty) *within 15 working days**.

Step 3 - If the problem remains unresolved, student presents the problem *in writing** to the department's Appeal board (minimum of 2-3 graduate level faculty and one graduate student representative) within 15 working days**. The board recommends an action to the college/school dean, who, after review, informs the student of the decision in writing.

Step 4 - In the event the student rejects the decision, the student may present the case, *within 15 working days**, to the Dean of Graduate Studies for review. The Dean of Graduate Studies informs the student of the decision in writing.

Step 5 - If the problem remains unresolved, the student may submit the appeal, *within 15 working days**, to the campus-wide appeal board through the Office of the Vice President for Student Services. The student representatives on this board will be graduate students.

Step 6 - If the problem remains unresolved, the student may appeal to the Vice President for Academic Administration, whose decision is final.

**Working days are defined as those in which faculty are on contract, excluding weekends and holidays. Faculty are generally on contract September through May. Summer contracts run May through July.*

***The Appeal Request form may be obtained from the department chairperson.*

Student Life Policies

I. D. Cards

Student identification cards are issued by the office of the Vice President for Student Services at the time of the first registration. The I. D. Card may be replaced for \$5.00. The I. D. Card should be carried at all times; it is used whenever identification is necessary, such as in the library to check out materials. Students carrying thesis registration into a second semester need to contact the Graduate Studies Office for verification of their continued enrollment.

Parking Regulations

Students are to use the east, south, and north parking lots, except where restrictions are posted for reserved parking for the disabled.

Alumni

All graduates are inducted into the Madonna University Alumni Association at the commencement ceremony. Membership entitles students to continued use of University facilities, including the library, and participation in alumni activities. Information about upcoming alumni activities may be obtained by calling the Alumni Office.

Prohibitions

If a graduate student resides in the Madonna University Residence Hall, he/she must abide by the rules and regulations set forth in the student handbook.

Food Service

Graduate students are invited to use the food service in the Madonna University cafeteria located in the University Center. Hours for lunch and dinner are posted in the Academic Building. Additional food service is available in the Take Five Lounge at the CrossRoads Grill.

Changes in Policy

Students are responsible for knowledge of any authorized changes in policy, regulations, and procedures that may be implemented during the academic year.

Children

Because of insurance, safety, and fire regulations, University Policies prohibit students from bringing children to classes, or leaving them unattended in any area of the building, including the University Center. Child care can be arranged:

1. through St Mary Hospital Childcare Center (464-4800) as part of their regular program
2. by a cooperative endeavor between students, the Childcare Network (432-5427) or
3. by calling the 4 C's Referral Center (313-422-9210).



Academic Programs

Business Administration Programs

School of Business Mission

The mission of the School of Business is to offer quality and unique programs that:

- Are progressive, proactive, ethical, and humanistic;
- Are interactive with the needs of the domestic business community and selected international business communities;
- Add a solid body of knowledge, understanding and experience in various aspects of business, management, and ethical leadership to the foundation of liberal arts.

Master Of Business Administration

The MBA program is a generalist program in business administration, which stresses the functional areas of business. It is meant for those students who desire a broad understanding of business and how it relates to the social, political, and economic forces confronting it. The content of the program is designed to provide the student with the following:

- Demonstrate competency in the functional areas of business, accounting, business law, finance, information systems, organizational behavior, total quality management, marketing, and strategic management.
- Develop team skills, written and oral communication capabilities, and cross disciplinary aptitudes for working in a culturally and intellectually diverse environment.
- Integrate quantitative information and the use of technology into the decision-making process.
- Apply and critically analyze the strategic decision-making process including financial forecasting and operational planning for policy making in both domestic and international companies.
- Practice ethical decision-making as it pertains to business and societal issues.

Admission Requirements:

Admission into the Master of Business Administration Program is determined on the basis of the following:

1. Possession of a bachelor's degree from an accredited college or university with an undergraduate grade point average of 3.0 on a 4.0 scale (An average of less than 3.0 will be considered for conditional admission.)

2. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
3. Submission of a statement of purpose for participating in the M.B.A. Program.
4. Admission interview with a member of the School of Business Admission Committee.

Criminal Justice Certificate:

1. Employment in the criminal justice field OR a bachelor's degree in criminal justice.
2. An interview with the Criminal Justice Department Chair.

Information Technology Management Certificate:

1. Possession of a Bachelor's degree in CIS/CS OR three years experience in the information systems industry OR certification as MCSE or MCP or CNE.

Requirements for Graduation:

The MBA program consists of 40-46 semester hours of course work. Students without prerequisite knowledge may be required to take additional courses in the Pre-Foundation sequence.

Pre-Foundation Sequence Undergraduate Courses

ACC 5150	Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
ECN 5180	Economic Environment (3 s.h.)	One course each in micro and macroeconomics
QS5170	Quantitative Methods (3 s.h.)	Business Statistics
MKT 5160	Essentials of Marketing (3 s.h.)	An undergraduate course in Marketing
CJ5010	Criminal Justice Organization & Administration (3 s.h.)	Criminal Justice major

Required Foundation Sequence (28 s.h.)

*ACC 5250	Managerial Accounting for Decision Making	3 s.h.
BL6040	Legal Issues in Business	2 s.h.
*CIS 5580	Information Systems for Managers	2 s.h.
*ECN 6100	Managerial Economics	2 s.h.
FIN 5650	Financial Management	3 s.h.
INB 6080	Perspectives in International Business	2 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 6300	Organizational Theory & Behavior	3 s.h.
*MKT 5790	Marketing Strategy	3 s.h.
*QS6450	Addressing Business Problems with Research	3 s.h.
*QOM 6150	Total Quality Management	3 s.h.

Required Capstone Speciality Course (3 s.h.)

MGT 6950	Strategic Management	3 s.h.
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Each student will earn a graduate certificate of a least nine (9) semester hours in a specialized area of business. The student may select one or more of the following certificate programs:

General Business:

9 s.h. selected from other business certificate offerings.

Cost Management (12 s.h.):

ACC 5530	Financial Statement Analysis	3 s.h.
ACC 5550	Accounting Information Systems Design	3 s.h.
ACC 6300	Advanced Management Accounting	3 s.h.
ACC 6500	Contemporary Issues in Cost Accounting	3 s.h.

****Criminal Justice (9 s.h.):**

CJ 5100	Legal & Ethical Issues in Criminal Justice Administration	2 s.h.
CJ 5200	Labor Law Issues in Criminal Justice Management	2 s.h.
CJ 5300	Advanced Criminal Justice Administration	3 s.h.
CJ 5400	Criminal Justice Operations & Programs in the 21st Century	2 s.h.

Human Resources (9 s.h.):

ECN 6240	Labor Economics	3 s.h.
MGT 5500	Human Resource Management and Development	3 s.h.
MGT 6500	Contemporary Workforce Issues	3 s.h.

****Information Technology Management (16 s.h.):**

CIS 6250	Advanced Database Concepts	3 s.h.
CIS 6400	Data Communications and Networking	2 s.h.
CIS 6640	e-Business & e-Commerce in the Enterprise	3 s.h.
CIS 6840	Re-designing the Enterprise for e-Business	2 s.h.
CIS 6890	Managing Enterprise Information Systems	3 s.h.
MGT 5780	Project Management for Managers	3 s.h.

International Business-Financial Operations (9 s.h.):

ACC 5700	International Accounting and Taxation	2 s.h.
BL6260	International Legal Environment	2 s.h.
FIN 6250	International Finance	2 s.h.
INB 5350	International Trade Structure and Systems	3 s.h.

International Business Management (9 s.h.):

INB 5450	International Management	3 s.h.
INB 6150	International Marketing	3 s.h.
INB 6270	Import-Export Management	1 s.h.
BL6260	International Legal Environment	2 s.h.

Marketing Management Certificate (12 s.h.):

CIS 6640	e-Business & e-Commerce in the Enterprise	3 s.h.
MKT 6210	Leadership in Marketing Management	3 s.h.
MKT 6310	e-Marketing	3 s.h.
QS6830	Marketing Research Applications	3 s.h.

Non-Profit Leadership (9 s.h.):

MGT 6110	Entrepreneurial Leadership in Non-Profits	3 s.h.
MGT 6120	Developing and Deploying Volunteers	2 s.h.
MGT 6130	Developing Partnerships with Boards, Suppliers, and Clients	2 s.h.
MGT 6140	Obtaining Funding, Program Management	2 s.h.

Quality (10-11 s.h.):

QOM 6210	Total Quality: Building the Infrastructure	3 s.h.
QOM 6230	Quality and Process Improvement Techniques	3 s.h.
QOM 6250	ISO 9000, QS and Organizational Self-Assessment	2 s.h.
QOM 5740:	Forecasting and Planning OR	2 s.h.
MGT5780:	Project Management for Managers	3 s.h.

Quality (MCQ Certificate) (10 s.h.):

QOM 6210:	Total Quality: Building the Infrastructure	3 s.h.
QOM 6230:	Quality and Process Improvement Techniques	3 s.h.
QOM 6830:	Programs in Quality Applications	4 s.h.

* Denotes courses with undergraduate prerequisite.

** Denotes certificate admission requirements.

Master Of Science In Business Administration International Business Specialty

The Master of Science in Business Administration with a specialty in international business offers a planned program of educational experiences for the graduate student involved in international business. Students in this program are experienced employees who have demonstrated their potential for future achievement in the international arena. The content of the program is designed to provide the student with the following competencies:

- An understanding of the specialized knowledge, skills, and attitudes necessary for professional and effective performance in the international business area.
- Significant awareness of professional ethics and social responsibility within the global community. Beyond the required course dealing with ethical considerations, the program stresses the importance of developing and maintaining one's own ethical and value system.
- A systematic approach to problem-solving for effective decision making and methods of integrating computerized information into the decision-making process are stressed in the program.
- A practical approach to recognizing societal and environmental issues and analyzing their collective impact on human behavior and the global community. The methodologies of futures research allow the student to place him/herself in a proactive position rather than reactive.
- An in-depth familiarity with the knowledge and skills needed to perform useful research within the international area.
- A greater sense of personal discipline to pursue lifelong learning for professional growth.

Admission Requirements:

Admission to the MSBA program in international business is determined on the basis of the following:

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of 2.7-2.9 will be considered for conditional admission.)

2. Two completed recommendation forms from current employer or professional persons familiar with the applicant's work or college performance.
3. Interview with member of School of Business Admissions Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.
4. Full-time employment. International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admissions Committee.
5. Current resume.

Requirements for Graduation:

The international business program consists of a series of business foundation courses, a series of international courses, a demonstrated foreign language proficiency, foreign study or travel, and a comprehensive international research project.

Required Business Foundation Sequence

These courses may be waived if the courses stipulated in the right column have been completed at the undergraduate level at an accredited university/college.

Business Foundation Sequence Undergraduate Courses

ACC 5150: Financial Accounting (3 s.h.)	Principles of Accounting I & II
CIS 5580: Information Systems for Managers (1 s.h.)	Introduction to Computers
ECN 5180: Economic & Business Activity (3 s.h.)	One course each in micro and macroeconomics
MKT 5160: Essentials in Marketing (3 s.h.)	One undergraduate marketing course

Students must also demonstrate competence in one language other than English, prior to enrolling in INB 6350.

Required International Sequence (36 s.h.)

*ACC 5250	Managerial Accounting for Decision Making	3 s.h.
ACC 5700	International Accounting	2 s.h.
BL 6260	International Legal Environment	2 s.h.
FIN 6250	International Finance	2 s.h.
*INB 5350	International Trade Structure & Systems	3 s.h.
INB 5450	International Management	3 s.h.
*INB 6150	International Marketing	3 s.h.
INB 6270	Import-Export Management	1 s.h.
INB 6350	International Business Experience	2 s.h.
INB 6730	International Business Research Seminar I	2 s.h.
INB 6750	International Business Research Seminar II	2 s.h.
MGT 5220	Issues in Leadership	1 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 5570	Strategic Management: A Leaders's Perspective	3 s.h.
MGT 6370	Multicultural Business Communications & Negotiations Electives	2 s.h.
Electives		3 s.h.

* Denotes courses with undergraduate prerequisite.

Combined Baccalaureate/Master Degree in International Business

A combined degree program is offered which results in a student earning a Bachelor of Science degree in International Business and a Master of Science in Business Administration with a major in International Business. Students interested in this combined program should apply at least one semester before they plan to take the graduate-level courses. Students who participate in this track must satisfy all undergraduate degree requirements for their major. They may meet part of these requirements by counting the graduate courses taken before receiving the baccalaureate.

Required Graduate Courses (36 s.h.)

*ACC 5250	Managerial Accounting for Decision Making	3 s.h.
ACC 5700	International Accounting	2 s.h.
BL6260	International Legal Environment	2 s.h.
FIN 6250	International Finance	2 s.h.
*INB 5350	International Trade Structure & Systems	3 s.h.
INB 5450	International Management	3 s.h.
*INB 6150	International Marketing	3 s.h.
INB 6270	Import - Export Management	1 s.h.
INB 6350	International Business Experience	2 s.h.
*INB 6730	International Business Research Seminar I	2 s.h.
INB 6750	International Business Research Seminar II	2 s.h.
MGT 5220	Issues in Leadership	1 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 5570	Strategic Management: A Leader's Perspective	3 s.h.
MGT 6370	Multicultural Communications & Negotiations Electives	2 s.h.
<i>Electives</i>		3 s.h.

* Taken as part of undergraduate major.

Please see Undergraduate Bulletin for additional course requirements and descriptions

Master of Science in Business Administration Leadership Studies Specialty

The Master of Science in Business Administration with a specialty in leadership studies offers a planned program of educational experiences for the graduate interested in advancing in a key leadership role in business or other complex organizations. The content of the program is designed to provide the student with the following competencies:

- An understanding of the specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role. The content of the program was determined by gathering information from a variety of sources on what managers need to be and how they need to change to meet the challenges of the next century.
- An in-depth understanding of the role of human behavior in the organizational environment. The program stresses the importance of people, the satisfaction of their needs and objectives, and the integration of these needs with the goals of the organization.
- Significant awareness of professional ethics and social responsibility. Beyond the required course dealing with managerial ethical considerations, the program stresses the importance of developing and maintaining one's own ethical and value system.
- A systematic approach to problem-solving for effective decision making. Methods of integrating computerized information into the decision-making process are stressed in the program.
- Appreciation of the contribution of the traditional liberal arts disciplines to the current and future practice of management. Faculty with strong backgrounds in disciplines such as psychology, history, philosophy, ethics, mathematics, communications, and the humanities have been carefully selected to bring the liberal arts context to the study of leadership.
- A practical approach to recognizing societal and environmental issues and analyzing their collective impact on human behavior and especially on the manager. The methodologies of future research allow the manager to place him/herself in a pro-active position rather than a reactive one and to lead others in the twenty-first century.
- An in-depth familiarity with the knowledge and skills needed to perform useful research within a professional environment. In order to be a dynamic force, a manager must take charge. Reading and carrying out research provides the manager with a base from which to launch change.

- A greater sense of personal discipline to pursue lifelong learning for professional growth.
- The program emphasizes professional and managerial leadership and the development of human resources within the framework of social and environmental constraints which ultimately affect human behavior and performance in the work setting. It combines a broad theoretical base and a pragmatic case study approach, along with an integration of the liberal arts disciplines. Collectively, these prepare the graduate for more effective decision making.

Characteristics of the Program

The focus of the program on professional and managerial leadership provides:

- Emphasis on ethical and professional leadership in diverse organizations and environments.
- Opportunities for extensive networking through courses, team work, retreats with students, faculty, and community and organizational leaders.
- Assessment of the student's leadership skills and needs and preparation of a leadership development plan.
- Opportunity to complete a research study in collaboration with the student's workplace management.
- Integration of leadership studies with planning, futuring, and forecasting, and the management of human resources, process, project, and information.
- Opportunity to integrate international business study and travel into the plan of study.
- Constant evolution, adjustment, and refinement of the program in response to student needs and interests and the changing workplace.

Admission Requirements:

Admission to the MSBA program in Leadership Studies is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission).
2. Two completed recommendation forms from current employer or professional persons familiar with the applicant's work or college performance.
3. Full-time employment or substantiated prior full-time work experience. International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admissions Committee.
4. Current resume.
5. Admission interview with a member of the School of Business Admission Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.

Requirements for Graduation:

The business administration program includes 19-20 semester hours of required courses, nine semester hours in leadership specialty electives, and two semester hours in a capstone sequence, for a total of 30-31 semester hours:

Prerequisites:

ACC 5150: Financial Accounting	3 s.h.
MKT 5160: Essentials of Marketing	3 s.h.
QS 5170: Quantitative Methods for Leadership	3 s.h.

Required Administration Core Courses (19-20 s.h.):

*ACC 5250: Managerial Accounting for Decision Making	3 s.h.
*CIS 5580: Information Systems for Managers	2-3 s.h.
ECN 6300: Managerial Perspectives on Economics	2 s.h.
MGT 5220: Issues in Leadership	1 s.h.
MGT 5300: Leadership Behavior in Organizations	3 s.h.
MGT 5550: Ethical Considerations in Leadership	2 s.h.
MKT 6210: Leadership in Marketing Management	3 s.h.
QS6430: Managerial Research Design	3 s.h.

Leadership Specialty Courses (Electives 9 s.h.):

Select from the following:

MGT 5400: Organizational Effectiveness & Change Management	3 s.h.
MGT 5470: Ideas in Leadership Development & Literature	2 s.h.
MGT 5560: Cases in Business Ethics	1 s.h.
MGT 5570: Strategic Management: A Leader's Perspective	3 s.h.
MGT 5920: Seminar in Leadership: Analysis and Growth	2 s.h.
MGT 6370: Multicultural Communications & Negotiations	2 s.h.
MGT 6400: Power, Politics & Networking	2 s.h.

Capstone Course (2 s.h.)

MGT 6840: Project Research Study	2 s.h.
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**denotes courses with undergraduate prerequisite*

Master of Science in Business Administration Leadership Studies in Criminal Justice Specialty

The Master of Science in Business Administration with a specialty in leadership studies in criminal justice offers a planned program of educational experiences for the graduate interested in advancing in a key leadership role in criminal justice. The program emphasizes professional and managerial leadership and the development of human resources within the framework of social and environmental constraints which ultimately affect human behavior and performance in the work setting. The content of the program is designed to provide the student with the following competencies:

- An understanding of the specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role in criminal justice.

- An in-depth understanding of the role of human behavior in the criminal justice organizational environment.
- Significant awareness of professional ethics and social responsibility.
- A systematic approach to problem solving for effective decision making.
- A practical approach to recognizing societal and environmental issues and analyzing their collective impact on human behavior and especially on the manager.
- An in-depth familiarity with the knowledge and skills needed to perform useful research within a professional environment.
- A greater sense of personal discipline to pursue lifelong learning for professional growth.

Admission Requirements:

Admission to the MSBA program in Leadership Studies in Criminal Justice is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission).
2. Two completed recommendation forms from current employer or professional persons.
3. Full-time employment or substantiated prior full-time work experience in the criminal justice field.
4. Current resume.
5. Admission interview with a member of the School of Business Admission Committee.
6. Interview with the Criminal Justice Department Chairperson.

Requirements for Graduation:

The business administration program includes 19-20 semester hours of required courses, nine semester hours in criminal justice courses, and two semester hours in a capstone sequence, for a total of 30-31 semester hours:

Prerequisites:

ACC 5150: Financial Accounting	3 s.h.
CJ5010: Criminal Justice Organization and Administration	3 s.h.
MKT 5160: Essentials of Marketing	3 s.h.
QS5170: Quantitative Methods for Leadership	3 s.h.

Required Administration Core Courses (20 s.h.):

*ACC 5250: Managerial Accounting for Decision Making	3 s.h.
*CIS 5580: Information Systems for Managers	2-3 s.h.
ECN 6300: Managerial Perspectives on Economics	2 s.h.
MGT 5220: Projects in Leadership	1 s.h.
MGT 5300: Leadership Behavior in Organizations	3 s.h.
MGT 5550: Ethical Considerations in Leadership	2 s.h.
MKT 6210: Leadership in Marketing Management	3 s.h.
QS 6430: Managerial Research Design	3 s.h.

***Required Criminal Justice Courses (9 s.h.):**

CJ 5100:	Legal & Ethical Issues in Criminal Justice Administration	2 s.h.
CJ 5200:	Labor Law Issues in Criminal Justice Management	2 s.h.
CJ 5300:	Advanced Criminal Justice Administration	3 s.h.
CJ 5400:	Criminal Justice Operations & Programs in the 21st Century	2 s.h.

Required Capstone Specialty Courses (7 s.h.):

MGT 6840:	Independent Research Study/Thesis	2 s.h.
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**denotes courses with undergraduate prerequisite*

Note: A *Criminal Justice Certificate* may be obtained through the Master of Business Administration program. Please refer to the MBA listing for specific admission and course requirements.

Master Of Science In Business Administration

Quality and Project Management Specialty

The Master of Science in Business Administration with a specialty in quality and project management will prepare current and future leaders for the changing organizational environment through a systematic approach to quality and project management. The program will assist people in manufacturing, government or service environments (including non-profit organizations). Its focus is on producing quality services or products and creating the infrastructure to manage projects that are on time, on budget, and meet customer requirements.

The common goals of the program have been integrated in such a way as to help the students:

- Describe the constructs which support quality and project management in both manufacturing and non-manufacturing settings (whether in the U.S. or globally).
- Synthesize the dimensions of quality into an integrated plan for introducing, monitoring, evaluating and improving quality in the organization through project management.
- Utilize quantitative and computerized methods in the quality and project management processes.
- Develop his/her leadership and management skills.
- Use effective and efficient strategic management processes.

A block of 18 semester hours is required of all students. The student may choose a concentration of 12 s.h. in either quality management or project management. Students may also choose not to select a concentration but complete 12 s.h. in degree electives.

Students completing the concentration in quality management will:

1. Analyze, apply, and evaluate quality management methods in manufacturing, government, education, and other non-manufacturing sectors.

2. Put the Malcolm Baldrige process into action.

Students completing the concentration in project management will:

1. Acquire and use the common base of knowledge skills represented in the nine areas of the Project Management Institute's, *A Guide to Project Management Book of Knowledge (PMBOK)*. These areas include Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, Project Risk Management, Project Human Resource Management and Project Communication Management.
2. Conduct analysis and activities involving new strategies and methods required of today's project management for a more competitive edge.
3. Develop the strategies and techniques that will make project management more focused and cost effective in organizations.

Admission Requirements:

Admission to the M.S.B.A. program in Quality and Operations Management is determined on the basis of the following:

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be considered for conditional admission.)
2. Two completed recommendation forms from current employer or professional persons familiar with the applicant's work or college performance.
3. Interview with member of School of Business Admissions Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.
4. Full-time employment. International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admissions Committee.
5. Current resume.

Requirements for Graduation:

The quality and project management program includes a business foundation sequence and a quality or project management sequence.

Required Business Foundation Sequence (7 s.h.)

These courses may be waived if the courses stipulated in the right column have been completed at the undergraduate level at an accredited university/college.

Business Foundation Sequence Undergraduate Courses

ACC 5150:	Financial Accounting (3 s.h.)	Principles of Accounting I & II
CIS 5580:	Computer Literacy (1 s.h.)	Introduction to Computers
QS 5170:	Quantitative Methods for Leadership Roles (3 s.h.)	Business Statistics

Required Quality/Project Management Core Courses (18 s.h.)

*ACC 5250: Managerial Accounting for Decision Making	3 s.h.
BL6100: Contract Administration	1 s.h.
MGT 5220: Issues in Leadership	1 s.h.
MGT 5300: Leadership Behavior in Organizations	3 s.h.
MGT 5550: Ethical Considerations in Leadership	2 s.h.
MGT 5570: Strategic Management: A Leader's Perspective	3 s.h.
*QOM 5740: Forecasting and Planning	2 s.h.
QOM 6150: Total Quality Management	3 s.h.

Quality Track (12 s.h.)

MGT 6240: Competitive Strategic Analysis and Planning	2 s.h.
MGT 6930: Advanced Leadership Studies	1 s.h.
QOM 6230: Quality and Process Improvement Techniques	3 s.h.
QOM 6830: Program in Quality Application	4 s.h.
QOM 6840: Project in Quality	1 s.h.
QS/QOM Elective	1 s.h.

OR

Project Management Track (12 s.h.)

MGT 5780: Project Management for Managers	3 s.h.
MGT 6160: Project Management: Scheduling and Cost Control	3 s.h.
MGT 6170: Project Management: Risk Analysis	3 s.h.
MGT 6240: Competitive Strategy Analysis and Planning	2 s.h.
MGT 6930: Advanced Leadership Studies	1 s.h.

* Denotes courses with undergraduate prerequisite.

Clinical Psychology Program Master of Science in Clinical Psychology

Overview

The Master of Science in Clinical Psychology (MSCP) program is designed to train students to conduct clinical assessment and treatment for children and adults of all ages. Through a combination of classroom and practicum-based learning, the program prepares students to pursue a limited license in psychology from the State of Michigan.

In line with the **mission of Madonna University**, the program embodies the Judeo-Christian emphasis on respect for the individual and holistic living. The MSCP program will train students to view people as complicated, multi-faceted individuals endowed with physical, spiritual, mental, and emotional dimensions. The program will emphasize respect for human diversity, ethical decision making skills, and attention to under-served populations. While students will become familiar with a variety of perspectives, the predominant theoretical approach in the program is psychoanalytic. By studying contemporary psychoanalytic theory, students will develop appreciation for the unique and idiosyncratic elements that contribute to an individual's difficulties and be able to develop interventions accordingly.

Unique Program Features

- Practicum experience integrated into the curriculum.
- Experienced practitioners as faculty.
- Full- or part-time study.
- Contemporary psychoanalytic approach.

Accreditation

Applicants often inquire about accreditation. It is important to understand that the American Psychological Association (APA) accredits only doctoral programs. Therefore, the MSCP program is not APA accredited and neither is any other master's program in psychology at any institution.

Admissions Requirements

- Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of at least 3.0 on a 4.0 scale. Strong preference is given to applicants whose undergraduate GPA is at least 3.5.
- Evidence of successful completion of at least 15 undergraduate semester hours in psychology, including abnormal psychology, research methods, physiological psychology, and life-span developmental psychology. (May be waived by Program Directors.)
- Human service experience that has prepared you to work in the mental health field.
- Submission of a personal statement that is written using the directions found at <http://ww2.madonna.edu/woods/personal1.htm>.
- For selected applicants, an admissions interview evidencing personal and intellectual maturity, compatibility with program goals and objectives, and the capacity for professional conduct. At the time of the interview, an extemporaneous writing sample will be completed, to determine whether the applicant's writing skills meet or exceed standards for beginning masters-level students.
- Two letters of recommendation from current employer/supervisor and/or professionals familiar with the applicant's work or college performance.

Admissions Process

New students begin the program only in the Fall semester. Although applications are accepted at any time, the review process begins on February 1st for the following Fall. Students who apply after the new entering class is full may request that their names be placed on a waiting list if they meet the admission criteria. They will be contacted if a space becomes available prior to the start of Fall classes.

To apply, submit all of the following documents to the Graduate Studies Office:

1. Completed *Application for Admission to the Graduate Program* form (available online at <http://ww2.madonna.edu/gradstudy>)

2. Two completed recommendation forms from current employers, supervisors or professionals familiar with the applicant's work or college performance. (NOTE: MU students or alumni may not request letters from PSY department faculty, full-time or adjunct.)
3. Personal statement (specific requirements follow.)
4. Official transcripts sent directly to the Graduate Studies Office from each undergraduate and graduate institution attended.

After all of these materials are in, the file is sent to the Psychology Department for review.

After reviewing the completed files, the department then invites qualified applicants to campus for an admission interview.

At the time of the interview, applicants also complete an extemporaneous writing sample on an issue related to psychology.

The Dean of Graduate Studies sends a letter regarding the admission, usually about 2-3 weeks after the interview.

For further information please refer to the Frequently Asked Questions page in the application packet, or contact the Office of Graduate Studies.

Important Dates

February 1: Application Deadline**

Interviews in March, April and May

**Applications will be accepted after the deadline only at the discretion of the MSCP directors.

Guidelines for Completing the Personal Statement

Applicants to the Masters of Science in Clinical Psychology (MSCP) are required to submit a personal statement.

To be most helpful to the admissions committee, the statement should explain the student's rationale for pursuing clinical training. What led to your decision to become a psychotherapist? What experiences have prepared you to seek training in this field? Describe any human service experience or internship that has prepared you to work in mental health or social services. This information will help the committee assess whether an individual appears well suited to work in this field.

In addition, the statement should provide some information regarding your career goals. While many applicants may not know exactly what they would like to do, usually they have some general ideas. Some may wish to work in a clinic with children. Others wish to work in a forensic setting or with older adults. Some plan to combine their degree with other training or go on to seek a doctorate. Applicants should provide as much information as they can about their plans and their reasons for them.

The statement should also address why the applicant is particularly interested in attending the MSCP at Madonna. What qualities of the program did the applicant find appealing? Why is the applicant well suited to our program, given its contemporary psychoanalytic perspective?

Finally, the statement should highlight any personal qualities or capacities the applicant believes would make him or her well qualified to pursue a career as a therapist. The admissions committee is particularly interested in determining whether prospective students are "psychologically minded." This term refers to an individual's propensity to seek psychological explanations for human behavior and their capacity to do so.

While there are no particular requirements for the length of the statement, as a general guideline, it should be about four double-spaced pages.

Requirements for Graduation**

The Master of Science in Clinical Psychology, which involves 49 semester hours of graduate level course work, entails the following:

Knowledge Base (15 s.h.)

PSY 5100:	Introduction to Clinical Theory I: Psychoanalytic	3 s.h.
PSY 5110:	Introduction to Clinical Theory II: Non-Psychoanalytic	3 s.h.
PSY 5500:	Psychopathology in Adults	3 s.h.
PSY 5550:	Child Psychopathology	3 s.h.
PSY 6100:	Biological Bases of Behavior	3 s.h.

Research Foundations (7 s.h.)

PSY 6300:	Statistics & Research Design	4 s.h.
PSY 6400:	Qualitative Research Methods	3 s.h.

Clinical Skills (18 s.h.)

PSY 5300:	Psychological Assessment I	4 s.h.
PSY 5310:	Psychological Assessment II	4 s.h.
PSY 5320:	Psychological Assessment III	4 s.h.
PSY 5700:	Introduction Psychotherapeutic Intervention	2 s.h.
PSY 5750:	Psychotherapeutic Interventions with Children and Families	2 s.h.
PSY 5800:	Ethics & Professional Practice	2 s.h.

Field Experience (9 s.h.)

PSY 5930:	Clinical Psychology Practicum I	3 s.h.
PSY 6930:	Clinical Psychology Practicum II	3 s.h.
PSY 6940:	Clinical Psychology Practicum III	3 s.h.

All students will take a Comprehensive Exam in their final term in the program. This will be graded using traditional letter grades and the grade will be entered onto the transcript. Any student who receives a grade lower than a C will be required to delay graduation and retake the Comprehensive Exam until such time as a grade of C or higher is attained.

Thesis Option (4 s.h.)

MSCP students who plan to pursue doctoral studies may complete a research-based master's thesis under the supervision of a faculty advisor.

Special Program Feature

Certificate: Studies in Psychological Trauma (9 s.h.)

PSY 7100:	The Psychology of Traumatic Stress: History, Phenomenology and Theory	3 s.h.
PSY 7200:	Intervention with Traumatized Children	3 s.h.
PSY 7300:	Intervention with Traumatized Adults	3 s.h.

This certificate program provides training to improve students' work with the increasing number of individuals they will encounter who have experienced traumatic events. Many jobs, including those in the child welfare system, domestic violence shelters, and the juvenile justice system, involve work with traumatized individuals. There is a need for practitioners who can design and implement intervention programs in response to crisis situations.

This certificate is recommended for any MSCP student who wishes to enhance his/her skills by gaining specialization in the dynamics of appropriate interventions for children and adults who have been traumatized. Also, those who are currently enrolled in a master's degree program or who already hold the master's degree in a clinical field from another accredited institution are encouraged to enroll in the certificate program.

**Course descriptions are available on the web at <http://ww2.Madonna.edu/woods/courses1.htm>

Education Programs

Master of Science in Administration Catholic School Leadership Specialty

Philosophy

Madonna University programs derive their philosophy and purpose from the institutional mission statement:

The mission of Madonna University, a Catholic and Franciscan institution, is to instill in its students Christian humanistic values, intellectual inquiry, a respect for diversity, and a commitment to serving others through a liberal arts education, integrated with career preparation and based on the truths and principles recognized within a Catholic tradition.

In line with this mission, a collaborative team which included representatives from Madonna University, Sacred Heart Major Seminary and the Archdiocese of Detroit Office for Catholic Schools, set out to develop a Master's degree program in Educational Leadership with a specialization in Catholic School Leadership. Graduates from this program will not only possess the competencies to qualify for State of Michigan Administrator Certification, but will also be equipped for the distinctive role of leadership in Catholic Schools, including the particular financial, legal, pastoral, and spiritual issues faced by administrators in these schools.

Purpose

The purpose of this program is to provide principals and teachers currently serving in the Archdiocese of Detroit with an opportunity to enhance their leadership skills and in

particular to meet the unique challenges of Catholic schools. The program focuses on areas of school effectiveness as well as spiritual health and community.

Ultimately this program will result in strengthened Catholic School education and the promotion of Catholic values and community.

Program Objectives

The underlying goal of this program is to prepare educational leaders who can:

- Develop and deliver appropriate curricula sensitive to cultural and environmental differences and implement effective instructional delivery systems that make efficient use of time, staff, technologies, community resources, and budgets.
- Create staff development programs and evaluation systems to enhance the effectiveness of school personnel in their service of Catholic education.
- Manage school operations and facilities to ensure successful student learning.
- Implement effective financial management strategies to maximize resources.
- Utilize significant professional research in problem solving and planning.

Admission Requirements:

Admission to the MSA program in Catholic School Leadership is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 30 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional persons.
3. Valid Michigan teaching certificate. Individuals without a valid teaching certificate will be reviewed on an individual basis.
4. Prior or concurrent teaching experience.
5. Admission interview with a member of the Admissions Committee.

Requirements for Graduation

Recognizing the need for Catholic school administrators to be prepared not only as curriculum, personnel, and financial leaders but also as leaders in the religious education ministry, Madonna University has joined with the Archdiocese of Detroit Office for Catholic Schools and Sacred Heart Major Seminary to offer a 32 semester hour graduate program leading to the Master's Degree in Catholic School Leadership. Following the guidelines for administrator certification, this interdisciplinary program is designed for pursuit by part-time students with a full-time work commitment.

Required Education Foundations Core (4 s.h.)

EDU 5000: Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5080: Instructional Research and Evaluation	2 s.h.

Required Leadership and Supervision (9 s.h.)

EDU 5100: Data Management for Educational Leaders	2 s.h.
EDU 5650: Education and the Community	2 s.h.
EDU 5850: Legal Issues in Education	2 s.h.
MGT 5300: Behavior in Organizations	3 s.h.

Required Program and Staff Development (5 s.h.)

EDU 5950: Curriculum Leadership: Elementary or Secondary	2 s.h.
EDU 6930: Seminar in Educational Leadership	2 s.h.
MGT 5220: Introductory Seminar	1 s.h.

Required Catholic School Leadership Specialty (11 s.h.)

CSL 5400: Leadership in Catholic Identity	3 s.h.
CSL 5450: Leadership in Christian Development	2 s.h.
CSL 6400: Catechetical Leadership	2 s.h.
CSL 6450: Formation of Christian Community	2 s.h.
EDU 5760: Financing Public and Private Education	2 s.h.

Required Clinical Experiences (3 s.h.)

EDU 6320: Internship/Project in Educational Leadership and Seminar	1 s.h.
EDU 6330: Internship/Project in Educational Leadership and Seminar	2 s.h.

Some courses will be offered only at the Sacred Heart Major Seminary campus.

Master of Science in Administration Educational Leadership Specialty

Philosophy

The education faculty of Madonna University is committed to the development of educational leaders in a program responsive to the student's professional and personal goals and collaborative with public and private educational institutions. It subscribes to the view that educational leadership is manifest in a number of roles beyond that of administrator and that institutions are best served by a broad base of staff with leadership abilities.

The graduate faculty, composed of both professors of education and practicing administrators, defines educational leadership as those activities, responsibilities, and processes which enhance the moral, intellectual, and social development of students through the effective organization of human resources and application of sound administrative practice. Because leadership competencies cannot be gained or evaluated solely within the college classroom, learning experiences include activities in the work place, in particular a supervised internship or project in an educational setting.

Purpose

The Master of Science in Administration with a specialty in educational leadership is designed to meet the need for leaders in diverse educational settings, who will not only be effective

managers but also enlightened educators and instructional leaders. This fundamental educational approach enables the leader not only to manage effectively but also to manage with a compelling vision of the future. The program seeks to develop educational leaders who:

- possess a critical perspective on learning and teaching and on significant issues of practice;
- understand the nature of schools and other centers of learning as complex social institutions;
- possess the conceptual, technical, and human relations skills to influence change as well as manage schools and programs.

Program Objectives

Students who complete the graduate program in educational leadership will be able to demonstrate the following competencies:

- Establishing and maintaining a positive and open learning environment that utilizes staff, student, and community efforts to develop and attain program/school goals.
- Developing and delivering an appropriate curriculum reflecting a sensitivity to cultural and environmental differences and leading to the mastery of basic and complex skills as well as enrichment.
- Building strong local, state, and national support for education.
- Developing and implementing effective instructional delivery systems that make effective use of time, staff, technologies, community resources, and financial resources to maximize student learning.
- Creating staff development programs and evaluation systems to enhance the effectiveness of educational and support personnel.
- Managing operations and facilities to ensure successful student learning.
- Utilizing significant research in problem solving and program planning.

Admission Requirements:

Admission to the MSA program in Educational Leadership is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional persons.

3. Valid Michigan teaching certificate. Individuals without a valid teaching certificate will be reviewed on an individual basis.
4. Prior or concurrent teaching experience.
5. Admission interview with a member of the Admissions Committee.

Requirements for Graduation:

The 30-semester-hour program has four components: (1) an education foundation core of 6 s.h.; (2) course work in leadership and supervision of 14 s.h.; (3) course work in program and staff development of 7 s.h.; (4) a supervised clinical experience and seminar, which provide integration of learning across components and contact with the realities of school administration (3 s.h.).

Required Education Foundation Core (6 s.h.)

EDU 5000: Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5050: American Education: Historical, Social, and Political Perspectives, OR	2 s.h.
EDU 5070: Schooling in Comparative and International Perspectives	2 s.h.
EDU 5080: Instructional Research and Evaluation	2 s.h.

Required Leadership and Supervision Courses (14 s.h.)

EDU 5100: Data Management for Educational Leaders	2 s.h.
EDU 5650: Education and the Community	2 s.h.
EDU 5750: Financing of Education	2 s.h.
EDU 5850: Legal Issues in Education	2 s.h.
MGT 5300: Behavior in Organizations	3 s.h.
MGT 5400: Organizational Theory and Design	3 s.h.

Required Program and Staff Development Courses (7 s.h.)

EDU 5950: Curriculum Leadership: Elementary or Secondary	2 s.h.
EDU 6930: Seminar in Educational Leadership	2 s.h.
MGT 5220: Introductory Seminar	1 s.h.
MGT 5550: Ethical Considerations in Leadership	2 s.h.

Required Clinical Experience (3 s.h.)

EDU 6320: Internship/Project in Educational Leadership and Seminar	1 s.h.
EDU 6330: Internship/Project in Educational Leadership and Seminar	2 s.h.

Master of Arts in Teaching Learning Disabilities Specialty

Philosophy

Perhaps no area of special education is generating so much multidisciplinary research and stimulated so much debate as LD (Kirk, Gallagher, Anastasiow, 2000). At the present time, children/youth identified as LD comprise the largest population of students in special education (Kavale & Fornes, 1997). The continuing debate regarding definition and identification of this disability, as well as best practice for instructional strategies prevails.

In keeping with the mission of Madonna University, the Graduate Program in Learning Disabilities is a vehicle for enhancing services to the community through advanced career preparation (Madonna University Graduate Bulletin, 2001- 2003). Students pursuing an endorsement/Master's in Learning Disabilities are members of a cohesive collegial learning community committed to serving the needs of students with LD within the school environment. Each student admitted into the program is inspired and supported to grow intellectually, professionally, and spiritually. Through the reflection of Christian humanistic values, intellectual inquiry, along with awareness and respect for diversity, students acquire comprehensive career preparation to effectively address the individual needs of students with LD.

The Franciscan ideal places emphasis on the dignity of all human life and service toward individuals with disabilities. In-depth study in the field of learning disabilities will promote understanding of all mildly handicapped children and youth and prompt reflection of contemporary issues in the field of education.

Purpose

It is the goal of the graduate program to support the preparation of certified teachers who understand the field of LD as it relates to general and special education from inception to current practice. Candidates learn to effectively administer and interpret formal/informal assessment procedures to accurately identify student needs. Candidates also learn to utilize research based advanced instructional strategies to address diverse learning needs. Coursework and field experiences reflect the knowledge and skills critical for teachers to serve as consultants/collaborators in light of inclusion. In general, the graduate program in LD provides a comprehensive and rigorous program of studies to effectively address the needs of students with LD, so that they may reach their fullest potential in an academic setting.

The Master of Arts in Teaching with a specialty in Learning Disabilities is a professional graduate degree program designed to serve certified teachers who possess a valid Michigan teaching certificate and wish to obtain expertise and endorsement in the field of learning disabilities. Teachers who complete the program will be well prepared for the state proficiency test in the area of learning disabilities and eligible for K-12 endorsement upon successful completion of required coursework and the State test. Teachers will:

- possess the academic scope necessary to understand the field of Learning Disabilities within the context of education.
- demonstrate professional competencies and initiative as a special education teacher by using research-based principles of teaching in thoughtful and creative ways.
- demonstrate advanced practical scholarship necessary to stay current in the field of special and general education and advance the standards of the profession.
- articulate and advocate for the elements of capacity building that will make it possible to meet more exceptional needs in the general education delivery system.

Program Objectives

The Master's Degree in Learning Disabilities is based on the following objectives:

- Understand the field of learning disabilities from inception to current practice and perspectives.
- Develop and understand current practices/issues in special education in relation to general education.
- Understand and apply the major principles of teaching and learning to current instructional practices in the general and special education classroom.
- Develop and utilize advanced instructional skills for use with students with learning disabilities and other mild disabilities.
- Develop consultation/collaboration skills to effectively build professional work relationships with associated professionals.
- Develop the ability to synthesize, evaluate, and report research relevant to the field of learning disabilities and special education and general education.

Unique Features of the Graduate Program in Learning Disabilities

Summer Student Teaching Opportunity

Some students who participate are already teaching. Having to take a semester off to do student teaching would create a major financial hardship for these individuals. In light of this fact, Madonna University works collaboratively with various schools and districts to design and establish summer programs for students with learning disabilities. In addition to providing valuable opportunities for K-12 students, these specially developed programs give student teachers in the LD program the opportunity to complete student teaching requirements without having to experience loss of income.

Exceptional Adjunct Faculty Members

The individuals who serve as adjunct faculty members are professionals who are both highly respected and *currently active* in the field of learning disabilities and related areas of service. Consequently, they bring a current "real world" viewpoint to each class they teach. Typically, they are members of professional advisory boards and related advocacy organizations.

A Highly Relevant Graduate Project Option

Although students pursuing the MAT may complete a traditional thesis to fulfill program requirements, they also have the option of implementing and documenting innovative programs designed to bring immediate benefit to students with disabilities and the staff members who serve them. Such projects are the result of local needs assessment and contingent upon affirmation of identified needs by the building administrator where they are implemented.

Admission Requirements:

Admission to the MAT program in Learning Disabilities is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)

2. Two completed recommendation forms from current supervisor or professional persons.
3. Valid Michigan teaching certificate.
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Learning Disabilities Program.

Requirements for Graduation

The M.A.T. with a specialty in Learning Disabilities reflects requirements of the Michigan Department of Education for K-12 endorsement in Learning Disabilities. This 38-39 semester hour program has four major components: 1) the education foundation core of 6 s.h.; 2) the Learning Disabilities specialty of 25 s.h.; 3) the student teaching experience of 6 s.h. (5 s.h. of student teaching combined with 1 s.h. of seminar) or practica experience of 5 s.h. (two practica of 2 s.h. each, and 1 s.h. of seminar for those individuals who have earned previous special education endorsement); 4) LD research project of 2 s.h.

Required Learning Disabilities Specialty (25 s.h.) (required for endorsement and degree):

EDU5330:	Transition Planning Issues in Learning Disabilities	3 s.h.
EDU 5720:	Diagnostic and Remedial Techniques in Reading	3 s.h.
PSY 5350:	Psychological Issues in Learning Disabilities	3 s.h.
SED 5450:	Learning Disabilities	3 s.h.
SED 5500:	Methods of Teaching Students with Mild Disabilities	3 s.h.
SED 6010:	Language Problems in Learning Disabilities	3 s.h.
SED 6090:	Formal and Informal Assessment	4 s.h.
SED 6220:	Consultation and Collaboration	3 s.h.

Required Student Teaching or Practicum (5-6 s.h.) (required for endorsement and degree):

*SED 6500:	Student Teaching, LD K-12	OR	5 s.h.
*SED 6700:	LD K-12 Practicum I (90 hours)	AND	2 s.h.
SED 6720:	LD K-12 Practicum II (90 hours)		2 s.h.
SED 6930:	LD Seminar		1 s.h.

Subtotal for endorsement: 30-31 s.h.
Endorsement requires MTTC Test 63: Learning Disabled

Required Education Foundation Core (6 s.h.) (required for degree):

EDU 5000:	Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5050:	American Education: Historical, Social, and Political Perspectives, OR	2 s.h.
EDU 5070:	Schooling in Comparative and International Perspectives	2 s.h.
EDU 5080:	Instructional Research and Evaluation	2 s.h.

LD Research Project (required for degree):

SED 6960:	LD Research Project	2 s.h.
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Total for degree: 38-39 s.h.

Master Of Arts In Teaching Literacy Education Specialty

Philosophy

The Literacy Education program leading to the Master of Arts in Teaching has been developed to reflect the mission of Madonna University and the commitment of the Education Department to excellence in teacher preparation. The program is designed to enable certified classroom teachers to enhance their knowledge and experience and to perform at higher levels in language and literacy education. The program will prepare teachers to assume leadership roles as Reading/Literacy Specialists. To achieve these outcomes, course work is combined with clinical application and school-based experience.

Literacy Education rather than Reading Education as the descriptor for the degree program is in keeping with the philosophy that language learning is a multi-faceted process whose integral components are mutually supportive. The term Literacy includes writing, thinking, and reading across the education spectrum and in the greater society.

Purpose

The Master of Arts in Teaching with a specialty in Literacy Education is a graduate degree program which combines academic and experiential learning and is designed to enable classroom teachers certified at the elementary level or the secondary level to develop the competencies that qualify them as Reading Specialists according to the criteria of the International Reading Association and the Michigan Department of Education. The program leads to state endorsement in Reading K-12.

Teachers who complete the program will:

- develop and refine their beliefs about the nature of literacy, the uses for literacy in our society, and the way it is taught in our schools.
- demonstrate knowledge of student development and capabilities along with knowledge of the reading process, reading instruction, the role of research, and the importance of continuing professional development.
- develop a philosophy based on a comprehensive, interactive, social-constructivist model of the reading process that accounts for learning differences, language differences, cultural diversity, and teacher responsibility.

Program Objectives

Students who complete the graduate program in Literacy Education will:

- Develop and demonstrate knowledge in the five categories of the knowledge base required of reading professionals by the International Reading Association: Foundational Knowledge and Dispositions; Instructional Strategies and Curriculum Materials; Assessment, Diagnosis, and Evaluation; Creating a Literate Environment; and Professional Development.

- Understand the role of research in theory and practice.
- Understand the role of the Reading Specialist in clinical and school settings.
- Demonstrate competence in teaching in clinical and school settings.
- Demonstrate competence in decision-making in diagnostic and instructional settings.
- Demonstrate the ability to perform the role of Consultant/Coordinator.

Admission Requirements:

Admission to the MAT program in Literacy Education is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisors or professional persons.
3. Valid Michigan teaching certificate.
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Literacy Education Program.

Requirements for Graduation:

The 32-semester hour program has two components: 1) the required reading concentration of 21 s.h. which includes 4 s.h. of supervised practicum; and 2) the required cognates of 11 s.h.

Required Reading Concentration (21 s.h.)

RDG 5110: Foundations of Literacy Education	3 s.h.
RDG 5210: Developing & Assessing Literacy Programs - Elementary & Secondary Schools	3 s.h.
RDG 5310: Content Area Reading-Learning in Elementary and Secondary Schools	3 s.h.
RDG 5410: Interactive Computer Applications in Literacy Education	2 s.h.
RDG 6530: Diagnostic Procedures in Reading	3 s.h.
RDG 6930: Practicum in Remediation	2 s.h.
RDG 6940: Practicum in Program Development (School-based)	2 s.h.
RDG 6950: Seminar: Issues in Literacy Education	3 s.h.

Required Cognates (11 s.h.)

EDU/RDG 5150: Human Development & Schooling	3 s.h.
RDG 5250: Creating Classroom Writers: Teachers and Students Writing Together	2 s.h.
ENG/RDG 5330: Literature in the Context of Teaching Across the Curriculum	3 s.h.
ENG/RDG 5350: Language Development: Linguistic Foundations of Literacy	3 s.h.

Program Assessment:

Students will develop a professional presentation portfolio to demonstrate their knowledge and professional expertise. Continuation of the portfolio will be a requirement in each course. The end result will be useful for employment or advancement purposes.

The State of Michigan requires a competency exam, Field 692: Reading Specialist, for certification as a Reading Specialist, K-12.

Master of Arts in Teaching Teaching and Learning Specialty

Overview

The Master of Arts in Teaching with a specialty in Teaching and Learning is designed to empower classroom teachers certified at the elementary, middle, or secondary level. The MAT is founded on the propositions of the National Board for Professional Teaching Standards (NBPTS). This degree emphasizes best practice in teaching and offers an innovative curriculum structured to serve the needs of busy professionals.

Program Goals

- Understand how students develop and learn, incorporating the prevailing theories of cognition, motivation and intelligence.
- Use a variety of methods, materials and strategies in core instruction that are appropriate to the diverse abilities and backgrounds of students.
- Understand and teach the school curriculum through rich, conceptual subject-matter understandings.
- Demonstrate appropriate use of instructional media and technology.

Admission Requirements:

Admission to the MAT program in Teaching and Learning is determined on the basis of the following criteria:

1. Possession of a Bachelor degree from an accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale (an average of less than 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisors or professional persons.
3. Valid Michigan teaching certificate.
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Teaching and Learning Program.

Requirements for Graduation:

30 s.h. of course work, including:

Educational Foundation Core (6 s.h.):

EDU5000: Current Developments in Teaching and Learning Theory	2 s.h.
EDU5050: American Education: Historical, Social, and Political Perspectives, OR	2 s.h.
EDU 5070: Schooling in Comparative and International Perspectives	2 s.h.
EDU 5080: Instructional Research and Evaluation	2 s.h.

Required Concentration (17 s.h.):

EDU 5230: Technology in the School	2 s.h.
EDU 5510: Innovations in Classroom Literacy	3 s.h.
EDU 5650: Education and the Community	2 s.h.
EDU 5710: Change in Educational Organizations	3 s.h.
EDU 5820: Diversity in the Classroom	2 s.h.
EDU 6230: Information Management for Teachers	3 s.h.
EDU 6610: Best Practice Classrooms	2 s.h.

Electives (4 s.h.; 2 of the following 3 courses)

EDU 5950: Curriculum Leadership	2 s.h.
EDU 6250: Multimedia Applications for Learning	2 s.h.
EDU6360: Motivation for Achievement	2 s.h.

Seminar (3 s.h.):

EDU 6950: Project in Teaching and Learning Seminar	3 s.h.
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Early Childhood Endorsement:

The Early Childhood Advanced Level in the Master of Arts in Teaching and Learning is designed to teach classroom teachers the distinctive aspects of teaching and learning for children ages 0-8 years. This concentration and its prerequisites meet the State's requirements for the Early Childhood Endorsement.

Requirements for Endorsement:

32 s.h. course work, including:

Prerequisite Courses (undergraduate level):

CD 2160: Child Development & Guidance	4 s.h.
CD 2650: The Role of Content in Early Childhood: Art, Music, Play Movement, Science and Mathematics	4 s.h.
CD 3930: Preschool Field Experience	1 s.h.

Educational Foundation Core (6 s.h.)

EDU 5000: Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5050: American Education: Historical, Social, and Political Perspectives, OR	2 s.h.
EDU 5070: Schooling in Comparative and International Perspectives	2 s.h.
EDU 5080: Instructional Research and Evaluation	2 s.h.

Required Concentration (23 s.h.)

CD5120: Trends in Early Childhood Curriculum	2 s.h.
CD5160: Assessment of the Young Child	2 s.h.
CD5520: Leadership in Early Childhood	2 s.h.
EDU 5230: Technology in the School	2 s.h.
EDU 5510: Innovations in Classroom Literacy	3 s.h.
EDU 5650: Education and the Community	2 s.h.
EDU 5710: Change in Educational Organizations	3 s.h.
EDU 5820: Diversity in the Classroom	2 s.h.
EDU 6230: Information Management for Teachers	3 s.h.
EDU 6610: Best Practice Classrooms	2 s.h.

Seminar (3 s.h.)

CD6950: Completion of Action Research Project in Early Childhood	3 s.h.
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Professional Development Program

Madonna University has developed a program to assist administrators and other education professionals to earn graduate credit toward their professional development requirement. Participants in this program may earn one hour of credit for every 15 actual clock hours taken at approved inservice activities, seminars, or conferences at either the local, state, or national level. In addition, the student must complete a reflective paper that includes a log of activities and application to work situations.

While these 15 hours do not need to cover the same activity or topic, they must all be related to the student's personal and professional growth. For example, a person could utilize 8-1/4 clock hours of credit for attending a local inservice or county workshop, and another 7 clock hours by attending a state or national conference, for a total of 15-1/4 clock hours. This would qualify for one hour of graduate credit, and participants would have an additional 1/4 hour toward their next 15 actual clock hours for one or more hour of graduate credit.

Students may register for 1, 2, or 3 hours of graduate credit if they plan to accumulate 15, 30, or 45 actual clock hours of work. These hours must be completed within 2 semesters. These hours/credits count only for this program and cannot count for both CEU hours and graduate credit. The registration dates for each academic semester are as follows:

SEMESTER	REGISTRATION WINDOW	DEADLINE TO SUBMIT LOG
FALL	Sept 1 through Nov 15	December 1st
WINTER	Jan 1 through Mar 15	April 1st
SPRING/SUMMER	May 1 through July 15	August 1st

Note: Credit for an event that falls between registration window dates is processed for the upcoming semester.

Papers approved to be completed over a two-semester period are due by the deadline of the second term.

The cost for one hour of graduate credit in the Professional Development Program is \$125. The requirements are attendance and participation in 15 actual clock hours of time and completion of a scholarly paper.

English Program

MATESOL - Master of Arts in Teaching English to Speakers of Other Languages

Program Overview

The Master of Arts in Teaching English to Speakers of Other Languages is a graduate program designed to educate and train teachers of English as a second or foreign language. The program offers sound foundations in theoretical and applied linguistics as well as in educational theory and practice. It exposes students to a wide array of pedagogical methods used in second or foreign language teaching, testing and assessment. The program also provides students with an opportunity to practice their knowledge in classroom settings during a practicum. The cultural aspects of language learning, teaching, testing, and assessment are emphasized throughout the curriculum.

The Master of Arts in Teaching English to Speakers of Other Languages consists of twelve (12) required courses that total thirty (30) semester hours. The courses fall into two (2) broad categories: theoretical foundations (5 courses, 13 semester hours) and pedagogical methods (7 courses, 17 semester hours).

Madonna University has received approval for granting the ESL endorsement (NS), established by the Michigan Board of Education in 1997. Teachers who are interested only in the ESL endorsement have an option of completing 24 credit hours of the designated course work that meets the requirements for this endorsement.

The Madonna MATESOL program distinguishes itself from other similar programs by its small size classes, personal attention given to students, graduate ESL endorsement, and the emphasis on literacy acquisition in English as a second language. Students who are specifically interested in the pedagogy of reading and writing may supplement their regular course work with electives available in the Master's in Literacy Education.

Program Objectives

Students who complete the program will:

- master knowledge of language systems, their interrelatedness and apply it to analyze language functioning, learning and teaching.
- apply knowledge of biological, cognitive and societal factors in language functioning to language learning and teaching.
- synthesize knowledge of prominent theories of second or foreign language acquisition and apply it to pedagogical practices.
- synthesize knowledge of prominent educational theories and relate it to English as a second language classroom practices.

- evaluate current research findings in the field and implement them in pedagogical practices.
- utilize various pedagogical methods of teaching English oral, listening, reading, and writing skills to foreign students.
- implement various assessment methods used in the English as a second language classroom.
- demonstrate knowledge of an interface between language and culture and implement it in pedagogical practice.
- master fluency in the oral and written English.
- develop knowledge of ethical considerations in pedagogical practices and apply it to a given cultural context.

Admission Requirements:

For native speakers of English:

1. Possession of a bachelor's degree from an accredited institution or its foreign equivalent as evaluated by World Education Services.
2. Experience in learning a second language and culture (eg, college level course work, studies abroad, Peace Corps service, and/or other appropriate experiences).
3. G.P.A. of 3.00 on a 4.00 scale (G.P.A. of 2.75 for a conditional admission).
4. Two completed recommendation forms from professionals familiar with a candidate's academic and/or teaching abilities.
5. An interview with the MATESOL Admission Board to discuss a candidate's relevant past experiences and future professional goals.

For non-native speakers of English:

1. A bachelor's degree from an accredited institution or its foreign equivalent as evaluated by World Education Services.
2. Acceptable test scores:
 - TOEFL score of 550 or higher
 - CBTOEFL (computer based) score of 213 or higher
 - TWE score of 5 or higher
 - MELAB score of 80 higher
 - IELTS score of 65 or higher

Those candidates who do not meet the proficiency test criteria, but otherwise show potential, may be admitted conditionally to the program.

3. Two letter of recommendation forms from professionals familiar with a candidates academic and/or teaching abilities.

4. An interview with the MATESOL Admission Board to discuss a candidate's relevant past and future professional goals. Those foreign candidates who are unable to attend an interview are required to send a resume and a statement of purpose describing their relevant past experiences and future professional goals.

Upon arrival on campus, all non-native speakers of English will take Madonna University's English Placement Test. As a result, some students may be required to take one or more ESL courses prior to or simultaneously with the content courses.

Requirements for Graduation

30 s.h. course work, including:

EDU5000:	Current Developments in Teaching and Learning Theory	2 s.h.
ENG 5410:	Language Processes	3 s.h.
ENG 5420:	Linguistic Concepts	3 s.h.
TSL 5100:	Introductory Seminar	1 s.h.
TSL 5170:	Language Testing and Evaluation	2 s.h.
TSL 5190:	Second Language Acquisition	3 s.h.
TSL 5210:	Teaching of Speaking/Listening to ESL Students	3 s.h.
TSL 5220:	Teaching of Reading/Vocabulary to ESL Students	3 s.h.
TSL 5230:	Teaching of Writing/Grammar to ESL Students	3 s.h.
TSL 6200:	Language and Culture	2 s.h.
TSL 6300:	Practicum	2 s.h.
TSL 6900:	Final Seminar	3 s.h.
** TSL 6930:	Research Thesis in Teaching English to Speakers of Other Languages	3 s.h.

The NS Teaching Endorsement Requirements

24 s.h. of course work, including:

ENG 5410:	Language Processes	3 s.h.
ENG 5420:	Linguistic Concepts	3 s.h.
TSL 5170:	Language Testing and Evaluation	2 s.h.
TSL 5190:	Second Language Acquisition	3 s.h.
TSL 5210:	Teaching of Speaking/Listening to ESL Students	3 s.h.
TSL 5220:	Teaching of Reading/Vocabulary to ESL Students	3 s.h.
TSL 5230:	Teaching of Writing/Grammar to ESL Students	3 s.h.
TSL 6200:	Language and Culture	2 s.h.
TSL 6300:	Practicum	2 s.h.
<i>** Optional</i>		

Candidates for the NS endorsement need a valid Michigan teaching certificate, current or expired.

Endorsement requires MTTC Test 86: English as a Second Language.

Health Services Program

Master Of Science In Health Services

A Master of Science in Health Services includes 18-19 credits in core courses and 15-20 credits in the student elected cognate for a total of 32-39 s.h. Students with limited experience in microbiology and statistics are required to demonstrate competency prior to course work in epidemiologic sciences.

For students already possessing a graduate degree, graduate certificates are available in community health or any of the four cognates.

Purpose

The Master of Science in Health Services graduate program combines course work designed to address issues in the prevention of illness, enhancement of the quality of life, promotion of health, and efficiency in delivery of health services. The community health core supplements four academic clusters or cognates which offer opportunities for further study in areas of clinical laboratory services, health care risk management services, managed care services, or microbiology health services.

Mission

The Mission of the program is to provide a master's level educational experience which will prepare graduates to assume leadership roles in the evolving field of health services.

The program mission is based upon the following principles:

- The belief that enhanced health is a significant component of the social fabric, fostering the physical, psychological, social, and spiritual well-being of all persons.
- The belief that access to health care services is essential to the achievement of social justice.
- There remains an ongoing need for development and maintenance of a series of partnerships within the University and the broader community of national and international neighborhoods which foster access to quality health care services.
- Advocacy and support for diversity in program faculty and students as a means of developing a broader and more balanced appreciation for the complexity of health, illness, and disability in modern life must be forthcoming.
- The knowledge that team building promotes the ability of the ordinary person to attain extraordinary results remains the focus of health services curricula at Madonna University.

Goals and Objectives

Graduates of this program will:

- demonstrate advanced understanding of contemporary and multi-cultural concepts and practices in providing services in the classroom and in the workplace.
- expand and apply biological, biostatistical and epidemiologic principles to the study and evaluation of occupational disease.
- identify and evaluate biopsychosocial determinants of health in diverse populations.
- develop skills, abilities, and decision-making methodologies necessary for professional practice in a rapidly changing health care environment in order to respond to the needs of the world community.
- master content in core and chosen cognate area and apply concepts to professional practice.
- apply research methodology to resolution of problems in provision of health care services.

Admission Requirements:

Applicants for admission to the Health Services graduate program are evaluated on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (Conditional admission may be granted to those who do not meet the above grade point averages.) Official transcripts must be submitted prior to admission.
2. GRE (Graduate Record Examination) for applicant, with overall undergraduate grade point average of less than 3.25.
3. Two completed recommendation forms from employer and/or agency affiliates.
4. Prior or concurrent work experience in health services or health-related employment.
5. Assessment of professional credentials and related health care experience.
6. Evidence of successful completion of microbiology and statistics course work or department challenge examination.
7. Admission interview with program director.
8. Complete requirements as stated in the Madonna University Graduate Bulletin.

Requirements for Graduation (32-39 s.h.)

Program Core in Community Health (17-18 s.h.)

This academic core will focus on development of competencies requisite in assisting people facing health hazards in modern urban societies as well as those struggling against hunger and sickness in underdeveloped nations. Through efforts in community education and epidemiologic theory and research activities, learners will address issues such as how to guarantee quality and affordable health care to all while educating and promoting sound primary health behaviors.

Required Core Courses:

ADM 5180:	Information Retrieval and Presentation	1 s.h.
*BIO 5450:	Epidemiology and Biostatistics	3 s.h.
BIO 5650:	Environmental and Occupational Epidemiology	3 s.h.
*CIS 5580:	Information Systems for Managers	2 s.h.
HS5250:	Concepts in Community Health	3 s.h.
HS6870:	Research Strategies	1 s.h.
HS6880:	Proposal Strategies	2 s.h.
HS6910:	Project, OR	2 s.h.
HS6920:	Practicum, OR	2 s.h.
HS6930:	Thesis	3 s.h.

Electives:

HS6800:	Selected Topics	1 s.h.
HS6810:	Selected Topics	1 s.h.

Choose one cognate from the following:

Cognate 1: Clinical Laboratory Services (17 s.h.)

This cognate offers learners competencies in the disciplines of hematology, blood banking, hemostasis, and clinical chemistry with research applications in the College laboratories and related clinical affiliates. Undergraduate credit is available for those wishing to obtain internship experience prerequisite for certification.

MTE 5050:	Hematology	4 s.h.
MTE 5070:	Blood Banking and Transfusion Services	4 s.h.
MTE 5090:	Hemostasis and Special Procedures	3 s.h.
MTE 5630:	Clinical Chemistry I	3 s.h.
MTE 5650:	Clinical Chemistry II	3 s.h.

Cognate 2: Health Care Risk Management Services (15 s.h.)

This cognate builds upon nine semester hours of credit obtained via completion of a University approved Health Care Risk Management Program. Course work in managed care and sociology of health care systems together with a practicum/project will lead to applications of principles of medical law to the employment situation.

9 semester hours of credit toward the MS degree in Health Services to be granted to Diplomats of the Michigan School of Health Care Risk Management	9 s.h.
*HS 5800: Principles of Managed Care	3 s.h.
SOC 5090: Sociology of Health Care Systems OR	3 s.h.
SOC 5210: Power, Politics & Health Policy	3 s.h.

Students earning a certificate in Health Care Risk Management will elect HS 6910, **OR** HS 6920, **OR** HS 6930 in addition to the above courses.

Cognate 3: Managed Care Services (15 s.h.)

This cognate offers learners competencies in the theory and practice of managed care in varying models of the health care delivery system. Theoretical applications within these models include medical administrative techniques, and change management practices which comply with financial and ethical constraints.

*FIN 5650: Business Finance	3 s.h.
*HS 5800: Principles of Managed Care	3 s.h.
MGT 5400: Organizational Effectiveness and Change Management	3 s.h.
MKT 5160: Essentials of Marketing	3 s.h.
SOC 5090: Sociology of Health Care Systems OR	3 s.h.
SOC 5210: Power, Politics & Health Policy	3 s.h.

* Prerequisites

BIO 5450:	One course in statistics and microbiology
CIS5580:	Introductory course in computers or register for 3 s.h.
FIN5650:	One course in finance or AHA 5190
HS 5800:	One course in finance, marketing; accounting recommended

Cognate 4: Microbiological Health Services (20 s.h.)

This cognate provides the learner with competencies in advanced Microbiology as well as in parasitology, genetics, immunology, or mycology requisite for applied practice in these areas or in positions such as infection control or surveillance officer. A research project is completed in the College laboratories in conjunction with appropriate agencies. Practice experience applicable to certification earns undergraduate credit. Students completing this cognate and required work experience are eligible to sit for the American Society for Microbiology certification exam (20 s.h. microbiology required)

BIO 5010:	Genetics	4 s.h.
BIO 5170:	Parasitology	4 s.h.
BIO 5270:	Clinical Bacteriology	4 s.h.
BIO 5280:	Immunology	4 s.h.
BIO 5500:	Medical Mycology	4 s.h.

Hospice Education Department

Master Of Science In Hospice

Philosophy

Hospice provides support and care for persons in the last phases of incurable disease so that they may live as fully and as comfortable as possible. Hospice recognizes dying as part of the normal process of living and focuses on maintaining the quality of remaining life. Hospice affirms life and neither hastens nor postpones death. Hospice exists in the hope and belief that through appropriate care, and the promotion of a caring community sensitive to their needs, patients and their families may be free to attain a degree of mental and spiritual preparation for death that is satisfactory to them. Hospice offers palliative care to terminally ill people and their families without regard for age, gender, nationality, race, creed, sexual orientation, disability, diagnosis, availability of a primary care giver, or ability to pay (National Hospice and Palliative Care Organization).

Purpose

The Hospice faculty of the College of Nursing and Health of Madonna University believe in the hospice philosophy as defined by the National Hospice and Palliative Care Organization. In accordance with this belief our purpose is to comprehensively prepare individuals to serve diverse client populations during the terminal phase of life, to perform effectively as members of an interdisciplinary team whose goal is to enhance the quality of life by focusing on the physical, psychological, social, emotional, and spiritual needs of the hospice patient and family, and to become leaders in the hospice movement by their expertise in their cognate area and research skills.

Program Goals and Objectives

Students who complete the graduate program in hospice education will be able to demonstrate the following competencies:

- Synthesize past hospice history and trends as a means of understanding the past and current hospice movement.
- Analyze hospice models of care that support palliative, interdisciplinary interventions in an advanced hospice practice.
- Analyze advanced bereavement models and relevant interdisciplinary theories that support bereavement counseling and spiritual interventions in advanced hospice practice.
- Evaluate current transcultural, ethical/moral, and legal issues pertaining to hospice patients/families to develop a professional code of conduct in advanced hospice practice.

- Develop expertise in a selected cognate area and apply concepts to areas in hospice.
- Apply research methodology to the resolution of problems in advanced hospice practice.

Admission Requirements:

Admission to the MS in hospice education is determined on the basis of the following:

1. Possession of a bachelor's degree from an accredited institution with an overall grade point average of 3.0 on a 4.0 scale.
2. Satisfactory score on the GRE (Graduate Record Examination) for applicants with less than a 3.25 undergraduate grade point average.
3. Two completed recommendation forms from supervisors, undergraduate faculty, or professional associates.
4. Writing assessment: Completion of an extemporaneous writing sample on an issue related to hospice. This may be waived at the discretion of the Chair of the Hospice Education Department or assistant.
5. Interview with the Chair of the Hospice Education Department or assistant.

Requirements for Graduation

The 30 semester hour program has three components:

- (1) the hospice education foundation core of 15 hours;
- (2) the research courses of 6 hours; and
- (3) a cognate which includes 9 hours

Required Hospice Core Courses (15 s.h.)

HSP 5000:	History & Philosophy of Hospice	3 s.h.
*HSP 5010:	Dimensions of Bereavement: Theory, Research & Practice	3 s.h.
*HSP 6000:	Advanced Holistic Palliative Care	3 s.h.
*HSP 6010:	Transcultural, Legal and Ethical Issues	3 s.h.
*HSP 6020:	Hospice Seminar/Practicum	3 s.h.

Bereavement Cognate (9 s.h.)

HSP 5200:	Grieving Family Systems	3 s.h.
HSP 5300:	Complicated Grief & Related Disorders	3 s.h.
HSP 5400:	Developing Comprehensive Bereavement Programs	3 s.h.

Business Cognate (9 s.h.)

MKT 5160:	Essentials of Marketing	3 s.h.
MGT 5300:	Leadership Behavior in Organizations	3 s.h.
MGT 5500:	Human Resource Management & Development	3 s.h.

Education Cognate (9 s.h.)

EDU 5000: Current Developments in Teaching & Learning Theory OR	2-3 s.h.
EDU 5020: Adult Learners: Approaches to Learning and Instruction	3 s.h.
EDU 5080: Instructional Research	2 s.h.
EDU 5650: Education and the Community	2 s.h.
EDU 5800: Selected Topics in Educational Leadership	1-3 s.h.
EDU 5950: Curriculum Leadership	2 s.h.

Nursing Cognate (9 s.h.)

NUR 5000: Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210: Power, Politics, & Health Policy	3 s.h.
NUR 5760: Disciplined Inquiry for Nursing Practice	3 s.h.

Pastoral Ministry Cognate (9 s.h.)

RE 5300: Conversion and Reconciliation OR	2 s.h.
*MT5500: Principles of Christian Morality	2 s.h.

Choose From:

PM 6600: Pastoral Counseling	2 s.h.
PM 7000: Ministry to the Elderly	2 s.h.
PM 7200: Pastoral Care of the Family	2 s.h.

Required:

PM7150: Pastoral Care of the Sick	3 s.h.
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Pastoral ministry courses are offered through a consortium arrangement with Sacred Heart Major Seminary on the Seminary Campus.

Required Research Courses (6 s.h.)

*QS 6430: Research Design	3 s.h.
HSP6840: Research Project/Thesis	3 s.h.

(All hospice core courses must be completed)

Prerequisites

CIS 2250 or CIS 2380 or equivalent	2 s.h.
HSP 5000: History & Philosophy of Hospice	3 s.h.
THE 2740: Moral Theology (MT 5500)	2 s.h.
QS 5170: Quantitative Methods for Leadership Role (QS 6430)	3 s.h.

Electives

Students also have the opportunity to select from the following electives:

ENG 5050: Communication for the Executive	3 s.h.
HSP 5800: Current Trends and Topics	3 s.h.
MGT6400: Power, Politics and Networking	2 s.h.
MGT5300: Behavior in Organizations	3 s.h.

**denotes courses with prerequisite.*

Certificates in Hospice

Certificate in Bereavement (9 s.h.):

This certificate is recommended for graduate students who wish to supplement an existing counseling, psychology or social work (or related) degree with clinical knowledge and expertise in their work with grieving persons and families. It is also available as a cognate for students pursuing the Master's Degree in Hospice Education.

Like the hospice curriculum, this specialized training in bereavement theory, counseling, and programming is available for college credit and is unique to Madonna University. It includes three graduate courses in:

HSP 5200: Grieving Family Systems	3 s.h.
HSP 5300: Complicated Grief and Related Disorders	3 s.h.
HSP5400: Developing Comprehensive Bereavement Programs	3 s.h.

Certificate in Hospice Education (15 s.h. - 5 core hospice courses):

The hospice certificate is recommended for graduate students who wish to supplement an existing graduate degree and/or those desiring to enhance their knowledge base for advanced work within the field of hospice and palliative care.

This certificate provides students with a strong foundation regarding the core concepts and philosophy of interdisciplinary hospice care. Students complete the five core courses within the graduate curriculum (listed in Master's program requirements).

Madonna University Sacred Heart Major Seminary Federation

Madonna University has developed a special consortium arrangement with Sacred Heart Major Seminary.

Graduate students in the Pastoral Ministry cognate of the Master of Science in Hospice program take courses at Sacred Heart Major Seminary (SHMS) with consortium status.

Approval for enrolling in courses at Sacred Heart Major Seminary must be obtained from Madonna University. Consortium authorization form(s) must be completed by the student and signed by the Chair of the Department. Students must follow all registration procedures at both home and host institutions. To add, drop, or withdraw from a course, a student must comply with the deadline institutions so that both registrars are notified.

Tuition is paid to Madonna University. Special laboratory and/or other fees are paid directly to Sacred Heart Major Seminary.

Liberal Studies Program

Master of Arts in Liberal Studies

Overview

The Master of Arts in Liberal Studies (MALS) is designed to stir the imagination. In the liberal arts tradition, faculty and students struggle with the profound questions that have confronted and continued to challenge humanity, including: How and why do societies and individuals change? What are the central ethical concerns of groups and individuals? What makes us who we are? What does it mean to be human? This endeavor is fundamental to understanding and critically evaluating human events and relationships.

The MALS program cultivates intellectual excellence and encourages a critical understanding of how and why societies change in the 21st Century. MALS prepares students to adapt to a complex and evolving workplace and be effective/ethical participants in wider communities and societies.

Program Features

- Interdisciplinary curriculum drawing from the social sciences, humanities, natural sciences, and the professions.
- Examine ethical dimensions of individual and collective behavior.
- Explore ideas that give life meaning.
- Learn to understand and make effective arguments.
- Develop effective writing and speaking skills.
- Prepare graduates for careers in a multitude of fields.
- Full or part-time study.
- Classes that meet on alternate weeks.
- Scheduling that reduces the number of days students must attend classes on campus.
- Use of world-wide web to complete course requirements.

Workplace Value of a MALS Degree

MALS prepares students for the changing demands of the workplace where individuals will need to: solve complex problems; communicate with those outside their field of specialization; and synthesize knowledge from various areas of human endeavor.

MALS enables students to use the dynamic changes in knowledge construction across disciplinary boundaries, so characteristic of rapidly changing workplace environments in the 21st century.

MALS trains students to read and think critically, comprehend and make effective arguments, and communicate persuasively in writing and speaking. Employers seek these skills in employees eager to make significant contributions to their organizations and to society.

MALS provides the necessary skills for graduates to pursue careers in a multitude of fields - many not even presently in a student's field of vision.

MALS motivates students to move beyond their immediate experiences and perspectives and explore other expressions and interpretations of the human condition.

MALS inspires students to understand and utilize the theories, methodologies, and findings of the social sciences, humanities and natural sciences to interpret the complexity and contradictions of social change in the 21st Century.

Program Outcomes

Upon completion of the MALS Program students will be able to:

- demonstrate a critical understanding of social structural, scientific and technological change, as well as changing cultural expressions.
- propose strategies for the improvement of society.
- analyze the ethical dimensions of individual and collective behavior.
- appreciate ideas that give life meaning.
- understand and make effective arguments.
- communicate effectively in writing and speaking.
- demonstrate interdisciplinary research techniques.
- integrate information from different knowledge areas and participate in interdisciplinary dialogue.

Admission Requirements

Admission to the MALS program is determined on the basis of the following criteria:

1. Possession of a bachelor's degree from an accredited institution with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)
2. Two letters of recommendation from current employers, supervisors or professionals familiar with the applicant's work or college performance.
3. Statement of Purpose outlining one's goals in enrolling in the MALS Program (250-300 words).*
4. Writing sample (academic or professional). (1-2 pages)*
5. Official transcripts sent directly to the Graduate Studies Office from each undergraduate and graduate institution attended.
6. Interview with MALS Coordinator.

* *Applicants are strongly encouraged to speak with the MALS coordinator before submitting 3 and 4.*

Guidelines for Completing the MALS Statement of Purpose

Please address the following questions in your Statement of Purpose (250-300 words). Be sure to read the MALS descriptive materials before writing your Statement.

1. What do you hope to gain from completing the MALS degree?
2. How will you utilize MALS in your work/career?
3. Explain why MALS at Madonna is relevant for you at this time in your life
4. Answer one of the following questions:
 - a. How and why do societies and individuals change?
 - b. What makes us who we are?
 - c. What does it mean to be human?
 - d. How am I a member of culture and society?
 - e. How am I part of and dependent on biological and physical worlds?

Academic Requirements

A minimum of 30 s.h. of course work:

Required Courses (22-26 s.h.):

ENG 5050: Writing for Professional and Personal Effectiveness	3 s.h.
MALS 5020: Knowing the World: Logic and Scope of Human Inquiry	3 s.h.
MALS 5950: Capstone Seminar	3 s.h.
SOC SCI/HUM/NSC 5080:Nature and Scope of Inquiry <i>Three Disciplinary Seminars (9 s.h.)</i>	4-8 s.h.
MALS 5021: Social Sciences	3 s.h.
MALS 5022: Humanities	3 s.h.
MALS 5023: Natural Sciences	3 s.h.

Electives (4-9 s.h.):

ECN 6240: Labor Economics	2 s.h.
EDU 5000: Current Developments in Teaching and Learning	2 s.h.
EDU 5050: American Education: Historical, Social and Political	2 s.h.
EDU 5070: International Education	2 s.h.
EDU 5650: Education and the Community	2 s.h.
ENG 5410: Language Processes	3 s.h.
ENG 5420: Linguistic Concepts	3 s.h.
HSP 5000: History and Philosophy of Hospice	3 s.h.
HSP 6010: Hospice: Transcultural, Legal and Ethical Issues	3 s.h.
MGT 5300: Leadership Behavior in Organizations	3 s.h.
MGT 5500: Human Resource Management and Development	3 s.h.
MGT 5550: Ethical Considerations in Leadership	2 s.h.
MGT 6370: Multicultural Communications and Negotiations	2 s.h.
NUR/SOC 5210: Power, Politics and Health Policy	3 s.h.
TSL 5190: Second Language Acquisition	3 s.h.

Nursing Program

Master Of Science In Nursing

Philosophy

Christian Humanism

In accordance with the philosophy of Madonna University, the faculty of the Department of Nursing is committed to assisting students in the development of Christian humanistic values, a spirit of intellectual inquiry, openness to the discovery of truth, and readiness to serve others.

The faculty values the innate dignity and freedom of each person to develop physical, social, psychological, and spiritual well-being. The nursing faculty promotes an appreciation and openness for a variety of cultural and religious traditions and models respect and sensitivity for all persons, thereby fostering the spirit of ecumenism, intellectual freedom, and open dialogue.

Person

People are holistic beings who have physical, social, psychological, spiritual, and cultural dimensions that develop to form unique wholes. People form groups, organizations, communities; the characteristics of a group, organization, or a community are greater than the sum of the characteristics of each individual group member. People are consumers of health care services, capable of learning, able to make choices, and responsible for making decisions. People are in dynamic interaction with the environment and respond to a variety of influences. They have the potential to change themselves, the organizations, their communities, and/or their environments.

Environment

Environment comprises those factors that influence people. It is bound by neither time nor place. People exist in dynamic interaction with their environments. Potential for growth and change exists in any or all of these entities.

Health

The nursing faculty believes that health is a personally or collectively defined dynamic state of physical, social, psychological, spiritual, and cultural well-being. Health encompasses wellness and illness. People have, at any point in time, an individual or collective perception of health. It is in health situations that people and nurses interact.

Nursing

The faculty believes that caring is the essence of nursing. Nursing is both a science and an art. The science of nursing builds on a knowledge base that includes the humanities and the natural and social sciences. The science of nursing is a unique body of knowledge that is used in the diagnosis and treatment of human health responses. The art of nursing uses this unique knowledge to care, directly or indirectly, for people through meaningful interaction with them.

Education

The faculty believes that the teaching and learning processes are dynamic and result in changes in thoughts and behaviors. Each learner is primarily responsible for his/her own learning, although the faculty plays a critical role in facilitating and supporting the learning process. The goal of the educational process is to produce graduates who make sound judgments and apply principles of critical thinking and ethical behavior.

Baccalaureate and Higher Nursing Education

The nursing faculty believes that professional nursing education must take place within an institution of higher education. In this environment, previous learning and experience are expanded through the input of faculty from a variety of disciplines. Nursing faculty actively support liberal arts education and shape professional nursing education so that it anticipates the expectations and needs of society, the profession, and the health care system.

Faculty members are role models for students of nursing. They believe that this is best done in an environment that is characterized by mutually supportive and respectful relationships among students and peers, faculty, administration, and health care providers.

Nurses have the right and responsibility to continue learning throughout life. The faculty believes that educational opportunities which facilitate mobility toward the baccalaureate degree are desirable. Baccalaureate nursing education is seen as the foundation for graduate study of nursing theory, advanced practice, and research. The faculty supports each learner's right to advance his/her nursing career goals within the framework of a flexible, quality program.

Conceptual Framework

The conceptual framework of the nursing program guides students toward practicing the science and art of nursing. It is organized around the fundamental concepts of person, health, environment, and nursing in the context of Christian humanism.

People and nurses interact with each other within their shared environments, evolve from their respective pasts, and meet when quality of health is a goal. Quality of health is dependent upon internal and external factors including biological and physiological factors, perceptions and values, personal choices, communication, as well as the availability and accessibility of quality health care systems.

Nursing provides caring therapeutic interventions for people in various health care situations. People and nurses are touched by the interaction that has altered their respective selves, who they are and who they are becoming. This interaction enhances the potential for collaborative, effective decision making. Knowledge in the art and science of nursing guides responsible judgment.

As a practice profession with numerous role possibilities, nursing provides a service to people and is accountable for that service. As a discipline, nursing seeks and applies knowledge and understanding of human responses to optimize health. The practice of nursing is enriched through increased awareness of the uniqueness and variety of responses of people.

Graduate Program

The nursing graduate program promotes the implementation of the nursing department's conceptual framework and goals through its preparation of professional nurses with advanced knowledge of nursing, other relevant disciplines, research competencies, and essential abilities necessary for the enactment of a variety of advanced roles in the profession of nursing.

The course of study provides a theoretical foundation and supervised opportunities for acquiring necessary abilities for a variety of advanced roles within the profession. The curriculum promotes the development of an appropriate knowledge and experiential base for the assumption of advanced roles in a variety of settings as advanced practice nurses or as nurse administrators. Additionally, the graduate is prepared to contribute to both the profession and discipline of nursing, through advocating for and assuring the delivery of quality health care. Program experiences are designed to stimulate the student's commitment to life-long learning, in a variety of settings, appropriate to meet the goals of the learner and the needs of the profession.

Nursing Graduate Level Outcomes

- Synthesize advanced knowledge from nursing and related disciplines to develop strategies for a variety of advanced roles within the profession of nursing.
- Integrate nursing leadership and research abilities to impact the delivery of health care.
- Devise effective communication strategies in complex health care situations.
- Engage in advanced roles in nursing, integrating principles of leadership in care, based on the evaluation of relevant theories and models for advanced practice.
- Synthesize principles of Christian humanism to affect policies that influence the delivery of community-based nursing care.

NOTE: One semester credit hour requires one clock hour in the classroom or three clock hours in practicum per week of the semester.

Within the nursing graduate level at Madonna University, there are four specialties, Adult Health: Clinical Nurse Specialist, Adult Health: Primary Care Nurse Practitioner, Nursing Administration and the MSN/MSBA Dual Degree. Additionally, three post-master's certificates, Health Care Educator, Nurse Entrepreneur, and Adult Health: Primary Care Nurse Practitioner are offered.

MSN - Adult Health: Clinical Nurse Specialist (CNS)

Overview

This specialty is designed to prepare the advanced practice nurse (APN) to serve the needs of adults in a variety of settings. Graduate will specialize in the care and management of adult clients with diverse health and illness concerns. The CNS synthesizes advanced knowledge of health-illness states of clients to design relevant nursing care, integrates research-based problem solving and decision making in nursing care of the client, family, and community, and implements effective communication strategies in collaborative management and improvement of client care. The graduate will also be able to select appropriate nursing therapeutic interventions for client care, design nursing care that integrates principles of Christian humanism, and assume the role of the Clinical Nurse Specialist that reflects nursing standards of practice.

The curriculum meets the content and clinical requirements for eligibility for national certification as a Clinical Nurse Specialist in Medical-Surgical Nursing and specialty certification from the Michigan Board of Nursing.

Admission Requirements

Applicants for admission to the Adult Health: Clinical Nurse Specialist specialty are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing (B.S.N.) degree with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two completed recommendation forms from professional associates (one of whom must be a nurse) who can assess your potential to practice in an advanced practice role and/or your potential for graduate study.
4. Statement of goals for graduate education in specialty.
5. Current resume.
6. Copy of current Michigan RN license.
7. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.
8. Interview with the Chair of Nursing Graduate Program. Prerequisite course work will be determined at this time.

Requirements for Graduation

The specialty in Adult Health: Clinical Nurse Specialist, which involves 44 hours of graduate level course work, entails the following:

Nursing Core Courses (15 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 5210:	Power, Politics and Health Policy	3 s.h.
NUR 5650:	Professional Responsibilities in Health Care Systems	3 s.h.
*NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.

Advanced Practice Core (12 s.h.)

*BIO 5600:	Advanced Human Pathophysiology	3 s.h.
*NUR 5250:	Advanced Health Assessment	3 s.h.
NUR 5350:	Advanced Pharmacology (includes laboratory)	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.

Specialty Curricula (17 s.h.)

NUR 5500:	Clinical Care of Clients (practicum)	6 s.h.
NUR 6230:	Advanced Care Strategies (practicum)	6 s.h.
NUR 6450:	Care Management (practicum)	5 s.h.

TOTAL: 44 s.h.

Research Option (4 s.h.)

NUR 6930:	Nursing Research: Thesis	4 s.h.
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* Note Specific Prerequisites

BIO5600 - Completion of BIO 3700 or equivalent.

NUR 5250 - Must have successfully completed an undergraduate Physical Assessment course **or** complete NUR 3030 Health Assessment Across the Life Span.

NUR 5760 - One undergraduate or graduate course in statistics.

MSN - Adult Health: Primary Care Nurse Practitioner

Overview

Madonna University offers a graduate nursing specialty leading to the Master of Science in Nursing, Adult Health: Primary Care Nurse Practitioner. The specialty prepares the advanced practice nurse to diagnose and manage primary health needs of adolescents and adults, especially those of the vulnerable, the under-served, and diverse populations. The curriculum addresses comprehensive health assessment of clients, disease management, health promotion, guidance and counseling of individuals and families, and multi-disciplinary collaboration and referral. The curriculum meets the content and clinical requirements for eligibility for national certification as an Adult Nurse Practitioner and NP specialty certification by the State of Michigan.

Admission Requirements

Applicants admission to the Adult Health: Primary Care Nurse Practitioner specialty are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing (BSN) degree from an accredited program with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. Satisfactory score on the GRE (Graduate Record Exam) for applicants with less than a 3.25 undergraduate grade point average.
3. Two completed recommendation forms from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide primary health care, and/or your potential for graduate studies.
4. Current resume.
5. Statement of goals for graduate education in specialty.
6. Employment history: Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program.
7. Current Michigan RN License.
8. Admission interview with the Chair of Nursing Graduate Programs. Pre-requisite coursework will be determined at this time.

Requirements for Graduation

45 s.h. of course work including:

Nursing Core Courses (15 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210:	Power, Politics & Health Policy	3 s.h.
NUR 5650:	Professional Responsibilities in Health Care Systems	3 s.h.
*NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.

Advanced Practice Core (12 s.h.)

*BIO 5600:	Advanced Human Pathophysiology	3 s.h.
*NUR 5250:	Advanced Health Assessment (includes laboratory)	3 s.h.
NUR 5350:	Advanced Pharmacology	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.

Specialty Curricula (18 s.h.)

NUR 5300:	Clinical Decision Making in Adult Primary Care (practicum)	6 s.h.
NUR 6500:	Clinical Management of Chronic Conditions in Primary Care (practicum)	6 s.h.
NUR 6750:	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (practicum)	6 s.h.

TOTAL: 45 s.h.

Research Option (4 s.h.)

NUR 6930: Nursing Research: Thesis 4 s.h.

** Note Specific Prerequisites*

BIO 5600 - Completion of BIO 3700 or equivalent.

NUR 5250 - Must have successfully completed an undergraduate Physical Assessment course or complete NUR 3030 Health Assessment Across the Life Span.

NUR 5760 - One undergraduate or graduate course in statistics (equivalent to MTH 2350).

Master Of Science In Nursing Nursing Administration Specialty

The Nursing Administration specialty is developed within the framework of the graduate nursing program. This specialty is designed to prepare the nurse as an administrator who will be able to synthesize advanced knowledge from nursing and related disciplines, integrate organizational and administrative theories into research-based problem solving and decision making, and implement effective communication related to collaborative and conflict management strategies. The graduate will also be able to incorporate the nursing leadership role by designing strategies to impact policies that influence the delivery of health care, apply principles of Christian humanism to the process of nursing administrative decision making, and develop and implement standards of nursing practice and policies with a stated philosophy and mission congruent with health care settings.

Admission Requirements

Admission to the specialty in nursing administration is determined on the basis of the following:

1. Possession of a Bachelor of Science in Nursing (BSN) degree with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two completed recommendation forms from professional associates (one of whom must be a nurse) who can assess your potential for an administrative role and/or your potential for graduate study.
4. Current resume.
5. Statement of goals for graduate education in specialty.
6. Copy of current Michigan RN license.
7. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.
8. Interview with the Chair of Nursing Graduate Program. Prerequisite course work will be determined at this time.

Requirements for Graduation

The specialty in Nursing Administration, which involves 34 - 35 hours of graduate level course work, entails the following:

Nursing Core Courses (15 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 5210:	Power, Politics and Health Policy	3 s.h.
NUR 5650:	Professional Responsibilities in Health Care Systems	3 s.h.
*NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.

Advanced Core (14-15 s.h.)

*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
*CIS 5580:	Information Systems for Managers	2-3 s.h.
MGT 5300:	Leadership Behavior in Organizations	3 s.h.
MGT 5400:	Organizational Effectiveness & Change Management	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.

Specialty Courses (5 s.h.)

NUR 6300:	Seminar in Nursing Administration	3 s.h.
NUR 6310:	Nursing Administration Practicum	2 s.h.

TOTAL: 34-35 s.h.

Research Option (4 s.h.)

NUR 6930:	Nursing Research: Thesis	4 s.h.
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* Note Specific Prerequisites

ACC 5250 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 5150 Financial Accounting (3 s.h.).

CIS 5580 - Completion of CIS 2250 Computer Fundamentals, computer literacy, or registration as 3 s.h.

NUR 5760 - One undergraduate or graduate course in statistics (equivalent to MTH 2350).

In practicum experiences advanced practice nurses will serve as clinical educators.

MSN/MSBA Dual Degree Specialty

The Master of Science in Nursing/Master of Science in Business Administration Dual Degree specialty is developed within the structures of the Department of Nursing and the School of Business. The MSN/MSBA course of study is designed for the baccalaureate prepared nurse whose career goals are in upper management in health care facilities, business, or other complex service organizations. Graduates of this specialty will be able to synthesize advanced knowledge from nursing and related disciplines to manage client care and human and fiscal resources, integrate organizational and administrative theories into research-based problem solving and decision making in nursing, and implement effective communication related to collaborative and conflict management strategies within the practice environment. The graduate will also be able to incorporate the nursing leadership role by designing strategies to impact policies that influence the delivery of health care, apply principles of Christian humanism to the process of nursing administrative decision making, and develop and implement standards of nursing practice and policies with a stated philosophy and mission congruent with health care settings.

In addition to meeting the nursing graduate level outcomes, the student in the MSN/MSBA specialty is also responsible for achieving the competencies for the Master of Science in Business Administration as stated in the Madonna University Graduate Bulletin, 2003-2005.

Admission Requirements

Applicants for admission to the MSN/MSBA Dual Degree specialty are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing (BSN) degree with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two completed recommendation forms from professional associates (one of whom must be a nurse) who can assess your potential for an administrative role and/or your potential for graduate study.
4. Statement of goals for graduate education in specialty.
5. Current resume.
6. Copy of current Michigan RN license.
7. Interview with the representatives of both the business and nursing departments. Prerequisite course work will be determined at this time.
8. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

Requirements for Graduation

The specialty of MSN/MSBA Dual Degree, which involves 59-60 semester hours of graduate level course work, entails the following:

Nursing Core Courses (18 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC5210:	Power, Politics and Health Policy	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.
NUR 5650:	Professional Responsibilities in Health Care Systems	3 s.h.
*NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.

Nursing Specialty Courses (6 s.h.)

NUR 6300:	Seminar in Nursing Administration	3 s.h.
NUR 6310:	Practicum in Nursing Administration	3 s.h.

Business Core (11-12 s.h.)

*ACC5250:	Managerial Accounting for Decision Making	3 s.h.
*CIS 5580:	Information Systems for Managers	2-3 s.h.
MGT 5300:	Behavior in Organizations	3 s.h.
MGT 5400:	Organizational Effectiveness and Change Management	3 s.h.

Business Specialty Courses (11 s.h.)

MGT 5220:	Issues in Leadership Studies	1 s.h.
MGT 5470:	Ideas in Leadership: Development and Literature	2 s.h.
MGT 5570:	Strategic Management: A Leader's Perspective	3 s.h.
MGT 5920:	Seminar in Leadership, Analysis & Growth	2 s.h.
*QOM 5740:	Forecasting and Planning	2 s.h.
MGT 6930:	Advanced Leadership Studies	1 s.h.

Business Specialty Electives (13 s.h.)

13 s.h. of business courses	13 s.h.
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TOTAL: 59-60 s.h.

Research Option (4 s.h.)

NUR 6930:	Nursing Research: Thesis	4 s.h.
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*** Note Specific Prerequisites**

ACC 5250 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 5150 Financial Accounting (3 s.h.).

CIS 5580 - Information System for Managers requires CIS 2250 Computer Fundamentals, computer literacy, or registration as 3 s.h.

NUR 5760 - Disciplined Inquiry for Nursing Practice requires one undergraduate or graduate level statistics course equivalent to MTH 2350 or QS 5170.

QOM 5740 - Forecasting and Planning requires one undergraduate course in statistics or probability or QS 5170 and MGT 5370 and CIS 5580.

Graduate Nursing Certificates

Adult Health: Primary Care Nurse Practitioner

The focus of this post-master's certificate is to prepare nurses in advanced practice to diagnose and manage primary health care needs of adults, especially those of the vulnerable, the under-served, and diverse populations. The curriculum addresses comprehensive health assessment of clients, disease management, health promotion, guidance and counseling of individuals and families, and multi-disciplinary collaboration and referral. Upon completion of this specialty, graduates are prepared to practice autonomously or collaboratively in a variety of settings across the care continuum. The curriculum meets the content and clinical requirements for eligibility for national certification as an Adult Health: Primary Care Nurse Practitioner and NP specialty certification by the State of Michigan.

Outcomes

- Synthesize knowledge from clinical practice as well as theoretical and scientific knowledge from nursing and related disciplines as the foundation for nurse practitioner practice.
- Integrate the concepts of caring, support, empowerment, cultural sensitivity, and professional ethics in interpersonal health care transactions.
- Create clearly defined strategies to facilitate adult client health education and self-management activities.
- Demonstrate leadership, competency, and political expertise in the portrayal of the nurse practitioner role.
- Manage care for individuals, families, and community-based populations, using nationally accepted guidelines and quality standards for needed health care services.

Admission Requirements

Admission to the Adult Health: Primary Care Nurse Practitioner Certificate is based upon evaluation of the following criteria:

1. Possession of a Master of Science in Nursing degree from an accredited program with a graduate grade point average of 3.0 on a 4.0 scale. Applicants may be considered for admission to the graduate certificate prior to completion of the MSN degree; however, the certificate will be awarded only upon completion of the MSN degree.
2. Two completed recommendation forms from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide primary health care and/or your potential for graduate study.
3. Current resume.

4. Employment history: Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program. This will be addressed during the admission interview.
5. Current Michigan RN license.
6. Statement of goals for post-graduate education as an Adult Primary Care Nurse Practitioner.
7. Admission interview with the Chair of Nursing Graduate Program.

Certificate Requirements*

The Adult Health Primary Care Nurse Practitioner certificate, which involves 18 semester hours of graduate level course work, entails the following:

NUR 5300:	Clinical Decision Making in Adult Primary Care (practicum)	6 s.h.
NUR 6500:	Clinical Management of Chronic Conditions in Primary Care (practicum)	6 s.h.
NUR 6750:	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (practicum)	6 s.h.

*** Note Specific Prerequisites**

NUR 5250:	Advanced Health Assessment (3 s.h.) or equivalent
NUR 5350:	Advanced Pharmacology (3 s.h.) or equivalent
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice (3 s.h.) or equivalent
BIO 5600:	Advanced Human Pathophysiology (3 s.h.) or equivalent

- Prior to being awarded the certificate, a student must have completed a master’s degree in nursing.

Health Care Educator

The focus of this graduate certificate is to prepare educators for teaching positions in higher education and practice settings. The curriculum focuses on theories that guide the instructional process, teaching strategies and technology that supports quality instruction and evaluation of learning outcomes in health-related settings.

Outcomes

- Analyze appropriate theories to guide the instructional process.
- Distinguish theories of instructional design in learning situations.
- Synthesize various teaching strategies and technologies that support quality instruction.

- Design evaluation strategies appropriate to instructional plans.
- Integrate the role of the educator into appropriate health related settings.
- Integrate respect for human and contextual diversity into the curriculum process.

Admission Requirements

Applicants for admission to the Health Care Educator Certificate are evaluated on the basis of the following criteria:

1. Qualify for graduate academic standing, including possession of an undergraduate degree with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. Satisfactory score on the GRE (Graduate Record Exam) for applicants with less than 3.25 undergraduate grade point average.
3. Two completed recommendation forms from professional associates.
4. Current resume.
5. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the specialty. This will be addressed at the admission interview.
6. Admission interview with the Chair of Nursing Graduate Program.
7. Prior to being awarded this certificate, a student must have completed a master’s degree.

Requirements For Health Care Educator Certificate

The Health Care Educator Certificate, which involves 12 semester hours of graduate level course work, entails the following:

EDU/NUR 5020:	Adult Learners: Approaches to Learning and Instruction	3 s.h.
NUR 5430:	Management of Instructional Systems in a Diverse Adult Learning Environment	3 s.h.
NUR 6420:	Curriculum Design for Health-Related Settings	3 s.h.
NUR 6520:	Teaching Practicum in Health-Related Settings	3 s.h.

Nurse Entrepreneur

The purpose of this certificate is to provide the opportunity for nurses to enhance their leadership and management skills and to meet the challenges of the changing health care arena. Nurses will be prepared for entrepreneurial activities by matching opportunities with individuals and resources.

A student is responsible for achieving the outcomes of analyzing leadership and management principles from nursing and business that inform the role of the nurse entrepreneur, relate caring and ethical theoretical perspectives to providing a healthy/healing workplace, synthesizing various financial and legal perspectives that will maintain a nursing entrepreneurial practice, and engage in decision making processes that facilitate communication for the development and implementation of a nursing entrepreneurial practice.

Admission Requirements:

Applicants for admission to the Nurse Entrepreneur Certificate are evaluated on the basis of the following criteria:

1. Possession of a master's degree with a grade point average of 3.0 on a 4.0 scale.
2. Two completed recommendation forms from professional associates, one of whom must be a nurse.
3. Current resume.
4. Copy of current Michigan or other state RN License.

Requirements For Nurse Entrepreneur Certificate:

The Nurse Entrepreneur Certificate, which involves 18-19 semester hours of graduate level coursework, entails the following:

ACC 6030:	Accounting, Finance, and Taxation for Health Care Entrepreneurs	6 s.h.
BL 6060:	The Legal and Risk Aspects of Health Care Entrepreneurship	3 s.h.
CIS 5580:	Information Systems for Managers	2-3 s.h.
MGT 5220:	Issues in Leadership	1 s.h.
NUR 5160:	Introduction to Entrepreneurship for Nurses	1 s.h.
NUR 5460:	Creating and Supporting a Caring Work Environment	3 s.h.
NUR 6460:	Practicum in Nursing Entrepreneurship	2 s.h.

RN-MSN Accelerated Pathway

The College of Nursing & Health offers an accelerated RN-MSN pathway for currently practicing and experienced Registered Nurses (RNs) who are not prepared with the baccalaureate degree in nursing (BSN) and are seeking career mobility. Students in this program will earn a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN), with a major in Nursing Administration, Adult Health Clinical Nurse Specialist, or Adult Health Nurse Practitioner.

Admission Requirements for the Accelerated RN-MSN Pathway:

1. RNs need official transcripts from high school (if not holding an associate's degree or higher) and all colleges or post-secondary institutions attended.
2. Minimum cumulative GPA of 3.0 on a 4.0 scale.
3. At least 1 year of high school algebra, biology, and chemistry, with a grade of C or higher, or one semester of each at the college level with a grade of C or higher.
4. Applicant provides photocopy of RN license.
5. Applicant provides resume of professional work experience.
6. Evidence of physical and emotional health to perform professional nursing responsibilities.
7. Two completed recommendations from professional associates who can assess the potential of the applicant for graduate study.
8. Interview with the RN-Degree completion Coordinator, and the Chair of Nursing Graduate Program.

Progression in the Accelerated RN-MSN Pathway:

1. Once admitted to the Accelerated RN-MSN Pathway, students receiving two grades of D or F in science or nursing courses will be automatically dismissed from the Accelerated Pathway and from the Nursing major.
2. Students must earn a grade of C or higher in all Nursing courses while in the undergraduate phase of the program.
3. Students who participate in this accelerated pathway must satisfy all undergraduate nursing degree requirements and complete a minimum of 124 s.h. prior to being awarded the BSN degree.
4. Students must maintain an overall GPA of 3.0 in order to progress seamlessly into the graduate phase of the program.
5. Students must achieve a grade of B or higher in each of the graduate classes taken in the undergraduate phase of the program in order to progress into the graduate phase of the program.
6. Nursing students in the RN-MSN Accelerated Pathway may earn their MSN degree with a minimum of 3.0 graduate credits in addition to those earned in the advanced placement phase of the baccalaureate degree.

RN to MSN Degrees:

1. Both BSN and MSN degrees will be awarded by Madonna University.
2. A maximum of 74 credits may be transferred from community college(s) toward the BSN segment (credits granted for prior learning are not included in this total).
3. Only courses with a grade of C or better will transfer for undergraduate credit. This includes science courses with a grade of C or better regardless of completion dates.
4. Prior learning credit will be granted for 29 credits of nursing (Med/Surg, Pharm, OB/Peds, Psyc/Mental Health) based on RN licensure, without further exams, unless the RN has been out of nursing practice/school for a number of years.
5. Prior learning credit will be granted when transferrable credits are not available for Anatomy & Physiology, Microbiology, and Nutrition, based on RN licensure, without further exams unless RN has been out of nursing practice/school for a number of years.
6. Diploma Grads and Associate Degree grads are granted the same opportunities for prior learning credit.
7. The above undergraduate prior learning credits granted to a student will be placed on the student's transcript after he/she has earned 12 credits at Madonna University. There will be one small fee for this transcription (currently \$50).
8. RNs with significant experience in community health and/or leadership may elect to apply for prior learning credit for theory and/or practicum components of other selected nursing courses.
9. A minimum of 30 undergraduate credits must be earned by taking Madonna University courses.
10. A total of 124 credits is required for graduation with a BSN degree from Madonna University.
11. The MSN degree requires a minimum of 3.0 credits beyond the BSN.
12. Several undergraduate Madonna University general education requirements may be fulfilled by satisfying the MACRAO Transfer Agreement from a community college. Students desiring to pursue this option should first consult with a counselor at the community college, and then discuss the options with the nursing admission counselor or degree completion coordinator from Madonna University.
13. An option is offered to take the theory portion of all undergraduate nursing, and many graduate, courses on line. There are also increasing opportunities to take some of the general education courses on-line, or by other distance learning modalities.

*For more information contact: Marilyn Harton, Degree Completion Coordinator at Madonna University
1-800-852-4951 ext 5482 or mharton@madonna.edu*



RN to BSN Pathway

BSN Segment of RN to MSN		
with 4 graduate courses substituted for selected undergraduate courses		
GPA Requirement 3.0		
Courses	s.h.	
NUR 3030.1 Assessment	2	RN License 31 credits
NUR3 3060.1 PsychoSoc	2	
NUR 3220.1 Therap. I	6	
NUR 3300.1 Pharm	3	
NUR 3310.1 Fam/Com		
NUR 3320.1 Psych/OB	6	
NUR 4250.1 M/S & Peds	6	
NUR 4930.1 Sr Practicum	3	
NUR 3030 Adult Assess	1	take test or transfer
NUR 3010 Transition	4	Potential for prior learning credit
NUR 4220 Community Health	4	
NUR 5000 Theoretical Found	3	
NUR 5760 Disciplined Inquiry	3	
NUR 5650 Health Systems (4th credit clinical option)	3-4	All students will take either NUR 5650 or NUR 4210 for 4 credits (to include a clinical) depending on professional experience and MSN specialty. Some students may require both clinical.**
NUR 5210 Power & Politics (4th credit clinical option)	3-4	
Total Credits		53 or 54
<p>13-14 graduate credits will be substituted for undergraduate credits (Policy not to exceed 15)</p> <p>** including students who stop out after the BSN and/or those lacking prior leadership experience</p>		

RN to MSN Specialties

RN/MSN - Adult Health: Clinical Nurse Specialist

Courses Needed for MSN segment - 32 s.h.

BIO 5600:	Advanced Human Pathophysiology	3 s.h.
NUR 5250:	Advanced Health Assessment (includes laboratory)	3 s.h.
NUR 5350:	Advanced Pharmacology	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.
NUR 5500:	Clinical Care of Clients (practicum)	6 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.
NUR 6230:	Advanced Care Strategies (practicum)	6 s.h.
NUR 6450:	Care Management (practicum)	5 s.h.

RN/MSN - Adult Health: Primary Care Nurse Practitioner

Courses Needed for MSN segment - 33 s.h.

BIO 5600:	Advanced Human Pathophysiology	3 s.h.
NUR 5250:	Advanced Health Assessment (includes laboratory)	3 s.h.
NUR 5300:	Clinical Decision Making in Adult Primary Care (practicum)	6 s.h.
NUR 5350:	Advanced Pharmacology	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.
NUR 6500:	Clinical Management of Chronic Conditions in Primary Care (practicum)	6 s.h.
NUR 6750:	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (practicum)	6 s.h.

RN/MSN - Nursing Administration

Courses Needed for MSN segment - 31 s.h.

*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
CIS 5580:	Information Systems for Managers	2 s.h.
MGT 5300:	Leadership Behavior in Organizations	3 s.h.
MGT 5400:	Organizational Effectiveness & Change Management	3 s.h.
NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.
NUR 6300:	Seminar in Nursing Administration	3 s.h.
NUR 6310:	Nursing Administration Practicum	2 s.h.

Electives

9 s.h. Nursing or Business Courses

RN/(MSN/MSBA) - Dual Degree (56 s.h.)

Required Business Core Courses - (22 s.h.)

*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
CIS 5580:	Information Systems for Managers	2 s.h.
MGT 5220:	Issues in Leadership Studies	1 s.h.
MGT 5300:	Leadership Behavior in Organizations	3 s.h.
MGT 5400:	Organizational Effectiveness & Change Management	3 s.h.
MGT 5470:	Ideas in Leadership Development and Literature	2 s.h.
MGT 5570:	Strategic Management: A Leader's Perspective	3 s.h.
MGT 5920:	Seminar in Leadership: Analysis and Growth	2 s.h.
MGT 6930:	Advanced Leadership Studies	1 s.h.
QOM 5740:	Forecasting and Planning	2 s.h.

Required Nursing Core Courses - (12 s.h.)

NUR 5400:	Integration of Advanced Nursing Knowledge & Roles in Practice	3 s.h.
NUR 5850:	Bridging Evidence and Practice	3 s.h.
NUR 6300:	Seminar in Nursing Administration	3 s.h.
NUR 6310:	Nursing Administration Practicum	3 s.h.

Electives - (22 s.h.)

9 s.h. Nursing or Business Courses
13 s.h. Business Courses

**Note Specific Prerequisites*

ACC 5250 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 5150 Financial Accounting (3 s.h.)

**NUR 5000, 5210, 5650, and 5760 will have already been completed during the BSN segment of the RN-MSN program.*



Course Descriptions

Accounting

ACC 5150 - Financial Accounting - 3 s.h.

Fundamental principles of external reporting emphasizing the accounting concepts, procedures, and standards that guide the preparation, interpretation and reporting of financial accounting information. (Prerequisite: None)

ACC 5250 - Managerial Accounting for Decision Making - 3 s.h.

The development and use of accounting information used to make improved managerial decisions in the areas of planning, controlling, and performance evaluation. Emphasis is placed on analyzing cost management systems and improving organizational performance in order to enhance the administrative and leadership functions. (Prerequisite: ACC 5150 and CIS 5580 or equivalent)

ACC 5530 - Financial Statement Analysis - 3 s.h.

This course focuses on the analysis of externally reported financial statements for any organization with financial resources. Topics included analysis of profitability, dividend policy, long and short-term debt payment ability and cash flow. (Prerequisite: ACC 5250)

ACC 5550 - Accounting Information Systems Design - 3 s.h.

The course focuses on the applicable skills in the design and implementation of an effective accounting information system. Emphasis will be placed on the role accountants play as designer, user, and evaluator of information systems. Topics include accounting information technologies, with special emphasis on ethics, fraud and business environment, enterprise resource planning systems, resource events agents approach, electronic commerce, and new internal control techniques such as CORBIT, as well as system design and documentation techniques. (Prerequisite: ACC 5250)

ACC 5700 - International Accounting - 2 s.h.

A study of accounting and taxation in an international environment. Topics include accounting and taxation issues of transactions denominated in a foreign currency, translation/remeasurement issues, accounting for forward exchange contracts, management planning, control and performance evaluation of a foreign nation-state and international taxation issues. A comparative analysis among U.S., a foreign nation-state and international accounting standards will be conducted. (Prerequisite: ACC 5250)

ACC 6030 - Accounting, Finance, and Taxation for Health Care Entrepreneurs - 6 s.h.

Using the case study approach, health care entrepreneurs will study and apply the basic principles and concepts of accounting, finance and taxation, including financial statements interpretation and analysis and tax issues affecting entity selection.

ACC 6300 - Advanced Management Accounting - 3 s.h.

This course focuses on advanced managerial accounting topics such as cost-based management techniques including activity-based costing, target costing, and life cycle costing. Other topics include decentralization, incentive compensation systems, and financial and non-financial measures of performance, including balanced score card, ROI, and economic value added. (Prerequisite: ACC 5250)

ACC 6500 - Contemporary Issues in Cost Management - 3 s.h.

This course will explore current issues in management accounting practice and theory. Topics will include activity-based management techniques, performance motivation and evaluation issues, and cost of quality.

ACC 7030 - Entrepreneurial Accounting, Finance and Taxation - 6 s.h.

Using the case study approach, Fellows study and apply the basic principles and concepts of accounting, finance and taxation, including financial statement interpretation and analysis, and tax issues affecting entity selection. Content areas include: capital and incentive budgeting; lease/buy analysis; entity capitalization issues; personal financial planning; contemporary issues in taxation; fringe benefits planning; and financial aspects of the business plan.

Administration

ADM 5180 - Information

Retrieval/Publication/Presentation - 1 s.h.

Methodology for identifying and utilizing the research facilities of the University and community are presented. Students' communication skills are analyzed and opportunities provided to increase competencies needed for successful graduate work.

Biology

BIO 5010 - Genetics - 4 s.h.

Biology 5010 is a four semester hour course in basic genetics for science majors. There are 3 hours of lecture per week and one 3-hour lab period per week. The course will provide the students with a working knowledge of genetics, both theory and problem-solving. Topics covered include molecular genetics, bacterial genetics, mitosis and meiosis, Mendelian genetics, statistics, sex-linkage, gene linkage and recombination, the role of genetics in metabolism, development and behavior, population genetics, and genetic engineering. (Pre-requisite: BIO 2260 or equivalent, CHM 3610 or equivalent, MATH 2350 or equivalent)

BIO 5170 - Invertebrate Zoology - 4 s.h.

Invertebrate Zoology 5170 is a four semester hour course in parasitology. There are two, one-hour lecture periods per week and two, three-hour labs per week. Human disease-causing parasites will be the focus of this course. Students will study form, function, and classification of the major groups of parasites: Protozoa, Helminths, and Arthropods Life cycles, morphology, epidemiology, and control of these parasites will be emphasized. Laboratory exercises will concentrate on the identification of parasites as they are observed in clinical specimen. (Pre-requisite: BIO 2260 or equivalent)

BIO 5270 - Clinical Bacteriology - 4 s.h.

Biology 5270 is a four semester hour course designed to introduce the student to the principles and procedures involved in the collection, handling and identification of the major groups of pathogenic bacteria. The course consists of two hours of lecture and six hours of laboratory work each week. (Pre-requisite: BIO 2260 or equivalent, BIO 3280 or equivalent recommended)

BIO 5280 - Immunology - 4 s.h.

Biology 5280 is a four semester hour course in immunology. There are three hours of lecture per week and three hours of lab. The course will provide the student with a basic foundation in immunology. Topics to be covered include the history of immunology, immunoglobulin structure and specificity, antigen-antibody reactions, the immune response, hypersensitivity reactions, immunogenetics, autoimmunity, and transplantation and tumor immunology. (Prerequisite: BIO 2260 or equivalent, CHM 3610 or equivalent, BIO 3100 or equivalent recommended)

BIO 5450 - Epidemiology and Biostatistics - 3 s.h.

Overview of current concepts in epidemiology and their application, with emphasis on the epidemiology of chronic diseases and implications for the management of health operations. Modules on biostatistics to provide learners with experiences in evaluation and application of information gleaned from surveillance and data systems. One critical objective is to be able to use biostatistical information as a tool for making quality health decisions in the community as consumers and providers. An emphasis on the importance of prospective studies to ameliorate multifactorial health problems through programs such as the Women's Health Initiative and the Nurses' Health Study.

BIO 5500 - Medical Mycology - 4 s.h.

Medical Mycology is a study of clinically significant fungi that plague man. Approximately 100 species of the 200,000 plus species consistently produce infection in man. Emphasis will be placed on these 100 plus species as well as a complete overview of other genera and species both clinically significant and insignificant fungi. Weekly lab sessions processing fungal slide cultures and biochemical identification of selected yeast. Each student will be responsible for a slide collection of selected fungi and will be graded on quality and completion of slide culture collection. Lecture will discuss clinical features, distribution, etiology and current treatments. (Pre-requisite: BIO 2260 or equivalent)

BIO 5550 - Physiology of Human Response - 3 s.h.

This advanced course in human physiology will examine, in detail, the physical and chemical principles of the human body, regulatory systems, metabolism, excretory systems, and the variances that can be found in patients with chronic conditions. (Prerequisites: Bio 2430/2440)

BIO 5600 - Advanced Human Pathophysiology - 3 s.h.

This course will focus on advanced pathophysiologic concepts over the adult life span using a research-based, system-focused approach. This will include developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/seen altered health states. The knowledge acquired will guide the Advanced Practice Nurse (APN) in clinical assessment, differential diagnosis, decision making, and the management of adults with various health conditions. (Prerequisite: BIO 3710 or equivalent)

BIO 5650 - Environmental & Occupational Epidemiology - 3 s.h.

This course provides an introduction to epidemiologic science with a view to the acquisition of basic knowledge critical to the development of sound health policy decisions based on concepts of disease prevention and health promotion. (Pre-requisite: BIO 5450 or equivalent)

Business Law

BL 6040 - Legal Issues in Business - 2 s.h.

An examination of the nature of the legal environment and issues that confront business managers. Emphasis is given to the operation of our legal system including international aspects, and its underlying issues as it relates to the decision functions of management. Topics include the adjudicatory process, antitrust, contract law, entity selection issues and other contemporary issues.

BL 6060 - The Legal and Risk Aspects of Health Care Entrepreneurship - 3 s.h.

An overview of the law and its impact on the health care entrepreneurial practice. An assessment of risk management factors and action to employ in managing insurance issues.

BL 6100 - Contract Administration - 1 s.h.

Introduction to the legal environment in which contracts are negotiated and administered. The course is designed to introduce the student to legal environment which governs the methods and processes in the negotiation and administration of operational contracts. Topics include the negotiation process, operational and financial concerns, and the remedies available for breach of contract.

BL 6260 - International Legal Environment - 2 s.h.

Introduction to the legal environment in which a multinational enterprise must operate. The course will explore private versus public international customary practices, treaties including NAFTA, GATT (WTO), APEC, and Maastricht, the international dimensions of litigation, CISG issues, documentary letters of credit and various trade actions and regulations.

BL 7060 - The Legal and Risk Aspects of Entrepreneurship - 3 s.h.
An overview of the law and its impact on the professional practice. An assessment of risk management factors and actions to employ in managing insurance issues. Content areas include: contracts, agency, secured transactions and debtor-creditor relations, the legal implications of business decisions and the assessment of related risk, and practices to implement in reducing liabilities.

Catholic School Leadership

CSL 5400 - Leadership in Catholic Identity - 3 s.h.

This course has a twofold focus: 1) the doctrinal foundation of Catholicism, especially the nature and mission of Catholic education (its history and philosophy) as part of the larger nature and mission of the Church and 2) the content and use of multiple documents and resources for leadership in Catholic identity.

CSL 5450 - Leadership in Christian Development - 2 s.h.

This course explores the responsibilities of leadership in nurturance of spiritual development, particularly moral and faith development. It includes the role of the leader in facilitating conversion, discipleship and prayer as well as practices of various prayer forms and theological reflection. Attention is given to the challenges of cultural influence in the developmental process.

CSL 6400 - Catechetical Leadership - 2 s.h.

This course builds on the foundation of the four dimensions of catechesis: message, community, worship (including liturgy and sacraments) and service and their relationship to the responsibilities of the catechetical leader. It also examines the major catechetical documents, current forms and methods.

CSL 6450 - Formation of Christian Community - 2 s.h.

This course incorporates characteristics of leadership necessary for developing Christian community. It examines the Christian Community as a social reality, rooted in the Bible and tradition, and explores the dynamics and challenges of becoming and being a Christian community within a diverse cultural context. Particular attention is given to the community as evangelist and catechist.

Childhood Development

CD 5120 - Trends in Early Childhood Curriculum - 2 s.h.

The in-depth study of innovations, research and controversies in early childhood curricula. The emphasis is on learning to integrate best practice with community curricula expectations and to adapt learning tasks in light of learning styles and developmental challenges.

CD 5160 - Assessment of the Young Child - 2 s.h.

The study of theoretical foundations and procedures appropriate for evaluating the development and learning of the young child. Special considerations given to the assessment of young children with special needs and diversity issues. Connections are made between understanding and appropriate usage of formal and informal assessment, current assessment issues and assessment strategies.

CD 5520 - Leadership in Early childhood - 2 s.h.

The study of the conditions necessary for developing skills of advocacy for children and families based on an understanding of social policy and how it is influenced. Questions of child development are emphasized in relation to these conditions and understandings. Linkages are made between advocacy skills and skills of collaboration with members of the professional community.

CD 6940 - Action Research Project in Early Childhood Education - 3 s.h.

This study applies theoretical understandings gained throughout the Program to practice as students engage in an action research project. Reflective inquiry and demonstration of self-knowledge are articulated into a personal code of professional behavior.

Computer Information Systems

CIS 5580 - Information Systems for Managers - 2-3 s.h.

A generic approach to information systems providing a comprehensive conceptual foundation through the study of the psychological and sociological aspects of information systems, decision making and the value of information, the Systems Life Cycle, and office automation technology. (Prerequisite: computer literacy or register as 3 s.h. course)

CIS 5610 - Information Systems Planning - 3 s.h.

Development of conceptual framework for strategically planning and managing technology, especially information systems, including harnessing the power of the mainframe and/or personal computers to evaluate and track the decision-making process. An in-depth study of where today's new trends and technologies are heading and which technologies are working for greater corporate profit. The course focuses on the non-technical manager. (Prerequisite: CIS 5580 or equivalent)

CIS 6250 - Advanced Database Concepts - 3 s.h.

Active databases provide businesses with the opportunity to integrate data storage with business rules. Students will explore the concepts of active databases using both the relational and the object oriented database model. Justification for the Object Oriented (OO) model will be introduced through an explanation of the shortcomings of the relational database model. Issues involved in transaction processing will also be discussed. (Prerequisite: MGT 6300)

CIS 6400 - Data Communications and Networking - 2 s.h.

This course develops a managerial level of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational, and management people in telecommunications. The course will investigate the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. (Prerequisite: CIS 5580 or CIS/CS Bachelor's degree, and MGT 6300)

CIS 6640 - e-Business & e-Commerce in the Enterprise - 3 s.h.

This course provides a detailed review and investigation of establishing, developing, and managing Web strategy in the e-Commerce and e-Business arena. A study of the critical elements essential to successful Web site implementation and management. Will apply the systems approach to examine some of the radically new business models emerging from Web based businesses. (Prerequisite: MGT 6300 and MKT 5790)

CIS 6840 - Redesigning the Enterprise for e-Business - 2 s.h.

This course will investigate and apply Business Process Redesigning (BPR) concepts and methods at both the enterprise and supply chain level to take advantage of Internet connectivity. Will apply BPR software to develop and implement new business models to effect the change. (Prerequisite: CIS 6640)

CIS 6890 - Managing Enterprise Information Systems - 3 s.h.

This course explores the Information Systems (IS) role in transforming organizations and industries. Emphasizes the integrative role of Information Systems and Resources. Three areas of integration will be addressed; integrating the enterprise, integrating the IS function, and integrating IS technologies. The scope of this course will address both the internal and external IS needs of the organization. (Prerequisite: CIS 5580 or CIS undergraduate degree, MGT 6300 and BL 6040) (This is a capstone course. All required ITM courses must be completed)

CIS 7010 - Computer Applications Seminar - 3 s.h.

An introduction to the application of computer hardware and software for use in the practice and particularly for use in the Executive Fellows Program. Content areas include: the use of IBM compatible computers, printers and modems; the use of the computer network system, E-mail, and "Brainstorm"; overview of spreadsheet, word processing, and database management.

Criminal Justice

CJ 5010 - Criminal Justice Organization and Administration - 3 s.h.

This course covers the organization and management of the various criminal justice agencies throughout the United States. Includes systems of management, substance abuse as a management problem, and systems analyses and their relationships.

CJ 5100 - Legal and Ethical Issues in Criminal Justice Administration - 2 s.h.

An examination of the nature of the legal environment and issues that confront managers and administrators in a criminal justice agency. The course will examine the underlying legal process and issues as related to the decision functions of managers and administrators. Topics include the adjudicatory process (civil, administrative, and criminal), contract law, and other contemporary issues. Emphasis is given to the operation of our legal system, including an examination of employment problems including discrimination, administrative agencies, civil liability, and vicarious liability issues. The course will also emphasize the ethical administration and application of authority to both internal and external entities.

CJ 5200 - Labor Law Issues in Criminal Justice Management - 2 s.h.

This course will examine various labor law issues as they relate to law enforcement/criminal justice management. The course will focus on public sector labor relations, specifically the Public Employment Relations Act (PERA), with some historical references to general labor laws on a national level, i.e., National Labor Relations Act. The course will also include applicable arbitration decisions.

CJ 5300 - Advanced Criminal Justice Administration - 3 s.h.

An examination of the functions of the police, court and corrections in the Criminal Justice System; concepts and principles of organizational structure; concepts and principles of administration and management with an emphasis on budgets, change, conflict, strategy, and evolution.

CJ 5400 - Criminal Justice Operations and Programs in the 21st Century - 2sh

Review of contemporary policy issues, programs, and strategies. Assessment of reform measures, and accountability mechanisms. Detailed analysis of present practices within each criminal justice component and investigation of what may be changed in the future.

Economics

ECN 5180 - Economic Environment and Business Activity - 3 s.h.

A combined course in micro and macroeconomics. Theory of the firm and consumer. Analysis of the price system as a means to efficient allocation of economic resources. Theory of national income determination; national output and income; savings and capital formation. Current economic conditions and their influence on business. Analysis and interpretation of government policies and practices.

ECN 6100 - Managerial Economics - 2 s.h.

Focuses on the application of microeconomic theory as applied to business problems. It is the study of individual segments of the economy: consumers, workers, owners of resources, individual firms and industry and markets as they work together to solve business problems. (Prerequisite: ECN 5180 and QS 5170)

ECN 6240 - Labor Economics - 3 s.h.

Because prerequisites are not necessary, this course begins with a broad survey of modern macro-economic theory and will introduce the student to the economics of labor by identifying modern theories of labor market behavior, summarizing the empirical evidence for and against each hypothesis, and illustrating the usefulness of theory for organizational policy. The majority of the course will be devoted to a focus on economic approaches to the various topics within the field of Human Resources Management such as Workforce Demographics, Productivity, Employee, Employee Appraisal and Reward, Pay/Compensation Systems, Training and Development, and International HRM considerations.

ECN 6300 - Managerial Perspectives on Economics - 2 s.h.

Examination and application of theoretical and analytical tools economists use. Determination of the significance of macro and micro economic principles on the management of organizations. Emphasizes the applications of economic analysis through examination of empirical studies and cases involving actual managerial situations at many levels of commerce, for profit, non-profit and government. Areas of analysis include unemployment, inflation, monetary and fiscal policy, the pricing system, capital structure strategies and government regulations.

ECN 7020 - Economics and US Health Care Policies - 2 s.h.

An introduction to the basic theories of microeconomics and macroeconomics coupled with its integrative aspects to the current U.S. health care policy and proposed changes therein. Content areas include: microeconomics, macroeconomics, overview of the history of U.S. health care policies, current U.S. health care policy, and review of proposed changes in policy, if any.

Education

EDU 5000 - Current Developments in Teaching and Learning Theory - 2 s.h.

A critical analysis of the major principles of teaching and classroom learning. An investigation of the theoretical, sociological, and philosophical foundations of various theories of learning as applied to effective instruction; recent trends and traditional theories which contribute to excellence in the teaching and learning process.

EDU/NUR 5020 - Adult Learners: Approaches to Learning and Instruction - 3 s.h.

This course describes the theoretical perspectives and factors that influence adult motivation and learning. Emotional, social, cultural, and cognitive factors that affect learning are considered. The impact of these variables on planning and instruction, classroom management, teaching methodology, and assessment are explored.

EDU 5050 - American Education: Historical, Social, and Political Perspectives - 2 s.h.

A focus on the historical events, ideological controversies, and political and social forces that have shaped the American education system from the colonial period to the present. Designed to develop in educational leaders an understanding of the relationship between schooling and society.

EDU 5070 - Schooling In Comparative and International Perspectives - 2 s.h.

Provides an overview of education systems and developments in selected countries; describes major similarities and differences among these systems of education; and delineates exemplary practices of some countries that may be worth emulating by others. Particular attention is given to assessing Americans education in international context, and to inquiring about developments around the world that may have important implications for the improvement of American schools.

EDU 5080 - Instructional Research and Evaluation - 2 s.h.

A focus on the knowledge and skills needed by educational leaders to understand and use research, and evaluate programs within the areas of their professional responsibility. Evaluation of research activities and examination of when and how the contributions of more advanced evaluation professionals should be consulted.

EDU 5100 - Data Management for Educational Leaders - 2 s.h.

This course explores the design, implementation, and evaluation of typical data management activities at the building and school system levels. Attention is given to (1) standards-based evaluation, (2) survey data collection and analysis, (3) technology-based strategies for disseminating findings, and (4) ethical considerations in data management.

EDU 5150 - Human Development and Schooling - 3 s.h.

Cross Listed: see RDG 5150 for course description.

EDU 5230 - Technology in the School - 2 s.h.

This course provides educators with technology skills needed to support content area and thematic teaching. The course emphasizes how technology can support a constructivist approach to instruction, the unique needs of exceptional children and critical thinking. Students will examine the wider implications of technology in schools and society.

EDU 5350 - Language Development: Linguistic Foundations of Literacy - 3 s.h.

Cross Listed: see ENG 5350 for course description.

EDU 5510 - Innovations in Classroom Literacy - 3 s.h.

The study of current issues and best classroom practices that inform the ongoing evolution of reading/writing education. The course emphasizes the theoretical perspectives of each practice, and the implications for program development. Best practice research is drawn from the areas of reading and writing across the curriculum. Students will complete a theory-to-practice study of literacy that will demonstrate their professional growth.

EDU 5650 - Education and the Community - 2 s.h.

The development of the knowledge and competencies needed by educational leaders to work professionally with their communities, including understanding of school governance, communication, community organizations and structures, roles of key community actors and parents, volunteerism, and the community education concept.

EDU 5710 - Change in Educational Organizations - 3 s.h.

The study of change in educational organizations will involve learning important components of educational change and collaborative leadership. The course emphasizes methods for fostering analysis and communication necessary for changing standards of practice. A field component encouraging participating as an educational change agent will be a vital part of this experience, enabling students to make connections to holistic evaluation, program improvement and community involvement.

EDU 5720 - Diagnostic and Remedial Techniques in Reading - 3 s.h.

Cross Listed: see SED 5720 for course description.

EDU 5750 - Financing of Education - 2 s.h.

The development of the knowledge and skills needed by educational leaders to provide leadership in the debate over appropriate financial support of education and how to implement a fiscally sound school program. Focus on the sources and nature of funding for public education, budget development, expenditure control, and current state and national trends in the financing of public education.

EDU 5760 - Financing Public and Private Education - 2 s.h.

Development of the knowledge and skills needed by education leaders to provide leadership in the debate over appropriate financial support of education, and to implement a fiscally sound school program. Focus on the sources and nature of funding for public and private education, budget development, expenditure control, and current state and national trends in the financing of public and private education.

EDU 5800-5810 - Selected Topics in Educational Leadership - 1-3 s.h.

Study of issues, trends, and topics relevant to educational leaders. Courses may be offered on a workshop, seminar, or independent research format.

EDU 5820 - Diversity in the Classroom - 2 s.h.

The study of factors which contribute to diversity in modern classrooms and the implications for practice. The course focuses on a critical theory interpretation of inclusion, multiculturalism, power relations and changing demographics. Connections are made to wider sociological issues. A field component consisting of a classroom case study will be integrated into this course.

EDU 5850 - Legal Issues in Education - 2 s.h.

Emphasizes the knowledge needed by educational leaders to carry out professional responsibilities mindful of the legal implications of educational decisions. Issues of liability, employment practices, civil rights of minorities and the handicapped, contracts, governmental immunity, student personnel, legal status of teachers, administrators, boards of education, the State Tenure Act, and teacher certification.

EDU 5950 - Curriculum Leadership - 2 s.h.

A focus on the knowledge and skills needed to exercise leadership in curriculum at several levels and in many roles. Emphasis on the historical, theoretical, and political foundations of the curriculum field; the curriculum planning process; curricular trends in subject fields and across the curriculum; curriculum management.

EDU 6230 - Information Management for Educators - 3 s.h.

The study of technology-based strategies for the collection, management, and analysis of classroom information to enhance learning. The course emphasizes the use of both generic and education specific applications for data management and statistical computation. Connections are made to student motivation, holistic evaluation, program improvement and parental involvement.

EDU 6250 - Multimedia Applications for Learning - 2 s.h.

The study of advanced uses of computer-based technology for instruction. The course emphasizes information retrieval, website construction, distance learning, and the integration of a variety of media. Strategies for assessing the efficacy of different media with different types of learning will be emphasized.

EDU 6320 - Internship/Project in Educational Leadership and Seminar - 1 s.h.

This course is the first of a two-semester internship and seminar designed to provide a field experience in a school setting which will allow the student to gain experience in leadership activities. The course addresses the proposal and initial planning phases of a school improvement project. The student is supervised by a university faculty member and mentored by an administrator of the host institution (typically a school principal) who is identified collaboratively by the advisor, student, and the mentor. Experiences may fall within traditional administrative roles and/or extend to other areas of leadership, including extended school services, staff development, curriculum development, school improvement, collective bargaining, budget development, and community relations.

EDU 6330 - Internship/Project in Educational Leadership and Seminar - 2 s.h.

This course is the second of a two-semester internship and seminar designed to provide a field experience in a school setting which will allow the student to gain experience in leadership activities. The course focuses on effective implementation and assessment of a school improvement initiative.

EDU 6360 - Motivation for Achievement - 2 s.h.

The study of contemporary motivation theories and the potential application of this knowledge in educational settings. The course stresses the costs of competitive learning environments that emphasize performance goals and the benefits of learning environments that maximize learning goals and students' intrinsic interest in learning. The relationships between achievement goals, social goals, cognition, and assessment will be highlighted throughout.

EDU 6610 - Best Practice Classrooms - 2 s.h.

The study of best practice in classrooms involves a critical analysis of current best instructional practices. The course emphasizes an investigation of the research and theoretical foundations of each practice, as they relate to practical applications in the classroom. A field component, consisting of classroom observations focusing on comparative analyses of each practice will be a vital part of this experience. Connections are made to student motivation, program improvement and enhanced pedagogy.

EDU 6930 - Seminar in Educational Leadership - 2 s.h.

Synthesis of the course work and field experiences of graduate students in educational leadership as they near completion of the program. Topics include the qualities of effective leaders, the nature of leadership, leadership vision statements, and school designs that incorporate best practice gleaned from the educational leadership courses.

EDU 6950 - Project in Teaching and Learning: Seminar - 3 s.h.

This course is intended to provide a synthesis of course work and professional experiences as students near completion of their program. Action research topics will be classroom-centered and drawn from the professional experiences of the students. The culminating portfolio assignment will consist of an oral presentation and a written report of a classroom-based or school district-based action research project.

English

ENG 5050 - Writing for Professional and Personal Effectiveness - 3 s.h.

Provides preparation for written communication as both a graduate student and workplace professional. Introduction to the principles of advanced academic writing in the disciplines, with special emphasis on research at the graduate level. Fundamentals of effective writing in work settings of all economic sectors; examination and creation of documents ranging from abstracts and summaries to formal proposals.

ENG 5330 - Literature in the Context of Teaching Across the Curriculum - 3 s.h.

Cross Listed: see RDG 5330 for course description.

ENG 5350 - Language Development: Linguistic Foundations of Literacy - 3 s.h.

Cross Listed: see RDG 5350 for course description.

ENG 5410 - Language Processes - 3 s.h.

A survey of issues focused on language: its systematic nature, acquisition and functioning. Current theories and research findings pertinent to biological, cognitive, sociocultural, and political aspects of language acquisition and language functioning are reviewed. Such fields as linguistics, neurolinguistics, psycholinguistics, and sociolinguistics are discussed in terms of their subjects, methods of inquiry and boundaries. Practical applications of linguistic knowledge are addressed. (Prerequisite: Graduate standing)

ENG 5420 - Linguistic Concepts - 3 s.h.

An in-depth survey of language systems: phonological, morphological, syntactic, semantic, and pragmatic. The interrelatedness of the systems is emphasized. The main schools of thought in theoretical linguistics and various methods of analysis are discussed. Students have an opportunity to engage in the systematic analysis of linguistic data on the basis of the structure, historical development, and dialects of the English language. (Prerequisite: Graduate standing)

Finance

FIN 5650 - Business Finance - 3 s.h.

Study of the financial management of non-financial entities and the analysis of the principle financial decisions of a firm. Topics include present value concepts, short-term cash budgeting and working capital needs, capital budgeting, long-term capital needs, long-term capital structure planning and dividend policies. (Prerequisites: ACC 5250)

FIN 6250 - International Finance - 2 s.h.

Examines the systems, methods, and institutions for investing, financing and managing international enterprises. Emphasis is on the analysis and financial decision making function of international activities including foreign currency futures and options, managing exchange risk and operating and transaction exposure, financing sources, capital budgeting and working capital management. (Prerequisites: ACC 5700 & INB 5350)

Health Services

HS 5250 - Concepts in Community Health - 3 s.h.

This course serves as a foundation for the study of principles of community health as examined from the context of Healthy People 2000 goals and objectives. Concepts from undergraduate courses in the natural and physical sciences combined with professional practice competencies are incorporated in the examination and evaluation of those occurrences affecting the overall health of the community. Key problems facing the national and international publics are described and an outlook for the twenty-first century is given. Each learner will consider a personal and agency approach to pragmatic accomplishment of the Healthy People 2010 objectives.

HS 5800 - Principles of Managed Care - 3 s.h.

Managed health care plans are made up of a spectrum of health delivery systems which focus on cost control, maintenance of the quality of health service while limiting direct access to specialist services care. Management functions under a system of models are examined and a strategic plan is developed using one of the models. (Prerequisites: one course in finance; one course in marketing; accounting recommended.)

HS 6800 - Selected Topics - 1 s.h.

Examines the process of preparation, composition and completion of the project, practicum, or thesis. Student elects research guided by the advisor and then develops chapters one and two according to the research guidelines of Madonna University. NOTE: This course is an elective for students who are unable to complete their proposal requirements in one term. (Pre- or co- requisite: completion of all 5000 level coursework)

HS 6810 - Selected Topics - 1 s.h.

Continuation of HS 6800 to include preparation of chapter three (methodology) for the research paper to include documents for submission of proposal to the Human Subjects Review Committee (if needed). NOTE: Student may elect the accelerated course, HS 6880, if acceptable drafts are completed and the Human Subjects Review proposal has been submitted and approved. (Prerequisites: HS 6800, HS 6870)

HS 6870 - Health Services Research Strategies - 1 s.h.

Course provides an overview of the research process as is formalized in health science professions. Research methodology and an introduction to proposal formulation is presented with an overview to selection of appropriate qualitative and quantitative evaluation techniques. Students elect research project, practicum, or thesis. (Pre-requisite: Completion of 5000-level course work)

HS 6880 - Proposal Strategies - 2 s.h.

The focus of this course is the preparation of the project/thesis proposal and their chapters. Considerable attention is given to rhetorical and grammatical analysis of sample proposals and chapters. Writing assignments consist of work in progress and/or the drafting of the first three chapters, with subsequent documentation appropriate for submission to the Human Subjects Review Committee. (Pre-requisite: Completion of 5000-level course work)

HS 6910 - Health Services Research: Project - 2 s.h.

The research project allows the student to demonstrate the ability to identify health service problems within the workplace, evaluate and utilize research data, and apply research findings in the decision-making process within organizations. (Prerequisites: HS 6870 and 6880; HS 6900)

HS 6920 - Health Services Research Practicum - 2 s.h.

The Health Services research practicum is collaborative investigation of a health services agency or laboratory problem using selected research methodology. The student will work within an ongoing research study as a means of developing basic research skills. (Prerequisites: HS 6870 and 6880)

HS 6930 - Health Services Research Thesis - 3 s.h.

The thesis is an independent investigation of a research problem related to the student's area of expertise. A selected conceptual framework and research methodology will be used. The thesis focuses on the generation or testing of knowledge. (Prerequisites: HS 6870 and 6880)

Hospice Education

HSP 5000 - History & Philosophy of Hospice - 3 s.h.

This course focuses on the historical events, religious, cultural and social forces that have shaped the global hospice systems from inception to the present time. Emphasis will be on the hospice philosophy of care with its humanistic and interdisciplinary approach by team members.

HSP 5010 - Dimensions of Bereavement: Theory, Research & Practice - 3 s.h.

This course is designed for students who wish to engage in an in-depth examination of the bereavement process. Existing and developing bereavement models will be reviewed and current research in bereavement will be evaluated within a multidisciplinary, life span orientation. The course will prepare the student for a variety of professional roles that involve, primarily, assisting bereaved individuals and families as they learn to cope with and grow from the significant losses in their lives. The course is intended for persons desiring to work in a multitude of health care and human service settings. (Co/Prerequisite: HSP 5000)

HSP 5200 - Grieving Family Systems - 3 s.h.

This course will assist students in the application of knowledge about the complexity of dynamics as they occur in grieving families following the death of a loved one. Theoretical foundations include family systems theory, family developmental theory, family communication theory, and grief theories as they specifically address the growth potential from grief and how loss affects individual and family development over time.

Students will be encouraged to explore their own family or origin loss experiences through analysis of case studies, popular cultural portrayal of loss in videos and music, and selected experimental activities such as relaxation, meditation and journaling. This course is intended to prepare students to be effective helpers in the field of hospice bereavement.

HSP 5300 - Complicated Grief and Related Disorders - 3 s.h.

This course will examine the many facets of complicated grief. Special attention will be given to assessment, diagnosis, intervention, current research, and community referral resources. As the trend continues in hospice of providing grief support to the community at large, regardless of the cause of death, many hospice bereavement programs are seeing an increase in the number of individuals and families experiencing complicated or unresolved grief. The factors involved in this increase will be explored, such as the incidence of murder, suicide, accidental death, the death of infants and children, pre-existing psychiatric disorders of the bereaved and dysfunctional family dynamics.

HSP 5400 - Developing Comprehensive Bereavement Programs - 3 s.h.

This course will examine the wide range of services that may be offered to the community ranging from basic bereavement support, to professional grief therapy and patient hospitalization. Providing support to families after the death of a loved one is an essential service of a hospice, yet resources provided to bereavement programs are often minimal. Developing a comprehensive bereavement program that takes into consideration limited resources while delivering quality grief services is the ongoing challenge for all hospice bereavement departments. Course content will include assessing hospice and community bereavement needs, staffing patterns, community referral resources, and program development in various aftercare settings.

HSP 5800-5810 - Current Trends and Topics in Hospice - 3 s.h.

Study of current topics, issues and trends relevant to hospice leaders and professionals. Courses may be offered on a workshop, seminar or independent research format. (Co/Prerequisite: HSP 5000)

HSP 6000 - Advanced Holistic Palliative Care - 3 s.h.

This course focuses on comprehensive holistic palliative care for the terminally ill and their families. The student will have the opportunity to examine the interrelatedness between the various types of pain experienced by the dying patient and the impact on the family and hospice staff. The multidimensional aspects of pain will be discussed based on theoretical and practical perspectives. A research based approach will be used to synthesize palliative care within the hospice care delivery system. (Co/Prerequisite: HSP 5000)

HSP 6010 - Transcultural, Legal and Ethical Issues - 3 s.h.

The course focus is on the transcultural, legal and ethical issues pertaining to hospice practice and delivery of care. The student will utilize seminar discussion to develop a framework for issue analysis and decision making. The health care values and beliefs of specific cultural groups, the ethical and legal issues engendered by the diversity of health practices will be examined. (Co/Prerequisite: HSP 5000)

HSP 6020 - Hospice Seminar/Practicum - 3 s.h.

This course focuses on the synthesis of hospice concepts and theories related to selected hospice functions and roles of the team members. The students have the opportunity to examine a variety of issues which impact on the selected team members roles in a selected hospice agency. In the practicum, the student observes and further examines the impact of various strategies of role enactment.

A seminar of 15 hours is scheduled concurrent with the practicum experience. The seminar will be focused on student-centered topics from this experience and will allow for communication, discussion and sharing among students and professor.

HSP 6840 - Research Project Thesis - 3 s.h.

This course will assist the student in the preparation, composition, and completion of a project or thesis related to hospice education. Legal and ethical issues related to research within a hospice setting will be detailed. Research procedures and requirements specific to Madonna University will be discussed. It is expected that students, during the course, will work with a thesis advisor to assure agreement as to goals. (Prerequisite: All core courses, cognates, and electives must be completed and a thesis advisor selected.)

Humanities

HUM/NSC/SSC 5080 - The Nature and Scope of Inquiry - 4 s.h.

This theme-based, highly interactive interdisciplinary course is designed to enable students to explore the different approaches and ways of knowing that contribute to understanding and resolving complex issues, problems or dilemmas of contemporary life. Utilizing the different modes of inquiry which characterize the various disciplines, the course involves students in readings, discussions, works of art, lectures by expert informants, team collaboration and independent research focused on a compelling theme and designed to develop the commitment to intellectual inquiry, humanistic values and service to others embodied in the mission of the University.

International Business

INB 5350 - International Trade and Finance - 3 s.h.

Examines the underlying economic theories of international trade, the terms of trade, international monetary system, foreign exchange markets and rates, efforts of trade barriers and balance of payments. Survey of the historical development of international trade relationships and structures, comparative economic systems and the development of trading blocs and firm-level trade relationships, and multinational enterprises. (Prerequisite: ECN 5180 or equivalent)

INB 5450 - International Management - 3 s.h.

Study of international management as a function of characteristics of the nation state and its international trade practices, policies and management expectations.

INB 6080 - Perspectives in International Business - 2 s.h.

Provides an understanding of the issues confronting executives engaged in international business. Particular emphasis will be placed on trade issues which will be analyzed with a political, economic, social/cultural and historical context.

INB 6150 - International Marketing - 3 s.h.

Examines the development of international marketing programs; evaluating international market opportunities, determining market objectives appropriate for specific world markets, and coordinating strategies in world markets. Emphasizes application of marketing principles in the multinational environment. (Prerequisites: MKT 5160, or undergraduate course in marketing principles.)

INB 6270 - Import-Export Management - 1 s.h.

Development of the exporting and/or importing activities of a firm. Emphasis on both strategic and tactical planning and management of these international linkages. Emphasis on analysis of the firm's strengths and weaknesses with regard to international activities. Survey of export and assistance providers. (Prerequisite: INB 5350)

INB 6350 - International Business Experience - 2 s.h.

A study of the culture and specified language through approved foreign study/travel. Ideally, the area of travel, the foreign language, and the area of study are compatible. For most students the focus of research in the International Business Program will be the completion of an international business plan for introduction of a specified product, service, or idea. Students are required to show competence in a foreign language other than English. The student's portfolio is required to show such things as completion of language competency and how the foreign study/travel experience will be used in development of the business plan or research project.

INB 6730 - International Business Research Seminar I - 2 s.h.

(Must be taken within first three semesters of admission)

Explores the unique methodological problems of conducting the international business research, such as data availability, reliability, and comparability; major information sources, problems of language, distance, and perceptions. The student will select a specific region of the world and begin a comprehensive study of the geography, culture, government, history, language, economics, and politics of the region. The student will develop a detailed plan and time line for the collection and examination of data and information on the chosen research area. This independent study will continue through INB 6750.

INB 6750 - International Business Research Seminar II - 2 s.h.

The culmination of the research study of a specific region of the world; a comprehensive research paper on the region will be prepared following program guidelines. (Prerequisite: INB 6730)

Liberal Studies

MALS 5020 - Knowing the World: Logic and Scope of Human Inquiry - 3 s.h.

Introduces students to interdisciplinary thinking, analysis, and research. Through an examination of appropriate disciplinary theories and methodologies students consider how the social sciences, humanities, and natural sciences come to know about and understand social structure, culture, as well as the biological and physical realms. Using a liberal studies/interdisciplinary approach, students investigate some of humanity's most profound questions, including: How and why do societies change? What are the central ethical concerns of individuals and groups in society? What is the relationship between values, the individual, and society? What does it mean to be human? (To be taken the first semester enrolled).

MALS 5021 - Social Science Seminar - 3 s.h.

Introduces students to interdisciplinary thinking, analysis and research in the social sciences. Through an examination of appropriate theories and methodologies in sociology and psychology, students consider how the social sciences come to know and understand the nature of society and the individual. Throughout the course, students explore the ethical dimensions of individual and collective action. As a primary focus, students consider the transactional interplay of society and individual in addressing several basic questions: How and why do societies and individuals change? How are problems in society and the individual identified, studied and solved? (Prerequisite: MALS 5020)

MALS 5022 - Humanities Seminar - 3 s.h.

Introduces students to interdisciplinary thinking, analysis, and research in the humanities. Students use the humanities to explore the relevance of Detroit and southeastern Michigan as a frame of reference and a storehouse of example and illustration. Students review historical methodology with reference to three centuries of settlement in southeastern Michigan and explore critical approaches and methodologies through the study of classical rhetoric and philosophical concepts. Students study examples of literary, musical and fine art work in North America which serve as case studies of cultural and social change. Students consider the ethical dimensions of human behavior as they affect cultural, social, and scientific change. (Prerequisite: MALS 5020)

MALS 5023 - Natural Science Seminar - 3 s.h.

Introduces students to interdisciplinary thinking, analysis, and research in the natural sciences. Examines the role of science in a rapidly changing society. Explores the ethical dimensions of scientific change in the 21st century. Students integrate social and scientific events which create public policies that affect society at large. Students and faculty consider questions such as: How does science affect social and political policies? How will new technologies and ease of technology transfer affect world peace? How can technology, developed for one purpose, be used by others who have not developed that technology? (Prerequisite: MALS 5020)

MALS 5950 - Capstone Seminar - 3 s.h.

Provides an opportunity for students to review, synthesize and assess MALS coursework and knowledge gained in the MALS curriculum. Portfolio materials establish the basis from which students engage in an interdisciplinary analysis of the relationship between social structural change, changing cultural expressions, as well as scientific and technological change. A Capstone Seminar paper addresses the complexity and contradictions of American society, within the context of a changing, world-wide culture and social structure. Students appraise how the Liberal Studies methodology enables them to assess social change in America, evaluate the ethical dimensions of individuals and collective behavior, and imagine improvement of the human condition.

Management

MGT 5220 - Issues in Leadership Studies - 1 s.h.

An assessment of the student's leadership and managerial competencies, resulting in an individual plan of development; overview of information sources, including the library and basic graduate research tools; assessment of computer literacy skills. (This course must be taken as the first course in the MSBA program)

MGT 5300 - Leadership Behavior in Organizations - 3 s.h.

Focus on the types of individual and group behaviors, along with related behavioral problems, experienced by managers. Students develop competencies based on understanding the processes responsible for specific behaviors, especially when compounded by effects of environmental forces and diverse individual differences and perform in-depth analysis of the social and ethical issues which influence managerial constraints.

MGT 5400 - Organization Effectiveness and Change Management - 3 s.h.

Theories, design, structure, systems, process, continuity, and the behavior of organizations as part of the larger society are studied from a macro perspective. In addition, theories, methods, and practices of organization change and development are introduced as means of addressing organizational ineffectiveness and maximizing organizational health.

MGT 5470 - Ideas in Leadership Development and Literature - 2 s.h.

An overview of the evolution of management thought from its earliest beginnings to the present, with emphasis on pivotal writings in the field. Critical examination of the quantitative approach to management; people-orientation on organizational life; response of management thinkers to scientific and technological change and a growing emphasis on humanism.

MGT 5500 - Human Resource Management and Development - 3 s.h.

Theory and practice of Human Resources Management and Development in proprietary and not-for-profit organizations. Emphasis is placed on the relevant psychological and theoretical foundations for the “technologies” of HRM/D such as staffing, recruitment, selections, performance assessment, career development, education and training, labor relations, reward systems (special emphasis on compensation), employee health and safety. Discussion of contemporary management views and applications clarify the appropriate role of human resources within the organizational and business planning and operations.

MGT 5550 - Ethical Considerations in Leadership - 2 s.h.

Students explore ethical dimensions of the character, roles and functions of the leader; sources of individual and group ethics and their application to behavior of and within organizations, including in students own work situations; values and moral dilemmas in individual and administrative decision-making, corporate ethics, and codes of ethics. Students consider comparative ethical systems as they bear on international business and professional communication and interaction. Each student keeps a log describing his or her analysis of each class meeting, and each student does a written ethical analysis of a work-based ethical dilemma he or she faces or has faced.

MGT 5560 - Cases in Business Ethics - 1 s.h.

Continues MGT 5550 and presumes the background provided in that course. Deals exclusively with current and historic business ethics cases as reported in the professional literature and in the press. (Prerequisites: MGT 5550 or consent of the instructor)

MGT 5570 - Strategic Management: A Leader’s Perspective - 3 s.h.

The fundamentals of the strategic management process; tools and techniques to efficiently and effectively implement the process; an emphasis is on the visioning and forecasting steps of the process. Required for all students in the MBA, MSBA Leadership Studies, and QPM Degree.

MGT 5780 - Project Management for Managers - 3 s.h.

The foundation of project management from a managerial point of view; emphasis on managing each stage of the project life cycle through an overview of the nine knowledge areas of project management. Required for all QPM degree students. (Prerequisite: CIS 5580 and one statistical course or QS 5170)

MGT 5920 - Seminar in Leadership: Analysis and Growth - 2 s.h.

The purpose of this course is to assist the student in clarifying and strengthening the student’s leadership role in the social responsibility arena in terms of how environmental, political, and social issues affect and are dealt with by the organizational leader. A second goal of this course is to analyze the student’s original Plan of Development and to assess the Master of Science in Business Administration goal attainment. Finally, the student further develops team skills through completing class assignments and projects.

MGT 6110 - Entrepreneurial Leadership in Non-Profits - 3 s.h.

Decreasing financial resources have demanded that non-profit leaders approach the marketplace with a competitive perspective. Donors are required non-profit organizations to operate in the spirit of business - carefully planning for competitive advantage, marshaling limited financial, material and human resources and evaluating their performance against stringent criteria. All these characteristics describe the entrepreneurial leader. This course is designed especially to help students launch, re-invent their organizations and help them grow through competitive, strategic processes.

The course will primarily be facilitated around case studies, live case studies brought to class by practicing non-profit entrepreneurs. Visits to location to examine and assess how entrepreneurial leaders stimulate and sustain productivity, efficiency, capacity building and innovation will help students make application of theory to reality.

MGT 6120 - Developing and Deploying Volunteers - 2 s.h.

As one of non-profit’s greatest assets, volunteers need to be carefully selected, prepared and fit to the appropriate task. This course centers on recruiting, selecting, developing and deploying volunteers. Students practice using practices which create a motivating environment in which volunteers’ self-esteem is enhanced, they are recognized and where corrective feedback is provided in handling performance problems.

MGT 6130 - Developing Partnerships with Boards, Suppliers and Clients - 2 s.h.

The course focuses on the process of building working partnerships with three groups: boards, suppliers and clients. The partnership process includes setting super ordinate goals committing to measurable outcomes, kinds, formats, and timing of information exchange, the use of power and the methods for handling differences and conflicts.

MGT 6140 - Obtaining Funding, Program Management and Evaluation - 2 s.h.

This course focuses on development and the raising of funds to support the non-profit vision. At a time when federal government funding is diminishing, non-profits need to look for alternative financial sources. In the course, participants learn how to construct a funding campaign, including direct solicitation and grant writing. Because more donors want evidence of fiduciary responsibility, they expect non-profits to demonstrate how they used their financial support as good stewards. For this reason, students learn how to program manage and evaluate program goal achievement.

MGT 6160 - Management: Scheduling & Cost Control - 3 s.h.

The course covers measures for scheduling and controlling projects, including estimating, forecasting, budgeting, monitoring, controlling, analyzing and reporting schedules and costs, and interpreting the meaning of earned-value data. (Prerequisite: ACC 5250)

MGT 6170 - Project Management: Risk Analysis - 3 s.h.

The course examines threat and opportunity from a top-down and bottom-up perspective and how to evaluate and respond to risk at the project and task levels.

MGT 6220 - Operations Management - 3 s.h.

This course is designed to introduce the objectives of operations management in manufacturing and service industries. Historical and current literature relating to the methods employed by managers to plan and control operating systems will be reviewed. Students will examine various problems in operations management. (Prerequisite: QS 5170)

MGT 6240 - Competitive Strategy Analysis and Planning - 2 s.h.

In a team teaching approach, a capstone POM study of the techniques used in industry analysis and in the strategic posturing of a firm within its competitive environment; the integration of the analysis process and planning process. Topics covered will include inventory management, material planning, operations scheduling, project management, and competitive advantage in world-class manufacturing or service environments. (Prerequisite: QOM 5740 and MGT 5780)

MGT 6300 - Organizational Theory and Behavior - 3 s.h.

A study of theories of organizations from historical and contemporary perspectives, focusing on how they inform our understanding of behaviors in, for, and of small and large for-profit and not-for-profit business organizations, with an emphasis on the images and metaphors of organizations.

MGT 6370 - Multicultural Business Communications and Negotiations - 2 s.h.

Approaches effective multicultural communications as an essential professional skill and as an important function of international management today. Discusses the cultural aspects of verbal and nonverbal behaviors of persons from different cultures, the negotiation process with those from differing cultures, and presents techniques and experiences for increasing one's effectiveness.

MGT 6400 - Power, Politics, and Networking - 2 s.h.

An effective leader will understand the organizational culture and the power, political, and networking strategies and how they interact with the culture. The theoretical base for investigating the power structure and its pragmatic use within the organization will be examined.

MGT 6500 - Contemporary Workforce Issues - 3 s.h.

This is a summary survey course to this cognate area and serves to identify both futuristic and global issues within Human Resources Management which will most likely impact on strategic planning and management of a firm. (Prerequisites: MGT 5500 and ECN 6240)

MGT 6840 - Project Research Study - 2 s.h.

The student will work with a Madonna University faculty member to develop a project which combines skills acquired in the program to be presented in MGT 6930. (Prerequisite: Completion of core courses)

MGT 6930 - Advanced Leadership Studies - 1 s.h.

Capstone course; emphasis is on the presentation and critique of the project research study.

MGT 6950 - Strategic Management of Business Policy - 3 s.h.

Development and application of business policy using techniques of strategic management of an organization as a whole, both internally and externally and locally and globally, taken primarily from the perspectives of middle and top management. Emphasis is on the long view, but does not neglect short term situation management of operational problems, technology, diversity, change, and ethics. Examines how strategy is developed; considers the respective roles of stakeholders. Employs quantitative and qualitative methods and data, including case studies and simulation. (Prerequisite: upon successful completion of all foundation courses.)

MGT 7020 - The Principle Medical and Dental Entrepreneur - 3 s.h.

The personal, social, technological and organizational aspects of entrepreneurial actions which initiate and sustain the practice. Self-assessment and key developmental understandings are created in this seminar and used throughout the Program which help the practitioner sustain and entrepreneurial environment in the practice. Content areas include: organizational and individual components of entrepreneurship; impact of the founder in shaping the culture of the practice; self-assessment of entrepreneurial orientation and skills; adaptation to the various stages of practice growth.

MGT 7040 - Leading and Managing for High Performance and Productivity - 4 s.h.

The development of a comprehensive performance management system is introduced and each of the major components of the system is developed. Fellows are provided opportunity for practicing skills in selection, appraising and developing staff. Content areas include: recruiting, selecting and orienting staff; setting performance expectations, monitoring and evaluating performance; addressing performance problems, correctives and dismissal practices; developing and training staff.

MGT 7070 - Ethically Managing the Practice for Growth - 4 s.h.

Fellows are introduced to the life cycles of practice growth and are provided with theory and practice in personally and organizationally managing the changes needed to sustain growth. An additional focus is on the development of leadership skills to proactively influence the social, political, governmental and legal external environments of the modern practice including ethical considerations, social policy formation, implementation and evaluation. Content areas include: strategies and tactics for transitioning through growth life cycle phases; strategic thinking, planning and management practices; channels of influence at state and federal government agencies and health care institutions; and assessment of ethical issues.

MGT 7080 - Individual Applied Research Project - 2 s.h.

This project spans the final four months and culminates with a formal document which is preceded by an oral presentation to the class followed by a critique and discussion. The requirement includes the formulation of an approved research question which addresses a current problem or opportunity within the practice. Topics might include the development of a business plan or a five year master plan for growth.

Marketing

MKT 5160 - Essentials of Marketing - 3 s.h.

The study of marketing concepts, terminology, and applications, with special emphasis on the marketing mix relationships: e.g., product, price, promotion, and distribution; global marketing, target marketing, and integrated marketing. Study of the role and operation of marketing functions and their influence on the organization both internally and externally.

MKT 5790 - Marketing Strategy - 3 s.h.

The use of strategic planning as an advancement of traditional marketing management. Students sharpen managerial perspectives and analytical techniques for achieving corporate-wide marketing objectives. (Prerequisite: One course in marketing or MKT 5160)

MKT 6210 - Leadership in Marketing Management - 3 s.h.

Explore and apply marketing tools available to managers and leaders in an organization for the purpose of maximizing the organization potential in consumer and business environments.

MKT 6310 - e-Marketing - 3 s.h.

Explore the integration of electronic marketing strategies with non-electronic strategies to enhance the offering of an organization. Apply marketing principles and practices electronically to marketing situations. (Prerequisite: MKT 5790 and completion of 75% of the MBA foundation courses)

MKT 7050 - Managing for Patient Satisfaction and Quality Service - 4 s.h.

Through the study of selected cases, each Fellow should better understand marketing principles from an executive point of view and applications of accepted techniques to marketing problems. Methods for introducing continuous improvements as applied to small organizations to assure quality and patient service are introduced. Content areas include: analysis of the market environment; marketing process planning and management; improving the public image of the practice; introducing and sustaining continuous improvement processes.

Medical Technology

MTE 5050 - Clinical Hematology I - 4 s.h.

Introduction to clinical hematology with emphasis on normal and abnormal formed elements of human blood. Laboratory practice in enumeration, identification, and interpretation of dyscrasias as they relate to health and disease states.

MTE 5070 - Immunohematology and Serology - 4 s.h.

This course includes principles and theory of medical genetics, immunohematology, component therapy and representative serologic techniques. This class consists of lecture, discussion, demonstration, field experiences, and laboratory exercises aimed at acquisition of competencies required in the clinical setting.

MTE 5090 - Hemostasis and Special Procedures - 3 s.h.

This course investigates the pathophysiology of hemostasis and disorders affecting it. Emphasis also on clinical analysis of body fluids in health and disease.

MTE 5630 - Clinical Chemistry I - 3 s.h.

Physiological chemistry of carbohydrates, lipids, and proteins in health and disease. Laboratory diagnosis of cardiovascular, respiratory, hepatic, and renal disorders.

MTE 5650 - Clinical Chemistry II - 3 s.h.

Continuation of MTE 5630 to discuss physiology and pathology of endocrine, hematologic, muscular, skeletal and neoplastic disease. Principles of toxicology, TDM, ELISA, RIA and proficiency testing systems are addressed.

Nursing

NUR 5000 - Theoretical Basis for Nursing Practice - 3 s.h.

This course introduces the students to selected conceptual frameworks and middle range theories that are utilized in advanced nursing roles. Students will learn and apply theoretical terminology and design nursing theory based processes appropriate to their selected advanced nursing role. The student will critique the adequacy of the scientific evidence for selected middle range theories.

NUR 5160 - Introduction to Entrepreneurship for Nurses - 1 s.h.

This course provides an introduction to entrepreneurship for nurses to enable them to begin the process of developing their businesses or business ideas. The participants will learn about other nurses in business and how those nurses turned their ideas into successful endeavors. The participants will also analyze their own ideas and begin to create a strategy for developing those ideas into a business.

NUR/SOC 5210 - Influencing Power and Politics in Health Care - 3 s.h.

This course focuses on the historical, cultural, social, ethical, political, and legal factors that impact consumers and providers within the health care system. Professional responsibility to shape just and humane health policy is addressed. Selected theoretical perspectives are examined for their usefulness to inform the health policy development process. Practical skills, such as working with the media, evaluating the quality of online resources, advocating for health needs of vulnerable populations, and seeking program grants will be addressed.

NUR 5250 - Advanced Health Assessment for Adults - 3 s.h.

This course focuses on the comprehensive assessment and clinical decision-making skills necessary for advanced practice nursing of well adolescent and adult clients as well as those with episodic and/or chronic health conditions. Students will develop advanced assessment skills necessary to address the holistic appraisal of late adolescent through adult clients including the physical, psychosocial, cultural, and family dimensions of assessment. Clinical decision-making skill development focuses on appropriate interpretation of the holistic data tailored to the individual client in a laboratory setting. (Prerequisite: MSN/Adult Health Specialty or Adult Nurse Practitioner Specialty or Certificate Student only, NUR 3030 or equivalent and BIO 5600 pre- or co-requisite)

NUR 5300 - Clinical Decision Making in Adult Primary Care - 6 s.h.

This course focuses on the role of the adult nurse practitioner in addressing personal health care needs of late adolescent and adult patients within the context of community. The focus of clinical activities during this course includes initial and low complexity decision making regarding health promotion and health maintenance of the essentially well client who may be experiencing common acute illness. A variety of settings will be used for clinical placements. (Prerequisite course: NUR 5250 or equivalent; pre- or co-requisite course NUR 5400)

NUR 5350 - Pharmacology for the Advanced Practice Nurse - 3 s.h.

This course is designed to provide the advanced practice nurse (APN) with a broad knowledge of basic pharmacologic principles and the therapeutic application of drug therapy for adults with acute and/or chronic health conditions. Drawing upon knowledge of the pathophysiology of various health conditions, the APN will learn appropriate drug selection, dosing, side effects, adverse drug reactions, drug interaction prevention, management, and client education for selected drug therapies. (Prerequisite or co-requisite courses: NUR 5250, NUR 6230 or equivalent (post-master's certificate)

NUR 5400 - Integration of Advanced Nursing Knowledge and Roles in Practice - 3 s.h.

This course focuses on the integration of advanced nursing knowledge and roles in practice. Processes of role development, socialization, ethical comportment and legal decision making will be examined. Students will explore innovations and emerging issues in advanced nursing practice. (Prerequisite or co-requisite course: NUR 5000)

NUR 5430 - Management of Instructional Systems in a Diversified Environment - 3 s.h.

This course will examine and apply efficient cost-effective methods to the development, implementation, and evaluation of instructional, and/or training programs for health care professionals and consumers in a multi-cultural society.

NUR 5460 - Creating and Supporting a Caring Work Environment - 3 s.h.

The focus of this course is the application of the caring philosophy of nursing to the work/business environment. Businesses that are working hard to preserve and support caring in relation to coworkers and customers are experiencing dramatic improvements in their overall success. This dynamic phenomenon will be examined and evaluated with the intent of discovering methods for creating, marketing, and supporting a caring work environment.

NUR 5500 - Clinical Care of Clients - 6 s.h.

This course focuses on the advanced nursing care of adult clients living with their known or predicted health needs. This includes application of theoretical perspectives to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions in health promotion and management of human responses. This course includes a clinical practicum in a variety of settings. (Co/prerequisites: NUR 5250, NUR 5400, NUR 5760)

NUR 5650 - Professional Responsibilities in Health Care Systems - 3 s.h.

This course focuses on the conceptual and operational basis of the U.S. Health care system including the structures, resources, processes of care, and the evaluation of system outcomes. The responsibilities of various professionals to provide leadership within complex systems will be examined. The ethics of decision making within complex system problems related to justice and caring will be examined.

NUR 5760 - Disciplined Inquiry for Nursing Practice - 3 s.h.

This course integrates theory and biostatistics for application to the investigation of nursing problems. A variety of methods of disciplined inquiry for the advanced practice nurse will be explored. The process of scientific inquiry will serve as the basis for critique and critical analysis of research for its clinical significance and its potential for application to practice. (Co/prerequisites: NUR 5000; prerequisite course MTH 2350 or equivalent)

NUR 5800-5810 - Selected Topics in Nursing Administration - 1-3 s.h.

Study of topics, issues, or methodologies of particular relevance to nursing administrators. Courses may be offered on a workshop, seminar, or other format.

NUR 5850 - Bridging Evidence and Practice - 3 s.h.

This course focuses on the advanced roles of nurses in bridging evidence with practice, using a variety of models promoting the scholarship of application and integration. Theoretical perspectives and methodological strategies related to these and other models, such as continuous quality improvement, translational processes, and typologies of evidence will be explored. Working in small groups, each student will participate in a specified scholarly application or integration endeavor. These could include developing or evaluating practice algorithms, intervention processes, or practice outcome plans (scholarship or integration) or implementing a practice algorithm, intervention process, or practice outcome plan (scholarship of application). (Prerequisite course NUR 5760)

NUR 6230 - Advanced Care Strategies - 6 s.h.

This course focuses on the advanced nursing care of adults with known or predicted health conditions. This includes application of theoretical concepts to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions for individuals and family care givers in need of acute, chronic and palliative care. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 5500)

NUR 6300 - Seminar in Nursing Administration - 3 s.h.

This course builds upon multiple nursing and business theoretical perspectives and principles as applied specifically to the practice of nursing administration. Current managerial, organizational, and professional issues and trends will be analyzed with specific attention to the influence of caring theories and diversity on the creation of services/settings conducive to excellence in nursing practice. (Prerequisites: nursing core and business specialty courses; Co/prerequisite: NUR 5650)

NUR 6310 - Practicum in Nursing Administration - 2-3 s.h.

This course focuses on the integration of concepts and theories related to nursing administration. The course will provide both depth and breadth of experiences. Through analysis of the role of a nurse administrator in a variety of health care settings/services, personal synthesis will result. (Prerequisite: NUR 6300)

NUR 6420 - Curriculum Design for Health Related Settings - 3 s.h.

This course integrates various theoretical perspectives with the theoretical concepts of curriculum design. The participant will explore various areas of interest, design, implementation and evaluation strategies for a curriculum in an area of health care interest. (Prerequisites: EDU/NUR 5020, NUR 5430)

NUR 6450 - Care Management - 5 s.h.

This course focuses on the role of the advanced practice nurse as a care manager. Health responses of aggregates of clients with long-term care needs are analyzed. Implementation of nursing strategies include: negotiation, collaboration, and brokering with client aggregates. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 6230, and all 5000 level nursing courses)

NUR 6460 - Practicum in Nursing Entrepreneurship - 2 s.h.

This course focuses on the integration of concepts and theories related to entrepreneurship in nursing. The course will provide both depth and breadth of experiences. Through analysis of the role of a nurse entrepreneur in a variety of health care settings/services, personal synthesis will result. (Prerequisites: NUR 5160, NUR 5460, ACC 6030, BL 6060, CIS 5580, MGT 5220)

NUR 6500 - Clinical Management of Chronic Conditions in Primary Care - 6 s.h.

This course focuses on nurse practitioner management of clients with stable chronic illness or those who may be experiencing acute exacerbations of their chronic illness. The student will select and apply mid range theories of chronicity and scientific knowledge from nursing and related disciplines to diagnosis, plan, manage, and evaluate care. Additionally, the focus of clinical activities during this course will include psychiatric primary care and the skill of developing and maintaining sustained partnerships with clients. (Prerequisite: NUR 5300, NUR 5350)

NUR 6520 - Teaching Practicum in Health Related Settings - 3 s.h.

This course focuses on the application of curriculum design theory in selected health care settings. Instructional strategies will be implemented and evaluated in an actual learning environment. This course is planned to allow professionals the opportunity to function in the educator role. This course includes a practicum. (Prerequisites: EDU/NUR 5020, NUR 5430, NUR 6420)

NUR 6750 - Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care - 6 s.h.

This course focuses on the role of the adult primary care nurse practitioner (NP) in addressing complex personal health care needs of patients within the context of family. Emphasis is on care of the older adult and those at the end of life. Expertise will be developed in articulating the nursing perspective in multidisciplinary, collegial relationships. Current trends and business practices that affect the NP role will be discussed. A variety of clinical settings will be used. (Prerequisite NUR 6500)

NUR 6930 - Nursing Research: Thesis - 4 s.h.

The thesis is an independent investigation of a nursing problem using a selected conceptual framework and research methodology. The thesis focuses on the generation or testing of knowledge in one's specialty area. (Prerequisites: NUR 5760, NUR 5850; pre- co-requisites NUR 6230, NUR 6300, NUR 6500. Note: Students may register for NUR 6930 in various increments for 4 s.h.)

Psychology

PSY 5100 - Introduction to Clinical Theory I: Psychoanalytic Approaches - 3 s.h.

An introduction to contemporary psychoanalytic theory that will provide an historical review of the development of the theory, grounding in its philosophical underpinnings, and an appreciation for areas of current debate. Overview of the main schools of psychoanalytic thought, including drive, object relations, ego psychology and self psychology approaches. Focus on psychoanalytic concepts of special relevance to clinicians conducting assessments and treatment with child and adult patients: developmental theory, defense mechanisms, transference and countertransference, and brief psychodynamic treatment. Current empirical research concerning psychoanalytic treatment and concepts will be considered. (Prerequisite: Admission to Clinical Psychology program)

PSY 5110 - Introduction to Clinical Theory II: Non-Psychoanalytic Approaches - 3 s.h.

An introduction to the major non-psychoanalytic theoretical approaches in clinical psychology, including cognitive-behavioral, person-centered, and family systems. Focus will be on each approach's philosophical assumptions about the individual, historical background, and key theoretical constructs. Research and clinical approaches (both child and adult) consistent with the approach will be described. Efforts will be made to focus on areas of overlap and difference between various approaches. (Prerequisite: Admission to Clinical Psychology program)

PSY 5130 - Adolescent Psychology - 4 s.h.

Nature of pre-adolescent and adolescent behavior and its underlying dynamics; systematic study of modern concepts for understanding and dealing with the adolescent and pre-adolescent in our society. Emphasis on normal behavior development as it relates to the physical, emotional, social, and intellectual growth of adolescents.

(Prerequisite: Admission to Clinical Psychology program)

PSY 5300 - Psychological Assessment I - 4 s.h.

This course will introduce students to the fundamental issues and concepts within assessment, including test validity and reliability, with a focus on the adult patient. The students will learn the administration, scoring and interpretation of those instruments used to assess cognitive and intellectual functioning. Throughout, emphasis will be placed on the development of sophisticated, multi-level interpretations of assessment data, awareness of professional and ethical issues inherent in assessment, and the need for special considerations in assessing diverse groups. (Prerequisite: Admission to Clinical Psychology program)

PSY 5310 - Psychological Assessment II - 4 s.h.

The second semester of the three-semester assessment sequence will broaden the students' exposure to and understanding of psychological tests. The first half of the course will focus on the rationale and development of projective tests, their reliability and validity, and considerations in deciding when to use them, including their applicability to diverse groups. Students will develop a beginning ability to administer and interpret projectives with adults. The second half of the course will introduce students to questionnaire methods of assessment, and provide training in administration and interpretation of the Minnesota Multiphasic Personality Inventory (MMPI-2). While the availability of tests and time limitations preclude training students in the use of a large number of tests, the emphasis will be on teaching an approach to testing that prepares psychologists to evaluate and select tests they need in their practice. (Prerequisite: Assessment I)

PSY 5320 - Psychological Assessment III - 4 s.h.

Using background gained through participation in Assessment I and II, the focus now turns to the assessment of children. This course will provide students with a comprehensive survey of the issues and skills involved in the assessment of children, emphasizing the development of a sophisticated portrait of the child's functioning in all clinically-relevant domains. Tests covered include the WISC, WIAT, Rorschach, CAT, etc. (Prerequisite: Assessment II)

PSY 5350 - Psychological Issues in Learning Disabilities - 3 s.h.

The primary focus in the review of current psychological research on P - 12 grade students with learning disabilities in speech/language, academic skills, attention, fine motor skills, and other functions. Emphasis will be placed upon stage-related issues in several developmental domains; neurological, cognitive, and socioemotional. Implications for development and learning will be considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions also will be discussed. (Prerequisite: Admission to Clinical Psychology program)

PSY 5500 - Psychopathology in Adults - 3 s.h.

An introduction to the nature of psychopathology in adults and an in-depth study of the major diagnostic categories. Issues that arise in the definition of psychopathology in adults will be explored, followed by an explication of several approaches to clinical diagnosis of psychopathological syndromes and instruction in their use. Clinical syndromes will be studied by focusing on their major symptoms, courses and prognoses. In addition, current understandings of the disorder's etiology and phenomenology will be discussed, using biological, psychodynamic and social/cultural frameworks. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes will be considered. (Prerequisite: Admission to Clinical Psychology program)

PSY 5550 - Child Psychopathology - 3 s.h.

This course will provide students with a rigorous introduction to both the theoretical content used to comprehend early pathology and the clinical processes employed in diagnosis and formulation. We will eschew simplistic explanations for abnormal behavior in children, in favor of a rigorous examination of the biological, cognitive, affective and relational contributions to childhood psychopathology. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes will be considered. (Prerequisite: Admission to Clinical Psychology program)

PSY 5700 - Introduction to Psychotherapeutic Intervention - 2 s.h.

The skills required to intervene psychologically are complex and multi-faceted. The clinician must attend to clinical material on several different levels simultaneously, listening for derivatives and other evidence of conflict. At the same time, he or she must consider the current material in the larger context of the overall case formulation and treatment objectives, and the individual's cultural, economic and racial background. When appropriate, the clinician must make some response: a clarification, question, summation or interpretation. This course will introduce the student to the basic skills required for effective interventions, with an emphasis on pragmatic elements.

(Prerequisite: Admission to Clinical Psychology program)

PSY 5750 - Psychotherapeutic Interventions with Children and Families - 2 s.h.

Psychotherapeutic intervention with children and families requires a nuanced understanding of child development and psychopathology, as well as the dynamics of the individual child, the parent-child dyad and the larger family unit. In addition, the family's diverse background must be considered. While child and family treatment is uniquely challenging, it also presents opportunities for therapeutic leverage not found in adult therapy. This course will provide students with conceptual and technical frameworks in which to carry out such interventions. (Prerequisite: PSY 5700)

PSY 5800 - Ethics and Professional Practice - 2 s.h.

The practice of professional psychology has become increasingly more complex, with practitioner and patient alike buffeted by multiple influences such as third-party payers, governmental agencies and mental health laws. Conflicting requirements and loyalties are common, as are ethical and moral dilemmas. This course will provide students with an orientation to the ethical dimensions of professional practice, with a focus on sound decision-making processes across varied work settings. Topics covered will include confidentiality, informed consent and privileged communication. Additionally, the various entities that govern practice (licensing boards, etc) will be discussed, so that the student may understand their role and function. (Prerequisite: Admission to Clinical Psychology program)

PSY 5930 - Clinical Psychology Practicum I - 3 s.h.

The first semester of a three-semester sequence. Students will attend a weekly two-hour seminar while completing a 15-hour a week practicum experience in an agency where they will provide clinical services. Students will be supported by their colleagues and the instructor in the seminar as they begin their first clinical experiences. Students will present their cases to provide hands-on learning of case formulation, clinical interaction, and clinical technique. Selected consultants will occasionally attend to respond to case presentations. Topics to be covered this term include: methods to begin treatment or evaluation; assessing suitability for various interventions; making recommendations; developing helpful relationships with supervisors and staff; and elements of clinical listening and ongoing case formulation. (Prerequisites: Admission to the MSCP program and permission of Program Director)

PSY 6100 - Biological Bases of Behavior:**Neuropsychology and Psychopharmacology - 3 s.h.**

This course surveys two areas within the broad field of neuroscience (the biological bases of behavior). The first half of the semester focuses on neuropsychology, the study of brain-behavior relationships. The second half focuses on psychopharmacology, the study of the behavioral effects of interactions between exogenous chemicals (drugs) and the brain's own neurotransmitters. After a brief overview of fundamentals (e.g., general nervous system structure and function, parts of the brain, neuron structure and function, and the process of synaptic transmission), students will learn about approaches to and methods of neuropsychological testing and pharmacological treatment with both child and adult patients. (Prerequisite: Admission to Clinical Psychology program, and Undergraduate course in physiological psychology, or permission of instructor)

PSY 6300 - Statistics and Research Design - 4 s.h.

Students will develop advanced knowledge and skills related to scientific research in clinical psychology. Basic research designs, univariate and bivariate statistics, and data analysis will be reviewed. Multivariate research design, statistical analysis, and clinical research design and measurement will be introduced. Application and synthesis of these concepts will involve projects that require review, summary and critical analysis of clinical psychology research articles, and projects that involve analysis and interpretation of existing databases. This course will be particularly useful for students who choose the thesis option. (Prerequisite: Admission to Clinical Psychology program, and Undergraduate statistics/research course or permission of instructor)

PSY 6400 - Qualitative Research Methods - 3 s.h.

An introduction to research methods that do not primarily involve quantitative analysis. Topics studied will include the use of life historical materials, psychological biography, case study, and interview methods. Fundamental assumptions of these methods will be explored, and their strengths and weaknesses elaborated. Students will complete their own qualitative research project. (Prerequisite: Admission to Clinical Psychology program)

PSY 6930 - Clinical Psychology Practicum II - 3 s.h.

In the second semester of the practicum sequence, students will continue their 15-hour a week clinical experiences while the seminar focuses on issues related to conducting treatment in established cases, with special attention towards clinical listening, identification of transference themes, and making appropriate interventions. In addition, the seminar will focus in particular on appropriate documentation; ethical concerns raised in treatment; and liability issues. Focus will also include developing students' ability to reflect upon themselves and their reactions to clinical interactions so as to develop helpful perspectives on countertransference in clinical work. (Prerequisite: PSY 5930)

PSY 6940 - Clinical Psychology Practicum III - 3 s.h.

In the third semester of the practicum sequence, students will continue their 15-hour a week clinical experiences. The seminar will focus on more advanced clinical listening, intervention, and self-reflection skills. A special focus will be upon issues related to termination and transfer as students complete their practicum. Issues considered will be ways to evaluate treatment progress and the use of termination and transfer as an opportunity to advance and solidify treatment gains. Students will solidify their emerging identities as clinicians. (Prerequisite: PSY 6930)

PSY 7100 - The Psychology of Traumatic Stress: History, Phenomenology and Theory - 3 s.h.

This course-the foundation for the Certificate in the Studies of Psychological Trauma-provides a broad overview of the problem of trauma as it presents itself in clinical work with both children and adults. Beginning with a history of the psychological understanding of traumatic stress, the course will continue with a thorough cataloging of the various symptoms of traumatic reactions and their underlying dynamics. Theoretical approaches explaining the etiology and persistence of traumatic reactions will be presented, focusing on ideas from psychodynamic, cognitive, and biological perspectives. The newly emerging trauma paradigm in psychopathology will be reviewed. Critical discussion of various approaches will focus on their ability to account for post-traumatic phenomena while respecting the client's autonomy and agency. (Prerequisite: Admission to Clinical Psychology program)

PSY 7200 - Intervention with Traumatized Children - 3 s.h.

This course will focus on interventions with children who suffer from exposure to traumatic circumstances, including abuse and neglect, high-conflict divorce, parental loss and abandonment, exposure to violence, and severe injuries, illnesses and accidents. The idiographic particularities of each child's reaction will be emphasized, as well as the interplay between internal (psychic) and environmental factors in determining the psychological outcome of trauma. In addition to examining key technical issues that arise in individual treatment with traumatized children, we will also cover more recently developed interventions such as prevention groups and critical incident de-briefing. (Prerequisite: Admission to Clinical Psychology program)

PSY 7300 - Intervention with Traumatized Adults - 3 s.h.

This course will focus on interventions with adults who have experienced either recent traumatic experiences, traumas in childhood, or both. We will first develop a detailed understanding of traumatic reactions in adulthood and the legacy of childhood trauma for the adult. Then, the process of assessment and treatment with such individuals will be explored. (Prerequisite: Admission to Clinical Psychology program)

Quality Operations Management

QOM 5740 - Forecasting and Planning - 2 s.h.

Conceptual framework and theoretical knowledge of forecasting methodologies; practical uses of forecasting in common management/administrative situations, via case study and literature review; use of micro and mainframe computer in forecasting. (Prerequisite: One undergraduate course in statistics or QS 5170, and CIS 5580)

QOM 6150 - Total Quality Management - 3 s.h.

The course is intended to introduce the student to the development and philosophy of total quality and performance excellence from a systems approach. Focus is given to studying the interplay of culture, quality, technical tools, and organizational culture. Students are introduced to national and international quality standards. (Prerequisite: QS 5170)

QOM 6210 - Total Quality: Building the Infrastructure - 3 s.h.

The course is designed to introduce the student to the methods and processes for introducing total quality to an organization. Students will be provided with proven methods for installing the infrastructure to support a total quality process and to evaluate its effectiveness on an on-going basis. (Prerequisite: MGT 5300)

QOM 6230 - Quality and Process Improvement Techniques - 3 s.h.

This course focuses on the study of continuous process improvement, process management, and quality management systems. Course work includes case studies and group work which explore data analysis tools and methods including SPC, flowcharting and root causes analysis. Students will define, analyze and evaluate a process in a workplace setting. A final report will be produced which will outline a process and recommend process improvement. (Prerequisite: QS 5170)

QOM 6250 - ISO 9000, QS and Organizational Self-Assessment - 2 s.h.

Introduces the student to the various quality certification and award programs in the United States. These programs include ISO, QS, and the Malcolm Baldrige Award. The students will become familiar with the criteria for the various programs and will apply critical analysis skills to determine what improvements are needed to be made by organizations seeking quality certifications.

QOM 6830 - Program in Quality Applications - 4 s.h.

A once-a-month, six-month weekend program providing instruction and training in the field of quality in such areas as team building, long-range planning, international quality standards and implications, the Malcolm Baldrige National Quality Award, Health Care Industry Quality, Education Quality. The student will receive a certificate from the Michigan Quality Council and Madonna University, which may be applied to the master's degree upon completion of the additional project (QOM 6863), facilitated by a Madonna faculty member.

QOM 6840 - Project in Quality - 1 s.h.

The student will work with a Madonna University faculty member to develop a project which combines skills acquired in the certificate program to be presented during this course. (Prerequisite: QOM 6830)

Quantitative Systems

QS 5170 - Quantitative Methods for Leadership Roles - 3 s.h.

Introduction to the pragmatic uses of statistical methods in business. Emphasis on statistical analysis, statistical software, interpretation of data from printouts, and quantitative/qualitative approaches in business research. (Prerequisite: waived by examination only.)

QS 5740 - Forecasting and Planning - 2sh

Conceptual framework and theoretical knowledge of forecasting methodologies; practical uses of forecasting in common management/administrative situations, via case study and literature review; use of micro and mainframe computer in forecasting. (Prerequisite: one undergraduate course in statistics or probability, or QS 5170, and CS 5580)

QS 6430 - Managerial Research Design - 3 s.h.

Study of the quantitative and qualitative research processes as used in academic and business environments. Course content includes: research topic development, hypotheses, instrumentation development, sampling, literature review techniques, statistical analysis, computerization of data input and analysis, focus group methodology, graphics construction and report writing. Integral to the course is a research topic of the student's choosing; in many cases this topic will be expanded in the following term to become the capstone MSA project or thesis. (Prerequisite: QS 5170, waived by examination only) (Must be taken the semester before MGT 6840)

QS 6450 - Addressing Business Problems with Research - 3 s.h.

This course introduces the MBA student to research processes and applications in business. Both qualitative and quantitative methods are studied. Students will gain experience designing and conducting research and in interpreting research findings. (Prerequisite: QS 5170, waived by examination only) (Must be taken the semester before MGT 6950)

QS 6490 - Qualitative Research Methods - 2 s.h.

An introduction to qualitative methodology in research on managerial leadership. Includes historical, biographical, longitudinal, case study, explicative and critical, and field research methods, as distinct from but complementary to, and sometimes including, quantitative research.

QS 6830 - Marketing Research Applications - 3 s.h.

The practice of Marketing Research at the graduate level. Including the conceptualization and identification of audiences/segments. Message and delivery method development and testing. (Prerequisite: QS 5170)

Reading

RDG 5110 - Foundations of Literacy Education - 3 s.h.

Study of the cognitive, linguistic, sociological, cultural, and psychological bases of the reading/writing process. Emphasis is on developing a reflective philosophy of literacy learning as a foundation for the program and on linking theory and research findings to classroom practice. (Prerequisite or co-requisite: EDU 5000)

RDG/EDU 5150 - Human Development and Schooling - 3 s.h.

Study of normal growth and development, birth through late adolescence with attention to the impact of physical, emotional, social, cultural, intellectual, and environmental factors on learning, language development, and literacy.

RDG 5210 - Developing and Assessing Literacy Programs-Elementary and Secondary Schools - 3 s.h.

Study of the organization, planning, management, evaluation, and developmental scope and sequence of effective classroom reading/writing programs. This includes knowledge of state and national standards for reading instruction, requirements for meeting individual learning needs, and criteria for selecting materials to support instruction. (Prerequisite: RDG 5110)

RDG 5250 - Creating Classroom Writers - 2 s.h.

This course will examine theory, research and pedagogy as they apply to effective writing programs at the elementary and secondary levels. Students will explore the writing process, develop strategies for enhancing the skills of individual student writers in the classroom, and learn appropriate assessment practices, as they personally experience the writing workshop approach as a model for effective instruction.

RDG 5310 - Content Area Reading-Learning in Elementary and Secondary Schools - 3 s.h.

Study of the teaching, learning, and assessment strategies contained in effective instruction in content area learning in all subjects, at all grade levels. This includes knowledge of contextual factors that influence decision making. (Prerequisite: RDG 5110)

RDG/ENG 5330 - Literature in the Context of Teaching Across the Curriculum - 3 s.h.

Investigation of the body of literature available for students, K-12. Presents criteria for selection, methods of integrating literature into the curriculum at all grade levels, and strategies to provide formalistic and socio-cultural readings of text.

RDG/ENG 5350 - Language Development: Linguistic Foundations of Literacy - 3 s.h.

Investigation of major theories of language development in the normal child and implications for cognition and literacy acquisition. Attention to the dimensions of oral and written language, including linguistic knowledge, cognition, language performance, and cultural and environmental factors that promote language difference.

RDG 5410 - Interactive Computer Applications in Literacy Education - 2 s.h.

Investigation of the technology available for literacy instruction in the classroom and the media laboratory. Focus on technological applications for computer-aided instruction to meet individual needs, computer-managed instruction to meet classroom needs, software applications and assessment, and information retrieval.

RDG 6530 - Diagnostic Procedures in Reading - 3 s.h.

Study of the psychology of reading, the nature of reading disability, and the nature of individual differences. Focus on diagnostic techniques, formal and informal assessment procedures, designing remedial programs to meet individual and group needs, preparing case studies and reports. (Prerequisites: RDG 5110, 5210, 5310)

RDG 6930 - Practicum in Remediation - 2 s.h.

A supervised clinical practicum focusing on the evaluation of students with reading/learning problems. Emphasis on the design, implementation, and assessment of remedial programs to meet individual student's needs, and the communication of pertinent information to students, parents and teachers. (Prerequisite: Completion of required course work and permission of instructor.)

RDG 6940 - Practicum in Program Development (School-Based) - 2 s.h.

A supervised school-based practicum designed to prepare classroom teachers as Reading Specialists. Emphasis is on instructional differentiation, implementing learning objectives, organizing and managing programs, assisting classroom teachers, evaluating students, and communicating effectively with all members of the school community. (Prerequisite: Completion of required coursework and permission of instructor.)

RDG 6950 - Seminar: Issues in Literacy Education - 3 s.h.

An in-depth examination of current major issues in theoretical processes and classroom practices that inform the ongoing debate in reading/writing education. Emphasis is on the historical perspective of each issue, its implications for teacher preparation, school program development, and community involvement in diverse populations. (Prerequisites: Completion of required course work and permission of instructor.)

Sacred Heart Major Seminary

THE 2740 - Introduction to Moral Theology - 2 s.h.
(Prerequisite for MT 5500) (Sacred Heart Major Seminary)

An introduction to the study of the moral principles and norms in the Catholic Tradition as the foundation for decision making and pastoral ministry. Special emphasis is given to the relationship of Moral Theology to other theological disciplines, the teaching of the Magisterium and the centrality of conscience.

RE 5300 - Conversion and Reconciliation - 2 s.h.
(Sacred Heart Major Seminary)

A study of the personal and social realities of evil, sin, guilt, sickness, alienation in light of the created order in Jesus Christ. Emphasis will be placed on Christian reconciliation and the dynamics of conversion as a life long process and sacramental event. The historical, theological and pastoral aspects of the sacraments of Penance and Anointing will be examined.

MT 5500 - Principle of Christian Morality - 2 s.h.
(Sacred Heart Major Seminary)

A systematic examination of Christian moral teaching, through an analysis of personalist and legal approaches to moral decision making. This analysis includes an investigation into the roles of scripture, human reason, human nature, human experience, and grace. Consideration will be given to the theological notions of virtue and sin, good and evil, the nature and role of conversion, personal conscience, and moral magisterium. (Co/Prerequisite: THE 2740 or equivalent)

PM 6600 - Pastoral Counseling - 2 s.h.
(Sacred Heart Major Seminary)

A study and practice of the elements of the counseling relationship including confidentiality, listening skills, counselor-client agreement. Special attention is paid to the distinction between pastoral counseling and spiritual direction and the process of assessment and referral.

PM 7000 - Ministry to the Elderly - 2 s.h.
(Sacred Heart Major Seminary)

A study of ministry to the aging; the aging process and the death and dying process and their personal, relational, theological, sacramental, and pastoral dimensions; some ethical questions posed by modern medical technology.

PM 7150 - Pastoral Care of the Sick - 3 s.h.
(Sacred Heart Major Seminary)

A study of the spiritual, sacramental, and physical needs of the sick and terminally ill; introduction to the Catholic Rite, Pastoral Care of the Sick; ministry to the sick in their home and institutional setting with special attention to various religious and cultural customs; communication and helping skills. Each student will participate as a presenter and facilitator in Theological Reflection.

7200 - Pastoral Care of the Family - 2 s.h.
(Sacred Heart Major Seminary)

An overview of the themes and approaches in family counseling from a pastoral perspective: effects of family systems; crisis counseling, problem solving, and referral skills. A practical course on how people in pastoral positions can provide competent care for families.

Special Education

SED 3300 - The Exceptional Learner in the Classroom - 3 s.h.

The special needs of exceptional learners have become the shared responsibility of all educators. This course is intended to assist future regular classroom teachers in meeting the diverse needs of the exceptional child in the regular classroom. More specifically, prospective teachers will develop a working knowledge of the historical perspective of present special education programs, the effects of litigation, and the continuum of special education services. This course will assist future regular education teachers in the process of identifying, evaluating, and individualizing instruction for students with special needs. Class participants will acquire an understanding of what the exceptional learner in the general education class currently entails.

SED 5330 - Transition Planning Issues & Practices - 3 s.h.

This course addresses the legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. The unique needs of students experiencing learning disabilities and considered in light of the demands posed by various curriculum areas, situations and settings. Course participants will acquire skills and techniques designed to help students experience less dependence on care givers and greater independence in school settings and the broader community.

SED 5350 - Psychological Issues in Learning Disabilities - 3 s.h.

The primary focus in the review of current psychological research on P-12 grade students with learning disabilities in speech/language, academic skills, attention, fine motor skills, and other functions. Emphasis will be placed upon stage-related issues in several developmental domains; neurological, cognitive, and socioemotional. Implications for development and learning will be considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions also will be discussed.

SED 5450 - Learning Disabilities - 3 s.h.

This course provides an introduction to the field of learning disabilities. Initial topics for discussion will include the historical development of the field and theoretical models of learning disabilities. Subsequent topics for discussion will center on the current definitions of learning disabilities which address the etiological factors and characteristics associated with the condition. The components of the IEP document are examined to include associated regulatory mandates. Finally, research findings concerned with service delivery models and program interventions currently used in public and private schools for learning disabled students will be presented.

SED 5500 - Methods of Teaching Students with Mild Disabilities - 3 s.h.

Overview and analysis of special education practices based on current learning theories and research findings related to teaching students who experience high incidence learning and behavior problems. Specific procedures for planning via IEPs and delivering instruction in both academic and non-academic areas will be reviewed. Specific topics addressed include: social skills development, prevocational and vocational training, general curriculum modification and accommodation strategies.

SED/EDU 5720 - Diagnostic and Remedial Techniques in Reading - 3 s.h.

Studies methods of assessment and remediation of reading problems and the causes and correlates of reading disabilities. Emphasis will be placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs for students with disabilities.

SED 6010 - Language Problems in the Learning Disabled Student - 3 s.h.

This course presents key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis is placed on identifying language disorders, analyzing patterns of language deficits, and determining appropriate intervention strategies and approaches. Specific intervention procedures tailored to patterns of language impairment are presented. Special emphasis is placed on the interrelatedness of disorders of spoken (listening and speaking) and written (reading and writing) language development and disorders.

SED 6090 - Formal and Informal Assessment - 4 s.h.

The purpose of this course is to assist the student in becoming skilled in the administration, interpretation and reporting of educational evaluations. Emphasis is upon the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process. The course of study will examine both formal and informal tests in oral and written language, reading, and mathematics. An understanding of the psychometric properties of assessment methods will be stressed. The content of the course will also familiarize students with the nature and purpose of psychological assessment. This is a course where practitioners will develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

SED 6220 - Consultation and Collaboration - 3 s.h.

This course addresses the staff and parent interaction roles and responsibilities of teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration delineated, and extensive guided practice opportunities are afforded to students in both areas. Inter-agency collaboration strategies are presented and students review and discuss selected pieces of broader ranging organizational change literature.

SED 6500 - Student Teaching: Learning Disabilities - 5 s.h.

300 hours of student teaching and professional practice experience. Student teacher performance is monitored daily by a cooperating teacher who is an experienced professional holding endorsement in learning disabilities. The university supervisor will make three or more on-site visitations to monitor progress. To be taken with the learning disabilities seminar, SED 6930 (1 s.h.)
Prerequisite: Admission to Student Teaching

SED 6700 & SED 6720 - LD Practicum I & II - 2 s.h.

Students who hold previous Michigan endorsement(s) in one or more areas of special education complete 90 hours of classroom teaching or related professional practice. The cooperating teacher or clinician and the university supervisor take an active role in helping students implement best practices recognized in the current professional literature.

SED 6930 - Learning Disabilities Seminar - 1 s.h.

During the past 20 years, an explosion of knowledge about teaching and learning has taken place. Although there is still a great deal of controversy in clearly defining this knowledge base, we are now able to identify teaching behaviors and methods stemming from examples of “best practice” and empirical research. This seminar is designed to support students as they practice and integrate these techniques into their personal teaching style. In addition, students will be given opportunities to evaluate and reflect on the effectiveness of their teaching in the classroom, a critical attribute of good educators. Current issues in education, special education and the field of learning disabilities will be discussed in the traditional seminar format. Students will be given reading assignments to critically analyze and digest. These readings will lay the foundation for class discussions. Addressing these issues through professional discussion and sharing is an integral part of this course.

SED 6960 - Learning Disabilities Project - 2 s.h.

Students will propose and complete a project demonstrating significant scholarly work in the field of learning disabilities, or related area of professional inquiry. The project is developed under the guidance of a member of the faculty and is necessary for completion of the Master of Arts in Teaching. (Prerequisite: Completion of LD specialty; taken in last year of program)

Sociology

SOC 5090 - Sociology of the Health Care System - 3 s.h.

Development of a sociological perspective on health care institutions in American society; concepts and methods of sociology; emphasis on the ways social organizations and social structure shape the nature of health care in the United States. Cross-comparison of U.S. health care system with those of other countries is a selected learning strategy.

SOC/NUR 5210 - Power, Politics & Health Policy - 3 s.h.

Please refer to NUR 5210 for course description.

Teaching English to Speakers of Other Languages

TSL 5100 - Introductory Seminar - 1 s.h.

An overview of practical considerations of concern to teachers of English as a second or foreign language. The curriculum of the program, its objectives, the rationale for its content, requirements, and the ways to assess students are discussed. Students observe ESL classrooms and reflect upon their observations in writing. (Prerequisite: Graduate standing)

TSL 5170 - Language Testing and Evaluation - 2 s.h.

A survey of methods of testing and evaluation in second or foreign language instruction. Focus is on purposes for evaluating as factors determining a choice of a test. Characteristics of a good test are investigated. Various techniques testing specific language skills are analyzed. Students engage in constructing a test, administering it and interpreting its results. (Prerequisite: Graduate standing)

TSL 5190 - Second Language Acquisition - 3 s.h.

A survey of prominent theories and current research findings in the field of second language acquisition. Emphasis is given to the ways these theories and research findings shape pedagogical practices in English as a second language classrooms. Major theoretical concepts and methods of analysis in the field are discussed. Biological, cognitive, personality, and sociocultural factors influencing second language acquisition are investigated. (Prerequisite: Graduate standing)

TSL 5210 - Teaching of Speaking/Listening to ESL Students - 3 s.h.

A survey of contemporary methods of teaching speaking and listening skills to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Several methods along with their strengths and limitations are addressed in details. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring oral skills are presented. Students have an opportunity to conduct various oral language teaching activities. (Prerequisite: Graduate standing)

TSL 5220 - Teaching of Reading/Vocabulary to ESL Students - 3 s.h.

A survey of methods of teaching reading and vocabulary to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Various instructional methods are presented, their theoretical underpinnings and rationales for their use are examined. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring reading skills are presented. An integrated approach is emphasized. Students have an opportunity to conduct an array of teaching activities pertinent to reading and vocabulary instruction. (Prerequisite: Graduate standing)

TSL 5230 - Teaching of Writing/Grammar to ESL Students - 3 s.h.

A survey of methods of teaching writing and grammar to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. The systematic features of the English spelling are addressed. The stages of a writing process are investigated. Students have an opportunity to engage in individual and group writing in various genres. The influence of culture on writing styles is addressed. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring writing skills are presented. (Prerequisite: Graduate standing)

TSL 6200 - Language and Culture - 2 s.h.

A study of interface between language and culture. Various aspects and purposes of culture are analyzed in reference to language. Focus is on cross-cultural communication and acquisition of a foreign culture. The main premises of the American culture are contrasted with the premises of other cultures to exemplify issues in cross-cultural communication.

TSL 6300 Practicum - 2 s.h.

An instructor-supervised classroom practicum during which students implement various methods of teaching and assessing learners of English as a second or foreign language. Emphasis is given to guided reflections on teaching skills of students. (Prerequisite: TSL 5210, TSL 5220 and TSL 5230)

TSL 6900 Final Seminar - 3 s.h.

A synthesis of theory and practice relevant to teaching English as a second or foreign language. Focus is on informing instruction through implementation of current research findings. Students evaluate research studies in the field. Students are expected to design an ESL course based on current theories and research findings. Ethical considerations in research and teaching are analyzed in a cross-cultural context. (Prerequisite: To be taken during the last semester of the program)

TSL 6930 - Research Thesis in Teaching English to Speakers of Other Languages - 3 s.h.

The thesis is an independent investigation of a theoretical or practical issue in the area of learning or teaching English as a foreign or second language. The student chooses conceptual framework and research methodology appropriate to the issue being researched. (Co/Prerequisites: completion of the 30 semester hours of the MATESOL program and an approved thesis proposal. Students have two consecutive semesters to complete their thesis).

OTHER SEMINARS IN SCHOOL OF BUSINESS

6710-6750 SEMINARS

Five categories of seminars have been defined, and each will carry a unique number. A description and the appropriate number for each of the five categories is listed below:

***6710 Brunch with an Expert Seminar - 1 s.h.**

An "expert" from business, government, health care, or other environment will be invited to share experiences, philosophy, industry predictions, or other information that will assist students. The format will consist of one Friday evening class session, followed by two Saturday sessions .

***6720 Literature Review Seminar -3 s.h.**

A comprehensive review of the library literature on a specific topic. A summary presentation will be prepared which will be suitable for corporate or appropriate audiences. A majority of the time will be spent in individual work rather than in the classroom. Students may recommend topics to faculty or to the dean's office for consideration.

***6730 Research Seminar -3 s.h.**

Students and faculty will work together on a research project. No limitation to the type of topic and research method that might be used. Topics may be suggested by students to faculty, may emerge as a result of study in a class, or may be an area of interest for the faculty.

***6740 General Topic Seminar 1-3 s.h.**

Topics will be state-of-the-art or leading edge or applied topics that need to be expanded beyond the courses offered by the School of Business. (1-3 s.h.)

***6750 Leadership Seminar - 1 s.h.**

Seminars will focus on content important to leadership development and will tend to be experiential in format.

***NOTE:** The course prefix will vary, ie, ACC, CIS, MGT, MKT.

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Ruth Freeman, Coordinator of Graduate Studies in Literacy Education; B.A., M.A., University of Michigan; M.A.T., Ph.D., Oakland University.

Betty Jean Hebel, Chair, Graduate Business Programs; Management and Marketing; B.S., Eastern Michigan University; M.Ed., Ph.D., Wayne State University.

Mary Hunt, Coordinator of Graduate Studies in Health Services; B.A., University of Detroit Mercy; M.Ed., Marygrove College; Ed.D., Wayne State University.

Jane A. Kessler, Administrative Director, Clinical Psychology; Sc.B., Brown University; M.A., University of Michigan; Ph.D. candidate, University of Michigan.

Dwight Lang, Coordinator of Master of Arts in Liberal Studies; B.A., M.A., California State University; Ph.D., University of Oregon.

Karen L. Obsniuk, Chair, Teacher Education; B.A., M.A., Ph.D., Wayne State University.

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Calendar

TERM I - FALL

Faculty Conference
 Community Gathering
 Final Registration
 Classes Begin
 Add-Drop Period
 Filing Deadline: Application for Graduation Winter Term - May
 Final Date: Election S Grade
 Mail/Fax-In Registration: Winter Term
 Comprehensive Examinations: Fall Term
 Final Date: Withdrawal from Courses
 ** Thanksgiving Recess
 In Person/Walk-In Registration: Winter Term
 Final Examinations
 End of Fall Term
 Grades Due by 12:00 noon
 **Recess begins at 4:00pm on Wednesday before Thanksgiving

2003-2004

Aug. 25
 Aug. 27
 Aug. 29
 Sept. 2
 Sept. 2-8
 Sept. 26
 Oct. 24
 Oct. 20 - Nov4
 Nov. 1
 Nov. 14
 Nov. 27-30
 Nov. 10-Jan. 2
 Dec. 8-13
 Dec. 13
 Dec. 16

2004-2005

Aug. 30
 Sept. 1
 Sept. 3
 Sept. 7
 Sept. 7-11
 Sept. 30
 Oct. 29
 Oct. 25
 Nov. 6
 Nov. 19
 Nov. 25-28
 Nov. 15
 Dec. 13-18
 Dec. 18
 Dec. 21

2005-2006

Aug. 29
 Aug. 31
 Sept. 2
 Sept. 6
 Sept. 6-10
 Sept. 30
 Oct. 28
 Oct. 24
 Nov. 5
 Nov. 18
 Nov. 24-27
 Nov. 14
 Dec. 12-17
 Dec. 17
 Dec. 20

TERM II - WINTER

Faculty Conference
 Final Registration
 Classes Begin
 Add-Drop Period
 Filing Deadline: Application for Graduation Spring/Summer - July
 Comprehensive Examinations: Winter Term
 Final Date: Election S Grade
 Mail/Fax-In Registration: Spring/Summer Term
 Spring Vacation
 Final Date: Withdrawal from Courses
 In Person/Walk-In Registration: Spring/Summer Term
 **Easter Recess
 Final Examinations
 End of Winter Term
 Grades Due by 12:00 noon
 Commencement
 Mail/Fax-In Registration: Fall Term
 In Person/Walk-In Registration: Fall Term
 **Recess begins at 4:00pm on Thursday before Easter

2003-2004

Jan. 9
 Jan 2
 Jan. 5
 Jan. 5-10
 Jan. 30
 Feb. 7
 Feb. 27
 Feb. 23-Mar. 10
 Mar. 1-6
 Mar. 26
 Mar. 15-31
 Apr. 9-11
 Apr. 19-24
 Apr. 24
 Apr. 27
 May 1
 Apr. 5 -Apr. 30
 May 10-Sept. 3

2004-2005

Jan. 14
 Jan. 7
 Jan. 10
 Jan. 10-15
 Jan. 28
 Feb. 5
 Mar. 4
 Feb. 28
 Mar. 7-12
 Apr. 4
 Mar. 28
 Mar. 25-27
 Apr. 25-30
 Apr. 30
 May 3
 May 7
 Apr. 11- May 6
 May 16-Sept. 2

2005-2006

Jan. 13
 Jan. 6
 Jan. 9
 Jan. 5-10
 Jan. 31
 Feb. 4
 Mar. 3
 Feb. 27
 Mar. 6-11
 Mar. 3
 Mar. 27
 Apr. 14-16
 Apr. 24-29
 Apr. 29
 May 2
 May 6
 Apr. 10 - May 5
 May 15-Sept. 1

TERM III - SPRING/SUMMER

Final Registration
 Classes Begin
 Filing Deadline: Application for Graduation Fall Term - December
 Add-Drop Period ~ See *Tuition and Fees*
 Final Date: Withdrawal from Courses
No Later than 2/3 of Completed Course Work
 Memorial Day - No Classes
 Comprehensive Examinations: Spring/Summer Term
 Independence Day - No Classes
 Final Examinations ~ Last Class Session
 End of Spring/Summer Term
 Grades Due by 12:00 noon

2003-2004

Apr. 30
 May 3
 May 28

 May 31
 June 5
 July 4

 July 23
 July 27

2004-2005

May 6
 May 9
 May 31

 May 30
 June 4
 July 4

 July 30
 Aug. 2

2005-2006

May 5
 May 8
 May 30

 May 29
 June 3
 July 4

 July 29
 Aug. 1

Campus Map

Academic Building Map

Index

A

Academic Building Map	.77
Academic Council/Academic Deans	.71
Academic Load	.11

Academic Programs

Business Administration	.16
Clinical Psychology	.22
Dual Degree in Nursing and Business	.41
Education	.24
Health Services	.32
Hospice	.34
Liberal Studies	.36
Nursing	.37
Teaching English to Speakers of Other Languages	.30

Academic Standards and Grading Policy	.11
Academic Warning, Probation and Dismissal	.12
Address changes	.9
Administrative Council	.71
Administrative Officers	.71

Admission

Conditional Status	.6
Foreign Students	.7
Guest Students	.6
Non-Degree Students	.6
Regular Status	.6
Second Master's Degree	.7
Special Status	.6
Undergraduate Students, Enrollment	.7

Admission Requirements

Business Administration Programs	.16
Dual Degree Program in Nursing and Business Administration	.41
Education Programs	.24
Foreign Students (I-20 Visa)	.7
Health Services	.32
Master of Arts in Liberal Studies Program	.36
Master of Arts Teaching English to Speakers of Other Languages	.30
Master of Science in Clinical Psychology	.22
Master of Science in Hospice Education and Certificate	.34
Nursing Programs	.39
Post Master's Certificates in Nursing	.42

Advising	.11
Alumni	.15
Application for Degree	.13
Application Procedure	.6
Attendance	.11
Auditing Courses	.11

B

Billing Error or Dispute	.9
Board of Trustees 2003-2005	.71

Business Administration Programs

Master of Business Administration	.16
-----------------------------------	-----

Master of Science in Business Administration	
Criminal Justice Specialty	.20
International Business Specialty	.17
Combined Baccalaureate/Master Degree in International Business	.18
Leadership Studies Specialty	.19
Quality and Project Management	.21

C-D

Calendar	.75
----------	-----

Campus

Activities	.5
Description	.4
Map	.76
Candidacy	.13

Certificates

Post Bachelor's	
Cost Management	.17
Criminal Justice	.17
General Business	.16
Hospice Education	.35
Human Resources	.17
Information Technology Management	.17
International Business - Financial Operations	.17
International Business Management	.17
Marketing Management	.17
Non-Profit Leadership	.17
Quality	.17

Post Master's

Adult Health Primary Care Nurse Practitioner	.42
Certificate in Bereavement	.35
Clinical Psychology	.24
Health Care Educator	.43
Nurse Entrepreneur	.44
Changes in Policy	.15
Children	.15

Clinical Psychology Program	.22
Combined Baccalaureate/Master Degree in International Business	.18

Course Descriptions

Accounting	.48
Administration	.48
Biology	.48
Business Law	.49
Catholic School Leadership	.50
Childhood Development	.50
Computer Information Systems	.50
Criminal Justice	.51
Economics	.51
Education	.52
English	.54
Finance	.54
Health Services	.54
Hospice Education	.55
Humanities	.56
International Business	.56
Liberal Studies	.57
Management	.57
Marketing	.60

Medical Technology	.60
Nursing	.60
Other Seminars in School of Business	.70
Psychology	.62
Quality Operations Management	.65
Quantitative Systems	.66
Reading	.66
Sacred Heart Major Seminary	.67
Special Education	.68
Sociology	.69
Teaching English to Speakers of Other Languages	.69
Credit for Experiential Learning	.12

E

Education Programs	.24
Master of Arts in Teaching	
Learning Disabilities Specialty	.26
Literacy Education Specialty	.28
Teaching & Learning Specialty	.29
Master of Arts in Teaching English to Speakers of Other Languages	.30
Master of Science in Administration	
Catholic School Leadership Specialty	.24
Educational Leadership Specialty	.25
Professional Development Program	.30

English Program

Master of Arts in Teaching English to Speakers of Other Languages	.30
Examinations, Grade Reports, and Transcripts	.12

F

Family Educational Rights and Privacy Act	.14
Fees	.8
Food Service	.15

G

General Policies and Procedures

Academic Load	.11
Academic Standards and Grading	.11
Academic Warning, Probation, Dismissal	.12
Advising	.11
Alumni	.15
Application for Degree	.13
Attendance	.11
Auditing Courses	.11
Candidacy	.13
Changes in Policy	.15
Children	.15
Credit for Experiential Learning	.12
Examinations	.12
Family Educational Rights and Privacy Act	.14
Food Service	.15
Grade Reports	.12
Graduate Certificate Policy	.12
Graduation Requirements	.13
ID Cards	.15
Parking Regulations	.15
Professional Ethics	.12

Prohibitions	.15
Readmission	.14
Research Project / Practicum	.13
Research Study	.13
Statute of Limitations for Degree Completion	.14
One-Year Extension Policy	.14
Student Appeal / Grievance	.14
Thesis	.13
Transcripts	.12
Withdrawal from Classes	.11
Goals of the Madonna University Graduate Programs	.3
Grading Policy for the Thesis/Independent Research Study	.13
Graduate Faculty	.72
Graduate Student Financial Aid	.10
Graduate Studies Administration	.72
Graduation Requirements	.13
Guest Students	.6

H

Health Services Program	.32
Hospice Education Program	.34

I - L

ID Cards	.15
Liberal Studies Program	.36

M

Master of Arts in Liberal Studies	.36
Master of Arts in Teaching - Learning Disabilities Specialty	.26
Master of Arts in Teaching - Literacy Education Specialty	.28
Master of Arts in Teaching - Teaching and Learning Specialty	.29
Master of Arts in Teaching English to Speakers of Other Languages	.30
Master of Business Administration	.16
Master of Science in Administration - Catholic School Leadership Specialty	.24
Master of Science in Administration - Educational Leadership Specialty	.25
Master of Science in Business Administration - Criminal Justice Specialty	.20
Master of Science in Business Administration - International Business Specialty	.17
Master of Science in Business Administration - Leadership Studies Specialty	.19
Master of Science in Business Administration - Quality and Project Management Specialty	.21
Master of Science in Clinical Psychology	.22
Master of Science in Health Services	.32
Master of Science in Hospice	.34
Master of Science in Nursing	.37
MSN - Adult Health Clinical Nurse Specialist	.39
MSN - Adult Health Primary Care Nurse Practitioner	.39
MSN - Adult Health Primary Care Nurse Practitioner Certificate	.42
MSN/MSBA/Dual Degree Specialty	.41
MSN - Nursing Administration Specialty	.37
MSN - Health Care Educator Certificate	.43
MSN - Nurse Entrepreneur Certificate	.44

N

Non-Refundable Fees10

Nursing Programs37

 Master of Science in Nursing

 Adult Health: Clinical Nurse Specialist39

 Adult Health: Primary Care Nurse Practitioner Specialty ...39

 Dual Degree - Nursing Administration / Master in Business Administration40

 Nursing Administration Specialty37

 Post Master's Certificates

 Adult Health: Primary Care Nurse Practitioner42

 Health Care Educator43

 Nurse Entrepreneur44

 RN to MSN Degree - Accelerated Pathway44

O

Other Penalties9

P - Q

Parking Regulations15

Payment Plans8

Penalties9

Phone Numbers2

Post-Master Certificates (*see index heading for Certificates*)

Professional Development Program30

Professional Ethics12

Program Accreditations and Approvals5

Prohibitions15

R

Readmission14

Refunds/Credit Adjustments9

Refunds vs Credits10

Research Project or Practicum13

Research Study13

RN to MSN Degree - Accelerated Pathway44

S

Sacred Heart Major Seminary Federation35

Second Master's Degree7

Senior Students7

Statute of Limitations for Degree Completion14

Student Life Policies15

Student Payment Policies8

T - V

Teaching English to Speakers of Other Languages, Master of Arts ...30

Thesis13

Time Limits (see Statute of Limitations)

Transfer Students6

Tuition and Expenses8

 Billing Error or Dispute9

 Fees8

 Financial Aid10

 Non-Refundable Fees10

 Payment Plans8

 Payment Policies8

 Penalties9

 Refunds / Credit Adjustments9

 Refunds vs Credits10

Undergraduate Students, Enrollment7

W - Z

Withdrawal from Classes11



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