



Graduate Bulletin 2005 – 2007



MADONNA UNIVERSITY



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UNIVERSITY

Graduate Bulletin 2005 - 2007

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Mission Statement

The mission of Madonna University, a Catholic and Franciscan institution of higher learning, is 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.

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

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**EACH MADONNA UNIVERSITY STUDENT IS RESPONSIBLE
FOR COMPLIANCE WITH THIS BULLETIN.**

**THE UNIVERSITY RESERVES THE RIGHT TO WITHDRAW
OR MODIFY INFORMATION IN THIS BULLETIN.**

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.

This bulletin will help you to learn about the Madonna University graduate programs and to consider their strengths in relation to your career goals.



Outcomes 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. Graduates will be able to:

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

Distinctiveness of the Programs

A combination of factors distinguishes graduate study at Madonna University. The curricula, which are professional in nature, guide the student toward learning that is directly applicable to the workplace. 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 programs' 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 for students of all faiths. Founded by the Felician Sisters in 1947, an outgrowth of Presentation Junior College (1937-1947), Madonna maintains its tradition as an independent Catholic and Franciscan institution of higher learning and adheres to the guidelines set forth in *The Application of Ex corde Ecclesiae in the United States*. 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 5000 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, learning disability education, and educational leadership.

Since its inception in 1984 the nation's first hospice education program at Madonna University has offered 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 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 Center, 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 on the Livonia campus are barrier free for the physically handicapped. Closed-captioned television, teletypewriters, and telephone boosters are available to hearing impaired students.

Orchard Lake Center

Beautifully situated on the shores of Orchard Lake, Madonna University's Orchard Lake Center shares a 120-acre campus made up of historic and contemporary buildings. Located 17 miles northwest of Detroit and 7 miles west of Pontiac, the Orchard Lake Center is comprised of administrative offices in the Administration Building, classrooms and computer labs in the College Academic Center and Activities Building, and faculty offices in the Barracks.

The Orchard Lake Center houses Madonna University's St. Mary's College as well as programs and majors of the University's other colleges.

Downriver Center

Madonna University works cooperatively with the Archdiocese of Detroit to maintain the presence of Catholic education at the former Aquinas High School on Northline Road in Southgate. Occupying classrooms, offices, and a computer lab on the first and second floors, the Downriver Center offers an array of academic programs and majors in the evenings and on weekends.

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; American Dietetic Association Accreditation, 2000.

Council on Social Work Education, 1982, 1988, 1995, 2003

State of Michigan Board of Education:

Approval of four-year degrees, 1947

Teacher certifications, 1954, 1969, 1996, 2002

Learning disabilities certification, 1974, 1999, 2002

Reading certification, 1977, 1996, 2002

Master of Science in Administration, 1982, 1996, 2002

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.



Since 1982 Madonna University has offered career-focused graduate programs for mature individuals with demanding schedules. Due to small class sizes and a wide range of ethnic and religious backgrounds, students develop supportive relationships with classmates as well as faculty and are exposed to opportunities to learn from each other while learning to work together. Because most faculty are also actively employed in their fields, they are able to bring real-life examples to the classroom. The convenient scheduling of classes, online courses, personal attention, and reality-based assignments create an environment of active learning that prepares the student for a successful career that contributes to our society. We know you will find earning your degree at Madonna University to be a rewarding experience that not only brings you financial success but personal success as well!

**Dr. Edith Raleigh,
Dean, Graduate Studies
at Madonna University**

Admission: 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. The non-refundable **application fee** can be paid online by credit card (American Express, Discover, MasterCard) or in person to the Graduate Studies Office (check or cash) or by mail to Graduate Studies (check only).
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 are 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 graduate 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. A maximum of 6 semester hours may be taken in any degree program.

Transfer Students

Students may transfer into the program from another institution. A maximum of 6 semester hours of graduate credit may be 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 degrees. Permission to take graduate courses does not constitute admission to the graduate program.

Admission Requirements for International Students on F-1 Student Visa

In addition to the admissions requirements listed with each program, foreign students seeking admission to the Madonna University Graduate Studies program on the F-1 student 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; **or**
 - 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.

3. A \$200.00 non-refundable application fee (US currency).
4. Financial statement, issued within the most recent six months, 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.)

5. Copy of passport identification page.
6. Residence Hall contract. (International graduate students with no residence in the United States are strongly encouraged to live on campus during the first semester of study.)
7. Student health record, for Residence Hall applicants.

Prior to the end of the first week of term, the following must be provided to the Student Accounts Office:

- Proof in English of catastrophic health insurance coverage in the United States. Without such proof of health insurance, student insurance must be purchased through Madonna University (2005-2006 cost: \$525 per year for students under age 35). The student's account will be charged automatically. After Friday of the first week of term, no credit for health insurance may be processed. Please send proof of coverage via FAX (734) 432-5344 to Student Accounts Office, and an e-mail (sa@madonna.edu) indicating that the FAX has been sent.
- \$100 room damage deposit, if residing in the Residence Hall.
- Tuition and fees for the first semester. Students are required to remit payment in full at the time of registration.



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 of the academic year 2005-2006. 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, 2005-2006
\$391 per semester hour

Graduate Tuition for International Students
(F or J visa)
\$489 per semester hour

Students who obtain a Permanent Alien/Resident Card prior to the start of the term are exempt from the International Student rates for the term. No retroactive tuition adjustments will be authorized for a prior term.

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.

General Fees

Admission Application	.....\$25
International Student Admission Application	.....\$200
Course Fees (non-refundable)*: Required course fees are published in the class schedule each term.	
Deferred Tuition Fee: All tuition and fees are payable in advance, unless the student chooses to participate in one of the available payment plans at an additional cost of \$15. (See Schedule of Classes for available plans.)	..\$15
Graduation Fee*	.....\$50
Late Penalty for unpaid balances: 5% up to a maximum of \$50	
Late Submission of Application for Graduation*	.....\$10
Registration Fee*:	
Open registration prior to first week of classes	.....\$ 50
First Week of Classes, Fall and Winter terms	
Returning students	.....\$100
New students	.....\$ 50
First Week of Classes, Spring/Summer term	
All students	.....\$ 50
Suspension Fee:	.....\$10
Reinstatement Fee:	.....\$50
Replacement Fees:	
Diplomas	.....\$30
Certificates	.....\$30
Student Account Records	.....\$5 per term
Student ID Card	.....\$5
Returned Check Penalty	.....\$15

Study Abroad (Administrative Fee)	.....\$30
Thesis*:	
Thesis Fee	.....\$165
Copyright Fee (optional)	.....\$45
Thesis (personal copy)	.....\$40
Transcript of Credits:	
Issued to Student (same day)	.....\$10
Mailed	.....\$5

* Indicates non-refundable fees: see explanations on page 11.

Residence Hall Fees

Room (rented per term)

Double	.....\$ 2,550 two terms / \$ 1,275 per term
Suites	.....\$ 2,988 two terms / \$ 1,494 per term
Private	.....\$ 3,780 two terms / \$ 1,890 per term
Per Night	
Without linens	.....\$18 per night
With linens	.....\$20 per night
Room Reservation	
(non-refundable but applicable to room rent)	.....\$75

NOTE: Rooms are rented for a term; no refund is made in case of withdrawal.

Board

20 Meal Plan	.....\$ 3,062 two terms / \$ 1,531 per term
15 Meal Plan	.....\$ 2,996 per year / \$ 1,498 per term

Students living on campus are required to take their meals in the University Dining Hall. No refund will be made on the board fee because of contractual arrangements relating to service in the Dining Hall. Occasional or week-end absences are non-refundable.

Incidentals

Key Replacement	.....\$ 10
Room Damage Deposit	.....\$100

Checks should be made payable to Madonna University.

Student Payment Policies

Students may register for courses when the past-due financial obligations have been met.

Students may register online (ID number and PIN required) through the Madonna University website, www.madonna.edu. Registration forms are located in the current term's Schedule of Classes or from the Registration counter. Tuition and fees may be required at the time of registration. See each term's Schedule of Classes for payment due dates.

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, receive transcripts, or receive a diploma or certificate until the account is settled.

Payment Plans

1. Tuition and fees are payable in advance in full, in U.S. currency, at the time billed. Students may pay by cash, check, e-check, or credit card (MasterCard, Discover, American Express; the university **no longer accepts** Visa cards.).

An on-line payment system is available at www.madonna.edu (click under Quick Links).

- Pay by **e-check**: no service fee.
- Pay by **credit card**: credit card payments are charged a service fee:
 - 2.90% for payment from \$0.01 to 3,000.00;
 - 2.50% for payment of \$3000.01 and over.

Madonna University uses a third-party payment vendor, CASHNet®. (The Student Accounts Office is no longer able to process credit card payments at the service window or over the phone.)

- Payment may also be **by mail**; however, the university is not responsible for lost or delayed mail. The assessment of registration adjustments and late penalty charges will be determined by the postmarked date. Students are provided with ID numbers and PINs and may at any time review on the web their account balance. Go to www.madonna.edu and log in to Online Registration. Choose the “My Profile” tab. Your current balance is printed in the lower right-hand area after your current course schedule. (This balance contains “items that are under review and not posted”.) Click the [StudentAcc/Receivable](#) link for the posted detail of your student account (items under review are not included in the detail) and a printable format.

NOTE: Each billing due date will have an associated billing close date. The close date will be approximately two weeks prior to each billing due date. Students who register, or add to their registration, after the first closing date for the term, will be required to remit payment at the time of registration or changes to an existing registration. Students registering for non-credit or CEU will be required to pay 100% of the charges at the time of registration.

2. Students who do not pay in full in advance may choose to participate in one of the available payment plans, at an additional cost of \$15 (see Schedule of Classes for available plans). The deferred payment plan is denied to students whose accounts have in the past been referred to a collection agency because of the student’s failure to pay the university.
3. 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 is required to pay a \$60 assessment fee along with 100% of that term’s charges in order to be reinstated.
4. 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 mini-

um 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.

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) in which 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.

5. 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 both 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.

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 as the problem is resolved. Send billing inquiries to Student Accounts Office, Madonna University, 36600 Schoolcraft Road, Livonia, MI 48150.

Other Fees

1. 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.
2. A penalty of 5%, up to a maximum of \$50, is assessed if the second payment is not received by the final invoice date.
3. Replacement Fee: Requests to duplicate billing records and to verify payments are assessed a \$5 replacement fee per term.

Tuition 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 via fax, or, in the case of a withdrawal form sent by US Mail, the postmark date, 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:

Course Duration	Tuition Credit Adjustment (percentages shown is percent credited)						
	Prior to start date	1st day	2nd-7th day	8th-14th day	15th-21st day	22nd-28th day	29th-35th day
1 week or less	100%	25%	0%	0%	0%	0%	0%
2-4 weeks	100%	25%	25%	0%	0%	0%	0%
5-7 weeks	100%	100%	100%	50%	25%	0%	0%
8-15 weeks	100%	100%	100%	100%	75%	50%	25%

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

Refunds

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 date the financial aid/loan has been applied with the exception of the first disbursement of aid each term. Refunds are processed 14 days from the third Tuesday after the start of the term.

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. Admission Application fee or International Student Admission Application fee.
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 Graduate Studies Office, the Student Accounts Office, or on the Madonna University website 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 the University Calendar for deadlines.
3. Registration fee: This fee covers the cost of enrolling you in classes and holding a seat for you. If you register, then completely withdraw or do not attend class, you are still responsible for payment of this fee.
4. Room and Board fees: These fees are refundable in accordance with 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. After the 4th week, no refund can be made on the board fee because of contractual arrangements relating to service in the dining hall.
5. 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.



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

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:	4-5 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 (see chart on page 9 of this Bulletin or near the front of the current Schedule of Classes). 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	Exceptional	4.00 honor points per semester hour
A-	Greatly exceeds expectations	3.66 honor points per semester hour
B+	Exceeds expectations	3.33 honor points per semester hour
B	Meets Expectation for Graduate Work	3.00 honor points per semester hour
B-	Below Graduate Standard	2.66 honor points per semester hour
C+	Fair	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, because of 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 and Post-Master's Certificate Policy

A graduate certificate or post-master's 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 may be earned pre-master's unless they are specifically designated post-master's certificates. The post-master's certificates are awarded and transcribed after the master's degree is earned.

All courses within either kind of 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., whichever 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 available via the web to each student after the end of each term (log in with your usual ID number and PIN).

Transcripts are generally mailed within 3-4 business days after receipt of the signed request. *Students who wish to have current term grades, or a degree, listed on the transcript ordered should indicate that the Registrar's Office should hold the request until current term grades, etc., are posted.*

All students receive one free transcript. Subsequent transcripts are issued at \$5 each. Same day requests are available for \$10 per copy.

Transcript requests must be written and have your signature, as well as your present name and former names used while attending Madonna, your student ID number and/or Social Security number, your current address and phone number, your approximate dates of attendance and/or graduation, and the name and address of the person or agency/institution who is to receive the transcript.

Requests may be mailed to the Registrar's Office, Attn: Transcripts, Madonna University, 36600 Schoolcraft Road, Livonia, Michigan 48150-1173; or faxed to the Registrar's Office, Attn: Transcripts, at (734) 432-5405. If ordering via fax, we can process your personal check electronically. Please include your bank routing number, checking account number, and check number. We cannot accept credit card payment for transcripts.

Transcripts sent directly to the student are stamped "Issued to Student" and are mailed with a tamper-proof seal across the flap of the envelope.

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 3.0 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 3.0 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, pastoral ministry, and psychology master's 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.

Research Integrity

In keeping with its mission to instill in its students Christian humanistic values, Madonna University values and promotes respect for the individual in the application of ethical considerations to the conduct of research. University faculty operationalize this across the institution by requiring all students involved in research education to receive training in research integrity and the protection of human subjects.

Thesis

The thesis is a scholarly manuscript that describes all aspects of an independent investigation of a research problem completed by the master degree 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 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 review by the Human Subjects Review Committee. Requirements for 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 a Y grade. 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 project 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 project 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/pages/graduatestudiesforms.cfm. 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 commence-

ment 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 six years after admission to the program. An extension of one 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 the 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 Life. 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 Student Life Office, Room 1001, 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 in order to preserve their library privileges.

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 residence hall 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 Mercy Hospital Childcare Center, (734) 464-4800, as part of their regular program; *or*
2. by a cooperative endeavor between students: the Childcare Network, (734) 432-5427; *or*
3. by calling the 4 C's Referral Center, (313) 422-9210.



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Business Administration Programs

Master of Business Administration (MBA)

11 certificate options within MBA program

Master of Science in Business Administration (MSBA)

International Business Specialty
Leadership Studies Specialty
Leadership Studies in Criminal Justice Specialty
Quality Specialty

Master of Science (MS)

Project Management

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.

Characteristics of the Programs

The programs focus on professional and managerial leadership, providing:

- 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.

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 prepare the graduate with the following skills:

- 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.

Unique Feature: In addition to the generalized curriculum, students select an area of concentration culminating in a certificate.

Admission Requirements

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

1. Possession of a bachelor 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 MBA 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 degree in criminal justice.
2. An interview with the Criminal Justice Department Chair.

Information Technology Management Certificate:

- Possession of a bachelor degree in CIS/CS, *or* three years experience in the information systems industry, *or* certification as MCSE or MCP or CNE.

Program Requirements (40-47 s.h.)

The MBA program 40-47 semester hours of course work beyond the prerequisite sequence, includes 28 s.h. in the required core, 9-16 s.h. in a selected graduate certificate, and 3 s.h. in the capstone.

Following are required prerequisites to the program. Prerequisite courses may be waived if courses stipulated in the right-hand column have been completed at the undergraduate level at an accredited college or university.

Required Prerequisite Sequence	Undergraduate Courses
ACC 5150 Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
BR 5170 Quantitative Methods for Leadership Roles (3 s.h.)	Waived by examination only

ECN 5180 Economic Environment and Business Activity (3 s.h.) One course each in micro and macroeconomics

MKT 5160 Essentials of Marketing (3 s.h.) An undergraduate course in Marketing

Prerequisite to Criminal Justice certificate courses:

CJ 5010 Criminal Justice Organization and Administration (3 s.h.) Criminal Justice major

Required Core Sequence (28 s.h.)

ACC 5250* Managerial Accounting for Decision Making 3 s.h.
 BL 6040 Legal Issues in Business 2 s.h.
 BR 6450* Addressing Business Problems with Research **or** 3 s.h.
 BR 6490 Qualitative Research Methods 3 s.h.
 CIS 5580* Information Systems for Managers 2-3 s.h.
 ECN 6100* Managerial Economics 2 s.h.
 FIN 5650 Business Finance 3 s.h.
 INB 6080 Perspectives in International Business 2 s.h.
 MGT 5550 Ethical Considerations in Leadership 2 s.h.
 MGT 6150* Quality Management 3 s.h.
 MGT 6300 Organizational Theory and Behavior 3 s.h.
 MKT 5790* Marketing Strategy 3 s.h.

Required Graduate Certificate (see below) 9-16 s.h.

Required Capstone Course (3 s.h.)

MGT 6950 Strategic Management of Business Policy 3 s.h.
 Total MBA 40-47 s.h.

Required Graduate Certificate (9-16 s.h)

Each student will earn a graduate certificate of at 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.):

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 and 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 and 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 and e-Commerce in the Enterprise 3 s.h.
 CIS 6840 Redesigning the Enterprise for e-Business 2 s.h.

CIS 6890 Managing Enterprise Information Systems 3 s.h.
 MGT 5780 Project Management Practices 3 s.h.

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

ACC 5700 International Accounting and Taxation 2 s.h.
 BL 6260 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.
 BL 6260 International Legal Environment 2 s.h.

Marketing Management (12 s.h.):

CIS 6640 e-Business and e-Commerce in the Enterprise 3 s.h.
 MKT 6210 Leadership in Marketing Management 3 s.h.
 MKT 6310 e-Marketing 3 s.h.
 BR 6830 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.
 MGT 5780 Project Management Practices 3 s.h.

Quality (MQC 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 having admission requirements.

Master of Science in Business Administration International Business Specialty

The Master of Science in Business Administration (MSBA) 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:

- Demonstrate specialized knowledge, skills, and attitudes necessary for professional and effective performance in the international business area.
- Integrate 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 an ethical value system.

- Apply a systematic approach to problem solving for effective decision making and integration of computerized information into the decision-making process.
- Recognize societal and environmental issues and analyze 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.
- Apply theory and skills needed to perform useful research within the international area.
- Demonstrate a sense of personal discipline to pursue life-long 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 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 letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
3. Interview with a member of the 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. *Note:* 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.

Program Requirements (36 s.h.)

The international business program, 36 s.h. beyond the prerequisite sequence, consists of a series of international courses, a demonstrated foreign language proficiency, foreign study or travel, and a comprehensive international research project.

Following are required prerequisite courses. Prerequisite courses may be waived if courses stipulated in the right-hand column have been completed at the undergraduate level at an accredited college or university.

Required Prerequisite Sequence	Undergraduate Courses
ACC 5150 Financial Accounting (3 s.h.)	Principles of Accounting I and II
CIS 5580 Information Systems for Managers (2-3 s.h.)	Introduction to Computers
ECN 5180 Economic Environment and 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 and 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 and Negotiations	2 s.h.
	Electives	3 s.h.
		<u>36 s.h.</u>

* Denotes course with undergraduate prerequisite.

Combined Baccalaureate/MSBA 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 specialty 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 specified graduate courses taken before receiving the baccalaureate. **Please see the Undergraduate Bulletin for additional course requirements and descriptions.**

Required Graduate Courses (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 and 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 Studies	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 and Negotiations	2 s.h.
	Electives in business courses	3 s.h.
		<u>36 s.h.</u>

* Taken as part of undergraduate major.

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:

- Demonstrate 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 21st century.
- Interpret 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.
- Integrate professional ethics and social responsibility. Beyond the required course dealing with managerial ethical considerations, the program stresses the importance of developing and maintaining an ethical value system.
- Apply 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.
- Recognize 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.
- Recognize societal and environmental issues and analyze 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 proactive position rather than a reactive one, and to lead others in the 21st century.
- Apply theory 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.
- Demonstrate a 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.

Admission Requirements

Admission to the MSBA program in Leadership Studies 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 letters of recommendation 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.

Program Requirements (30-31 s.h.)

The leadership studies program, 30-31 s.h. beyond the prerequisite sequence, includes 19-20 semester hours of administration core courses, nine semester hours in leadership specialty electives, and two semester hours in a capstone sequence.

Following are required prerequisite courses. Prerequisite courses may be waived if courses stipulated in the right-hand column have been completed at the undergraduate level at an accredited college or university.

Required Prerequisite Sequence	Undergraduate Courses
ACC 5150 Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
BR 5170 Quantitative Methods for Leadership Roles (3 s.h.)	Waived by examination only
MKT 5160 Essentials of Marketing (3 s.h.)	An undergraduate course in Marketing

Required Administration Core Sequence (19-20 s.h.)

ACC 5250*	Managerial Accounting for Decision Making	3 s.h.
BR 6430	Managerial Research Design	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.

Leadership Specialty Course Electives (9 s.h.)

Select 9 s.h. from the following:

MGT 5400	Organizational Effectiveness and Change Management	3 s.h.
MGT 5470	Ideas in Leadership Development and 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 and Negotiations	2 s.h.
MGT 6400 Power, Politics, and Networking	2 s.h.
Capstone Course (2 s.h.)	
MGT 6840 Project Research Study	2 s.h.
	<u>30-31 s.h.</u>

* 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:

- Demonstrate specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role in criminal justice.
- Interpret the role of human behavior in the criminal justice organizational environment.
- Integrate professional ethics and social responsibility.
- Apply problem solving for effective decision making.
- Recognize societal and environmental issues and analyze their collective impact on human behavior, especially on the manager.
- Apply theory and skills needed to perform useful research within a professional environment.
- Demonstrate 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 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 employer or professional persons familiar with the applicant's work or college performance.
3. Full-time employment, or substantiated prior full-time work experience, in the criminal justice field is recommended. In the absence of this, a bachelor degree specifically in the field of criminal justice, from an accredited institution, is required.

4. Current resume.
5. Admission interview with a member of the School of Business Admission Committee.
6. Interview with the Criminal Justice Department Chairperson.

Program Requirements (30-31 s.h.)

The leadership studies in criminal justice program, 30-31 s.h. beyond the prerequisite sequence, includes 19-20 semester hours of administration core courses, nine semester hours in criminal justice courses, and two semester hours in a capstone sequence.

Following are required prerequisite courses. Prerequisite courses may be waived if courses stipulated in the right-hand column have been completed at the undergraduate level at an accredited college or university.

Required Prerequisite Sequence	Undergraduate Courses
ACC 5150 Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
BR 5170 Quantitative Methods for Leadership Roles (3 s.h.)	<i>Waived by examination only</i>
CJ 5010 Criminal Justice Organization and Administration (3 s.h.)	Criminal Justice major
MKT 5160 Essentials of Marketing (3 s.h.)	An undergraduate course in Marketing

Required Administration Core Sequence (19-20 s.h.)

ACC 5250* Managerial Accounting for Decision Making	3 s.h.
BR 6430* Managerial Research Design	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.

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

CJ 5100 Legal and 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 and Programs in the 21st Century	2 s.h.

Required Capstone Specialty Course (2 s.h.):

MGT 6840 Project Research Study	2 s.h.
	<u>30-31 s.h.</u>

* 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 Specialty

The Master of Science in Business Administration with a specialty in quality prepares current and future leaders for the changing organizational environment through a systematic approach to quality. 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 objectives of the program are to enable the student to:
- Describe the constructs which support quality 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;
 - Utilize quantitative and computerized methods in the quality process;
 - Demonstrate leadership and management skills;
 - Use effective and efficient strategic management processes.
 - Analyze, apply, and evaluate quality management methods in manufacturing, government, education, and other non-manufacturing sectors;
 - Put the Malcolm Baldrige process into action.

Admission Requirements

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

1. Possession of a bachelor 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 letters of recommendation 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.

Program Requirements (30 s.h.)

The quality program is 30 s.h. beyond the required prerequisite sequence.

Prerequisite courses may be waived if courses stipulated in the right-hand column have been completed at the undergraduate level at an accredited college or university.

Required Prerequisite Sequence	Undergraduate Courses
ACC 5150 Financial Accounting (3 s.h.)	Principles of Accounting I and II
BR 5170 Quantitative Methods for Leadership Roles (3 s.h.)	<i>Waived by examination only</i>
CIS 5580 Information Systems for Managers (2-3 s.h.)	Introduction to Computers

Required Administration Core Sequence (17 s.h.)

ACC 5250* Managerial Accounting for Decision Making	3 s.h.
MGT 5220 Issues in Leadership Studies	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.
MGT 6150 Quality Management	3 s.h.
QOM 5740* Forecasting and Planning	2 s.h.

Required Quality Sequence (13 s.h.)

MGT 6220 Operations Management	3 s.h.
MGT 6250 Procurement and Contract Management	2 s.h.
QOM 6230 Quality and Process Improvement Techniques	3 s.h.
QOM 6700 Current Issues in Quality	4 s.h.
QOM 6840 Project in Quality	1 s.h.
	<u>30 s.h.</u>

* Denotes course with undergraduate prerequisite.

Master of Science Project Management

The professional graduate degree in project management sets a standard of excellence, focusing on need-based content, and is offered through a variety of media.

Program Objectives

1. Apply knowledge in new and unfamiliar circumstances through a conceptual understanding of project management.
2. Adapt and innovate to solve problems.
3. Critically analyze and question knowledge claims in the discipline.
4. Apply theories, models, and tools relevant to the field of project management.

Admission Requirements

Admission to the Master of Science in Project Management is determined on the basis of the following:

1. Possession of a bachelor 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 letters of recommendation 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.

Program Requirements (30 s.h.)

The project management program, 30 s.h. beyond the prerequisite sequence, includes an administration core sequence and a project management sequence.

Following are required prerequisite courses. Prerequisite courses may be waived if courses stipulated in the right-hand column have been completed at the undergraduate level at an accredited college or university.

Required Prerequisite Sequence		Undergraduate Courses
ACC 5150	Financial Accounting (3 s.h.)	Principles of Accounting I and II
BR 5170	Quantitative Methods for Leadership Roles (3 s.h.)	<i>Waived by examination only</i>
CIS 5580	Information Systems for Managers (2-3 s.h.)	Introduction to Computers

Required Administration Core Sequence (15 s.h.)

ACC 5250*	Managerial Accounting for Decision Making	3 s.h.
MGT 5220	Issues in Leadership Studies	1 s.h.
MGT 5300	Leadership Behavior in Organizations	3 s.h.
MGT 5400	Organizational Effectiveness and Change Management	3 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 5570	Strategic Management: A Leader's Perspective	3 s.h.

Project Management Sequence (12 s.h.)

MGT 5780	Project Management for Managers	3 s.h.
MGT 6150	Quality Management	3 s.h.
MGT 6160	Project Management: Scheduling and Cost Control	2 s.h.
MGT 6170	Project Management: Risk Analysis	2 s.h.
MGT 6250	Procurement and Contract Management	2 s.h.

Required Capstone (3 s.h.)

MGT 6960	Enterprise Project Management	<u>3 s.h.</u> 30 s.h.
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* Denotes course with undergraduate prerequisite.



Education Programs

Master of Science (MS)

Catholic School Leadership
Educational Leadership

Master of Arts in Teaching (MAT)

Learning Disabilities
Literacy Education
Teaching and Learning
Teaching and Learning
Teaching and Learning with Early Childhood (ZA) Endorsement
Teaching and Learning with Educational Technology (NP) Endorsement

Teachers are also referred to the MATESOL program under English Program, page 31.

Master of Science Catholic School Leadership

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, the master's degree program in educational leadership with a specialization in Catholic school leadership prepares graduates who not only possess the competencies to meet State of Michigan Standards for the Preparation of School Principals, but are also prepared 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 MS in Catholic school leadership 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 supervisor or professional persons.
3. Valid Michigan teaching certificate, current or expired. 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.

Program Requirements (34 s.h.)

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 34 semester hour graduate program leading to the Master of Science degree in Catholic School Leadership.

Following the guidelines for administrator preparation, 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 (8 s.h.)

EDU 5100	Data Management for Educational Leaders	2 s.h.
EDU 5300	Behavior in Organizations <i>or</i>	2 s.h.
EDU 5400	Human Resource Management and Organizational Development	2 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5890	Legal and Ethical Issues in Educational Leadership	2 s.h.

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

EDU 5950	Curriculum Leadership: Elementary or Secondary	3 s.h.
EDU 6930	Seminar in Educational Leadership	3 s.h.
MGT 5220	Issues in Leadership Studies	1 s.h.

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

CSL 5400	Leadership in Catholic Identity	3 s.h.
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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 (4 s.h.)

EDU 6320	Internship/Project in Educational Leadership and Seminar	2 s.h.
EDU 6330	Internship/Project in Educational Leadership and Seminar	2 s.h.
		<u>34 s.h.</u>

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

See also listing under Certificate in Educational Leadership on page 26.

Master of Science Educational Leadership

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 in an educational setting.

Purpose

The Master of Science 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 to manage with optimal skills and 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, which are aligned with national ISLLC standards:

- Establish and maintain a positive and open learning environ-

ment that utilizes staff, student, and community efforts to develop and attain program/school goals.

- Develop and deliver 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.
- Build strong local, state, and national support for education.
- Develop and implement effective instructional delivery systems that make effective use of time, staff, technologies, community resources, and financial resources to maximize student learning.
- Create staff development programs and evaluation systems to enhance the effectiveness of educational and support personnel.
- Manage operations and facilities to ensure successful student learning.
- Utilize significant research in problem solving and program planning.

Admission Requirements

Admission to the MS in Educational Leadership 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 supervisor or professional persons.
3. Valid Michigan teaching certificate, current or expired. 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.

Program Requirements (30 s.h.)

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 13 s.h.; (3) course work in program and staff development of 7 s.h.; and (4) a two-semester supervised clinical experience and seminar, totaling 4 s.h., which provides integration of learning across components and leadership experience in an authentic setting.

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 (13 s.h.)

EDU 5100	Data Management for Educational Leaders	2 s.h.
EDU 5300	Organizational Behavior in Schools	2 s.h.
EDU 5400	Human Resource Management and Organizational Development	2 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5750	Financing of Education	2 s.h.
EDU 5890	Legal and Ethical Issues in Educational Leadership	3 s.h.

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

EDU 5950	Curriculum Leadership: Elementary or Secondary	3 s.h.
EDU 6930	Seminar in Educational Leadership	3 s.h.
MGT 5220	Issues in Leadership Studies	1 s.h.

Required Clinical Experience (4 s.h.)

EDU 6320	Internship/Project in Educational Leadership and Seminar	2 s.h.
EDU 6330	Internship/Project in Educational Leadership and Seminar	2 s.h.
		<u>2 s.h.</u>
		30 s.h.

Graduate Certificate in Educational Leadership (20-21 s.h.)

Completion of the following courses constitutes completion of coursework aligned with the seven Michigan Standards for School Principals. School leaders in Michigan are expected to have competencies related to the ISLLC standards. Candidates who already hold a master's degree may choose to earn the certificate alone.

EDU 5100	Data Management for Educational Leaders	2 s.h.
EDU 5300	Behavior in Organizations or	2 s.h.
EDU 5400	Human Resource Management and Organizational Development	2 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5750	Financing of Education or	2 s.h.
EDU 5760	Financing Public and Private Education	2 s.h.
EDU 5890	Legal and Ethical Issues in Educational Leadership	2-3 s.h.
EDU 5950	Curriculum Leadership: Elementary or Secondary	3 s.h.
EDU 6320	Internship/Project in Educational Leadership and Seminar	2 s.h.
EDU 6330	Internship/Project in Educational Leadership and Seminar	2 s.h.
EDU 6930	Seminar in Educational Leadership	3 s.h.
		<u>20-21 s.h.</u>

Master of Arts in Teaching Learning Disabilities

In keeping with the mission of Madonna University, the graduate program in learning disabilities (LD) is a vehicle for enhancing services to the community through advanced career preparation. Students pursuing an endorsement/master's degree in learning disabilities are members of a cohesive collegial learning community committed to serving the needs of students with LD within the school environment. 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 learning 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 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. Course work 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.

Program Objectives

The master's degree in learning disabilities is based on the following objectives, to:

- Examine the field of learning disabilities from inception to current practice and perspectives.
- Interpret current practices/issues in special education in relation to general education.
- Apply the major principles of teaching and learning to current instructional practices in the general and special education classroom.
- Utilize advanced instructional skills for use with students with learning disabilities and other mild disabilities.
- Demonstrate consultation/collaboration skills to effectively build professional work relationships with associated professionals.
- 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 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, current or expired. An expired certificate must be renewed to be endorsed.
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Learning Disabilities Program.

Program Requirements (38-39 s.h.)

The MAT 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 practicum 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); and (4) LD research project of 2 s.h.

Required Learning Disabilities Specialty (25 s.h.)*

(required for endorsement and degree):

PSY 5350	Psychological Issues in Learning Disabilities	3 s.h.
SED 5330	Transition Planning Issues and Practices	3 s.h.
SED 5450	Learning Disabilities	3 s.h.
SED 5500	Methods of Teaching Students with Mild Disabilities	3 s.h.
SED 5720	Diagnostic and Remedial Techniques in Reading	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.
		<u>25 s.h.</u>

* Undergraduate prerequisite to the specialty sequence:
EDU 3300, The Exceptional Learner in the Classroom.

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.
		<u>5-6 s.h.</u>

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 500	Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5050	American Education: Historical, Social, and Political Perspectives, <i>or</i>	2 s.h.
EDU 5070	Schooling in Comparative and International Perspective	2 s.h.
EDU 5080	Instructional Research and Evaluation	2 s.h.

LD Research Project (2 s.h.)

(required for degree):

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

Master of Arts in Teaching Literacy Education

The Literacy Education program leading to the Master of Arts in Teaching reflects the mission of Madonna University and the commitment of the Education Department to excellence in teacher preparation. The program enables certified classroom teachers to enhance their knowledge and experience and to perform at the mastery level in language and literacy education. The program prepares teachers to assume leadership roles as Reading Specialists/Literacy Coaches. 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 reading, writing, visualizing, and thinking critically 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. The program enables classroom teachers certified at the elementary level or the secondary level to meet the standards that qualify them as Reading Specialists/Literacy Coaches according to the criteria of the International Reading Association and the Michigan Department of Education. The program leads to state endorsement as a Reading Specialist K-12.

Teachers who complete the program:

- 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 abilities 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 are able to:

- 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.
- Analyze the role of research in theory and practice.
- Analyze the role of the Reading Specialist/Literacy Coach 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 Reading Specialist/Literacy Coach.

Admission Requirements

Admission to the MAT program in Literacy Education 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, current or expired. An expired certificate must be renewed to be endorsed.
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Literacy Education Program.

Program Requirements (32 s.h.)

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

Required Reading Concentration (21 s.h.)

RDG 5110	Foundations of Literacy Education	3 s.h.
RDG 5210	Developing and Assessing Literacy Programs, Elementary and 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 5150	Human Development and Schooling	3 s.h.
RDG 5250	Creating Classroom Writers: Teachers and Students Writing Together	2 s.h.
ENG 5330	Literature in the Context of Teaching Across the Curriculum	3 s.h.
ENG 5350	Language Development: Linguistic Foundations of Literacy	3 s.h.

Program Assessment

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

The State of Michigan requires a competency examination, MTTC test 92, Reading Specialist, for certification as a Reading Specialist K-12.

Master of Arts in Teaching Teaching and Learning

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: Teaching and Learning, is founded on the propositions of the National Board for Professional Teaching Standards (NBPTS). The degree emphasizes best practice in teaching and offers an innovative curriculum structured to serve the needs of busy professionals.

In addition to the basic program, there are two alternate tracks in the Teaching and Learning specialty, one incorporating advanced level early childhood course work, with early childhood (ZA) endorsement also available, and one incorporating the educational technology (NP) endorsement. See below for details.

Program Objectives

- 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.
- Teach the school curriculum through rich, conceptual subject-matter understandings.
- Demonstrate appropriate use of instructional media and technology.

Admission Requirements

Admission to the MAT: Teaching and Learning program 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, current or expired. (Those seeking early childhood endorsement must hold elementary-level certification. An expired certificate must be renewed to be endorsed.)
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Teaching and Learning Program.

Program Requirements (31 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 (22 s.h.)

EDU 5240	Application of Technology in P-12 Schools	3 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 5950	Curriculum Leadership	2 s.h.
EDU 6240	Information Management in the Classroom	3 s.h.
EDU 6360	Motivation for Achievement	2 s.h.
EDU 6610	Best Practice Classrooms	2 s.h.

Seminar (3 s.h.)

EDU 6950	Project in Teaching and Learning Seminar	<u>3 s.h.</u> 31 s.h.
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Teaching and Learning with Early Childhood Concentration

The MAT: Teaching and Learning with advanced level early childhood track is designed to teach classroom teachers the distinctive aspects of teaching and learning for children ages 0-8 years. This concentration with its prerequisites also meets the State's requirements for the early childhood (ZA) endorsement.

Program Requirements (30 s.h.)

The MAT: Teaching and Learning with Early Childhood concentration, 30 s.h. beyond the prerequisites, includes the educational foundation core, teaching and learning core classes, advanced early childhood sequence, and a capstone action research project.

Prerequisite Courses (undergraduate level) for those who do not already hold the ZA:

*CD 2160	Child Development and 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 Practicum	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.

Teaching and Learning Concentration (15 s.h.)

EDU 5240	Application of Technology in P-12 Schools	3 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 6610	Best Practice Classrooms	2 s.h.
Advanced Early Childhood Core (6 s.h.)		
*CD 5120	Trends in Early Childhood Curriculum	2 s.h.
*CD 5160	Assessment of the Young Child	2 s.h.
*CD 5520	Leadership in Early Childhood	2 s.h.
Seminar (3 s.h.)		
*CD 6950	Action Research Project in Early Childhood	3 s.h. 30 s.h.

* Designates 20 s.h. of course work which, along with MTTC test 82, Early Childhood Education, earn the early childhood (ZA) endorsement.

Teaching and Learning with Educational Technology Concentration

The MAT: Teaching and Learning program with educational technology endorsement is focused on overall best practice in teaching together with specialized course work in technology applications to teaching and learning.

The technology component is designed to meet, at a master's level, the State of Michigan's technology content standards for teachers. These standards include the use of technologies to organize and evaluate information; the application of appropriate technologies to creative expression; a systematic approach to technology solutions to improve systems; and, the application of legal and ethical standards to the use of technology.

Program Objectives

To develop teachers who are able to:

- 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.
- Use and transfer technological knowledge and skills for life roles.
- Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.
- Apply appropriate technologies to critical thinking, creative expression, and decision-making skills.
- Employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments.
- Apply ethical and legal standards in planning, using, and evaluating technology.

Program Requirements (34 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, <i>or</i>	2 s.h.
EDU 5070	Schooling in Comparative and International Perspectives	2 s.h.
EDU 5080	Instructional Research and Evaluation	2 s.h.
Teaching and Learning Core (10 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.
Educational Technology Endorsement Requirements (18 s.h.)		
*EDU 5240	Application of Technology in P-12 Schools	3 s.h.
*EDU 5250	Hardware Configurations in P-12 Schools	3 s.h.
*EDU 5260	Best Practice Teaching with Technology	3 s.h.
*EDU 6240	Information Management in the Classroom	3 s.h.
*EDU 6260	Instructional Design and Multimedia	3 s.h.
*EDU 6270	Leadership in Technology	3 s.h.
		34 s.h.

* The educational technology (NP) endorsement is earned by this 18 s.h. of course work only. The endorsement is defined by the Michigan Department of Education not as a subject that the teacher teaches, but as a body of skills the teacher uses to teach any discipline being taught. Therefore there is no MTTC examination for this endorsement.

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 of renewal of Administrative and Professional Education certificates. Participants in this program may earn one hour of credit for every 15 actual clock hours taken at pre-approved inservice activities, seminars, or conferences at either the local, state, or national level. In addition, the student must complete a scholarly paper that includes a log of activities and application of content 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.

English Program

Master of Arts in Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) 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 thirteen (13) required courses that total 32-33 semester hours. The courses fall into two (2) broad categories: theoretical foundations and pedagogical methods.

Madonna University also recommends the ESL endorsement (NS) to existing Michigan teaching certificates. Teachers who are interested only in the ESL endorsement have an option of completing the 28 credit hours of the designated course work that meets the requirements for this endorsement, along with the required examination from the Michigan Tests for Teacher Certification.

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 of Arts in Teaching program in literacy education.

Program Objectives

Students who complete the program are able to:

- apply knowledge of language systems and their interrelatedness 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 oral and written English.
- apply knowledge of ethical considerations in pedagogical practices to a given cultural context.

Admission Requirements

For native speakers of English:

1. Possession of a bachelor degree from an accredited institution or its foreign equivalent as evaluated by World Education Services.
2. Experience in learning a second language and culture (e.g., 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 Director to discuss a candidate's relevant past experiences and future professional goals.

For non-native speakers of English:

1. A bachelor 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 or its equivalent CBTOEFL (computer based) score of 213 or higher and TWE score of 5 or higher; or
 - MELAB score of 80 or higher on all parts; or
 - 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.

Program Requirements (32-33 s.h.)

EDU 5000	Current Developments in Teaching and Learning Theory (<i>adult education track</i>)	
	or	2 s.h.
EDU 5150	Human Development and Schooling (RDG*) (<i>K-12 track</i>)	3 s.h.
ENG 5410	Issues in Psycholinguistics and Sociolinguistics	3 s.h.
ENG 5420	General Linguistics	3 s.h.
TSL 5110	Issues in TESOL: Adult Education or	1 s.h.
TSL 5120	Issues in TESOL: K-12 Education	1 s.h.

TSL 5140	Applications of Language Assessment to Instruction	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 5240	Teaching of Writing to ESL Students	3 s.h.
TSL 5250	Teaching of Grammar to ESL Students	2 s.h.
TSL 6200	Language and Culture	2 s.h.
TSL 6300	Practicum	2 s.h.
TSL 6900	Research Seminar in T.E.S.O.L.	3 s.h.
		<u>32-33 s.h.</u>

Optional additional course

TSL 6930	Research Thesis in Teaching English to Speakers of Other Languages	3 s.h.
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English as a Second Language (NS) Teaching Certificate Endorsement Requirements (28 s.h.)

EDU 5150	Human Development and Schooling (RDG*)	3 s.h.
ENG 5410	Issues in Psycholinguistics and Sociolinguistics	3 s.h.
ENG 5420	General Linguistics	3 s.h.
TSL 5120	Issues in TESOL: K-12 Education	1 s.h.
TSL 5140	Applications of Language Assessment to Instruction	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 5240	Teaching of Writing to ESL Students	3 s.h.
TSL 6200	Language and Culture	2 s.h.
TSL 6300	Practicum	2 s.h.
		<u>28 s.h.</u>

Candidates for the English as a Second Language (NS) endorsement need a valid Michigan teaching certificate, current or expired. An expired certificate must be renewed to be endorsed.

Endorsement requires MTTC Test 86, English as a Second Language, in addition to the required course work.

Health Services Programs

Master of Science in Health Services

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 program's mission 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 mission is based upon the following principles:

- Enhanced health is a significant component of the social fabric, fostering the physical, psychological, social, and spiritual well-being of all persons.
- 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 in the broader community of national and international neighborhoods which foster access to quality health care services.
- Advocacy and support must be forthcoming 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.
- Knowledge of team building promotes the ability of the ordinary person to attain extraordinary results.

Goals and Objectives

Graduates of this program are able to:

- demonstrate advanced understanding of contemporary and multi-cultural concepts and practices in providing services in the classroom and the clinic.
- apply biological, biostatistical, and epidemiologic principles to the study and evaluation of occupational and environmental disease.
- evaluate biopsychosocial determinants of health in diverse populations.
- demonstrate 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.
- apply concepts from the core and the chosen cognate area to professional practice.
- apply research methodology to the resolution of problems in the 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 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 the 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.

Program Requirements (32-39 s.h.)

The Master of Science in Health Services includes 17-19 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.

Program Core in Community Health (17-19 s.h.)

This academic core focuses on the 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 address such issues 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	2-3 s.h.
HS 5250	Concepts in Community Health	3 s.h.
HS 6870	Research Strategies and	1 s.h.
HS 6880	Proposal Strategies or	2 s.h.
HS 6910	Project or	2 s.h.
HS 6920	Practicum or	2 s.h.
HS 6930	Thesis	3 s.h.
		17-19 s.h.

Electives

HS 6800	Selected Topics	1 s.h.
HS 6810	Selected Topics	1 s.h.

Note that the Selected Topics courses can be used to meet various goals in the candidate's program, including as research electives for those who need two semesters to complete the study proposal.

***Note prerequisites:**

Prerequisite to BIO 5450: one course each in statistics and microbiology.

Prerequisite to CIS 5580: introductory course in computers or register for 3 s.h.

Choose one from the following four cognates (15-20 s.h.)

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 the 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.
		17 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 in the sociology of health care systems, together with a practicum/project, leads 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 Diplomates of the Michigan School of Health Care Risk Management:		
HS 5800*	Principles of Managed Care	3 s.h.
SOC 5090	Sociology of Health Care Systems or	3 s.h.
SOC 5210	Influencing Power and Politics in Health Care	3 s.h.
		15 s.h.

**Prerequisite to HS 5800: one course each in finance and marketing; course in accounting recommended.*

Students earning a **Graduate Certificate in Health Care Risk Management** must elect HS 6910 or HS 6920 or HS 6930 in addition to the above cognate 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	Influencing Power and Politics in Health Care	3 s.h.
		15 s.h.

*** Note prerequisites:**

Prerequisite to FIN 5650: one course in finance or AHA 5190.

Prerequisite to HS 5800: one course each in finance and marketing; course in 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. of 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.
		<u>20 s.h.</u>

Graduate Certificates in Health Services

Graduate certificates are available in Community Health (the core, 17-19 s.h.), Clinical Laboratory Services (17 s.h.), Health Care Risk Management Services (17-18 s.h.), Managed Care Services (15 s.h.), or Microbiological Health Services (20 s.h.).

Hospice Education Programs

Master of Science in Hospice

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 MSH is determined on the basis of the following:

1. Possession of a bachelor 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.

Program Requirements (30-31 s.h.)

The 30-31 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 of 9-10 hours.

Required Hospice Core Courses (15 s.h.)

HSP 5000	History and Philosophy of Hospice	3 s.h.
HSP 5010*	Dimensions of Bereavement: Theory, Research, and 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.

Required Cognate (9-10 s.h.)

Choose one or more cognate(s) from Bereavement, Business, Education, Nursing, or Pastoral Ministry (see below) 9-10 s.h.

Required Research Courses (6 s.h.)

BR 6430*	Research Design	3 s.h.
HSP 6840	Research Project/Thesis	3 s.h.
<i>(All hospice core courses must have been completed)</i>		
	Total	30-31 s.h.

Bereavement Cognate (9 s.h.)

HSP 5200	Grieving Family Systems	3 s.h.
HSP 5300	Complicated Grief and 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 and Development	3 s.h.

Education Cognate (9 s.h.)

EDU 5000	Current Developments in Teaching and Learning Theory or	2 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	Influencing Power and Politics in Health Care	3 s.h.
NUR 5760	Disciplined Inquiry for Nursing Practice	3 s.h.

Pastoral Ministry Cognate (9-10 s.h.)

EV 5300	Conversion and Reconciliation or	2 s.h.
MT 6750*	Foundations of Christian Moral Life	3 s.h.

Choose two 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:

PM 7150	Pastoral Care of the Sick	3 s.h.
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* Course with undergraduate prerequisite.

These courses are offered through a consortium arrangement with Sacred Heart Major Seminary on the seminary campus.

* Indicates courses with prerequisites:

CIS 2250 <i>or</i> CIS 2380 <i>or</i> equivalent	2-3 s.h.
HSP 5000	History and Philosophy of Hospice 3 s.h.
THE 2740	Moral Theology (<i>for</i> MT 6750) 2 s.h.
BR 5170	Quantitative Methods for Leadership Roles (<i>for</i> BR 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.
MGT 6400	Power, Politics, and Networking	2 s.h.
MGT 5300	Behavior in Organizations	3 s.h.

Certificates in Hospice

Graduate 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).

Post-Master's Certificate in Bereavement

This certificate is recommended for graduate students who wish to supplement an existing graduate degree in counseling, psychology, or social work (or related field) 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 of Science in Hospice. All three courses may be scheduled online, as well as on campus.

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

Certificate Requirements (9 s.h.)

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

Madonna University Sacred Heart Major Seminary Federation

Madonna University has 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 Registrar. 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 of the home institution so that both registrars are notified.

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

Liberal Studies Program

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies (MALS) is designed to stir the imagination. In the liberal arts tradition, faculty and students struggle with 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

The Master of Arts in Liberal Studies involves:

- An interdisciplinary curriculum drawing from the social sciences, humanities, natural sciences, and professions (e.g., business and education).
- Examination of the ethical dimensions of individual and collective behavior.
- Exploration of ideas that give life meaning.
- Learning to understand and make effective arguments.
- Development of effective writing and speaking skills.
- Preparation for careers in a multitude of fields.

Students may expect:

- 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 the 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 are 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 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?

Program Requirements (30 s.h. min.)

Required Courses (22-26 s.h.)

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

Electives (4-8 s.h.)

ECN 6240	Labor Economics	2 s.h.
EDU 5000	Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5050	American Education: Historical, Social, and Political Perspectives	2 s.h.
EDU 5070	Schooling in Comparative and International Perspective	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.
SOC 5210	Influencing Power and Politics in Health Care (NUR*)	3 s.h.
TSL 5190	Second Language Acquisition	3 s.h.

Nursing Programs

Master of Science in Nursing (MSN)

- Adult Health: Primary Care Nurse Practitioner (NP)
- Adult Primary and Palliative Care Nurse Practitioner (NP)
- Adult Health: Clinical Nurse Specialist (CNS)
- Nursing Administration Specialty

Master of Science in Nursing / Master of Science in Business Administration (MSN/MSBA)

- Dual Degree Program

Second Master of Science in Nursing (2nd MSN)

- Adult/Palliative Care Nurse Practitioner (NP)

Post-Master's (Post-MSN) Nursing Certificates

- Adult Health: Primary Care Nurse Practitioner (NP)
- Adult Advanced Practice Palliative Care Nursing Specialty
- Health Care Educator

RN to MSN Pathway

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, an 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

At the conclusion of the program, the student is able to:

1. Demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of roles as advanced practice nurses and as nurse administrators.
2. Integrate theory, critical thinking skills, and habits of the

mind in preparation for professional decision-making responsibilities that the master's-prepared nurse will face in the present and future delivery of healthcare.

3. Engage in advanced nursing practices that are ethically based and guided by Christian humanistic values.
4. Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making and personal and professional growth.

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

MSN Specialties

Within the nursing graduate program at Madonna University, there are five specialties, Adult Health: Primary Care Nurse Practitioner; Adult Primary and Palliative Care Nurse Practitioner: Dual Track; Adult Health: Clinical Nurse Specialist; Nursing Administration; and the MSN/MSBA Dual Degree. Additionally, three post-master's certificates, Adult Health: Primary Care Nurse Practitioner; Adult Health: Advanced Practice Palliative Care; and Health Care Educator, are offered.

Master of Science in Nursing

Adult Health: Primary Care Nurse Practitioner (NP)

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 underserved, 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.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult primary care nurse practitioner role.
2. Integrate theory, critical thinking skills, and habits of mind, into comprehensive clinical decision making responsibilities in caring for diverse populations, including adolescents and adults, in complex health care systems, through independent and collaborative primary care practice.
3. Engage in community-based primary care, viewed through the constellation of the family system, which assures qual-

ity primary health care that is ethically based and guided by Christian humanistic values.

4. Apply research and theory to promote access to cost-effective, quality care to assure improved health outcomes for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Applicants for 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. Prerequisite course work will be determined at this time.
9. Criminal background clearance prior to clinical practicum courses.

Program Requirements (48 s.h.)

Nursing Core Courses (15 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care (SOC)	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 (15 s.h.)

BIO 5600*	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice (<i>includes laboratory</i>)	6 s.h.
NUR 5350	Advanced Pharmacology	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.

Specialty Curricula (18 s.h.)

NUR 5300	Clinical Decision Making in Adult Primary Care (<i>practicum</i>)	6 s.h.
NUR 6500	Clinical Management of Chronic Conditions in Primary Care (<i>practicum</i>)	6 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (<i>practicum</i>)	6 s.h.
		Total 48 s.h.

Additional Research Option (4 s.h.)

NUR 6930 Nursing Research: Thesis

4 s.h.

* *Note prerequisites:*

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

For BIO 5600: Completion of BIO 3700 or equivalent.

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

Master of Science in Nursing Adult Primary and Palliative Care Nurse Practitioner (NP): Dual Track

Madonna University offers a graduate nursing specialty leading to the Master of Science in Nursing, Adult Primary and Palliative Care Nurse Practitioner: Dual Track. The dual specialty prepares the advanced practice nurse to diagnose and manage primary health needs of adults, especially those of the vulnerable, the underserved, and diverse populations.

The curriculum addresses comprehensive health assessment of clients, disease management, guidance and counseling of individuals and families, and multidisciplinary collaboration and referral.

Advanced practice palliative care nursing serves patients, families, and caregivers during serious, progressive illnesses. Palliative care provides holistic care that focuses on disease management, symptom relief, emotional distress, care transitions, and loss.

Certification Eligibility

Graduates of this specialty are prepared to take two national specialty exams:

- Adult Nurse Practitioner (ANCC: American Nurses Credentialing Center, or AANP: American Academy of Nurse Practitioners)
- Advanced Practice Palliative Care Nurse (NBCHPN: National Board for Certification of Hospice and Palliative Care Nurses)

This renders the graduate eligible for nurse practitioner specialty certification by the Michigan Board of Nursing.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the roles of adult primary care and palliative care nurse practitioner.
2. Integrate theory, critical thinking skills, and habits of the mind into comprehensive clinical decision making responsibilities in caring for diverse populations including adolescents, adults, and persons facing life limiting illnesses in

complex health care systems, including palliative and hospice care settings, through independent and collaborative primary and palliative care practices.

3. Engage in community-based primary and palliative care practice, viewed through the constellation of the family system, which assures quality care across the health-illness continuum that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective, quality care to assure improved health outcomes and quality of life for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Applicants for admission to the dual 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 palliative or primary health care and/or your potential for graduate studies.
4. Current resume.
5. 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.
6. Current Michigan RN License.
7. Admission interview with the Chair of Nursing Graduate Programs. Prerequisite course work will be determined at this time.
8. Statement of goals for graduate education in dual specialty.
9. Criminal background clearance prior to clinical practicum courses.

Program Requirements (55 s.h.)

Nursing Core Courses (15 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care (SOC)	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 (15 s.h.)

BIO 5600*	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice (includes laboratory)	6 s.h.
NUR 5350	Advanced Pharmacology	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.

Specialty Curricula (25 s.h.)

Adult Primary Care

NUR 5300	Clinical Decision Making in Adult Primary Care (practicum)	4 s.h.
NUR 6500	Clinical Management of Chronic Conditions in Primary Care (practicum)	5 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (practicum)	4 s.h.

Adult Palliative Care

HSP 5010	Dimensions of Bereavement: Theory, Research, and Practice	3 s.h.
NUR 5011	Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues (practicum)	3 s.h.
NUR 6800	Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care	6 s.h.
		Total 55 s.h.

Additional Research Option (4 s.h.)

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

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

For BIO 5600: Completion of BIO 3700 or equivalent.

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

Master of Science in Nursing

Adult Health: Clinical Nurse Specialist (CNS)

This specialty is designed to prepare the advanced practice nurse (APN) to serve the needs of adults in a variety of settings. The 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.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the role of the clinical nurse specialist in medical-surgical nursing.
2. Integrate theory, critical thinking skills, and habits of the mind into comprehensive decision making responsibilities in expert clinical practice, the promotion of excellence and leadership in nursing practice, through individual, collaborative and system based interventions.
3. Engage in ethically based advanced nursing practice, guided by Christian humanism, which is comprehensive, holistic, innovative, and evidence-based to improve outcomes and advance nursing practice through the three spheres of influence.
4. Apply research and theory to impact care through outcome evaluation and fostering evidence-based practice to promote cost-effective, quality care to assure improved health outcomes for patients, communities, and systems and to foster personal and professional growth in multidisciplinary practices.

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.)
9. Criminal background clearance prior to clinical practicum courses.

Program Requirements (47 s.h.)

Nursing Core Courses (15 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care (SOC)	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 (15 s.h.)

BIO 5600*	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice (includes laboratory)	6 s.h.

NUR 5350	Advanced Pharmacology (includes laboratory)	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and 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.
		<u>Total 47 s.h.</u>

Additional Research Option (4 s.h.)

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

For BIO 5600: Completion of BIO 3700 or equivalent.

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

For NUR 5760: One undergraduate or graduate course in statistics.

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.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of various nursing administration roles.
2. Integrate theory, critical thinking skills, and habits of the mind in preparation for professional decision making responsibilities that master's prepared nurse administrators will face in the present and future delivery of healthcare.
3. Engage in nursing administrative practices that are ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote organizational effectiveness and desired outcomes to assure patient safety, quality of care, and empowerment of direct care providers and to foster personal and professional growth in nursing leadership roles and responsibilities.

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.
9. Criminal background clearance prior to clinical practicum courses.

Program Requirements (34-35 s.h.)

Nursing Core Courses (15 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care (SOC)	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 and Change Management	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and 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.	

Additional Research Option (4 s.h.)

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

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

For CIS 5580: Completion of CIS 2250 or CIS 2380, Computer Fundamentals, computer literacy, or registration as 3 s.h.

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

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 program 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 Business Administration section of this Graduate Bulletin.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of executive level nursing administration roles.
2. Integrate theory, critical thinking skills, and habits of the mind in preparation for professional decision making responsibilities firmly situated in relevant nursing and business theories and research, to shape the present and future delivery of healthcare.
3. Engage in nursing administrative practices that are ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote organizational effectiveness and desired outcomes to assure patient safety, quality of care, and empowerment of direct care providers and to foster personal and professional growth in executive nursing leadership roles and responsibilities.

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.
9. Criminal background clearance prior to clinical practicum courses.

Program Requirements (59-60 s.h.)

Nursing Core Courses (18 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care (SOC)	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and 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.)

ACC 5250*	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 and 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.
	Total 59-60 s.h.

Additional Research Option (4 s.h.)

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

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

For CIS 5580, Information System for Managers: CIS 2250 or CIS 2380, Computer Fundamentals, computer literacy, or registration as 3 s.h.

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

For QOM 5740, Forecasting and Planning: one undergraduate course in statistics or probability or QS 5170 and CIS 5580.

Second Master of Science in Nursing (2nd MSN) Adult/Palliative Care Nurse Practitioner (NP): Accelerated Dual Track

The dual specialty prepares the advanced practice nurse to diagnose and manage primary health needs of adults, especially those of the vulnerable, the under-served, and diverse populations.

The curriculum addresses comprehensive health assessment, disease management, health promotion, guidance and counseling of individuals and families, and multi-disciplinary collaboration and referral.

Advanced practice palliative care nursing serves patients, families and caregivers during serious, progressive illnesses. Palliative care provides holistic care that focuses on disease management, symptom relief, emotional distress, care transitions, and loss.

Certification Eligibility

Graduates of this specialty are prepared to take two national specialty certification exams:

- Adult Nurse Practitioner (ANCC: American Nurses Credentialing Center or AANP: American Academy of Nurse Practitioners)
- Advanced Practice Palliative Care Nurse (NBCHPN: National Board for Certification of Hospice and Palliative Care Nurses)

This renders the graduate eligible for nurse practitioner specialty certification by the Michigan Board of Nursing.

Outcomes

Outcomes are listed on page 40 with the MSN program, Adult Primary and Palliative Care Nurse Practitioner: Dual Track.

Admission Requirements

Evaluation is based on the following criteria:

1. Possession of a Master of Science in Nursing from an accredited program with a graduate grade point average of 3.0 on a 4.0 scale.
2. Two letters of recommendation from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide palliative care.
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 (evaluated in admission interview).
5. Current Michigan RN License.
6. Admission interview with the Chair of Nursing Graduate Program. (Prerequisites are evaluated during this time.)
7. Statement of goals for graduate education in advanced practice primary/palliative care nursing.
8. Criminal background clearance prior to clinical practicum courses.

Program Requirements (31 s.h.)

Advanced Practice Core (prerequisite):

BIO 5600*: Advanced Human Pathophysiology (3 s.h.) or equivalent

NUR 5350: Pharmacology for the Advanced Practice Nurse (3 s.h.) or equivalent

NUR 5400: Integration of Advanced Nursing Knowledge and Roles in Practice (3 s.h.) or equivalent

Advanced Practice Core (required) (6 s.h.)

NUR 5250* Health Assessment and Promotion in Advanced Practice (*includes laboratory*) 6 s.h.

Specialty Courses (25 s.h.)

Adult Primary Care (13 s.h.)

NUR 5300 Clinical Decision Making in Adult Primary Care 4 s.h.

NUR 6500 Clinical Management of Chronic Conditions in Adult Primary Care 5 s.h.

NUR 6750 Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care 4 s.h.

Adult Palliative Care (12 s.h.)

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

NUR 5011 Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues 3 s.h.

NUR 6800 Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care 6 s.h.
31 s.h.

Note Specific Prerequisites

For BIO 5600: BIO 3700 or equivalent

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

Post-Master's (Post-MSN) Nursing Certificates

Adult Health: Primary Care Nurse Practitioner (NP)

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 underserved, 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

Outcomes are listed on page 38 with the MSN program, Adult Health: Primary Care Nurse Practitioner (NP).

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. (Prerequisites are determined at this time.)
8. Criminal background clearance prior to clinical practicum courses.

Certificate Requirements* (24 s.h.)

The Adult Health Primary Care Nurse Practitioner certificate, which involves 24 semester hours of graduate level course work, entails the following:

NUR 5250**	Health Assessment and Promotion in Advanced Practice (<i>includes laboratory</i>)	6 s.h.
NUR 5300	Clinical Decision Making in Adult Primary Care (<i>practicum</i>)	6 s.h.
NUR 6500	Clinical Management of Chronic Conditions in Primary Care (<i>practicum</i>)	6 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (<i>practicum</i>)	<u>6 s.h.</u>
		24 s.h.

** Note Specific Prerequisites*

NUR 5350, Advanced Pharmacology (3 s.h.) or equivalent
NUR 5400, Integration of Advanced Nursing Knowledge and Roles in Practice (3 s.h.) or equivalent
BIO 5600, Advanced Human Pathophysiology (3 s.h.) or equivalent

*** Note Prerequisite*

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

Prior to being awarded the certificate, a student must have completed a Master of Science in Nursing degree.

Adult Health: Advanced Practice Palliative Care

The focus of this post-master's certificate is to further prepare nurses who are currently certified in advanced practice to provide palliative care services. Advanced practice palliative care nursing serves patients, families, and caregivers during serious, progressive illnesses. Palliative care provides holistic care that focuses on disease management, symptom relief, emotional distress, care transitions, and loss.

Graduates of this specialty are prepared to take the national certification exam:

- Advanced Practice Palliative Care Nurse, offered by the NBCHPN (National Board for Certification of Hospice and Palliative Care Nurses).

Prior certification as a Nurse Practitioner in the state of Michigan is required.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the role of advanced practice nurse in palliative care.
2. Integrate theory, critical thinking skills, and habits of the mind into comprehensive clinical decision making responsibilities in caring for diverse populations of persons facing life-limiting illnesses in palliative and hospice care settings, through collaborative palliative care practice.
3. Engage in high quality, family-focused palliative care practice that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective, quality care to assure improved health outcomes and quality of life for patients, families, communities, and systems, and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Admission to the Adult Health: Advanced Practice Palliative Care 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. Current national certification in Advanced Practice Nursing as: Adult NP, Family NP, Gerontological NP, Acute Care NP, or Medical-Surgical CNS.
3. Current Michigan RN license and Board of Nursing Specialty Certification as Nurse Practitioner.
4. 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 palliative care.
5. Current resume.
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. Prior clinical experience in advanced practice palliative care (not required) will be evaluated and may be applied to the clinical hours required for the certificate. This will be addressed during the admission interview.
7. Statement of goals for post-graduate education in advanced practice palliative care.
8. Admission interview with the Chair of Nursing Graduate Program.
9. Criminal background clearance prior to clinical practicum courses.

Certificate Requirements* (12-17 s.h.)

HSP 5010	Dimensions of Bereavement: Theory, Research, and Practice	3 s.h.
NUR 5011	Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues (<i>practicum</i>)	3-6 s.h.
NUR 6800	Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care	<u>6-8 s.h.</u> 12-17 s.h.

**Note Specific Prerequisites (usually met by current certification as APN):*

BIO 5600**, Advanced Human Pathophysiology 3 s.h., or equivalent
NUR 5250**, Health Assessment and Promotion in Advanced Practice (6 s.h.), or equivalent
NUR 5350, Advanced Pharmacology (3 s.h.) or equivalent
NUR 5400, Integration of Advanced Nursing Knowledge and Roles in Practice (3 s.h.), or equivalent

*** Note prerequisites:*

For BIO 5600: Completion of BIO 3700 or equivalent.

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

Prior to being awarded the certificate, a student must have completed a Master of Science in Nursing degree.

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 support quality instruction and the evaluation of learning outcomes in health-related settings.

Outcomes

At the conclusion of the program, the student is able to:

1. Demonstrate the appropriate body of knowledge for the assumption of teaching positions in higher education and practice settings.
2. Integrate theory, critical thinking skills, and habits of the mind into the delivery of quality instruction and evaluation of learning outcomes in health related settings.
3. Engage in the educational enterprise based on ethical principles and guided by Christian humanistic values.
4. Apply research and theory to develop, implement, and evaluate instructional processes, teaching strategies, and technologies that support quality instruction and that informs personal and professional growth.

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.
8. Criminal background clearance prior to clinical practicum courses.

Certificate Requirements (12 s.h.)

NUR 5020	Adult Learners: Approaches to Learning and Instruction (EDU)	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	<u>3 s.h.</u>
		12 s.h.

Prior to being awarded the certificate, a student must have completed a Master of Science in Nursing degree.

RN-MSN Accelerated Pathway

The College of Nursing and 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 or Dual MSN/ MSBA, Adult Health Clinical Nurse Specialist, Adult Health Nurse Practitioner, or Dual Adult/Palliative Care Nurse Practitioner.

Admission Requirements for the Accelerated RN-MSN Pathway

1. RNs need official transcripts from high school (if not holding an associate or higher degree) and from 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.
9. Criminal background clearance prior to clinical practicum courses.

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 30 graduate credits in addition to those earned in the advanced placement phase of the baccalaureate degree.

RN to MSN Degrees

- Both BSN and MSN degrees will be awarded by Madonna University.
- The MSN degree requires a minimum of 30 credits beyond the BSN.
- An option is offered to take the theory portion of all undergraduate nursing, and many graduate, courses on line.

Additional details regarding the RN to MSN pathway are listed in the Madonna University Undergraduate Bulletin. For more information contact: Peggy Comstock, Degree Completion Coordinator at Madonna University. (800) 852-4951, ext 5505, or pcomstock@madonna.edu.

BSN Segment of RN to MSN Pathway substitutes 4 graduate courses for selected undergraduate courses. GPA requirement 3.0.

The following graduate-level courses complete the Nursing major for the BSN (graduate credits in the BSN not to exceed 15 s.h.):

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210*	Influencing Power and Politics in Health Care (SOC) (4th credit clinical option)	3 s.h.
NUR 5650*	Professional Responsibilities in Health Care Systems* (4th credit clinical option)	3-4 s.h.
NUR 5760	Disciplined Inquiry for Nursing Practice	3 s.h.

*All students in the RN-MSN pathway will take either NUR 5210 or NUR 5650 for 4 credits (to include a clinical) depending on professional experience and MSN specialty. Some students may require both clinicals, including students who stop out after the BSN and/or those lacking prior leadership experience.

RN to MSN Specialties

RN to MSN / Adult Health: Primary Care Nurse Practitioner

Courses Needed for MSN segment (36 s.h.)

BIO 5600	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice (includes laboratory)	6 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 and 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.
		<u>36 s.h.</u>

RN to MSN / Adult Primary and Palliative Care Nurse Practitioner: Dual Track

Courses Needed for MSN segment (43 s.h.)

BIO 5600	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice (includes laboratory)	6 s.h.

NUR 5350	Advanced Pharmacology	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.
NUR 5850	Bridging Evidence and Practice <i>Adult Primary Care</i>	3 s.h.
NUR 5300	Clinical Decision Making in Adult Primary Care (practicum)	4 s.h.
NUR 6500	Clinical Management of Chronic Conditions in Primary Care (practicum)	5 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care (practicum)	4 s.h.
	<i>Adult Palliative Care</i>	
HSP 5010	Dimensions of Bereavement: Theory, Research, and Practice	3 s.h.
NUR 5011	Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues (practicum)	3 s.h.
NUR 6800	Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care	6 s.h.
		<u>43 s.h.</u>

RN to MSN / Adult Health: Clinical Nurse Specialist (CNS)

Courses Needed for MSN segment (35 s.h.)

BIO 5600	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice (includes laboratory)	6 s.h.
NUR 5350	Advanced Pharmacology	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and 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.
		<u>35 s.h.</u>

* Note prerequisite:

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

RN to 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	2-3 s.h.
MGT 5300	Leadership Behavior in Organizations	3 s.h.
MGT 5400	Organizational Effectiveness and Change Management	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and 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

Nursing or Business Courses	<u>9 s.h.</u>
	31 s.h.

RN to 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	2-3 s.h.
MGT 5220	Issues in Leadership Studies	1 s.h.
MGT 5300	Leadership Behavior in Organizations	3 s.h.
MGT 5400	Organizational Effectiveness and 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 and 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.)

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

**Note Specific Prerequisites*

For ACC 5250, Managerial Accounting for Decision Making: 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.

All RN-to-MSN specialty students may choose to complete an optional nursing research thesis:

NUR 6930	Nursing Research: Thesis	4 s.h.
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Pastoral Ministry Program

Master of Arts in Pastoral Ministry

The mission of the Religious Studies Department is to assist students to develop skills and knowledge necessary for the maturation of Judeo-Christian humanistic values, appreciation for cultural and ecumenical diversity, exercise of critical thinking, and responsible moral decision making, through the pursuit of truth and commitment to the service of others.

The academic means through which this mission is realized include:

- Critical study of Sacred, classical, and contemporary works;
- Open discussion of Moral and Ethical situations;
- Involvement in Praxis experience and participation in colloquy exchange.

Program Purpose and Design

The Master of Arts in Pastoral Ministry is designed to prepare new and seasoned persons for service in various fields of ministry. It includes cognates in two specific majors with emergent needs for well-trained professionals.

The program is designed to deepen the student's skills and awareness of the obligations of ministry, through study and through cooperation and communication with established agencies and persons already in place.

The uniqueness of the program lies in the options open to professionals who seek to enhance their areas of expertise. These options are:

- (a) A concentrated Pastoral Ministry program focusing on church-related services.
- (b) Pastoral ministry with a Criminal Justice component, focusing on the needs of potential and current juvenile offenders, incarcerated adults, and their family members; jail ministry.
- (c) Pastoral Ministry with a Hospice component, focusing on the needs of sick/dying/grieving persons, their family members, and caregivers.
- (d) Pastoral Ministry with a Bereavement component, focusing on clinical knowledge and expertise in working with grieving persons and families.

The program applies principles of Christian humanism to the spiritual, social, and service needs of those served. In the spirit of the Franciscan philosophy which provides the foundation of Madonna University, the program responds to the invitation to be "awake, aware, and in touch" with the realities of life as proposed by the 2004 Franciscans International Organization. It is in that spirit that the Master of Arts in Pastoral Ministry provides students with a wide range of opportunities to follow the mandate to "Go forth and serve!"

Program Outcomes

At the conclusion of the program, the student will be able to:

- Integrate knowledge of basic Christian tradition, teachings, and interpretations in the practical application of ministerial service;
- Demonstrate written, verbal, and hands-on capabilities appropriate to the chosen field;
- Apply principles of counseling, effective listening skills, team approach skills, and cross-disciplinary expertise to contemporary cross-cultural and ecumenical facets of ministry;
- Demonstrate practical and strategic decision-making skills for implementation in multicultural venues.

Admission Requirements

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

- 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.)
- Undergraduate courses in Old and New Testament and an Introduction to Philosophy. Students lacking these prerequisites may test out or be required to take the appropriate courses prior to beginning the MAPM program.

- Two letter of recommendation forms from current employers or professional persons who recognize the applicant's aptitude for this program.
- Submission of a statement of purpose with projected goals and objectives to be realized through the MAPM program.
- Admission interview with a member of the Pastoral Ministry Department, with personal background clearance of any past criminal record.

Program Requirements (34 s.h.)

Pastoral Ministry Core (14 s.h.)

MPM 5000	Prophets and Preprophetic Ministry	2 s.h.
MPM 5050	Gospel Writers: Gospel Writings	2 s.h.
MPM 5100	Ministerial Identity and Pastoral Skills	3 s.h.
MPM 5225	Franciscan Themes: Justice, Peace, and Christian Conscience	2 s.h.

Choose one:

MPM 6010	Bioethics and Sexuality	2 s.h.
MPM 6020	Public Issues and Christian Morality	2 s.h.
MPM 6030	Values: Biblical and Modern	2 s.h.
MPM 6600	Praxis: Colloquy and Defense (<i>capstone: final 1-2 semesters</i>)	3 s.h.

Required Cognate (20 s.h.)

<i>Choose one of Pastoral Ministry, Hospice, Bereavement, or Criminal Justice (see below)</i>	<u>20 s.h.</u>
Total	34 s.h.

MAPM with Pastoral Ministry cognate (34 s.h.)

Pastoral Ministry core	14 s.h.	
MPM 5440	Grief Ministry	2 s.h.
MPM electives, which may include topic courses and Independent Study courses	18 s.h.	

MAPM with Hospice cognate (34 s.h.)

Pastoral Ministry core	14 s.h.	
HSP 5000	History and Philosophy of Hospice	3 s.h.
HSP 5010	Dimensions of Bereavement: Theory Research, and Practice	3 s.h.
HSP 6000	Advanced Holistic Palliative Care	3 s.h.
HSP 6010	Transcultural, Legal, and Ethical Issues	3 s.h.
MPM	electives, which may include topic courses and Independent Study courses	8 s.h.

MAPM with Bereavement cognate (34 s.h.)

Note: candidates completing the MAPM with one of the other cognates may wish to consider the Post-Master's Certificate in Bereavement described on page 35.

Pastoral Ministry core	14 s.h.	
HSP 5200	Grieving Family Systems	3 s.h.
HSP 5300	Complicated Grief and Related Disorders	3 s.h.
HSP 5400	Developing Comprehensive Programs	3 s.h.
HSP	graduate electives (5xxx and 6xxx)	9 s.h.
MPM	electives, which may include topic courses and Independent Study courses	2 s.h.

MAPM with Criminal Justice cognate (34 s.h.)

Pastoral Ministry core	14 s.h.	
CJ 5010	Criminal Justice Organization and Administration	3 s.h.
CJ 5020	The Criminal Justice System	3 s.h.
CJ 5210	Corrections Process	3 s.h.
CJ 5230	Juvenile Justice	3 s.h.
MPM electives, which may include topic courses and Independent Study courses	8 s.h.	

Psychology Program

Master of Science in Clinical Psychology

The Master of Science in Clinical Psychology (MSCP) program trains students to conduct clinical assessments and treatment with children, adolescents, and adults. Through a combination of classroom and practicum-based learning, the program prepares students to apply for the 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 trains students to view people as complicated, multi-faceted individuals endowed with physical, spiritual, mental, and emotional dimensions. The program emphasizes respect for human diversity, ethical decision making skills, and attention to underserved 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 develop an appreciation for the unique and idiosyncratic elements that contribute to an individual's difficulties and learn to develop interventions accordingly.

Additional detailed information about the MSCP is available at <http://www.madonna.edu/pages/masterpsy.cfm>.

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, but neither is any other master's degree program in psychology at any institution.

Admission Requirements

Admission to the Master of Science in Clinical Psychology is based on the requirements listed below, as well as the faculty's evaluation of the applicant's suitability for clinical training.

- Possession of a bachelor 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 partially waived by Program Directors.)

- Human service experience that has prepared you to work in the mental health field, on a volunteer or paid basis.
- Submission of a personal statement written using the directions found in this Bulletin.
- 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 master's-level students.
- Two letters of recommendation from faculty, current employer/supervisor and/or professionals familiar with the applicant's college performance or work. Academic recommendation sources are preferred. Personal recommendations are not acceptable.
- Completed Criminal Background Information form.

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.
2. Two letters of recommendation from faculty, current employer/supervisor and/or professionals familiar with the applicant's college performance or work. Academic recommendation sources are preferred. Personal recommendations are not acceptable. (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.
5. Completed Criminal Background Information form.

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 decision, usually 2-3 weeks after the interview.

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

Important Dates

Early Decision Application Deadline:

October 31

An option for applicants with a cumulative undergraduate GPA of at least 3.4 on a 4.0 scale.

Regular Application Deadline:

February 1**

Interviews in March, April, and May

***Applications will be accepted after the February 1 deadline only at the discretion of the MSCP directors.*

Guidelines for Completing the Personal Statement

Applicants to the Master 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 field placement 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? *What is the basis for your interest in contemporary psychoanalytic psychotherapy?*

Finally, the statement should highlight any personal qualities or capacities the applicant believes makes 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 at least five double-spaced pages.

Criminal Background Check Process

Applicants will be asked in writing whether they have ever been convicted of a criminal offense other than a minor traffic violation, whether such charges are currently pending against them, or whether a Family/Juvenile Court has ever determined that they were responsible for the abuse or neglect of a minor child.

An affirmative response will not necessarily lead to a denial of admission of an otherwise qualified applicant; however it will prompt an augmented admissions procedure that will involve more intensive interviewing. Applicants with pending criminal charges may be asked to place their application on hold until such time as those charges are resolved.

Applicants are advised that a history of criminal conviction may complicate or even prevent the attainment of psychology licensure in the state of Michigan. If an applicant with a history of criminal conviction is offered admission and completes the program, the decision to grant or deny licensure is the prerogative of the State Board of Psychology. Madonna University does not accept any responsibility for the Board's decision.

Program Requirements (50 s.h.)**

**Course descriptions are available on the web at <http://www.madonna.edu/pages/masterpsy.cfm>.

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 and Research Design	4 s.h.
PSY 6400	Qualitative Research Methods	3 s.h.

Clinical Skills (19 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 to Psychotherapeutic Intervention	2 s.h.
PSY 5750	Psychotherapeutic Interventions with Children and Families	2 s.h.
PSY 5800	Ethics and Professional Practice	3 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.
		<u>50 s.h.</u>

All students will take a **Comprehensive Examination** in their final term in the program. This will be graded as High Pass, Pass, Low Pass, or Fail. Any student who receives a grade of Fail will be required to delay graduation and retake the Comprehensive Exam until such time as a grade of Pass is attained. Performance on the Comprehensive Examination will be noted on the transcript.

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.

PSY 6840	Thesis	4 s.h.
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Post-Master's Certificate Studies in Psychological Trauma

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.

Certificate Requirements (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.
		<u>9 s.h.</u>





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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.

The analysis of externally reported financial statements for any organization with financial resources. Topics include 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 applicable skills in the design and implementation of an effective accounting information system. Emphasis 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 is 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 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.

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.

Exploration of current issues in management accounting practice and theory. Topics 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.

Lecture/laboratory course in basic genetics for science majors. Provision of a working knowledge of genetics, both theory and problem solving.: 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. Prerequisite: BIO 2260 or equivalent, CHM 3610 or equivalent, MATH 2350 or equivalent.

BIO 5170 Invertebrate Zoology 4 s.h.

Lecture/laboratory course in parasitology, focusing on human disease-causing parasites. Students study form, function, and classification of the major groups of parasites: Protozoa, Helminths, and Arthropods, emphasizing life cycles, morphology, epidemiology, and control of these parasites. Laboratory exercises concentrate on the identification of parasites as they are observed in clinical specimen. Prerequisite: BIO 2260 or equivalent.

BIO 5270 Clinical Bacteriology 4 s.h.

Lecture/laboratory course introducing the student to the principles and procedures involved in the collection, handling, and identification of the major groups of pathogenic bacteria. Prerequisite: BIO 2260 or equivalent; BIO 3280 or equivalent recommended.

BIO 5280 Immunology 4 s.h.

Lecture/laboratory course providing a basic foun-

dation in immunology: 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 provide learners with experiences in evaluation and application of information gleaned from surveillance and data systems. Use of 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.

Lecture/laboratory study of clinically significant fungi that plague humankind: clinical features, distribution, etiology, and current treatments. Emphasis placed on the 100 species of the 200,000-plus species consistently produce infection in humans, as well as a complete overview of other genera and species, both clinically significant and insignificant fungi. Prerequisite: BIO 2260 or equivalent.

BIO 5550 Physiology of Human Response 3 s.h.

An advanced course in human physiology examining, 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.

Focus on advanced pathophysiologic concepts over the adult life span using a research-based, system-focused approach., including developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/seen altered health states. Acquisition of knowledge to 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 and Occupational Epidemiology 3 s.h.

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. Prerequisite: 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. Exploration of 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.

Business Research

BR 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.

BR 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. (Must be taken the semester before MGT 6840. Prerequisite: BR 5170, waived by examination only.

BR 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: BR 5170, waived by examination only. (Must be taken the semester before MGT 6950)

BR 6490 Qualitative Research Methods 3 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.

BR 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: BR 5170, waived by examination only.

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.

Child 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.

Development of 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. Investigation of the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Prerequisite: CIS 5580 or CIS/CS bachelor degree, and MGT 6300.

CIS 6640 e-Business and 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 Re-designing (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 have been 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.

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 5020 The Criminal Justice System 3 s.h.

An overview of the criminal justice system in the United States. Topics include the history of law enforcement, the political, sociological, and philosophical background of police functions, and the courts and corrections system. Constitutional problems as they relate to the police function are surveyed, and the use of recent technology in criminal justice is explored. The graduate student is required to conduct a seminar regarding issues related to our changing criminal justice system as a result of the terrorist attack of September 11, 2001, and follow-up legislation.

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 underlying legal process and issues as related to the decision functions of managers and administrators; 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, as discrimination, administrative agencies, civil liability, and vicarious liability issues. Emphasis on 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.

Examination of various labor law issues as they relate to law enforcement/criminal justice management. 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 also includes applicable arbitration decisions.

CJ 5210 Corrections Process 3 s.h.

Examination of the adult corrections component of the criminal justice system, its history, philosophy and practice, at the local, state, and federal levels of government. Discussion of alternatives to incarceration, such as parole, probation, and community corrections. A research project is assigned and the student must lead a class discussion related to the issues researched.

CJ 5230 Juvenile Justice 3 s.h.

Study of the legal and philosophical basis of the juvenile justice process, along with a review of the juvenile courses procedures in Michigan and an examination of theories related to juvenile delinquency. A field assignment within the juvenile justice system is required, and students must document their experiences and share them with fellow students in an oral presentation.

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 2 s.h.

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 BR 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 5020 Adult Learners: Approaches to Learning and Instruction (NUR) 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 5240 Application of Technology in P-12 Schools 3 s.h.

Exploration of the historical and social context of current technology and projection of future roles and trends based on published research. Discussion of issues relating to professional development, resources evaluation, professional empowerment, and diversity. Examination of social and ethical issues facing P-12 schools. Students will survey the software and hardware available to support teaching, communication, and multimedia.

EDU 5250 Hardware Configurations in P-12 Schools 3 s.h.

Key elements of system design, installation, and configuration, including security and data integrity. Students will survey current adaptive/assistive technology and explore issues related to the promotion of health and safety. Evaluation and management of hardware assets will be explored in the context of school-level and district-level decision making.

EDU 5260 Best Practice Teaching with Technology 3 s.h.

Strategies for integrating technology into instructional units to promote creativity and higher order thinking. Emphasis will be placed on aligning instruction with the Michigan Curriculum Framework while facilitating secondary behaviors such as collaboration, problem solving, and communication. A 20-hour field experience is required.

EDU 5300 Organizational Behavior in Schools 2 s.h.

Theories and models of leadership in organizations; design, structure, and the behavior of organizations within the larger community; and models and strategies of

change and conflict management within the political, social, cultural, and economic contexts of schools.

EDU 5350 Language Development: Linguistic Foundations of Literacy (RDG*/ENG) 3 s.h.

Cross Listed: see RDG 5350 for course description.

EDU 5400 Human Resource Management and Organizational Development 2 s.h.

Theories and models of organizations and the principles of organizational development, human resource management and development; and operational designs and procedures to achieve the vision and goals of the school.

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 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 5890 Legal and Ethical Issues in Educational Leadership 2-3 s.h.

Emphasizes the knowledge needed by educational leaders to carry out professional responsibilities mindful of the legal and ethical implications of educational decisions. A study of educational policy and governance, the role of the governor, legislature, State Board of Education, boards, courts, and business/community organizations in determining educational policy; mechanisms for enforcing policy; the relation of fiscal resources to policy direction; major educational policy issues and decisions that have shaped the delivery of education; legal and ethical parameters of educational policy initiatives; student rights, legal status of teachers, administrators, boards of education, the State Tenure Act, and teacher certification. Examines how educational leaders can understand, respond to, and influence the larger political, social, economic, legal, ethical, and cultural context of education.

EDU 5950 Curriculum Leadership 3 s.h.

Examines a broad perspective of leadership in instructional areas; current issues in the educational field, and processes of change and reculturing in teaching and learning based on the latest research. Focus on leaders in the field of educational change and curriculum theory; managing change within the committee infrastructure and collaborative process to improve student instruction; communication processes; the restructuring movement; and leadership qualities of teachers and administrators involved in systemic change. Emphasis on the concept of the coherent curriculum and the interconnection of teaching and learning standards, as well as the "best practices" research. Learning opportunities are kept flexible to reflect current issues in instructional leadership, student growth, and staff professional development.

EDU 6240 Information Management in the Classroom 3 s.h.

The study of technology-based strategies for the collection, management, and analysis of classroom information to enhance learning and increase teacher productivity. Students will learn to develop web-based resources for instruction and for communication with parents. The course will emphasize 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 6260 Instructional Design and Multimedia 3 s.h.

How learning principles and research can be used to guide the development of computer-based instruction. Emphasis on the authorship of instructional units that include information retrieval, web site construction, distance learning, and the integration of video and multimedia. Students will be required to become familiar with professional authoring packages. Emphasis on strategies for assessing the efficacy of different media with different types of learning.

EDU 6270 Leadership in Technology 3 s.h.

Prepares students to provide technology leader-

ship, including strategic planning, purchasing, and evaluation at the district level. Design and delivery of professional development opportunities for in-service teachers. Emphasis on district-level curriculum alignment, program evaluation, and resource management. Social and ethical issues are addressed.

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

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 3 s.h.

Capstone course intended to provide a synthesis of course work and professional experiences as students near the completion of the program, with the central focus on examination of concepts of leadership in education. Development and articulation of a professional vision of high standards for learning supported by the school community. Final preparation and evaluation of professional portfolio based on the Michigan Program Standards for the Preparation of School Principals.

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

Provides 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 (RDG*) 3 s.h.

See RDG 5330 for course description.

ENG 5350 Language Development: Linguistic Foundations of Literacy (RDG*) 3 s.h.

See RDG 5350 for course description.

ENG 5410 Issues in Psycholinguistics and Sociolinguistics 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. Knowledge of sociolinguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism are analyzed. Practical applications of psycholinguistic and sociolinguistic knowledge are addressed. Prerequisite: graduate standing.

ENG 5420 General Linguistics 3 s.h.

An in-depth survey of language systems: phonology, morphology, syntax, semantics, pragmatics, and discourse. The dynamic nature 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 and other languages. Prerequisite: graduate standing

Evangelization

See listing under Sacred Heart Major Seminary.

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 and INB 5350.

Health Services

HS 5250 Concepts in Community Health 3 s.h.
A foundation for the study of principles of community health as examined from the context of Healthy People 2010 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. Prerequisite or corequisite: completion of all 5000-level course work.

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. Prerequisite: 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. Prerequisite: 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 and 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, and 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 multi-disciplinary, 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. Corequisite or 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 of 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 after-care 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. Corequisite or 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. Prerequisite or corequisite: 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. Corequisite or 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.

Preparation, composition, and completion of a project or thesis related to hospice education. Discussion of legal and ethical issues related to research within a hospice setting. Research procedures and requirements specific to Madonna University discussed. Students, during the course, work with a thesis advisor to assure agreement as to goals. Prerequisite: all core courses, cognates, and electives must have been completed and a thesis advisor selected.

Humanities

HUM 5080 The Nature and Scope of Inquiry 4 s.h.

Theme-based, highly interactive interdisciplinary course 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. Empha-

sizes 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 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 year 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 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, and 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 course work 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 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. (To be taken in the last semester enrolled, after the completion of the required and elective classes.)

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 com-

puter literacy skills. (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 Practices 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 ten knowledge areas of project management. A research project that begins with an introduction to the meta-analysis methodology. Prerequisite: CIS 5580 and BR 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 6150 Quality Management 3 s.h.

Introducing 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: BR 5170, waived by examination only.

MGT 6160 Project Management: Scheduling and Cost Control 2 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 2 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. Prerequisite: BR 5170, waived by examination only.

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: BR 5170, waived by examination only.

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 6250 Procurement and Contract Management 2 s.h.

Introduction to the environment in which procurement contracts are negotiated and administered. Topics include all phases of procurement and contracting, from requirements development to closeout. Studies of procurement and contract administration are analyzed as part of a meta-analysis of project management literature.

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: successful completion of all foundation courses.

MGT 6960 Enterprise Program Management 3 s.h.

Implementing business strategy through a portfolio of projects involving the management of teams of professionals and executive-level stakeholders. Conclusion of the meta-analysis research project conducted throughout the project management concentration. Must be the final course taken in the program.

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 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 Immunoematology and Serology 4 s.h.

This course includes principles and theory of medical genetics, immunoematology, 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.

Moral Theology

See listing under Sacred Heart Major Seminary.

Natural Science

NSC 5080 The Nature and Scope of Inquiry 4 s.h.

Theme-based, highly interactive, interdisciplinary course 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.

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 5011 Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues 3-6 s.h.

Focus on assessment of the physiological, psychosocial, cultural, spiritual, and bereavement aspects of care. A variety of community and institutional settings will be used for this clinical. Students will gain knowledge of the palliative care system, ranging from palliative care, hospice care, and family support services in bereavement.

NUR 5210 Influencing Power and Politics in Health Care (SOC) 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 Health Assessment and Promotion in Advanced Practice 6 s.h.

This course focuses on comprehensive and episodic health assessment and health promotion practice with adolescent and adult clients in both laboratory and clinical settings. Students analyze models of clinical decision making, and demonstrate use of logical reasoning to interpret health assessment data and tailor health promotion interventions for the individual within the context of family and community. 3 credits for the theory portion and 3 credits for laboratory- and field-based practicum. Prerequisite: admission to an Advanced Practice Nursing specialty track; NUR 3030 or equivalent within past 5 years, or complete NUR 3040. Prerequisite or corequisite: BIO 5600.

NUR 5300 Clinical Decision Making in Adult Primary Care 4-6 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: NUR 5250 or equivalent; prerequisite or corequisite: 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 corequisite 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 corequisite 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 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. Corequisites or 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. Corequisites or 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 rele-

vance 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: 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; corequisite or 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 6500 Clinical Management of Chronic Conditions in Primary Care 5-6 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 4-6 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 6800 Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care 6-8 s.h.

Focus on the role of the adult palliative care nurse practitioner in addressing complex symptoms and syndromes of patients with terminal illnesses within the context of family. Development of expertise in articulating the nursing perspective in multidisciplinary, collegial relationships. Current trends and business practices that affect the NP role. Evaluation of clinical practice using standards of practice and current research. A variety of community and institutional palliative and hospice care settings will be used for the clinical portion of the course.

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; prerequisites or corequisites: NUR 6230, NUR 6300, NUR 6500. *Note: Students may register for NUR 6930 in various increments for 4 s.h.*

Pastoral Ministry

For courses with the rubric PM, see listing under Sacred Heart Major Seminary.

MPM 5000 Prophets and Preprophetic Ministry 2 s.h.

A review of Old Testament prophets, their role and impact on the transmission of God's message to His people over the ages. Study includes literary, historical, and spiri-

tual dimensions of the role of “prophet” as conveyor of truth; challenges and obstacles faced and overcome; and the evaluation of prophecy authenticity over the span of time.

MPM 5025 Contemporary Prophets: Their Lives and Their Message 2 s.h.

Vibrant examples of men and women of today whose lives testify that prophets are not a thing of the past. A challenging course in which students review the lives of contemporary “prophets” as they search their own minds and lives to discover the gifts and opportunities that beset them in their efforts to put their faith into action.

MPM 5050 Gospel Writers, Gospel Writings 2 s.h.

Examination of the presentations of the Life and Mission of Jesus Christ through the works of the four gospel writers, from the Old Testament fulfillment through the ascension. The Synoptic Question through the study of witness, ministry, and faith will be compared to Johanne Christological and eschatological revelation and examined from diverse approaches, including rabbinical teaching, tradition, and canonical/noncanonical works.

MPM 5060 Models of Ministry in the Pauline Corpus 2 s.h.

An exploration of the historical Paul beginning with a reconstruction of his life, the series of events that contributed to his conversion, writings, his ministerial efforts, and his reception by the early church in the first two centuries. A critical study of ancient texts as well as the introduction and use of numerous contemporary methodologies exploring themes such as law and liberty, leadership and service, justice and mercy, and freedom and license.

MPM 5100 Ministerial Identity and Pastoral Skills 3 s.h.

Introduction to the role of ministerial discipleship. Focus on the requirements for effective leadership, beginning with required background history of the minister, development of skills in effective communication techniques, personal integrity, psychological preparation, respect for diversity, response to needs of special groups (unchurched, the dying, abused/violated persons, incarcerated, and family members), team approaches to community dilemmas, and involvement of professional services to support and broaden effectiveness of ministerial service. A minimum of 30 hours of mentored field experience is required, in which a selected area of ministry is observed and practical exposure to the needs of that dimension of discipleship is evaluated.

MPM 5125 Spirituality and Faith Development 2 s.h.

Focus on the need for ongoing faith development throughout life as applied to service and ministry. Study of practical examples of types of cross-cultural ministerial service through teaching, counseling, empathetic listening, liturgy, and prayer.

MPM 5140 Christian Spiritualities 2 s.h.

A study of past and contemporary Christians whose lives have served to inspire and direct others to a greater love of God and neighbor: Augustine, John Vianney, Dietrich Bonhoeffer, Teresa of Calcutta, Dr. Tom Dooley, John Bosco, et. al.

MPM 5225 Franciscan Themes: Justice, Peace, and Christian Conscience 2 s.h.

Based on the life and ideals of Francis of Assisi: a study of the foundations for social morality, major social issues (e.g., peace, war, poverty, reconstruction of social structures, effects

of violence/prejudice/racism, etc.), and the ministerial response of the informed Christian conscience.

MPM 5440 Grief Ministry 2 s.h.

Introduction to “Pastoral Care of the Sick”, with emphasis on ministry to grieving persons as a result of illness, death, domestic/personal violation, or criminal behavior. Presentation of the role of the minister in situations that involve cooperative communication and support of health care and law enforcement agencies.

MPM 5510 Women and Ministry 2 s.h.

Focus on the impact of women like Francis Cabrini, Corrie and Betsie ten Boom, Edith Stein, Teresa of Calcutta, Cicely Saunders, et. al. who by their commitment to others lived the mandate of love. Application of their contributions to contemporary challenges faced in ministry.

MPM 5560 Pastoral Care Across Cultures 2 s.h.

Practical preparation for cross-cultural ministry. Study of the impact of culture on tradition, prayer styles and worship, language, role of the sick/elderly, disenfranchised, as well as gender, education, and economics. Exposure to local practices of employment and service opportunities, and development of profiles for future use are included.

MPM 5730 Independent Study 1-2 s.h.

Upon completion of courses MPM 5000, 5025, and 5100, students either individually or in colleague groups, under the direction of a faculty member, have the option of designing investigative independent studies of approved topics. (*may be repeated for credit*)

MPM 5750 Special Topics 1 s.h.

Electives offered for persons in any of the chosen formats of the MPM program. (*may be repeated for credit*)

MPM 6010 Bioethics and Sexuality 2 s.h.

Contemporary issues of bioethics and human sexuality, including health care dilemmas, the beginning and end of life; genetics, human experimentation, artificial reproduction, et. al., examined in the light of principles and norms of Sacred Scripture. Prerequisites: MPM 5000, 5050, 5100.

MPM 6020 Public Issues and Christian Morality 2 s.h.

Study of the relationship between Christian ethics and daily life, following a review of major ethical themes: e.g., conscience, sin, Scripture and the moral life, natural law, authority, and fidelity. Prerequisites: MPM 5000, 5050, and 5100.

MPM 6030 Values: Biblical and Modern 2 s.h.

Modern ethical principles studied against Scriptural backgrounds. Demonstration of the underlying value of the Decalogue and discussion of Absolutism and Subjectivism; Social Convention and Natural Law. Prerequisites: MPM 5000, 5050, and 5100.

MPM 6040 Leadership and Authority 2 s.h.

A study of diverse dimensions of occasional offices that minister to life’s journeys and passages: initiation, conscience formation, reconciliation, counseling/direction, and other forms of spiritual mentoring, to persons of all ages and backgrounds, including the disenfranchised, the incarcerated, and the alienated.

MPM 6600 Praxis: Colloquy and Defense 3 s.h.

The capstone course, including three in-class

meetings plus a mentored onsite praxis (140 hours) in one's chosen field. The praxis may span one or two terms and concludes with the presentation and defense of a written work of original systematic research which includes the substantive exposition of the theoretical basis and rationale of the subject, together with a demonstration of familiarity with the appropriate scholarly and professional dimensions of the chosen industry. The written work may be rendered in one of three forms: detailed and structured empirical field work; or a development of ministry praxis; or an original creative artifact.

MPM 6730 Independent Study 1-2 s.h.

Upon completion of courses MPM 5000, 5025, and 5100, students either individually or in colleague groups, under the direction of a faculty member, have the option of designing an investigative independent study of approved topics. (*may be repeated for credit*)

MPM 6750 Special Topics 1 s.h.

Electives offered for persons in any of the chosen formats of the MAPM program. (*may be repeated for credit*)

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 3 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 provides a thorough examination and analysis of the ethical dimensions of professional practice, with a focus on sound decision making processes across varied work settings. Topics covered include confidentiality, informed consent, and privileged communication. Additionally, the various entities that govern practice (licensing boards, etc) are 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 6840 Thesis 4 s.h.

The student conducts original research on a topic of significance in clinical psychology, to be approved by the thesis advisor: a thorough literature review, formulating a research question or hypothesis, selecting the appropriate research design and methods, collecting and analyzing data, interpreting results in light of the hypothesis, and drawing conclusions. Oral presentation and defense and presentation of findings to the thesis committee in a research report prepared in APA format.

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 BR 5170, and CIS 5580.

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: BR 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. Students become familiar with the criteria for the various programs and apply critical analysis skills to determine what improvements are needed to be made by organizations seeking quality certifications.

QOM 6700 Current Issues in Quality 4 s.h.

Instruction in the field of quality, including current trends and evolving practices. Special topics include areas such as quality auditing, customer-focused satisfaction measures, supplier certification strategies, and implementation plan development for measuring supply chain efficiency and effectiveness.

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.

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.

RDG 5150 Human Development and Schooling (EDU) 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 in 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.

Theory, research, and pedagogy as they apply to effective writing programs at the elementary and secondary levels. Students 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 5330 Literature in the Context of Teaching Across the Curriculum (ENG) 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 sociocultural readings of text.

RDG 5350 Language Development: Linguistic Foundations of Literacy (ENG) 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 course work 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.

(undergraduate prerequisite for MT 6750) (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.

EV 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 6750 Foundations of Christian Moral Life 3 s.h.

(Sacred Heart Major Seminary) A systematic examination of the Christian moral life and the virtues, moral principles, and norms necessary for living that life. The course investigates Sacred Scripture, human reason, human nature, the Magisterium, sin and grace, the different methods of moral decision making, and Catholic social teaching. (Co- or 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.

PM 7200 Pastoral Care of the Family 2 s.h.
(*Sacred Heart Major Seminary*) A examination of psychological, biblical, and magisterial foundations of family dynamics, crisis intervention and referral, and cultural concerns. This course will also consider the skills and resources necessary for competent pastoral care of the family.

Social Science

SSC 5080 The Nature and Scope of Inquiry 4 s.h.
Theme-based, highly interactive interdisciplinary course 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

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 5210 Influencing Power and Politics in Health Care (NUR*) 3 s.h.
See listing under NUR 5210.

Special Education

EDU 3300 The Exceptional Learner in the Classroom (SED) 3 s.h.
(*undergraduate prerequisite to SED graduate courses*) To assist future teachers in meeting the diverse needs of the exceptional child in the general education classroom. Prospective teachers develop a working knowledge of the historical perspective of present special education programs, the effects of litigation, and the continuum of special education services. The process of identifying, evaluating, and individualizing instruction for students with special needs is emphasized. Nine clock-hour practicum required.

SED 5330 Transition Planning Issues and Practices 3 s.h.
The legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. Given the unique needs of students with learning disabilities 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 is 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 is 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 are discussed.

SED 5450 Learning Disabilities 3 s.h.
An introduction to the field of learning disabilities. Initial topics for discussion include the historical development of the field and theoretical models of learning disabilities. Subsequent topics for discussion 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. Research findings regarding service delivery models and program interventions currently used in public and private schools for learning disabled students are 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 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, plan-

ning for instruction, and implementing and evaluating remedial programs for students with disabilities.

SED 6010 Language Problems in the Learning Disabled Student 3 s.h.

Key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis 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 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.

Students become skilled in the administration, interpretation and reporting of educational evaluations. Emphasis on the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process. The course of study examines formal and informal tests in oral and written language, reading, and mathematics, emphasizing an understanding of the psychometric properties of assessment methods. The content of the course familiarizes students with the nature and purpose of psychological assessment. Practitioners develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

SED 6220 Consultation and Collaboration 3 s.h.

An overview of 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 special education. The university supervisor makes 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 LD Practicum I 2 s.h.

SED 6720 LD Practicum 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 in each of SED 6700 and SED 6720. The cooperating teacher or clinician and the university supervisor take an active role in helping students implement research-based best practices.

SED 6930 Learning Disabilities Seminar 1 s.h.

Seminar to support students as they practice and integrate teaching behaviors stemming from “best practice” and empirical research. Students are 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 are discussed in the traditional seminar format. Stu-

dents are given reading assignments to critically analyze, which lay the foundation for class discussions.

SED 6960 Learning Disabilities Project 2 s.h.

Students 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.

Teaching English to Speakers of Other Languages

TSL 5110 Issues in TESOL: Adult Education 1 s.h.

An overview of practical considerations of concern to teachers of English as a second or foreign language to adults. Past and current second and foreign language teaching methodologies are surveyed. Student advocacy is discussed in the context of social, political, and legal ramifications governing the lives of foreign students, workers, and immigrants in the United States. Students observe ESL classrooms and evaluate their experiences based on the criteria drawn from the course material. Prerequisite: graduate standing.

TSL 5120 Issues in TESOL: K-12 Education 1 s.h.

An overview of practical considerations of concern to teachers of English as a second language in K-12 settings. Past and current second language teaching methodologies are surveyed. The standards and benchmarks of the Michigan English Language Proficiency Standards, Michigan Curriculum Framework, and ESL Standards for Pre-K-12 Students are discussed and their applications to curricular planning, instruction, and assessment are analyzed. Student advocacy is discussed in the context of building partnership with students' families and communities. Students observe ESL classrooms and evaluate their experiences based on the criteria drawn from the course material. Prerequisite: graduate standing.

TSL 5140 Applications of Language Assessment to Instruction 2 s.h.

An in-depth survey of the applications of language testing methods to second or foreign language instruction. Focus is on the ongoing nature of assessment and multiple ways to assess that are age and level appropriate. Various assessment techniques are analyzed and applied to an array of instructional settings representing diverse pedagogical, cultural, and political contexts.

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 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 socio-cultural factors influencing second language acquisition are investigated.

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 detail. 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.

TSL 5220 Teaching of Reading/Vocabulary to ESL Students 3 s.h.

A survey of methods of developing literacy skills in learners of English as a second or foreign language, based on the knowledge of linguistic systems. 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.

TSL 5240 Teaching of Writing to ESL Students 3 s.h.

A survey of methods of teaching writing 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 5250 Teaching of Grammar to ESL Students 2 s.h.

A survey of methods of teaching grammar to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Pedagogically relevant grammatical structures of the English language are reviewed and the instructional challenges they pose are addressed. Students have an opportunity to prepare and conduct grammar lessons. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring grammar skills are presented.

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. Prerequisite: graduate standing.

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: prior completion of or simultaneous enrollment in TSL 5210, TSL 5220, TSL 5240, and TSL 5250.

TSL 6900 Research Seminar in T.E.S.O.L. 3 s.h.

A survey of current research approaches and techniques used in the field of Teaching English to Speakers of Other Languages. Focus is on informing instruction through implementation of current research findings. Students evaluate research studies in the field and are expected to design their own research projects. Ethical considerations in research and teaching are analyzed in a cross-cultural context

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. Corequisites or 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: i.e., ACC, CIS, MGT, MKT**

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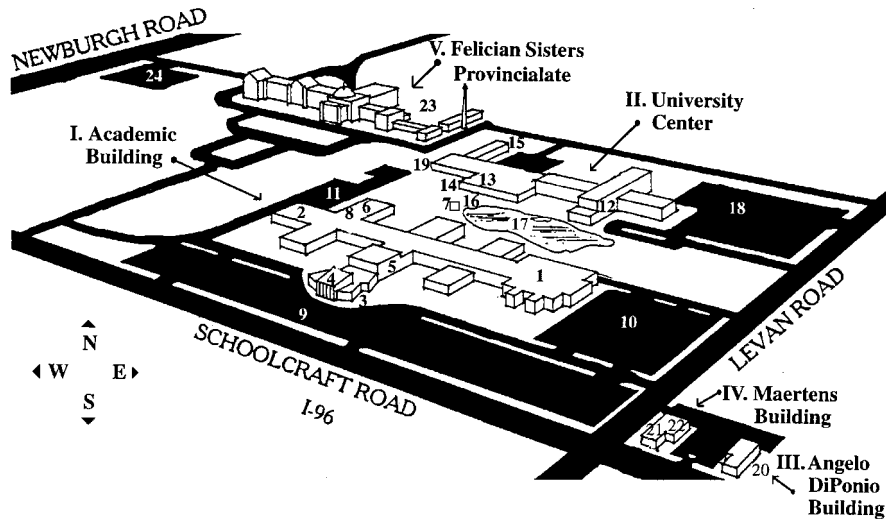
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LIVONIA CAMPUS



I. Academic Building

1. Activity Center
2. Administration
3. Kresge Hall
4. Library
5. Science Lecture Hall
6. Educational Development Center
7. St. Francis Gazebo

8. Bookstore

9. South University Parking Lot
10. East University Parking Lot
11. West University Parking Lot

II. University Center

12. Residence Hall
13. Cafeteria & Student Center
14. University Chapel (Ground Floor)

15. Faculty Residence

16. University Center Classrooms
17. St. Francis Pond
18. North Residence Hall Parking Lot
19. Guest House

III. Angelo DiPonio Building

20. College of Nursing & Health

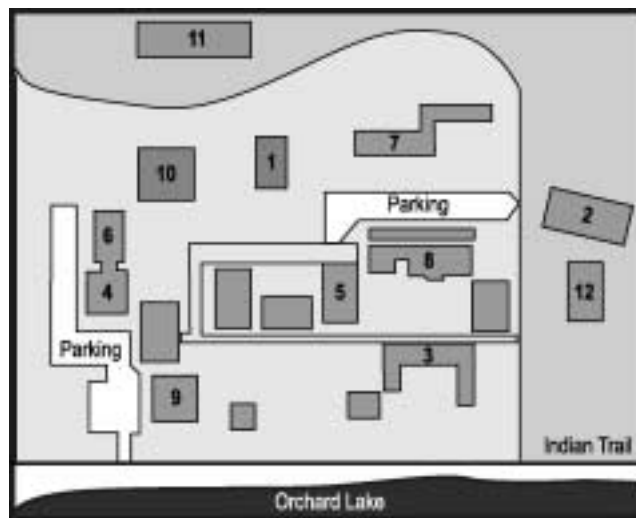
IV. Maertens Building

21. School of Business
22. College of Continuing and Professional Studies

V. Felician Sisters Provincialate

23. Presentation Chapel
24. West Provincialate Parking Lot

ORCHARD LAKE CENTER



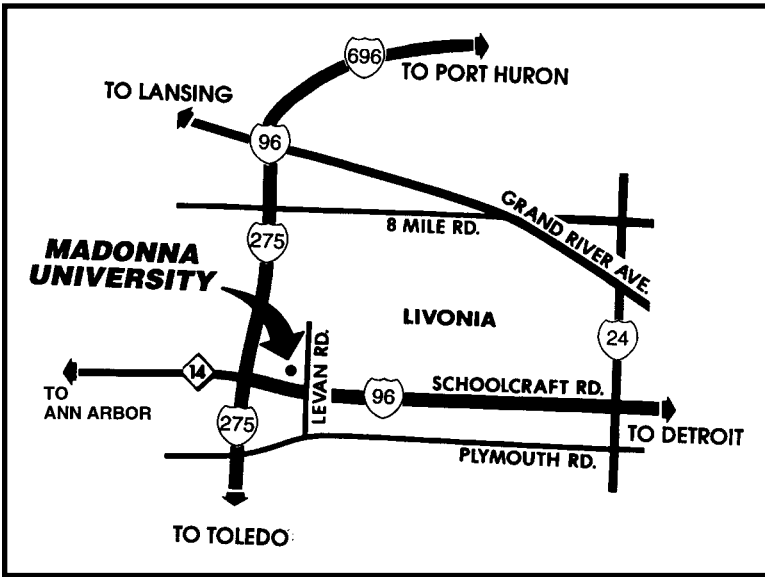
1. Shrine - Chapel of Our Lady of Orchard Lake
2. Alumni Memorial Library
3. Barracks-Houses faculty offices and science laboratories

4. College Academic Center
5. Administration Building
6. Marian Hall-Women's Residence
7. Saint Albertus Hall-

- Men's Residence
8. Fr. Rakoszy Gymnasium
9. Activities Building-Houses the Bookstore and the Polish Panorama Room

10. College Dining Hall
11. Dombrowski Fieldhouse
12. Padzieski Science Center

MAPS



LIVONIA CAMPUS

Madonna University is located east of the I-96 and I-275 intersection

36600 Schoolcraft Road
Livonia, MI 48150

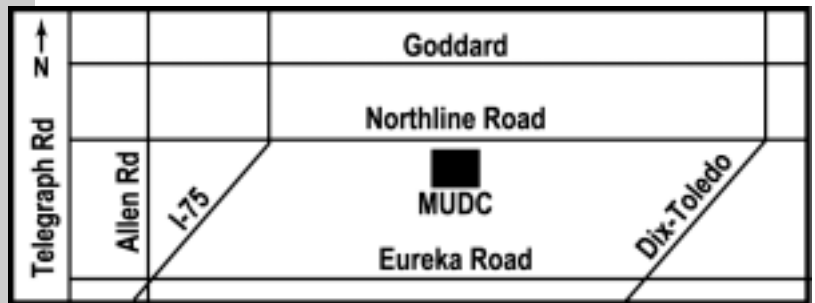
734-432-5300

www.madonna.edu

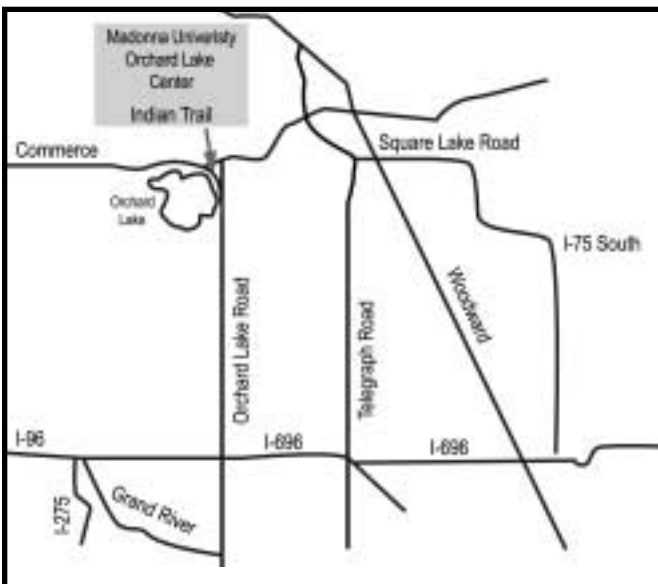
DOWNRIVER CENTER (MUDC)

15601 Northline Road
Southgate, MI 48195

734-324-8888



The building sign on Northline Road says "St. Thomas Aquinas Center".
The Madonna University entrance is around the back on the eastern end of the building.



ORCHARD LAKE CENTER

3535 Indian Trail
Orchard Lake, MI 48324

248-683-1757

Madonna University Calendar

TERM I — FALL

Faculty Conference
Community Gathering
Final Registration
Classes Begin
Add-Drop Period
Filing Deadline–Application for Graduation Winter Term, May
Web Registration Begins–Winter Term
Final Date, Election of S Grade
Comprehensive Examinations–Fall Term
In Person/Open Registration Begins–Winter Term
Final Date, Withdrawal from courses
**Thanksgiving Recess
Final Examinations
End of Fall Term
Grades Due by 12:00 noon
**Thanksgiving Recess begins at 4:00 p.m. on the Wednesday before Thanksgiving.

2005-2006	2006-2007	2007-2008
Aug. 29	Aug. 28	Aug. 27
Aug. 31	Aug. 30	Aug. 29
Sept. 2	Sept. 1	Aug. 31
Sept. 6	Sept. 5	Sept. 4
Sept. 6-10	Sept. 5-9	Sept. 4-8
Sept. 30	Sept. 29	Sept. 28
Oct. 24	Oct. 23	Oct. 22
Oct. 28	Oct. 27	Oct. 26
Nov. 5	Nov. 4	Nov. 3
Nov. 14	Nov. 13	Nov. 19
Nov. 18	Nov. 17	Nov. 16
Nov. 24-27	Nov. 23-26	Nov. 22-25
Dec. 12-17	Dec. 11-16	Dec. 10-15
Dec. 17	Dec. 16	Dec. 15
Dec. 20	Dec. 19	Dec. 18

TERM II — WINTER

Faculty Conference
Final Registration
Classes Begin
Add-Drop Period
Filing Deadline–Application for Graduation Spring/Summer Term, July
Comprehensive Examinations–Winter Term
Web Registration Begins–Spring/Summer Term
Final Date, Election S Grade
Spring Vacation
Final Date: Withdrawal from courses
In Person/Open Registration–Spring/Summer Term
*Easter Recess
Web Registration Begins–Fall Term
Final Examinations
End of Winter Term
Grades Due by 12:00 noon
Graduation Liturgy
Commencement
*Easter Recess begins at 4:00 p.m. on the Thursday before Easter.

2005-2006	2006-2007	2007-2008
Jan. 13	Jan. 12	Jan. 11
Jan. 6	Jan. 5	Jan. 4
Jan. 9	Jan. 8	Jan. 7
Jan. 9-14	Jan. 8-13	Jan. 7-12
Feb. 3	Feb. 2	Feb. 1
Feb. 4	Feb. 3	Feb. 2
Feb. 27	Feb. 26	Feb. 25
Mar. 3	Mar. 2	Feb. 29
Mar. 6-11	Mar. 5-10	Mar. 3-8
Mar. 24	Mar. 23	Mar. 21
Mar. 27	Mar. 26	Mar. 31
Apr. 14-16	Apr. 6-8	Mar. 21-23
Apr. 10-Aug. 4	Apr. 9-Aug. 3	Apr. 7-Aug. 1
Apr. 24-29	Apr. 23-28	Apr. 21-26
Apr. 29	Apr. 28	Apr. 26
May 2	May 1	Apr. 29
May 4	May 3	May 1
May 6	May 5	May 3

TERM III — SPRING-SUMMER

Final Registration
Classes Begin
In Person/Open Registration–Fall Term
Memorial Day–No Classes
Filing Deadline–Application for Graduation Fall Term, December
Add-Drop Period
Final Date, Withdrawal from courses
Comprehensive Examinations–Spring Summer Term
Independence Day–No Classes
Final Examinations
End of Spring/Summer Term
Grades Due by 12:00 noon

2005-2006	2006-2007	2007-2008
May 5	May 4	May 2
May 8	May 7	May 5
May 15-Sept. 1	May 14-Aug.31	May 26-Aug. 29
May 29	May 28	May 26
May 30	June 2	May 30
See Tuition and Fees Section		
No later than 2/3 of Complete Course Work		
June 3	June 2	May 31
July 4	July 4	July 4
Last Class Session		
July 29	July 28	July 26
Aug. 1	July 31	July 29

Phone Numbers

All phone numbers are preceded by area code 734

General Information (734) 432-5300
. (800) 852-4951

Student Services

Admissions/Graduate 432-5667
Bookstore 432-5613
Campus Ministry 432-5419
Career Services 432-5623
Center for International Studies 432-5669
Center for Research 432-5697
Financial Aid 432-5663
International Students Office 432-5791
Library 432-5703
Office of Disability Resources 432-5639
Office of Multicultural Affairs 432-5672
Psychological Services Clinic 432-5493
Registrar's Office (*registration and records*) 432-5400
Student Accounts 432-5600
Student Life 432-5428
Technology Learning Services (*computer labs*) 432-5376

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

College of Arts and Humanities 432-5543
Dr. Kathleen O'Dowd, Dean 432-5659
MAPM Coordinator, Sr. Ann Stamm, CSSF 432-5562
MATESOL Coordinator, Dr. Andrew Domzalski . . . 432-5420

College of Education 432-5644
Dr. Robert Kimball, Dean 432-5652
Catholic School Leadership *and* Educational Leadership
Coordinator, Dr. Marjorie Checkoway 432-5653
Learning Disabilities Coordinator, Dr. Jill Robinson . 432-5651
Literacy Education Coordinator, Dr. Ruth Freeman . 432-5649
Teaching and Learning Coordinator, Dr. Stewart Wood . 432-5645
Teaching and Learning/ECE Coordinator, Dr. Bess Kypros . 432-5536

College of Nursing and Health 432-5464
Dr. Teresa Cervantez Thompson, Dean 432-5465
Graduate Nursing Chair, Dr. Nancy O'Connor . . . 432-5461
Hospice Education 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
Clinical Psychology Co-Director, Dr. Robert Cohen . 432-5736
Clinical Psychology Co-Director, Jane A. Kessler, M. A. 432-5776
Criminal Justice Chair, Barry Sherman 432-5546
Liberal Studies Coordinator, Dr. Dwight Lang 432-5569



**Madonna
University**

Livonia, Michigan 48150