



# Graduate Catalog

Volume 19: 2018-2019

Effective as of Fall Semester,  
2018-2019

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 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 with discrimination because of race, religion, sex, age, national origin, disabilities, or any other characteristic protected by federal or state law.

## **Madonna University**

36600 Schoolcraft Road  
Livonia, MI 48150-1176

(734) 432-5667

(800) 852-4951, ext. 5667

Video Phone (734) 259-3796

[grad@madonna.edu](mailto:grad@madonna.edu)

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

## **Welcome from the Graduate School Dean**

Since 1982 Madonna University has offered graduate programs that prepare students to effectively encounter intellectual, social, economic, professional, and spiritual challenges; not only those that are contemporary but those of the future. With over 30 master's programs and the initiation of doctoral programs, we offer a wide variety of educational paths for the prospective graduate student.

We invite you to become an important part of our history, our growth, and our reputation. The dedication and expertise of our faculty and staff have made our programs exceptional, attracting students from all around the world. Our alumni and students are bright and talented and reflect the best of what our graduate programs represent. We are proud of our part in their graduate education and proud to have them representing Madonna University in the world.



Dr. Deborah Dunn, *Dean, The Graduate School*

### **The Mission of the Graduate School**

The Madonna University Graduate School promotes excellence in graduate education by articulating a vision of inspired leadership, scholarship, and service for students, faculty, and the University. We seek to develop and support dynamic programs that emphasize core values of intellectual inquiry, integrity, professionalism, and promotion of the common good.

# Madonna University Academic Calendar

## SEMESTER I – FALL

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Faculty Conference	Aug 20	Aug 19	Aug 24
Classes Begin	Aug 27	Aug 26	Aug 31
Course Add and Drop Periods	See Academic Planning Guide	See Academic Planning Guide	See Academic Planning Guide
Student Convocation	Aug 26	Aug 22	Aug 27
<i>*Labor Day – no classes</i>	Sept 3	Sept 2	Sept 7
Deadline – Removal of “I” grade from Summer Semester	Sept 21	Sept 20	Sept 18
Filing Deadline – Application for Graduation: Winter Semester, May	Sept 28	Sept 30	Sept 30
Web Registration Begins – Summer Semester	Oct 22	Oct 21	Oct 26
In-Person/Open Registration Begins- Summer Semester	Oct 29	Oct 28	Nov 2
Final Date, Election of S Grade	Nov 2	Nov 1	Nov 6
Final Filing Date/Doctoral Capstone Experience for December Graduation	Nov 15	Nov 14	Nov 19
Final Date, Withdrawal from Courses (No later than 75% of complete coursework)	Nov 16	Nov 15	Nov 20
<i>**Thanksgiving Recess (begins at 4:00pm on the Wednesday before)</i>	Nov 22-25	Nov 28-Dec 1	Nov 26-29
Final Examinations (Last class session)	Dec 10-15	Dec 9-14	Dec 14-19
End of Fall Semester	Dec 15	Dec 14	Dec 19
Grades Due by 12:00 noon	Dec 18	Dec 17	Dec 22

## SEMESTER II – WINTER

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Faculty Conference	Jan 4	Jan 3	Jan 8
Classes Begin	Jan 7	Jan 6	Jan 11
Course Add and Drop Periods	See Academic Planning Guide	See Academic Planning Guide	See Academic Planning Guide
Deadline – Removal of “I” grade from Fall Semester	Jan 25	Jan 24	Jan 29
Filing Deadline – Application for Graduation: Summer Term, July	Jan 31	Jan 31	Jan 29
Spring Vacation	March 4-9	March 2-7	March 8-13
Final Date, Election of S Grade	March 15	March 13	March 19
Web Registration Begins – Fall and Winter Semesters	April 1	March 30	April 5
In-Person /Open Registration Begins – Fall and Winter Semesters	April 8	April 6	April 12
Final Filing Date/Doctoral Capstone Experience for May Graduation	April 4	April 2	April 8
Final Date, Withdrawal from Courses (No later than 75% of complete coursework)	April 5	April 3	April 9
<i>*Easter Recess (begins at 4:00pm on the Thursday before)</i>	Apr 19-21	April 10-12	April 2-4
Final Examinations (Last class session)	Apr 29-May 4	Apr 27-May 2	May 3-8
End of Winter Semester	May 4	May 2	May 8
Grades Due by 12:00 noon	May 7	May 5	May 11
Graduation Liturgy	May 9	May 14	May 20
Commencement	May 11	May 16	May 22

## SEMESTER III – SUMMER

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Classes Begin	May 13	May 11	May 17
Course Add and Drop Periods	See Academic Planning Guide	See Academic Planning Guide	See Academic Planning Guide
Memorial Day – No Classes	May 27	May 25	May 31
Filing Deadline – Application for Graduation: Fall Semester, December	May 31	May 29	May 28
Deadline – Removal of “I” grade from Winter Semester	June 14	June 12	June 18
Independence Day – No Classes	July 4	July 3	July 5
Final Filing Date/Doctoral Capstone Experience for July graduation	July 3	July 2	July 8
Final Date, Election of S Grade	July 5	July 2	July 9
Final Date, Withdrawal from Courses (No later than 75% of complete course work)	July 12	July 10	July 16
Final Examinations (Last class session)	July 29-Aug 2	July 27-Aug 1	Aug 2-7
End of Summer Semester	Aug 3	Aug 1	Aug 7
Grades Due by 12:00 noon	Aug 6	Aug 4	Aug 10

**PLEASE REVIEW ACADEMIC PLANNING GUIDE FOR UPDATED & FURTHER INFORMATION.**

# Table of Contents

Calendar.....	3
Telephone Directory.....	188
Graduate Studies at Madonna University.....	5
Program Accreditations and Approvals.....	8
The Madonna University Campus.....	8
Admission: Application Procedure.....	10
International Students on F-1 Student Visa.....	13
Tuition, Expenses, Payments.....	14
Financial Aid.....	19
Technology Services.....	22
Policies: Academic Options.....	24
Policies: Academic Process.....	26
Policies: Academic Standards.....	32
Policies: Academic Records.....	36
Student Affairs and Services.....	38
Student Affairs Policies/Madonna University Alumni.....	42
Graduate Academic Programs.....	43
Course Descriptions.....	110
Administration and Graduate Faculty.....	170
Index.....	177
Campus Maps/Driving Maps.....	185

# Graduate Education for Working Professionals

**E**XPAND YOUR POSSIBILITIES! At Madonna University, we are dedicated to helping you achieve your intellectual and professional development goals. Whether your goal is to gain advanced knowledge in your field, expand your skills, gain new credentials, or retool for a new career, our programs can help you reach your goals.

**T**ODAY'S workplace has become increasingly complex, impacted by rapid knowledge expansion, a dramatic growth in technology, ethical dilemmas, and the effects of globalization. The key to career success in this ever-changing environment is professional education, especially advanced study at the graduate level.

**Y**OU, the prospective student, are looking for a graduate program that will offer the best-specialized curriculum to prepare you for the future. Our programs challenge you to acquire state-of-the-art knowledge, leadership skills, and moral-ethical sensitivities to work effectively and productively. To choose the program that best suits your needs, you will want to evaluate each program carefully, and match its resources, its faculty, curriculum, and facilities to your personal and professional goals. This process of evaluation and decision-making is your first step toward achieving your graduate degree.

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

## Madonna University

### A Tradition of Service

Madonna University is proud of its commitment to quality coeducational liberal arts education and its history of rendering public service through career education for student of all faiths. Founded by the Felician Sisters of Livonia, Michigan, in 1937, an outgrowth of Presentation of the Blessed Virgin Mary 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 Mission of Madonna University 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's mission is inspired by these Franciscan Values:

- respect for the dignity of each person;
- peace and justice;
- reverence for creation; and
- education for truth and service.

The Graduate School's academic programs fulfill this mission so that graduate 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.

### 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 to promote the generation of knowledge and foster lifelong learning.

## **Distinctiveness of the Programs**

A combination of factors distinguishes graduate study at Madonna University. The curricula, which are professional, practitioner-oriented, and career-focused in nature, guide the student toward learning that is directly applicable to the work-place. 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 and experts 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 Quality*

Founded in 1937 by the Felician Sisters of Livonia, Michigan, Madonna University (formerly known as Presentation of the Blessed Virgin Mary Junior College) boasts over 75 years of excellence in higher education. Today, Madonna University's undergraduate and graduate programs serve over 4000 students and continue to 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 the University 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 Dubai in 2000.

With a history of preparing baccalaureate nurses since 1967, the nursing program is known for its strong emphasis on community-based clinical preparation and its Christian humanistic orientation. The graduate nursing program was initiated in 1982, with a Master of Science in Administration program, which later transitioned to a Master of Science in Nursing with a major in nursing administration. Today, the graduate nursing program offers degree and certification programs in nursing administration, nurse practitioner, and nurse educator specialties. Continuing its leadership role on campus, the College of Nursing and

Health developed and initiated the first doctoral program at the University in spring 2009, the Doctor of Nursing Practice (DNP) degree.

The education program is one of the oldest departments at the University, and 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, and has earned exemplary status from the Michigan Department of Education (2013-14). The graduate education program prepares master teachers in curriculum and instruction, early childhood education, educational technology, literacy, learning disability, deaf and hard of hearing, and autism spectrum disorders. Unique offerings include the Master of Arts in Higher Education Administration and programs for K-12 school administrators, which include teacher leadership, educational and Catholic school leadership, and the Education Specialist (Ed.S.) degree. Building on excellence in education, fall 2018, the College of Education will admit its inaugural class for the Doctorate in Education in Leadership and Innovation. The Ed.D program prepares graduates to pursue educational leadership careers in P-12 schools, community colleges, public and private universities as well as corporations and public service organizations advancing education.

With the founding of the nation's first hospice studies program in 1984, Madonna University has led the way in curriculum innovation. This comprehensive curriculum prepares individuals to work as caring interdisciplinary team members who focus on the physical, psychosocial, emotional, and spiritual needs of individuals and their families experiencing life-limiting illness. The graduate hospice and palliative studies program, which began in 1996, prepares students to deliver advanced hospice and palliative care through specialized roles, such as bereavement specialists, care leaders, business managers, researchers, and educators working in a variety of health care and community settings.

For more than 30 years, the School of Business has been helping business professionals develop their careers through programs that provide advanced business knowledge, communication, and analytic skills steeped in a values-based curriculum that stresses the fundamental importance of ethics and integrity in business. In 2015, as part of continuous quality improvement, the School of Business implemented a review and renewal of the curriculum resulting in additional up-to-date certificate and degree offerings. Business programs include business administration, health services administration, and the new Master of Science in Accountancy degree. Several graduate

certificates are offered to assist students to gain specialty knowledge and skills essential to today's rapidly changing business environment. The financial crimes compliance certificate is one such example of a cutting-edge program. In the pursuit of excellence, in 2017, the School of Business received ten-year accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). The School of Business offers its programs online, on-campus, and at international locations.

Established in 2002, the Clinical Psychology program prepares students with a broad knowledge base in psychology, psychoanalytic theory, and clinical training in assessment and treatment of children, adolescents, and adults. Students are educated 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 concerns. Consistent with the tradition and mission of Madonna University, the graduate clinical psychology program prepares practitioners with a heart for service, especially to serve diverse, vulnerable, and under-served populations.

With the goal of enhancing the careers of K-12 social studies and history teachers, the Department of History initiated the Master of Arts in History with a United States history focus in a global context. The MA in History is also popular among those who desire advanced education for personal or professional development.

The Master of Arts in Teaching English to Speakers of Other Languages program educates and trains 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 students. Cultural aspects of language learning, teaching, testing, and assessment are emphasized throughout the curriculum.

Two new programs offered in the College of Natural and Social Sciences prepare students to advance their careers through the development of key leadership knowledge and skills. The Master of Science in Criminal Justice Leadership and Intelligence prepares leaders for roles in criminal justice, corporate security, and intelligence sectors. The aging studies program offers a graduate degree, the Master of Science in Senior Living Administration and specialty graduate certificates that prepare leaders to administer aging services in a variety of senior care environments.

The Master of Science program in Humane Studies prepares leaders, consultants, and educators for newly emerging positions in the cutting-edge field of

humane studies. Drawing on the rich Franciscan tradition of Madonna University, the Humane Studies program examines the interconnectedness of social justice, sustainability, and animal protection. Students are prepared for a variety of professional settings, including non-profit organizations, businesses, governmental agencies, churches, and educational institutions, where they can collaborate to develop practical solutions to contemporary challenges affecting the well-being of people, animals, and the environment.

Building on the long-standing success of the Bachelor of Social Work undergraduate program, the Social Work department developed the Master of Social Work program in 2016. This innovative program allows students to advance their social-work careers through preparation in a specialty concentration. These concentrations include aging, children and youth, community leadership, and mental health. Additionally, the program offers a foundation plan for non-BSW graduates to attain both basic and advanced competencies. This program adheres to the Council on Social Work Education (CSWE) educational standards. Students are prepared to work with at-risk populations, empowering persons who are vulnerable, discriminated against, or suffering social or economic injustice.

## Program Accreditations and Approvals

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

**Higher Learning Commission** (formerly North Central Association of Colleges and Schools), 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413; (800) 621-7440; [www.hlcommission.org](http://www.hlcommission.org); 1959, 1968, 1978, 1982 (Graduate Education), 1988, 1998, 2004 (merger with St. Mary's College), 2008 (doctoral degree), 2018.

Accreditation Council for Business Schools and Programs (ACBSP): The Madonna University School of Business, 2017.

Accreditation Council for Education in Nutrition and Dietetics (ACEND, formerly The Commission on Accreditation for Dietetics Education [CADE]) Accreditation 2000, 2010; The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995; (800) 877-1600).

American Bar Association, 1984, 1990, 1994, 2000, 2007, 2014.

American Dietetic Association Approvals: Plan IV, 1977, 1982; Plan V, 1990, 1995.

Commission on Collegiate Nursing Education, 2006 (graduate and undergraduate); 2010 (graduate, undergraduate, and DNP); One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; (202) 887-6791.

Council for the Accreditation of Educator Preparation (CAEP), 2016.

Council on Social Work Education, 1982, 1988, 1995, 2003, 2011.

Forensic Science Education Programs Accreditation Commission (FEPAC) (undergraduate), 2014.

State of Michigan Board of Education:  
Approval of four-year degrees, 1947;  
Teacher certifications, 1954;  
Master of Science in Administration, 1982;  
Master of Science in Nursing, 1987.

Michigan Board of Nursing, 1967.

National Council for the Accreditation of Teacher Education, 1972, 1981, 1992, 1996, 2002, 2009.

National League for Nursing Accreditation Council, 1970, 1978, 1984, 1992, 1993, 1998, 1999 (undergraduate and graduate).

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

## The Madonna University Campus

The wooded 97-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, Detroit Metropolitan Airport, Ann Arbor, and important state highways.

The two-story central **Academic Building** accommodates a variety of purposes from administrative offices to classrooms and support services. Special facilities include an interactive TV classroom that facilitates the delivery of selected classes worldwide. Classrooms feature state-of-the-art instructional technology such as computers, projectors, document cameras, smartboards, as well as campus-wide Wi-Fi internet connectivity. The Collaborative Learning Center provides a place for students work together on digital and other types of projects.

The *Ford Motor Company Technology Wing* of the Academic Building houses the computer laboratories with state-of-the-art equipment and facilities, providing services to all students and faculty members. Graduate students will find software to supplement courses in their programs.

Madonna University has made computer literacy a priority in all its programs so that students learn computer applications in their fields. The *Help Desk* is available to assist faculty, staff, and students and provides a central point of contact for all technology assistance. Madonna University has adopted Blackboard as a learning management system for online classes. "How to Thrive in an Online Class" student workshops are offered every semester by the Help Desk staff.

The *Library wing* of the Academic Building is the focal point for campus academic life. The Madonna University Library supports the research needs of students and faculty with a collection of over 200,000 print and electronic books, multimedia resources, and more than 125 subscription databases that provide 24/7 access to 58,000+ online full-text journals. Reciprocal borrowing agreements with several nearby colleges and universities, as well as library participation in the Southeastern Michigan League of Libraries Infopass program, enable students to take advantage of the extensive research resources in the Detroit-Ann Arbor area. Interlibrary loan and document delivery services further extend the availability of library materials. Librarians offer expert assistance at the reference desk, by phone or email, or by appointment in private consultation. Classes and workshops to ensure that students access, evaluate, and use information

effectively and ethically in the research process are also offered. Library facilities provide wireless access and include quiet study areas in addition to rooms for collaborative work. Coffee facilities are also available. Also located in the Library wing are the Center for Catholic Studies and Interfaith Dialogue, Center for Humane Studies, Madonna Gallery, Kresge Hall, and University Archives.

The *1400 Wing* houses many student services, including CPI Learning, Sign Language Studies, and nursing simulation laboratories; the Writing Center, the Transitions Center, and the Office of Student Life.

The *Center for Research*, located in the Graduate School, coordinates Human Subject reviews and provides support for research, scholarly activities, and interdisciplinary collaboration among faculty, staff, and students.

The **Franciscan Center for Science and Media** is located between the Academic Building and the University Center building, overlooking the St. Francis gazebo, the pond, and Cardinal Square. It is notable as the first LEED (Leadership in Energy and Environmental Design) certified "green" building built in Livonia, having earned LEED Gold certification. The two-story building is home to the College of Natural and Social Sciences and the Media Center and includes instructional laboratories in the physical and biological sciences, classrooms, seminar rooms, a 150-seat lecture hall, a high-definition digital TV studio and sound stage, radio studio, edit lab, and edit suites. A variety of learning spaces are provided throughout the building for students to collaborate on projects, study, or relax during class breaks. In the Gathering Space, adjacent to the main lecture hall and the café, students can enjoy each other's company and refreshments.

The College of Nursing and Health occupies the **Angelo DiPonio Building**. In addition to the faculty offices, a conference room, and classrooms, the building also houses a practice laboratory and virtual clinic for clinical instruction in graduate nursing programs as well as the Transcultural Nursing Office.

The School of Business occupies the **Maertens Building**, also the home of the Center for Business Development, Office of Career Development, and the Innovation Lab. With several state of the art technology classrooms, including computer station equipped classrooms, a high-tech digital classroom and the Innovation Lab, with 3D maker-space. The **Maertens** building provides essential spaces to support contemporary business education.

The **University Center/Residence Hall**, 14221 Levan Road (Livonia 48154), houses up to 232 men and

women in separate wings. In addition to Wi-Fi, cable, and TV in each room, 20 rooms are equipped with emergency lighting systems for hard of hearing students. The building includes gathering areas on each floor, attractive suite areas, and kitchenettes. In 2017, expansion of the residential offerings for students began, with future students being able to choose from the University East or West Wing, Living Learning Community Center, or Apartment Living Center.

*All Madonna University buildings on the Livonia campus are barrier free for the physically handicapped. Closed-caption television, VideoPhone, and telephone boosters are available to hearing-impaired students.*

## Campus Activities

Each semester a full calendar of speakers, athletic events, and cultural activities are offered for the enjoyment of the Madonna University community and the surrounding communities. Graduate students are invited to take advantage of these activities as well as campus facilities for mural and inter-mural sports and a newly-installed fitness center. The wooded campus also provides an environment conducive to reflection and spiritual renewal.

# Admission Application Procedure

**To enhance application processing** the Graduate School has adopted an online application. Prospective students can apply online at [www.madonna.edu/grad](http://www.madonna.edu/grad). Once there, you can follow the step-by-step instructions for completing your application, submitting your transcripts, goal statement, resume, and letters of recommendation.

1. **Applications forms** – If you require a print application form you may write, e-mail, or phone the Graduate School office at (734) 432-5667 to request forms.
2. The non-refundable **application fee** can be paid online by credit card (American Express, Discover, MasterCard) or in person at Student Accounts (check or cash) or by mail to the Graduate School (check only).
3. **Complete your application form** by the dates indicated below. NOTE: Refer to Clinical Psychology and Nursing for special application dates.  
For Fall Semester- before August 15  
For Winter Semester- before December 15  
For Summer Semester- before April 15
4. **Official Transcripts:** The applicant should submit official transcripts for each undergraduate or graduate degree/certificate earned or in progress to the Graduate School. Unofficial transcripts may be uploaded into the online application; however, only official transcripts sent directly to the Graduate School from colleges/universities are acceptable as admission credentials.
5. **Graduate Admission Examinations:** Applicants to nursing programs and hospice and palliative studies programs should arrange to have the results of the **GRE** (Graduate Record Exam) sent to the Graduate School. The Madonna University score reporting code is: 1437-3 (GRE). School of Business programs require a **GMAT** score.
6. The applicant should also request that two professional associates complete the **recommendation forms**. Prospective students should follow the instructions in the online application for online submission of recommendation forms and letters of recommendation. If the recommendation form or letter is sent by mail, only recommendation forms/letters received by the Graduate School in an envelope sealed and signed by the recommender will be accepted.
7. You can check the online application to see if your application is complete. Once the application file is complete, the applicant should schedule **an admission**

**interview** with the specialty department. (For Clinical Psychology and Doctor of Nursing Practice, the applicant will be notified to schedule an appointment.)

8. After the specialty department has reviewed the admission file, the applicant may be assigned an **admission status**. The Dean of the Graduate School will inform the applicant of acceptance by letter. (Note to those requiring international mailing of the admission letter: the University uses regular International Mail. If expediting by FedEx is requested, the University charges the applicant an additional \$60).

Only written notice from the Dean of the Graduate School 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 below 3.0, a low score on the graduate admission test required by the department, insufficient work experience, insufficient English proficiency, or an unsatisfactory writing assessment. The applicant will be admitted on the condition that he/she achieves a 3.0 GPA (C) throughout 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 or less.

9. **Enrollment Deposit:** Upon acceptance to selected programs, (i.e. MSCP, NP, and DNP) students must submit a deposit. The deposit will be applied toward your second semester of enrollment. The deposit is non-refundable and is not returned if you do not enroll, enroll then drop, or withdraw prior to or during your first semester. If the deposit is not received by the correct date, the applicant's seat may be given to another incoming student. Seats are limited in number.
10. **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 the Graduate School. A maximum of 6 semester hours of course work taken on special status may be accepted for the degree. Pre-admission registration is not permitted in any course required for the Clinical

Psychology, Nurse Practitioner, or the Doctor of Nursing Practice graduate programs. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.

11. **Non-degree Students:** Permission to enroll in classes on a non-degree status may be granted by the Dean of the Graduate School. This category is for those students who do not seek admission to a graduate program. A maximum of 6 semester hours of course work may be taken in any degree program that permits non-degree students.

## Transfer Students

Students may transfer into the program from another regionally-accredited institution. A maximum of 6 semester hours of graduate credit may be applied toward the graduate degree. These credits must be relevant to the graduate program and no more than 8 years old.

Transfer courses with a grade of 3.0 or better may be accepted on the basis of their equivalence to courses in a Madonna program. Program advisors assess equivalence with reference to course content and rigor, age of the credits, the accreditation of the institution which granted the credit, and, when applicable, the implications for credentialing or licensure.

## Guest Students

A student admitted to another Michigan 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 School.

Students from out-of-state institutions should submit the institution's guest pass form.

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

## Second Master's Degree

Students with a master's degree in another field may seek admission to a program for an additional master's degree. Such students are evaluated individually to determine course equivalencies.

Students studying for a second master's degree may transfer (or apply Madonna University credits) up to a maximum of 12 graduate credit hours toward the second master's degree.

These credits must be relevant to the second degree program and no more than 8 years old. 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 Undergraduate 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 academic advisor and approval of the Dean of the Graduate School. 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.

## Non-Native Speakers of English

In line with our mission to support the academic success of all of our students, Madonna University recognizes that non-native speakers of English need a level of English skills adequate to their classroom work and requires them to demonstrate their level of English proficiency. The University offers courses in English as a Second Language (ESL) to assist students to raise their proficiency level.

Since these ESL courses are specifically designed to prepare students for the English proficiency necessary to complete their academic course work, and are designated English for Academic Purposes (EAP), all non-native speakers of English are welcome to elect ESL courses to sharpen their skills. Successfully completing ESL courses can help students avoid frustration in their studies and help toward achievement at a level more satisfactory to each scholar.

The requirement to demonstrate English language proficiency applies to the following groups of applicants, and exists to assure that their knowledge of English is sufficient for successful completion of their degree program:

- F-1 visa students, who are non-native speakers of English;
- Students whose first language is not English (regardless of immigration status).

In order to qualify for *regular admission* to the University, applicants who are non-native speakers of

English must meet one of the following English language proficiency requirements:

- Baccalaureate degree from accredited college or university in the United States, Canada (English-language institutions only), the Bahamas, Guyana, Jamaica, Great Britain, Ireland, Australia, New Zealand; or South Africa (English-language institutions only); **or**
- Full four years of attendance at and graduation from a U.S. high school with standard track English; **or**
- Internet Based TOEFL (iBT, Test of English as a Foreign Language) with a minimum score of 80; **or**
- TOEFL paper-and-pencil test with a minimum score of 550, accompanied by the Test of Written English (TWE) with a minimum score of 5; **or**
- MELAB score of 77 or higher on all parts; **or**
- IELTS score of 6.5+; **or**
- PTE Academic score of 53.

Students who do not meet the listed standards may obtain *conditional admission* to the University; they are assigned to the ESL advisor and are required to successfully complete one or more semesters of the Intensive English program. Graduate students in the Intensive English program must complete ESL 5230, Graduate Research Paper Writing, 3 s.h., as their final ESL course.

Intensive English is offered at three proficiency levels: low-intermediate, high-intermediate, and advanced. Enrollment for Intensive English is for 16 s.h. (undergraduate) per semester and scheduling is for 20 hours per week. Those students who need to document full-time status may obtain the appropriate verification.

Students' English skills are retested at the end of each semester in the Intensive English program. When successful English scores are achieved, the student moves to *regular admission status* and a regular program advisor.

# Admission Requirements for International Students on F-1 Student Visa

In addition to the admissions requirements listed with each program, international students seeking admission to a Madonna University Graduate School program on 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:
  - subjects studied, chronologically or by field;
  - grades earned;
  - examinations (school, state, national) passed and date;
  - diplomas, certificates, degrees earned, and dates (transcript evaluation by an education evaluation agency, WES or ECE, may be required).
2. In order to qualify for regular admission to the University, applicants who are non-native speakers of English must meet one of the following English language proficiency requirements:
  - Baccalaureate degree from an accredited college or university in the United States, Canada (English-language institutions only), the Bahamas, Guyana, Jamaica, Great Britain, Ireland, Australia, New Zealand; or South Africa (English-language institutions only); or
  - Full time four years of attendance at and graduation from a U.S. high school with standard track English; or
  - Internet Based TOEFL (iBT, Test of English as a Foreign Language) with a minimum score of 80; or
  - TOEFL paper-and-pencil test with a minimum score of 550, accompanied by the Test of Written English (TWE) with a minimum score of 5; or
  - MELAB score of 77+; or
  - IELTS score of 6.5+; or
  - PTE Academic score of 53.
3. Two recommendation letters from qualified professionals (e.g. employer, university faculty).
4. Statement of goal
5. Resume
6. A \$55.00 non-refundable application fee (US currency).
7. 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.
8. Copy of passport identification page.

**Prior to coming to campus, the following must be provided to the Student Accounts Office:**

- Residence Hall contract. Students who are residing in the Residence Hall need to submit \$175 deposit to reserve the room before arriving on campus. No room reservation can be concluded prior to the receipt of these funds and the 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.)

**Re-Issuance of an I-20**

- To request the replacement of an I-20, contact the International Students Office, [internationalstudents@madonna.edu](mailto:internationalstudents@madonna.edu). There is a fee for this service.
- You may remit this fee online at [www.madonna.edu](http://www.madonna.edu) > **Admissions > Parents/Family > Make a payment.** Select either **CASHNET** for credit card payments or **ECHECK** for payment remittance. Select **I-20 RE-ISSUE FEE**. On checking out, you will be required to create a temporary PIN for submission of payment.

# Tuition, Expenses, Payments

**M**adonna 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 Fall Semester of the academic year 2018-2019. Graduate students enrolled in undergraduate classes should refer to the Undergraduate Catalog for tuition rates and other applicable fees.

**Effective as of Fall Semester 2018-2019**  
**Graduate Tuition/Non-NUR courses:**  
**\$835 per semester hour**  
**Graduate Tuition/ NUR/Doctoral courses:**  
**\$895 per credit hour**

## English as a Second Language Program

Intensive ESL Program, 16 semester hour block  
*Includes a 0 credit immersion course for 4 hours/week.*  
 .....\$4,800 per semester  
 Additional tuition for ESL 4000 Level Courses.\$430 per credit  
 Tuition for ESL 5000 Level Courses.....\$835 per credit  
 Non-Credit ESL courses ..... \$300 per semester hour

## Fees

Madonna University reserves the right to change fees without advance notice. Inquiries related to fees should be referred to the Student Accounts Office in writing or by calling (734) 432-5600.

## General Fees

Admission Application\*..... Online \$25 / Paper \$35  
 International Student Admission Application\*..... \$55  
 Course Fees (*non-refundable*)\*: Required course fees are published in the course notes found on My Portal.  
 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 \$20 or \$50. (*See Academic Planning Guide for available plans.*)..... \$20 or \$50  
 Expedited International Mailing of official document.\$60  
 Graduation Application Fee\*  
 .....doctoral \$100; master's \$75  
 ..... certificates \$10  
 Late Penalty for unpaid balances; 5% up to a maximum of ..... \$75  
 Late Submission of Application for Graduation\*..... \$10  
 Replacement Fees:  
 Key.....\$30  
 Diplomas ..... \$30  
 Certificates ..... \$30  
 Madonna OneCard ID ..... \$10

Re-issuance of I-20 ..... \$25  
 Student Account Records ..... \$5 per semester  
 Returned Check ..... \$25  
 Thesis and Capstone Project\*:  
 Thesis Fee ..... \$165  
 Copyright Fee (*optional*)..... \$45  
 Thesis (personal copy)..... \$40  
 Doctoral Capstone Project fee..... \$40  
 Doctoral Capstone Project (personal copy)..... \$20  
 Official Academic Transcript:  
 Please refer to the website for information –  
**[www.madonna.edu](http://www.madonna.edu) > Resources > Transcript Request**  
 Graduate Writing Assessment fee ..... \$50  
 \*Indicates non-refundable fees.

## Residence Hall Fees (*rented per semester*) Choice of University Center (UC), Living Learning Community Center (LLC), or Apartment Center (AC)

**Rate 1**.....\$9,500 two semesters / \$4,750 per semester  
 Single in 5-bedroom apartment (AC)  
 Single with private bath (UC)  
**Rate 2**.....\$8,250 two semesters / \$4,125 per semester  
 Large single w/sink & community bath (UC)  
 Double for one person & community bath (UC & LLC Winter 2019)  
 Single with semi-private bath (LLC)  
**Rate 3**..... \$7,000 two semesters / \$3,500 per semester  
 Double w/semi-private bath (LLC)  
 Quad w/living room & community bath (UC)  
 Small single w/sink & community bath (UC)  
**Rate 4**..... \$5,000 two semesters / \$2,500 per semester  
 Double w/sink & community bath (UC)

NOTE: Rooms rental is per semester. Refund policies align with the University's full-term course withdrawal policies with the exception of the first two weeks of each semester. During those two weeks, students withdrawing from the residence hall are charged a weekly rate for both room and meals.

Board	Two semesters	Per semester
A. 300 meals per semester plus \$100 Crusader Cash	\$4,950	\$2,475
B. 200 meals per semester plus \$250 Crusader Cash	\$4,740	\$2,370
C. 150 meals per semester plus \$350 Crusader Cash	\$4,530	\$2,265
D. 30 meals per semester plus \$400 in Crusader Cash (Apartment Center only)	\$1,500	\$750

Students living on campus are required to take their meals in the University Dining Hall. Occasional or weekend absences are non-refundable.

## Commuter Meal Plans

Available for cash purchase for faculty, staff, and commuter students, block meals can be used for any meal at the University Center Dining Hall and for meal exchange menus offered at both Stacks Deli and Take Five. For additional information, see the Student Accounts office. Purchase the amount of your choice, and your purchase availability will be equal to the amount purchased.

**Checks should be made payable to Madonna University. All tuition and fees must be paid in U.S. currency.**

## Student Payment Policies

**NOTE: STUDENTS MAY REGISTER FOR COURSES ONLY WHEN PAST – DUE FINANCIAL OBLIGATIONS HAVE BEEN MET.**

Admitted students may register online (ID number and password required) through the Madonna University website, [www.madonna.edu](http://www.madonna.edu). Registration forms are in the current semester's Academic Planning Guide or available from the Registration counter. Tuition and fees may be required at the time of registration. See each semester's Academic Planning Guide for payment due dates.

Students whose accounts are in debt to the University at the end of any semester 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, Visa, Discover, or American Express.)

An online payment system is available at [www.madonna.edu](http://www.madonna.edu). With your ID number and password, login to <https://myportal.madonna.edu/ics>; select the **STUDENTS** tab > **STUDENT ACCOUNTS** > **ACCOUNTS RECEIVABLE** > **ONLINE PAYMENT**.

- Pay **by e-check**: no service fee.
- Pay **by credit card**: credit card payments are charged a service fee of 2.90%. Madonna University uses a third-party payment vendor, CASHNet®. (The Student Accounts Office is not 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 is determined by the postmarked date. No statements are mailed. Due dates are

available on the web: [www.madonna.edu](http://www.madonna.edu) >

**ACADEMIC PLANNING GUIDE**. Please *mark your personal calendars* each semester, and look for an e-mail notification sent to your Madonna University e-mail address. Madonna University participates in E-Billing and E-1098T notices. 1098Ts are mailed. Call Student Accounts at (734) 432-5600 or e-mail [sa@madonna.edu](mailto:sa@madonna.edu).

All graduate students receive a Madonna University e-mail address: [@my.madonna.edu](mailto:@my.madonna.edu). Campus e-mail information is included with the ID-number-and-password letter sent to each student from the Office of the Registrar. Exceptions to [@my.madonna.edu](mailto:@my.madonna.edu) are Madonna employees and non-degree students (i.e., guest students who have a guest pass from their home institution, consortium students, and continuing education students). Students are responsible for reading notices that are sent to their campus e-mail.

**To review and print your statement:** with your ID number and password login to <https://myportal.madonna.edu/ics>; selected the **STUDENTS** tab > **STUDENT ACCOUNTS** > **OFFICIAL STATEMENT**. Click **GENERATE MY OFFICIAL STATEMENT**, THEN **VIEW OFFICIAL STATEMENT**.

NOTE: Each billing due date has 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 semester, are required to remit payment at the time of registration or changes to an existing registration. Students registering for non-credit or CEUs are 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 (see the Academic Planning Guide for available plans). The deferred payment 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. For payments of 50% or less remitted after Add Week, the student is required to pay a \$60 late enrollment fee. If the student decides not to attend, he/she must withdraw in writing through the Office of the Registrar.
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 minimum payment. This plan excludes university work-study awards. Students with an insufficient amount of financial aid to cover the minimum advance payment are required to pay the difference by the invoice due date. Students who have not received their official award verification notice prior to the billing close date are also required to pay the minimum advance payment when due.

NOTE: Veteran benefits and special departmental awards, for which the student has applied and/or been approved but from which the student has not yet received funds, do not serve to release the student from the obligation of required minimum payments when due.

5. Students whose employers are to 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 address changes either by updating their personal information through MY Portal or by submitting a change of address form to the Office of the Registrar. Student Information Change Request forms are available on the Madonna University website, [www.madonna.edu](http://www.madonna.edu) > **RESOURCES** > **REGISTRATION**.

Mail returned to the University because of an address change does not defer the assessment of program adjustment and late payment charges.

## Application of Discounts

Madonna University offers tuition discounts to qualified students. A student may claim only one applicable discount in a given term. The discount to be applied (as: Alumni discount, Senior Citizen discount, Travel Abroad discount, community college agreement discounts, etc.) will be the one which provides the "optimal" reduction in tuition for the student.

## Billing Error or Dispute

Errors or disputes about a charge must be submitted in writing within 30 days after the end of the term. The written inquiry must include: name and student ID or 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 statement not in dispute, but the disputed amount may remain unpaid such time as the problem is resolved. Send statement inquiries to Student Accounts Office, Madonna University, 36600 Schoolcraft Road, Livonia, Michigan 48150.

## Other Fees

1. Checks returned for any reason constitute non-payment and are subject to a \$25 penalty per check. Program adjustment or late payment charges are assessed when applicable.
2. A penalty of 5%, up to a maximum of \$75, is assessed if the second payment is not received by the final invoice date.

3. Record Replacement Fee: Requests to duplicate billing records and to verify payments are assessed a \$5 replacement fee per semester.

## Tuition Credit Adjustments

Students are required to drop or withdraw officially from classes online, in person or in writing through the Office of the Registrar. 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 Office of the Registrar receives the request via fax, or in the case of a withdrawal form sent by U.S. 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 Semester

For full-semester courses and courses that start the first week of classes and are eight weeks or longer:

Add/drop week	100%
Drop week	100%
No credit past the fifth calendar week.	

### All Other Courses

Tuition credit adjustments for all other courses are defined by the following schedule:

Course Duration	100% Tuition Refund*
4 weeks or less	1 <sup>st</sup> day of class
5 - 7 weeks	2 <sup>nd</sup> - 7 <sup>th</sup> day
8 - 15 weeks	8 <sup>th</sup> - 14 <sup>th</sup> day
*no refund for course withdrawals after the day specified	

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. Obtain the Special Academic or Administrative Requests form from [www.madonna.edu](http://www.madonna.edu) > **RESOURCES** > **SPECIAL REQUESTS**. Completed forms, signed and dated by the student, are to be submitted to the Office of the Registrar.

## 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 have all or a portion of the refund restored to the aid program; therefore, students may not be eligible for a cash refund. In some cases, students may owe a debt to the University after the adjustment for withdrawals.

Refunds are processed within 14 days from the date the financial aid/loan has been applied. A credit balance of \$1 or less is not refunded unless specifically requested and is not credited against future registration charges after the end of the semester in which the credit is generated.

### Refunds for Books or Living Expenses

In order to offer the best service to students, Madonna University has outsourced the refund process. Refunds are processed through the activation of the Madonna OneCard ID.

#### Refunds

Upon receipt of the Madonna OneCard ID, students choose their method of receiving disbursements:

- **The Madonna OneCard ID is the fastest, easiest way to receive a financial aid or student loan refund.** The Madonna OneCard form of disbursement is encouraged but not mandatory.
- A student may choose online to receive a refund as an electronic deposit to a current bank account (approximately 2-3 days).

Note that temporary ID cards that a student may have obtained to begin a semester cannot be used for receiving refunds.

#### Purchasing Books

If a student has excess funds after tuition and fees are paid in full, overages may be used to purchase books and supplies. Funds that may be used for books are available two weeks prior to the start of the semester. Funds are automatically disbursed according to the refund option on record. If the money is refunded and then your financial aid or balance is adjusted, *any debt owed that may occur remains the responsibility of the student*. See the Academic Planning Guide.

## Non-Refundable Fees

1. *Admission Application fee or International Student Admission Application fee.*
2. *Graduation fee:* A non-refundable graduation fee of \$75 (\$100 doctoral) 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 for Degree form from the Graduate School, the Student Accounts Office, or on the Madonna University website at **[www.madonna.edu](http://www.madonna.edu)**. The application form must be completed, signed by the student's advisor, and presented to the Graduate School after the fee is paid. See the University Calendar for deadlines.
3. *Registration fee:* This fee covers the cost of enrolling in and reserving a seat in classes. This fee is not refundable even with complete withdrawal from or non-attendance in classes.
4. *Room and Board fees:* Rooms are rented for a semester. Refund policies align with the university full term course withdrawal policies with the exception of the first two weeks of each semester. During the first two weeks of the semester students withdrawing from the residence hall are charged a weekly rate for both the room and meals.
5. *Thesis fee:* Students are required to pay a thesis fee at the time on Intent to Submit and Present Thesis form is filed with the Graduate School. This is assessed to cover the cost of binding one copy 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.

## Resident Hall Fees

### Room Damage

Upon check-out, any damages to the room that are assessed at that time are applied to the student's account.

### Room Reservations Fees

Contracts are available online at **[www.madonna.edu](http://www.madonna.edu)** > **STUDENT LIFE > RESIDENCE LIFE**, at the Student Accounts Office, or at the Residence Hall.

The required payment that is to be remitted with each contract cannot be paid from your expected financial aid.

Students who move into the residence hall for the fall and winter semesters (August to December and January to May) will have \$100 out of the initial

payment of \$175 applied to their Student Accounts record by October 1<sup>st</sup>. Students who move into the residence hall for the winter semester (January to May) will have the remaining \$75 out of the initial \$175 applied to their Student Accounts record by February 1<sup>st</sup>.

Students who move into the residence hall for the summer semester (May to August) will have their deposit of \$75 applied to their Student Accounts record by June 1<sup>st</sup>.

### **Fall and Winter Room Reservations**

#### **NEW RESIDENCE HALL STUDENTS**

- *Up to June 4<sup>th</sup>*: a \$175 payment is required with a completed contract.
- *After June 4<sup>th</sup>*: see **ALL RESIDENCE HALL STUDENTS**, below.

#### **RETURNING RESIDENCE HALL STUDENTS**

- *January to June 4<sup>th</sup>*: a \$175 payment is required with a completed contract.
- *After June 4<sup>th</sup>*: see ALL Residence Hall Students, below.

#### **ALL RESIDENCE HALL STUDENTS**

- *June 5<sup>th</sup> to July*: a \$200 payment is required with a completed contract, which includes \$25 late fee which is non-refundable.
- *August*: a \$225 payment is required with a completed contract, which includes a \$50 late fee which is non-refundable.
- *September 1<sup>st</sup> and thereafter*: a \$250 payment is required with a completed contract, which includes a \$75 late fee which is non-refundable.

### **Winter-Only Room Reservations**

- *November*: a \$75 payment is required with a completed contract.
- *December*: a \$100 payment is required with a completed contract, which includes a \$25 late fee which is non-refundable.
- *January and thereafter*: a \$125 payment is required with a completed contract, which includes a non-refundable \$50 late fee.

### **Summer Room Reservations**

- *March*: Student who remit contracts for summer reservations must complete a contract and submit \$75.
- *April*: a \$100 payment is required with a completed contract, which includes a non-refundable \$25 late fee.
- *May and thereafter*: a \$125 payment is required with a completed contract, which includes a non-refundable \$50 late fee.

## **Students Called to Active Military Duty**

Students who are called to active military duty and have their program of study disrupted may contact their program director to determine a satisfactory arrangement with regard to their academic program. Options vary depending on the timing of the request within the semester. Options may include:

- dropping the courses with full tuition and fee refund;
- completion of a course(s) at a later date;
- online or independent study;
- or some other mutually-agreeable resolution.

Students will need to provide a copy of their military orders. Students called to active duty will be allowed to pursue finishing their incomplete course work within one academic year after completing their active military duty.

Room and Board fees will be refunded on a prorated basis for actual services the student received up to the date of withdrawal.

Student aid recipients who withdraw from school because they are called to active duty, or are otherwise affected by mobilization or terrorist attacks, will not be required to return financial aid funds they received for books and living expenses.

It is the intent of the University that no students suffer a loss of funds or educational opportunity because they were called to military service.

# Financial Aid

## Eligibility for Financial Aid

Graduate student financial aid is based only on the number of graduate level courses (those numbered 5000 and above) in which you enroll for each semester. Undergraduate hours DO NOT count in determining your eligibility for financial aid. You MUST carry a minimum of 4 semester hours of graduate-level courses each semester to receive aid.

The eligibility requirements for the Federal Direct Stafford Loan program, Federal Direct PLUS Loans for Graduate Students, and Federal Work-Study are as follows:

1. The student must be a U.S. citizen, national, permanent resident, or other eligible non-citizen.
2. The student must be enrolled in an eligible course of study on at least a half-time basis (four graduate credit hours). NOTE: Audit credit is NOT counted in determining a student's eligibility for any type of financial aid.
3. To be eligible for and/or to continue to receive financial aid, the student MUST be making satisfactory academic progress. (Refer to Policies: Academic Standards.)

Students who do not meet the criteria of "satisfactory progress" will be placed on financial probation the following semester will be placed on financial aid probation the following semester they enroll. Failure to make satisfactory progress during the probation semester will result in dismissal from the University and loss of all Federal and institutional aid. Students may appeal their dismissal and/or loss of aid to the Dean of the Graduate School.

4. The student must not be in default on a student loan or owe an overpayment on a student grant.

In addition to the criteria listed above, applicants must be officially admitted to Madonna University and be enrolled in a degree or certificate program to be eligible for Federal Work Study, Federal Direct PLUS Loans for Graduate Students, and Federal Direct Student Loans.

## Application Procedure

To apply for Federal Work Study or Federal Direct Loans, a student must:

1. Complete a Free Application for Federal Student Aid which is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Students whose applications are selected for verification may be required to provide additional supportive documentation (tax forms, social security benefit statements, etc.).

3. Students who are not U.S. Citizens or U.S. Nationals may be asked to provide a copy of their I-151 or I-551 (Alien Registration Receipt Card), I-94 with proper endorsement, or other acceptable documentation to verify citizenship status.

4. Applications should be submitted as early as possible each year. To ensure full consideration students are encouraged to apply as follows:

Fall semester: by March 1<sup>st</sup>

Winter semester: by May 1<sup>st</sup>

Summer semester: by January 1<sup>st</sup>

NOTE: Students need to apply once each academic year.

5. Procedures for students applying for Madonna University Endowment Scholarships:

- Fulfill requirements for admission to Madonna University.
- Complete Madonna University Endowed Scholarship Application by April 1.
- Scholarship/Award winners will be notified by May 15<sup>th</sup>.

## Federal Aid Programs

1. FEDERAL WORK STUDY: The Federal Work Study Program encourages on-campus employment for graduate and undergraduate students who demonstrate financial need. These jobs are secured through the Office of Career Development.
2. FEDERAL DIRECT STUDENT LOANS:  
UNSUBSIDIZED: Available to graduate and undergraduate students regardless of financial need. The interest IS NOT paid by the federal government while the student is enrolled in school.
3. FEDERAL PLUS LOANS FOR GRADUATE STUDENTS: Available to creditworthy graduate students regardless of financial need. Graduate students may borrow up to the cost of education less any other financial aid awarded.

For more information on Federal student loans, go to <https://studentloans.gov>.

## Madonna University Aid

### Endowment Scholarships

The following Madonna University Endowment Scholarships specifically accept applications from graduate students.

- Frank E. and Bessie **Angileri** Quality Award Endowed Scholarship (1996): awarded to student, full or part time, solely connected with the U.S. automotive

industry, pursuing a graduate credential in Quality from the Madonna University School of Business. To qualify for the award, an applicant must have contributed significantly to quality improvements in the U.S. automotive industry and/or related areas, and must maintain academic achievement of 3.25 or as determined by the University committee. Established by Frank E. and Bessie Angileri.

- **Barton** Family Scholarship (1997): awarded to a minority undergraduate and graduate student pursuing a teacher education program. Established by Dr. Norene Barton Daly and Mary Margaret Barton Kelley.
- Venerable Solanus **Casey** Scholarship (1995): awarded to a part-time or full-time student in any graduate or undergraduate major in the College of Natural and Social Sciences. Established by Dr. Mary M. Hunt.
- Susan **Edwards** Scholarship (1999): awarded to prospective teachers of developmentally disabled, emotionally impaired, and learning disabled children. Established by Joseph and Ann Edwards.
- **Felician** Sisters Scholarship (1988): awarded to members of the Felician Community in Our Lady of Hope Province, either candidates or professed sisters, pursuing undergraduate or graduate degrees or programs at Madonna University. Established by Msgr. Vincent J. Horkan.
- **Graduate Dean's** Scholarship (2010): Graduate student must be admitted to a full degree program, have a graduate GPA at Madonna University of 3.4 or better or if new student an undergraduate cumulative GPA of 3.5 or better, demonstrate financial need, be enrolled at least half-time (four semester hours) and have two recommendations from instructors or other professionals, not related to student, and approval of the Graduate Dean.
- Hilary L. and Beverly F. **Gross** Scholarship (2000): awarded to members of the Felician Community in Our Lady of Hope Province, either candidates or professed sisters, pursuing undergraduate or graduate degrees or programs at Madonna University. Established by Hilary L. and Beverly F. Gross.
- Dr. Julienne **Hoff** Memorial Scholarship (1998): awarded to a graduate nursing major. Established by William R. Hoff.
- L. Pat **Kramek** Family Scholarship (2003): awarded to an undergraduate and/or graduate-level student pursuing teacher education. Established by L. Pat Kramek.
- **Knights** of Columbus/Michigan State Council Scholarship (1989): awarded to prospective teachers of children with learning disabilities. Established by the Knights of Columbus of Michigan.

- Rev. Zanos Gougoutas, Christopher, and Drs. George and Bess **Kypros** Family Scholarship (2002): awarded to students pursuing an Autism Spectrum Disorders graduate programs and to students pursuing Children and Families or Early Childhood Education graduate or undergraduate programs. Established by Drs. George and Bess Kypros.
- Doreen **Vivyan** Hospice and Palliative Studies Scholarship (2005): awarded to hospice undergraduate or graduate students, part-time or full-time, who maintain a minimum 3.25 GPA and demonstrate financial need. Established by Dr. Kelly Rhoades, Madonna University Hospice and Palliative Studies Department, family, and friends.

### Alumni Tuition Benefit

The Alumni Tuition Benefit provides the following discounted tuition rates:

- Non-nursing graduate courses are charged at the current undergraduate tuition rate.
- Nursing graduate courses are charged at the current undergraduate nursing tuition rate.

Madonna University alumni may qualify for the Alumni Tuition Benefit if they have:

- completed a baccalaureate degree from Madonna University and are in the process of being admitted to a Madonna University's master's or specialist degree program;
- completed initial State of Michigan teacher certification at Madonna University and are in the process of being admitted to a Madonna University master's or specialist degree program;
- completed a master's, specialist, or doctoral degree from Madonna University and are in the process of being admitted into a second master's or specialist degree or post master's certificate program;
- Completed a master's, specialist, or doctoral degree from Madonna University and return to take one or more 5000/6000/7000-level courses;

The Alumni Tuition Benefit does not apply to:

- individuals who have completed only an associate degree, an undergraduate Certificate of Completion or Certificate of Achievement, or a Graduate Certificate;
- individuals enrolled in doctoral programs.

### Senior Citizen Tuition Waivers

Senior Citizen Tuition Waivers are available to individuals 65 years of age or older. Tuition is charged at one-half the regular rate. Applies to tuition ONLY. Details available from the Student Accounts Office.

## Supplemental Assistance Programs

A variety of funds are also available to students who are in specific kinds of situations. Some of the major sources of such funds are:

1. VETERANS EDUCATIONAL BENEFITS: The Department of Veterans Affairs administers a number of education programs for veterans, servicepersons, and eligible dependents. Contact the Financial Aid Office or the Department of Veterans Affairs for more information.

2. MICHIGAN REHABILITATION SERVICES (MRS): Michigan Rehabilitation Services assists eligible Michigan citizens who require vocational rehabilitation services in order to work. For additional information visit the Web site at **[www.michigan.gov/mrs](http://www.michigan.gov/mrs)**.

3. EMPLOYEE TUITION REIMBURSEMENTS PROGRAM: Many employers will pay tuition for their employees who successfully complete course work at Madonna University. For more details check with the Human Resources Office at your place of employment.

4. GRADUATE STUDENT ASSISTANCE AWARD (GSAA): Established by Madonna University in 2017, this award is given to *newly admitted* full-time students in the Master of Social Work (MSW) program. Application for the award is a two-step process: 1) Students must apply to and be accepted to the MSW program. 2) They must also complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov) (use MU code 002282). All students following these steps and meeting GSAA award qualifications are considered for the GSAA. Contact the Graduate School for more information.

### More Information

More detailed information on all financial aid programs is available from the Madonna University Financial Aid Office (734) 432-5663. All students are encouraged to contact the Financial Aid Office for further information and assistance in applying for financial aid.

The Financial Aid Office is open Monday and Thursday from 8:00 a.m. to 6:00 p.m. and Tuesday, Wednesday, and Friday from 8:00 a.m. to 5:00 p.m.

# Technology Services

## Technology Services

Madonna University places a high priority on information technology. Classrooms, seminar rooms, lecture halls, and laboratories are equipped for multimedia display. Wi-Fi (wireless access) is also available throughout campus.

Students can use the Madonna University **My Portal** to access information and services like online registration, student billing, grades, technology tutorials, and campus information. The "Quick Links" menu, located on the Madonna University home page, provides fast access to student email, Blackboard, the Bookstore, the Library and Public Safety. IT staff are also available to provide support for online learning, web and video conferences, interactive television classes, classroom response systems, computer testing, SMART Board, and video on the web.

### IT Help Desk

The IT Help Desk, housed in the Ford Technology wing, provides a one point of contact for technology assistance. Madonna University students may e-mail their technology questions to

**helpdesk@madonna.edu** or call (734) 432-5800. IT Help Desk assistance and tutorials are also available under the "Student Help" tab on My Portal.

### Computer Laboratories

Located in the Ford Technology wing on the Livonia campus, the Technology Learning Center's computer laboratories provide student access to networked systems, including PCs, multimedia equipment, scanners, and laser printers.

These laboratories accommodate walk-in students, scheduled classes and testing services. During the fall and winter semesters, the computer laboratories are open Monday through Sunday. A friendly support staff is available to help with most computer problems.

### Blackboard

Blackboard is the online learning management system used at Madonna University. A free workshop, "How to Thrive in an Online Course" is offered at the beginning of every semester for students in online courses. The workshop schedule is located under the "Student Help" tab in **MY Portal**.

## Student E-Mail

All Madonna University students receive an official email account. The faculty and university service areas communicate to students through this account.

All members of the Madonna University community are expected to comply with established guidelines and procedures which define the proper use of electronic communications.

## E-mail Responsibilities

- **Appropriate use of MU e-mail:** Use of University e-mail is to be consistent with the University mission statement and foundational values. Illegal use, malicious use, and commercial use are not acceptable. View the entire acceptable use policy by accessing the Student Handbook, located under the Student Resources tab in **MY Portal**.
- **Redirecting of MU e-mail:** Madonna University recognizes that its student may choose to forward their official Madonna e-mail to a non-University e-mail account. The University is not responsible for the handling of e-mail by outside vendors. Having e-mail redirected does not absolve users from their responsibilities associated with communications sent to their official e-mail address.
- **Access to MU e-mail:** Students who do not have access to a computer or the Internet from home are encouraged to use computers available in the campus laboratories or in other community access locations such as their local library.

**For assistance**, e-mail **helpdesk@madonna.edu** or call (734) 432-5800.

## My Portal

The Madonna University **MY Portal** is a website that individualizes information and services to the specific needs of the person visiting the site.

To access **MY Portal**, navigate to the home page of the Madonna University website: [www.madonna.edu](http://www.madonna.edu). Click on LOGIN TO MY PORTAL in the upper-right corner. Enter your student ID number in the user name field; enter your password, and click LOGIN.

To learn more about navigating **MY Portal**, click on the appropriate Frequently Asked Questions (FAQ) link found at the bottom of each **MY Portal** page, or contact the Help Desk at **helpdesk@madonna.edu**.

## Madonna OneCard ID

The Madonna OneCard is issued to all students except consortium students from other institutions, guest students, continuing education students, and students participating in programs taught outside of the US. The Madonna OneCard allows students to access on-campus computer laboratories, check materials out of the Library, and utilize other services.

Madonna OneCards are delivered to the student's home address, so the accuracy of the address is important to the student and to Madonna University.

### Activation

Activation of the Madonna OneCard is required to access current and future Madonna OneCard services. Directions appear on the LOG IN label on the front of the card.

### Refunds

In order to better service the students, Madonna University has outsourced the refund process. Refunds are processed through the activation of the Madonna OneCard.

The Madonna OneCard offers three options for students to collect financial aid refunds or other refunds due them. The card holder must choose one of three choices during the card activation process. Refund options are:

- have refund placed on the Madonna OneCard (debit card), which gives the card holder same-day access to the funds.
- deposit refund into a personal checking or savings account, which become available for the card holder to use within 2-3 days.

### Photographs

All new and current on-campus students are required to have a photograph on file prior to enrolling in courses except students enrolled in off-campus programs, such as Gaylord, Macomb Community College, and others. For students in off-campus programs, when a photograph is not on file, the card is issued with "Check ID" in place of the photograph and the student will be required to show a valid driver's license upon request.

### Temporary Cards

New students who were enrolled for the first time during the three weeks prior to the start of a semester or the two weeks after the start of a semester may request a temporary ID card prior to the arrival of the Madonna OneCard ID in Room 1201, Academic Building.

Temporary ID cards provide access to certain on-campus services but do NOT provide access to refunds.

### About BankMobile

BankMobile Disbursements provides Refund Management®, an industry-leading service that processes and disburses financial aid credit balances to students on behalf of college and university administrations. More information about their services can be found at the following link:

<http://bankmobiledisbursements.com/refundchoicesID>

# Policies: Academic Options

## Graduate and Post-Master's Certificates

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 School 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 the Graduate School. 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 one-third (1/3) of the required course work (or a maximum of 6 s.h.) 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 catalog shall be applicable to all graduate certificates.

## Second Master's Degree

Students with a master's degree in another field are evaluated individually to determine course equivalences. Students studying for a second master's degree may transfer (or apply Madonna University credits) up to a maximum of 12 graduate credit hours toward the second master's degree. These credits must be relevant to the second degree program and no more than 8 years old. 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.

## 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 the attendance requirements receive a W on their transcript. Students pay full tuition and fees to audit courses.

## Independent Study

Independent study provides the opportunity for in-depth study of a subject which is of particular interest to the student beyond what is offered within the University's curriculum of formal courses. Students may earn credit for independent study with the approval of a faculty member, the department chairperson, the dean of the school or college in which the credit is awarded, and the Dean of the Graduate School.

The plan for the independent study and the required approvals are documented on the form Petition and Authorization for Independent Study, which must be attached to the normal registration paperwork. The form is available on the portal under **MY PORTAL > STUDENTS > FIND MY FORM > INDEPENDENT STUDY FORM.**

## Michigan Intercollegiate Graduate Studies (MIGS) Program

Graduate students who are in good standing in a degree program are eligible to elect courses at several graduate schools in Michigan with the approval of both their Home (Madonna University) and potential Host Institutions. This program for guest scholars enables graduate students to take advantage of unique educational opportunities throughout the state. For a list of participating institutions and MIGS liaison officers, see the MIGS form on the portal under **MY PORTAL > STUDENTS > FIND MY FORM > MIGS FORM.**

### Procedure: MIGS

- The student and academic advisor decide if the course(s) at a participating university are appropriate to the student's program of study and are not available at his/her Home Institution.
- The Madonna student obtains a MIGS application from the Madonna University Graduate School website. When signatures of the Academic Advisor and the Dean of the Graduate School have been obtained, signifying the student is qualified and eligible to take course(s) for transfer back to the program of study, the Dean of the Graduate School forwards the application to the Host Institution for review and approval. The Host Institution ensures that the course(s) will be offered in the anticipated semester or term and that there is sufficient space available to allow for enrollment by a guest student.
- Once the admission has been approved by the Host Institution, the MIGS Liaison Officer at the Host

Institution issues enrollment documents and provides registration instructions to the Madonna student.

- After completing the course(s), the student is responsible for arranging to have *one official transcript* of MIGS studies sent to the Madonna University Graduate School. The student should also contact that office to indicate that a transcript is being sent for posting on the academic record as MIGS graduate credit.

#### **Additional Information: MIGS**

**FEES AND FINANCIAL AID:** Students on a MIGS enrollment pay tuition and other fees normally charged by the Host Institution for the services rendered. Students on MIGS enrollment are not eligible for financial aid from the Host Institution.

**RESIDENCY STATUS:** Residency status is the same as at the Home Institution.

**Credit:** All credit earned under a MIGS enrollment will be accepted by Madonna University as agreed and posted according to the transcribing practices of Madonna University.

**GRADES:** Grades earned in MIGS courses must be a B (3.0) or better; however, grades earned in such courses will not be applied toward the Madonna University grade point average.

**PART-TIME:** A student may combine a part-time enrollment at Madonna University with a part-time MIGS enrollment with prior approval of the student's academic advisor (and, for international F-1 students, the International Students Office). The Home Institution agrees to obtain the documentation necessary to combine the enrollments into a single enrollment status and to student's enrollment time status with the National Student Loan Clearinghouse or other time status reporting agency as appropriate.

**ENROLLMENTS:** Cumulative enrollments are limited to six (6) semester hours.

**TRANSCRIPTS:** The student is responsible for arranging to have transcripts certifying completion of work under a MIGS enrollment forwarded from the Host Institution to Madonna University.

#### **Study/Work/Travel Abroad**

Madonna University promotes the expansion of international education through curricular development, international exchange programs, and study abroad programs.

Numerous study-abroad opportunities are available for student, as well as Madonna University-sponsored short-term study abroad trips.

Students interested in study, work, and travel abroad should stop in at the Center for Study Abroad, Room 1501, or e-mail [studyabroad@madonna.edu](mailto:studyabroad@madonna.edu).

#### **Flexible Scheduling**

Madonna University offers unique alternatives to students to finish selected certificate and master's programs by enrolling in a combination of weekday/weekend classes and online courses. In keeping with the mission of Madonna University, all scheduling options allow opportunities for spiritual growth in addition to academic study through interaction with peers, lectures, retreats, communal prayer, and other activities that promote spiritual and personal development.

#### **Credit for Experiential Learning**

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

# Policies: Academic Process

## 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 program director when a question arises about policies and 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 the program director to avoid errors caused by self-advising.

## Post-Admission Writing Assessment

Newly admitted graduate students in specific graduate programs, as indicated in this Catalog with the requirements of the program, are required to write an assessment essay scored by Madonna University writing faculty. The purpose of the writing assessment is to determine how prepared students are for graduate-level writing and writing in the professions.

Students who need writing instruction indicated by the scoring of the assessment may be required to take up to three semester hours of directed graduate writing course work, in addition to their graduate program course work.

Students must have fulfilled their writing assessment requirement prior to completing the sixth semester hour of graduate studies at Madonna University. Additionally, any required graduate writing course work must be completed within two semesters following the assessment.

A fee for taking the graduate writing assessment is assessed (see Tuition, Expenses, Payments section).

## Selection of Course Offerings

Students must observe prerequisites set by the University and/or by their specific departments. Since the University must consider the needs of the entire student body, it may be impossible to honor individual requests for particular hours and instructors. The scheduling of courses and sections at certain hours does not assure a student's admission to any given section.

Courses taken for credit at the undergraduate level may not be repeated for graduate credit, including those courses augmented for graduate study. Exceptions include courses that are distinctly different, such as foreign study, and are approved at the discretion of the Dean of the Graduate School.

**The University may cancel or substitute any course listed for which there is insufficient registration.**

## Level of Instruction

Courses with numbers from 5000-6990 are typically master's-level courses. In general, a graduate student would take some 5000-level courses prior to enrolling in any 6000-level courses.

Doctoral level courses are numbered 7000-9990; courses numbered 8000-9990 are exclusively doctoral level. The majority of credits in a doctoral program must consist of courses at the 7000-level or above.

## Semester Hour Definition

Earning one semester hour of graduate credit requires a minimum of one hour of classroom or direct instruction each week for a full semester and a minimum of three hours of out-of-class student work each week for a semester, or its equivalent.

An equivalent amount of work (minimum four hours per week for a semester, or its equivalent of combined direct instruction and outside-of-class student work) is used as the measurement for a credit hour in other credit-bearing activities, such as laboratory experiences, practica, clinicals, and other academic experiences.

## Academic Load

The full-time credit load for graduate students is 9-15 semester hours per semester; the normal load for a graduate student with a full time work commitment is 3-6 semester hours per semester. Special permission to exceed 15 semester hours per semester in a graduate program may be granted by the Dean of the Graduate School, whose signature must appear on the student's registration.

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:	few than 4 semester hours

## Drop or Withdrawal from Classes

A course is considered officially "dropped" only during the period of time in which the tuition refund is 100%. The period designated for 100% tuition refund each semester can be found in the appropriate Academic Planning Guide. Drops may be completed online through MY Portal during the posted dates or in writing with the Office of the Registrar (Room 2003). Once

officially dropped, the course will not appear on the student's official transcript.

Courses dropped after the 100% refund period are considered "withdrawn." Students who wish to withdraw from a course must do so officially at the Office of the Registrar. Requests must be made in writing before the Final Date, Withdrawal from Courses specified in the current Academic Planning Guide. Once the student withdraws from the course following this procedure, the withdrawn course will be noted on the official transcript as a "W."

To drop or withdraw from a course, students must use the Change in Registration form available online, [www.madonna.edu](http://www.madonna.edu) > **RESOURCES** > **REGISTRAR'S OFFICE**, and at the Office of the Registrar. Failure to officially withdraw from a course will mean that an F (0.0) grade will be placed on the student's record and computed in the student's grade point average.

The date that the request for withdrawal is received by the Office of the Registrar is used to determine the amount of tuition adjustment, if any, after the classes have begun (see Tuition, Expenses, Payments section or the current Academic Planning Guide). 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).

*Financial aid may be affected by dropping or withdrawing from classes. Students should check with the Financial Aid Office before dropping or withdrawing from classes. Changes must be made by the close of business or they are treated as received on the next business day.*

Note: if withdrawal results from a call to active military duty, see Tuition, Expenses, Payments section.

## 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 classes.

## Course or Requirement Waivers

Course waivers or waivers of clinical work/internships may be granted at the discretion of the approval of the Graduate Program Director, when certain experiences, advanced course work, tests, or a combination of course work suggest that waiver is logical and educationally sound.

A waiver permits the omission of a course or requirement. No credit is granted. Additional course work at the graduate level is required to replace credit for any waived course. The required number of semester hours for the degree or certificate must be fulfilled.

The waiver must also be approved by the Dean of the Graduate School.

## Course Substitutions

A Program Director may authorize the substitution of a course by another course or courses suitable to the program. A grade of B (3.0) or higher is required in the substituted course. The required semester hour total for the degree or certificate program must be maintained.

The substitution must also be approved by the Dean of the Graduate School.

## Continuation of Instruction in the Event of a City-wide or Regional Emergency

The following policies apply when a course is interrupted by a city-wide or regional emergency.

### If campus technology and electricity are operating, but the public is advised not to travel or congregate:

- students are to continue reading and completing assignments until classes resume;
- the online software, Blackboard, becomes the default instructional delivery mode;
- grades are submitted according to the regular schedule; except for laboratories, where an Incomplete will be given.

### If campus facilities, technology, and electricity are not operating:

- students are to continue reading and completing assignments;
- communication will be by cell phone;
- clinical and field placements continue as scheduled, unless otherwise directed.

## Examinations

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

## Residency Requirement

Credits earned by direct Madonna University registration for a course and completion of the associated course work are credits earned in residence. These may include a thesis or research project. All master's degrees require a minimum of 24 graduate semester hours of credit in residence. All doctoral degrees require a minimum of 30 graduate semester

hours of post-master's credit or 54 graduate semester hours post-baccalaureate credit in residence.

## Guest Passes

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 the Program Director, the Dean of the Graduate School, and the Registrar prior to registering for a course at another institution. The time limit for the guest pass is one semester.

For further information, see Policies: Academic Options section.

## Filing Doctoral Plan of Study

Doctoral students must file with the Graduate School by the end of the second semester of full-time enrollment a plan of study for their program, signed by both the student and the faculty advisor, as well as the program director.

Deviations from the courses listed in the plan of study must be submitted to Dean of the Graduate School for approval.

The plan of study form may be found on the portal under **MY PORTAL > STUDENTS > FIND MY FORM > DOCTORAL PLAN OF STUDY FORM**

## Time Limitations

### Master's Degree Programs

Master's degree students must complete all requirements, including thesis or research study, within six (6) years after admission to the program. An extension of one year may be granted by the Dean of the Graduate School.

### Doctoral Programs

Doctoral students must be complete all requirements, including the capstone experience, within seven (7) years after admission to the program post-baccalaureate or five (5) years if admitted post-master's degree. An extension of one year may be granted by the Dean of the Graduate School. Additional course work may be required.

## Readmission

Students admitted to Madonna University who have not been in attendance for two (2) years at the University 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 Catalog 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 School 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 one year.

## Candidacy

### Master's Degrees

Students achieve candidacy status once they have completed half of the required hours of course work for a program with a 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.

### Doctoral Programs

A student is considered to be a doctoral candidate when he or she has successfully completed all pre-candidacy course work (at least 50 graduate credits) required by his or her program and passed the program's qualifying examination/assessment. Some programs may also require successful completion of field placement(s) in order for candidacy status to be achieved.

Once candidacy requirements are met, the Program Director submits the *Recommendation for Candidacy Status* form to the Graduate School. The student subsequently receives a letter from the Dean of the Graduate School notifying him or her that this milestone has been reached and an entry is made in the student's academic record.

## Continuing Enrollment/Doctoral Programs

Doctoral students must maintain continuing enrollment (two out of three semesters per year) until the degree is awarded, unless they are granted a leave of absence.

Upon reaching the stage of the capstone experience, a student must register for a minimum of one (1) s.h. of capstone experience credits each semester enrolled (two out of three semesters per year) to maintain access to University faculty and services. A maximum of six (6) capstone experience extension credits may be taken beyond the number of capstone experience credits required by the program.

Failure to maintain continuing enrollment may result in dismissal from the program.

## Leave of Absence for Doctoral Program

A leave of absence of one semester or longer may be requested for extenuating personal or medical reasons.

A leave of absence may be granted by the Dean of the Graduate School. Requests for extension of a leave of absence shall be made following the same procedures as the initial request.

The student should submit the Leave of Absence form, found on the Graduate School website under "Doctoral Student Resources", for review by the program director, who will make a recommendation to the Dean of the Graduate School. Requests for a medical leave of absence (including maternity leave) must be accompanied by a signed affidavit from the student's health care provider. This shall contain an indication of the medical condition, date of initiation, and anticipated duration of the leave. Documentation for family leave may consist of a copy of a birth, adoption, or death certificate, letter from family member's physician, or similar document.

Upon return to the program, the student shall communicate with the program director to determine available space and anticipated date of return. A release from a health care provider is required upon return from a medical leave.

The time limitations for program completion remain in effect during the leave of absence; therefore, students granted a leave of absence from the program may be required to complete supplementary course work, depending upon the length of time the student is away from the program and the extent of any changes in the discipline. Unauthorized/unexcused absences may result in dismissal from the program.

## Qualifying Examination/Assessment: Doctoral Programs

Each doctoral program establishes its own policies, procedures, and deadlines for the qualifying examination/assessment, as approved by the applicable department's faculty and the Graduate School. Depending on the program, the qualifying examination/assessment may be a written exercise, an oral presentation, a demonstration of technical proficiency, or some combination of these assessment methods.

A student who does not successfully complete the qualifying examination/assessment may sit for the examination (or its functional equivalent) a second time and, if necessary, a third time. Failure to pass the examination/assessment on the third attempt, or within a time period designated by the department, may result in dismissal from the Graduate School. Each

doctoral program establishes the minimum and maximum intervals between attempts at completion of the examination/assessment.

## Research Integrity

In keeping with the Franciscan value of reverence for the dignity of each person, Madonna University promotes respect for the individual in the ethical 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.

University policies for research integrity mirror those of federal agencies regarding funded research. Full information on research integrity policies, the Institutional Review Board, and the investigation and resolution of allegations of research misconduct is available on the Center for Research website.

## Research Study/Master's Programs

Graduate education is distinguished by its focus on research. The capstone experience may take several forms. At the master's degree level, the student is expected to be able to apply research to a problem under the supervision of a faculty advisor. The final project may take the form of thesis, research project, research practicum, action research, or problem analysis.

Students must submit acceptable copies of the final paper 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 paper have not fulfilled degree requirements and their graduation is postponed.

## Master's Program 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*, 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 is approved by the faculty advisor for content and by the Graduate School 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 Institutional Review Board. Requirements for review appear in the *Research Guide* as does the application form on the Center for Research website.

The completed form and supporting documents are to be submitted to the Graduate School.

Students are required to submit two copies of the completed thesis. Of these, one is bound for the University; the second copy is sent to University Microfilms International (UMI) for publication if representative of generalized knowledge. 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 graduate programs and pay a thesis fee at the time they submit the Intent to Submit and Present Research form found on the Graduate School website.

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

### **Research Project**

The research project is a focused study that has practical application to the student's area of study and may be done in collaboration with 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 timeline for completion. A copy of the research project must be submitted to the departmental office.

### **Research Practicum**

The research practicum is a collaborative investigation done under the sponsorship and supervision of a doctorally-prepared principal investigator (PI). The role of the student in the investigation is negotiated with the PI, and if not the PI, the research advisor. The proposed project contains most of the elements of the thesis. The finished product may take the form of a publishable manuscript. A copy of the practicum report must be submitted to the department office.

### **Action Research**

According to John Elliot\*, action research is a collaborative effort of jointly evaluating teaching practice and trying out new strategies toward the goal of consistently practicing educational values. Students conduct this research under the supervision of a faculty advisor. A copy of the action research report must be submitted to the departmental office.

\* Elliot, J. (1999). *Action Research for Educational Change*. Milton Keynes: Open University Press.

## **Doctoral Programs Capstone Experience**

Each doctoral program establishes its own discipline-specific policies and procedures for the capstone experience (CE), as approved by the applicable department faculty and the Graduate School Committee. The content, depth, breadth, medium, and

grading scheme for the capstone experience differs from one program to the next. Additionally, each program determines the composition of the Capstone Experience Committee and the time frame for assembling the Committee relative to attainment of candidacy status.

For all doctoral programs, the Capstone Experience Committee is to have a Committee chair chosen by the student from doctorally-prepared, full-time faculty in the degree-granting department. In special circumstances, and with approval from the Dean of the Graduate School, doctorally-prepared part-time faculty may serve on a Capstone Experience Committee.

### **Composition and Qualifications of the Doctoral Capstone Experience Committee**

The members of the student's Committee, and any changes to that roster, must be approved by the Committee chair, program director, and the Dean of the Graduate School using the *Capstone Experience Committee Designation* form available on the Graduate School website under "Doctoral Student Resources."

The Capstone Experience Committee shall consist of a minimum of three faculty members, one of whom may be external to the student's home department. Exceptions to the faculty composition and qualifications may be made at the discretion of the Dean of the Graduate School.

All significant decisions regarding the student's capstone experience typically are approved by a consensus of Committee members. This includes the decision whether to approve the capstone experience as having reached the threshold for completion. If consensus cannot be reached, all final decisions rest with the Committee chair.

Each potential member of the Committee should submit a curriculum vitae that supports the following qualifications for appointment:

- Doctorate or terminal degree in field (if not in student's department)
- Chair
  - 5 years' experience teaching at the graduate level, including 1 year at Madonna University
  - Full-time faculty
  - Experience with advising at least 3 students in master's/doctoral research.
- Members
  - 2 years' experience teaching at the graduate level, including 1 year at Madonna University.
  - Full-time faculty.

## **Filing Doctoral Capstone Experience**

Upon completion of the capstone experience, the finished product must be submitted to the Graduate School for inclusion in the University Library. Requirements for the format of these documents can be found on the portal at: **MY PORTAL > STUDENTS > FIND MY FORM > CAPSTONE EXPERIENCE FORM.**

In order to meet graduation deadlines, the capstone experience must be submitted to the Graduate School in its final format not later than 30 calendar days prior to the last day of the semester. (See University calendar on page 3 of this Catalog.)

## **Application for Degree**

Students must file an Application for Degree with the Graduate School according to the dates published by the Office of the Registrar. Applications for graduation may be obtained at the Student Accounts Office or from the Graduate School website. The form must be stamped by the Student Accounts Office upon payment of the graduation fee. The endorsed form is returned to the Graduate School. Student must file an Application for Degree regardless of whether or not they will attend the graduation ceremony. *This application expires one year after the semester of intended graduation.*

## **Graduation Requirements**

### **Master's and Certificate Programs**

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

### **Doctoral Graduates**

All requirements for the degree, including perfect copies of the capstone experience report submitted to the Graduate School, must be completed not later than 30 calendar days prior to the last day of the semester. The Graduate School deadlines for the semester in which the student seeks to graduate are posted in the Academic Planning Guide.

## **Doctoral Degree Titles**

When all degree requirements have been met, and when the chair of the Capstone Experience Committee signs and submits to the Graduate School the *Report on Capstone Experience* form, the individual is entitled to use the earned degree title and associated credentials. The degree is officially conferred at the end of the semester in which the student completes all degree requirements.

## **Attendance at Commencement**

All degree and certificate graduates are encouraged to be present at the commencement ceremony in May to celebrate their achievement. Diplomas for April, July, and December graduates are mailed to the graduates approximately 4 weeks after each graduation date.

Students who have completed and submitted all required application materials no later than April 1<sup>st</sup> of each year will be included in the Commencement program. Submissions after that date will be considered on a case-by-case basis.

### **Master's and Certificate Graduates**

Students who expect to complete their degrees in August may participate in commencement exercises the preceding May, with the approval of the Graduate schools.

### **Doctoral Graduates**

For doctoral graduates, participation in commencement exercises is limited to students who complete doctoral degree requirements by posted deadlines. All requirements for the degree, including perfect copies of the capstone experience report submitted to the Graduate School, must be completed not later than 30 calendar days prior to the last day of the semester. Otherwise, degree conferral is postponed until all requirements are met, and participation in commencement exercises is postponed to the commencement ceremony following degree conferral.

**The Graduate School deadlines for the semester in which the student seeks to graduate are posted in the Academic Planning Guide.**

# Policies: Academic Standards

## Professional Ethics

All members of the Madonna University academic community are expected to practice and uphold the highest standards of professionalism and integrity. Academic dishonesty is unacceptable. Students are expected to become fully informed as to the parameters of academic dishonesty through use of resources available in the Madonna University Library and University Writing Center.

The University reserves the right to require students to withdraw from a program due to unsatisfactory or unprofessional conduct in the theoretical and/or practical phase of that program.

## Academic Integrity

Violations of academic integrity include:

- Cheating
- Plagiarism
- Fabrication
- Unauthorized collaboration
- Multiple submission of work
- Facilitating academic dishonesty
- Denying others access to academic resources
- Other forms of violation of academic integrity

Details regarding these forms of violation may be found on the Madonna University Graduate School website: [http://www.madonna.edu/pdf/academics/Grad\\_Integrity.pdf](http://www.madonna.edu/pdf/academics/Grad_Integrity.pdf)

## Sanctions

A student who commits academic dishonesty will be sanctioned. The course instructor, in collaboration with the program director and the college/school dean, will determine an appropriate penalty for academic dishonesty after meeting or communicating with the student. Factors that would be considered in determining the appropriate sanction include a history of similar offenses and the impact of the offense on academic integrity.

The incident must be reported to the Dean of the Graduate School, where a disciplinary reprimand is placed in the student's record and the student may be placed on disciplinary probation.

The student may appeal the decision by following the Student Appeal Process. Sanctions may include, but are not limited to, one or more of the following actions:

- Failure on the assignment/examination
- Disciplinary probation

- Educational activity addressing the offensive activity; e.g., tutorial, scholarly paper, workshop
- Failure in the course
- Suspension from the University
- Dismissal from the University (noted on the transcript)
- Delay of awarding of a degree, for infractions late in the academic career
- Rescission of a degree

## Standards for Written Work

The graduate faculty and staff at Madonna University have made a commitment to writing across the disciplines at the graduate level. They recognize that writing competency affects a student's success in graduate school, in the professions, and in everyday life. For this reason, Madonna University's graduate faculty actively promotes the development of strong writing skills.

The Graduate School faculty expect that all written work by graduate students, both academic and professional, will be in standard English and free of basic writing and spelling errors.

## Grading

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 (2.0) do not apply toward the degree but are computed in the cumulative GPA. The student must possess a degree GPA of at least 3.0 in order to graduate.

- A** Exceptional  
4.0 honor points per semester hour
- A-** Greatly exceeds Expectations  
3.66 honor points per semester hour
- B+** Exceeds Expectation  
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 is awarded a W on the transcript.

**Y** – Carry over

For a course that carries over into a subsequent semester. For the *thesis, research project, independent research study, practicum, and doctoral capstone experience, or other carry-over course*, the student may continue with an outstanding Y grade for two semesters, for a total of three semesters; at the end of the third semester, the grade for the course is awarded, or the Y automatically converts to an L grade. For the *doctoral capstone experience*, a Y grade carries over as long as the student is registered for capstone experience credits or has an approved leave of absence. If the student fails to register and does not qualify for a leave of absence, the Y(s) automatically convert to an L grade.

**L** – Lapsed

Indicates that the time limit for completion of the course has lapsed. The L does not compute into the student's grade point average; however, the student must reregister for the credits in order to fulfill degree requirements. The L remains on the transcript and cannot be converted to a letter grade.

**I** – Incomplete

It is a student's responsibility to initiate the request for an incomplete "I" grade, with the instructor. This grade is only appropriate at the end of the semester when most of the course work has been completed, but for serious reason the student is unable to complete the remaining course requirements by the grade filling deadline. A request for an "I" grade may be initiated, approved, or denied at the discretion of the instructor.

If the student does not complete the required work before six weeks after the end of the semester, the "I" grade automatically becomes "F."

The deadline for each semester is published in the Academic Panning Guide, available online.

## Low Course Grades and Repeats

1. Only a grade of C (2.0) or better is applicable toward the graduate degree program. A cumulative GPA of 3.0 or higher in program courses is required for graduation.
2. Students receiving a grade of D or F in a course required for the graduate degree program must repeat that course at Madonna University.
3. Students receiving a grade of D or F may be permitted to repeat the course once; twice, if approved by the instructor and department. Repeated courses must be taken at Madonna University and cannot be transferred in. In computing the GPA, only the grade and credit hours of the last attempt is included in the computation; however, all earlier attempts remain on the transcript.
4. Madonna University does not guarantee that a course will be offered in the future. Therefore, students will not be eligible to repeat courses no longer offered by the university.

## Grading Policy for the Thesis/Independent Research Study

The research project is graded on a pass/fail basis in the business administration program; the thesis, research project, and/or research practicum are graded on a letter grade basis in the nursing, history, hospice and palliative studies, liberal studies, and psychology departments.

## Period for Grade Review and Changes

Once a grade has been recorded, and has remained on the student's record for a period of one year after the last date of the semester in which the grade was earned, it is considered permanent and changes will not be permitted.

## Satisfactory Academic Progress

Satisfactory academic progress is determined by three factors:

1. minimum 3.0 semester grade point average;
2. minimum 3.0 cumulative grade point average; and
3. rate of graduate course completion, based on enrollment status, according to the following table:

Satisfactory Academic Progress by Course Completion		
Enrollment Status	Attempted Credits per semester	Earned Credits (67%)
Full-Time (9 or more s.h.)		
	15	10+
	12	8
	9	6
¾ Time (6-8 / s.h.)		
	8	5.5
	6	4
Half-Time (4-5 / s.h)		
	4	3
Less than half-time	One course/semester	One course/semester

A formula is applied to determine the completion factor for students whose enrollment status (full-time or part-time) changes from one semester to the next.

Failure to make satisfactory academic progress will result in dismissal from the graduate program.

**Note:** Names of individuals receiving Veterans' Benefits who fail to make satisfactory progress are submitted to the Department of Veterans Affairs.

### Good Standing

Students who maintain a semester and cumulative grade point average (GPA) of 3.0 or higher and make satisfactory academic progress, as described above, are considered to be in good standing.

### Academic Warning

A student will be issued an academic warning for one or more of the following reasons:

1. A course grade is below 3.0.
2. The semester grade point average (GPA) is below 3.0.
3. The student has two consecutive semesters of enrollment with at least one withdrawal (W).

Grades of I and Y are not considered in computing the grade point average.

### Academic Probation and Dismissal

A student will be placed on academic probation for one or more of the following reasons:

1. The student receives a course grade below 3.0 in consecutive semesters of enrollment.
2. The student has a semester grade point average (GPA) below 3.0 in consecutive semesters of enrollment.
3. The student has a cumulative GPA below 3.0.
4. The student earns a grade of D or F in a degree course, excluding courses taken for enrichment.

A student will be removed from probation when the conditions that triggered the probation no longer apply.

Students may be dismissed from the graduate program if their cumulative GPA falls below 3.0 for three consecutive semesters. This does not include courses taken for enrichment. Students who demonstrate progress in raising the cumulative GPA may be given additional semesters to achieve a cumulative 3.0 GPA, at the discretion of the Dean of the Graduate School.

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 academic 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 and/or the decision of the Dean of the Graduate School. A dismissed student with a successful appeal must remain in academic recess for the semester following the dismissal notification.

Grades for all graduate courses taken at Madonna University will appear on the graduate transcript and undergraduate course grades will appear on an undergraduate transcript.

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 courses taken for enrichment.

### Graduate Student Academic Appeal Procedure

The graduate student grievance procedure is designed to offer a means to resolve disagreements related to interpretation of University or department policies for students enrolled in graduate courses in the University. This procedure is also followed by students who wish to appeal their grade or other issue. (For dismissal from the Graduate Program, see below.) The academic appeal procedure must be initiated within 20 working days after the student is aware of the issue, grade, or policy, or the

end of the semester 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 grievance is known.

**Step 2:** If the grievance is not resolved, student and professor or staff member meet with the Program Director or Department Chair *within 15 working days\**.

**Step 3:** If the grievance remains unresolved, the student presents the problem *in writing* using the *Graduate Student Appeal Request form\*\** to the Program Director or Department Chair who will request a departmental appeal board hearing (*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 the Graduate School for review. The Dean of the Graduate School informs the student of the decision in writing.

**Step 5:** If the grievance remains unresolved, the student may continue with an appeal, *within 15 working days\**, to the campus-wide appeal board through the Office of the Vice President for Student Affairs. The student representatives on this board will be graduate student.

**Step 6:** If the grievance remains unresolved, the student may appeal to the Provost and 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 late August through May. Summer contracts run May through July.

\*\*The Graduate Student Appeal Request form may be obtained from the departmental chairperson, the Graduate School, or the portal at: **MY PORTAL > STUDENTS > FIND MY FORM > APPEAL REQUEST FORM**

have been addressed to permit improved academic performance.

2. The Graduate Program Director/Department Chair convenes the department's appeal board, as defined above, *within 15 working days\**. The appeal board, with the support of the College dean, recommends an action to the Dean of the Graduate School, who, after review, informs the student of the decision in writing. The decision of the Dean of the Graduate School is final.

## Appeal Procedure for Dismissal from the Graduate Program

A student who has been dismissed from the graduate program may appeal his/her dismissal using this process:

1. Submit the Graduate Student Appeal Request form with a letter to the Graduate Program Director/Department Chair explaining the circumstances that influenced his/her academic performance and how these circumstances

# Policies: Academic Records

## Grade Reports and Transcripts

A report of the final grade in each course, and the student's grade point average for the semester, is available via MY Portal to each student after the end of each semester (log in with your usual ID number and password).

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

Transcripts are available upon request for a fee. For detailed information, visit our website at:

[www.madonna.edu](http://www.madonna.edu)>Resources>Transcript Request

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.

## Student Records Policies and Procedures for Madonna University

(IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974).

### Procedure to Inspect Education Records

Madonna University's policy with regard to student records follows the "Family Educational Rights and Privacy Act of 1974" (20 USCS Section and 1232 g) is set out in brief form as follows: students have the right to inspect their records; the institution will comply with the student's request for information within 45 days after the request has been filed; 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, except:

1) in compliance with a court order; 2) when a parent or legal guardian of any student under 18 years of age may request to view the dependent's records; 3) directory information which is public information.

### Limitation Right of Access

Excluded from inspection by students of the institution are the following: parental financial records; confidential letters and statements of recommendation filed before January 1, 1975; and confidential recommendations solicited under a waiver of the right-of-future-access.

Records excluded from the provisions of the Act are: personal notes of teachers and administrators in the sole possession of the maker, not accessible or revealed to any other person except a substitute; law

enforcement records; employee records to individuals employed by the educational institutions; and medical and psychiatric reports or related professional files made in connections with treatment of the student.

### Refusal to Provide Copies

Madonna University does not deny students access to educational records upon written request. Madonna University reserves the right to deny copies of record, including transcripts, not required to be made available by FERPA in the following situations:

1. The student lives within commuting distance of Madonna University.
2. The student has an unpaid financial obligation to the University.
3. There is an unresolved disciplinary action against the student.
4. The education record requested is an exam or set of standardized test questions.

### Disclosure of Education Records

Madonna University will disclose information from a student's education records only with the written consent of the student, except that records may be disclosed without consent when the disclosure is:

1. To school officials who have a legitimate educational interest in the records.
2. To officials of another school in which the student seeks or intends to enroll, upon the student's request.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. To state and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the University.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who is claimed as a dependent for income tax purposes.
9. To comply with a judicial order or lawfully issued subpoena.

10. To appropriate parties in a health or safety emergency.
  11. To designated attorneys or legal consultants hired by the University.
  12. To individuals requesting directory information so designated by the University. The information may include name, date of graduation, major field of study, dates of enrollment, and participation in officially recognized activity (sports, degrees, and awards).
  13. As the result of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
  14. To senior federal justice officials with a court order in a terrorist investigation.
  15. Students may request that information not be provided to individuals by filling a written request with the Office of the Registrar.
3. Upon the student's written request for a hearing, Madonna University will arrange for the hearing, and notify the student, reasonably in advance, of the date, place, and time of hearing.
  4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney, but must inform the hearing officer at least two days prior to the hearing.
  5. Madonna University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
  6. If Madonna University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
  7. If Madonna University decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
  8. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Madonna University discloses the contested portion of the record, it must also disclose the statement.

#### **Record of Request for Disclosure**

Madonna University will maintain a record of all requests for and/or disclosures of information from student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

#### **Correction of Education Records**

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. A student must request in writing to the Registrar of Madonna University to amend the education records relating to the student. In so doing, the student should identify the part of the record to be amended and specify why the student believes it is inaccurate, misleading or in violation of his or her privacy rights.
2. Within a reasonable period of time after receipt of the request to amend, Madonna University may comply with the request, or it may decide not to comply. If it decides not to comply, Madonna University will notify the student of the decision and advise the student of his or her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.

# Student Affairs and Services

## Campus Ministry

Campus Ministry at Madonna University, with an office in Room 1115 of the Academic Building, is an important religious ministry dedicated to the service of the individual and the total University community. Campus Ministry seeks to encourage the practical application of Christian moral principles through student participation.

Among the activities sponsored by Campus Ministry are: weekday and Sunday evening celebrations of the Eucharist in the University Chapel; small group meetings; multiple annual retreats; and service opportunities, such as volunteering at Gleaners Food Bank. Email [campusministry@madonna.edu](mailto:campusministry@madonna.edu) or stop in Room 1115 to inquire further about campus ministry activities. Persons of any faith traditions are welcome to participate.

The University Chapel is located on the ground floor of the University Center in Livonia. A Christian prayer room, Room 1211, in the Academic Building, and an interfaith prayer room, also located in the Academic Building in Room 1204, are other areas on campus where students can spend time in quiet reflection.

## Career Development

The Office of Career Development, in Room M-126, provides professional development activities and career advising to students and alumni of the University. The office provides job fair and employment information and resources for career decision making.

MU Job Link, an online resource available only to Madonna students and alumni, provides current job announcements, job fair information, scheduled activities, and links to employment sites.

Workshops are presented in the fall and winter semesters covering resume writing and interviewing. Resume critiquing is available, as well as more involved resume and job-search advising by appointment.

## Graduate Assistantships

All Graduate Assistants (GA) are hired in an administrative capacity versus a teaching capacity for a one-year appointment. Examples of typical work includes recruitment, advising, assessment efforts, student success support, retention programs, program development, policy development, administrative support for assigned projects and staff training. Students are limited to 1500 hours of work per year. All graduate assistantships are posted on the MU Job Link.

Eligibility requirements include:

- GA must be fully or conditionally admitted into a graduate degree-granting program at Madonna University.

- GA must register for a minimum of 6 credits during each fall and winter term. Students may register for additional credits up to maximum of 24 per year.
- GA must maintain good standing academically (3.0 GPA) and adhere to the University Code of Conduct to maintain their position.

## Counseling and Support

Confidential individual counseling is available for educational, career, social, or personal concerns through the Ulliance Student Assistance Program (SAP). Counseling services include face-to-face or phone sessions with a licensed counselor. Students can also choose coaching services, couples and family counseling, and/or crisis support. Ulliance Life Advisor Consultants are available 24/7 at (855) 774-4700. For questions and more information contact the Counseling and Disability Resources Center, Room 1303.

## Counseling and Disability Resources

Established in 1976, the Counseling and Disability Resources (CDR) Center, Room 1303, creates an accessible, positive learning environment for all students.

The CDR Center assists students with disabilities to fully participate in their university experience by reducing architectural, communication, and attitudinal barriers. Madonna University's successful integrated learning environment results from mutual cooperation and support of the faculty, staff, and administration.

Students with a documented disability are eligible for support services to assist them in their educational progress. The CDR support team includes:

- The Director, who reviews documentation and sets up services and accommodations for students with permanent and temporary disabilities.
- The Coordinator, who manages note-takers and facilitates a positive working relationship among student, note-taker, and instructor. The Coordinator also manages and schedules interpreting services and supervises interpreters.
- The Staff Interpreter who provides interpreting for Deaf faculty, staff, and students.

The CDR team works closely to provide an accessible learning environment through services such as:

- In-class note-taking
- Sign language interpreting
- Student-instructor liaison
- Counseling and advising
- Alternative testing accommodations
- Assistive listening devices
- Adaptive tables and chairs
- E-text books and Braille printer
- Information on the Student Assistance Program Services (SAP).

While students are ultimately responsible for their own progress, CDR services ensure students access to university life.

## Diversity and Inclusion

The Office of Diversity and Inclusion is located in suite 1400 and houses the Chief Diversity Officer. A reflection of the university's Franciscan values of respect for others and commitment to fostering a campus climate that values diversity in all its forms and seeks meaningful inclusion of all persons, the office offers an array of programs, service learning, professional and personal development opportunities for the entire campus community. In partnership with Academic and Student Affairs, the Office of Diversity and Inclusion supports successful college completion for all students irrespective of racial/cultural/ethnic background, gender, economic status, sexual orientation, or faith tradition. Look for announcement of events throughout the year.

## Food Services

Graduate students in Livonia are invited to use the food services in the Madonna University cafeteria located in the University Center, Take 5, the Stacks Deli in the Franciscan Center Gathering Space, the vending machines, or in the Madonna University Bookstore. In Livonia, the University Dining Hall is in the upper level of the University Center adjacent to the Residence Hall and is open to the entire Madonna Community, including students in residence and commuters, faculty, staff, and guests to the University. Non-residents have wide selections of meal purchase options including Meal Cards that offer five meals at substantial saving over individual meal rates.

Take 5 in the Academic Building and the Stacks Deli in the Franciscan Center are typically open only when classes are in session in the fall and winter semesters. Because of attendance fluctuations, hours are subject to change near major holidays or at the start or end of each semester.

## Health Services

Health services are available at St. Mary Mercy Hospital, which is adjacent to the University at Five Mile and Levan Roads. Students are responsible for all medical bills incurred because of sickness or injury on or off campus. Students may apply for medical insurance at the Student Accounts Office during September or January.

## International Students

The International Students Office (ISO, Room 1005) strives to provide quality services to international students, including information on international

admission requirements and F-1 student status, orientation, advising and counseling, and coordination of extracurricular and cultural exchange activities, such as American host family visits and English conversation partners. International students are always welcome to contact the ISO to seek assistance.

## Library Services

Madonna University Library advances the University mission by supporting the research needs and enhancing the information literacy skills of students, faculty, and staff. To achieve these goals, the Library provides quality resources, assistance, and instruction.

- Librarians offer expert assistance at the reference desk, by phone or e-mail, or by appointment in private research consultations. Classes and workshops to ensure that students access, evaluate, and use information effectively and ethically in the research process are also offered.
- More than 200,000 print and electronic books, multimedia resources, and more than 125 subscription databases that offer 24/7 access to 58,000+ online full-text journals.
- Reciprocal borrowing agreements with nearby colleges and universities, and library participation in the Southeastern Michigan League of Libraries Infopass program, enable students to take advantage of the extensive research resources in the Detroit-Ann Arbor area.
- Interlibrary loan and document delivery services extend the availability of library materials.
- The library offers wireless access, quiet study areas, and rooms for collaborative work. Coffee facilities are also available.
- The library also houses the University Archives.

Access to all library resources is available on the Library website, <http://library.madonna.edu>, including website access to the Ask a Librarian e-mail facility.

When borrowing books, students are required to show a valid, current Madonna University OneCard ID.

The University library is open daily. Regular library hours are:

Monday-Thursday.....7:30 a.m.-1:00 a.m.  
Friday.....7:30 a.m.-8:00 p.m.  
Saturday.....9:00 a.m.-7:00 p.m.  
Sunday.....1:30 p.m.-1:00 a.m.

Summer semester, intersession, and holiday hours vary. They are posted in advance at the Library and on our Library web page. The Library can be reached at (734) 432-5703.

## Residence Life

Madonna University maintains separate residence halls for male and female students in the University Center in Livonia. Room and board are included as part of the residence contract. Admitted students apply for residence by submitting a contract and deposit to the Student Accounts Office. Policies for life in the residence hall are included in the Student Handbook.

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

## Student Honor Societies

Madonna University also offers students the opportunity to join a number of organizations which recognize scholastic and academic achievement within a variety of departments and programs. These honor societies include:

Achievement Honor Society: Chi Alpha Epsilon

Business Honor Society: Delta Mu Delta

Education Honor Society: Phi Alpha Theta

Gerontology (Aging Studies) Honor Society:  
Sigma Phi Omega

History Honor Society: Phi Alpha Theta

National Catholic Honor Society: Kappa Gamma Pi

Nursing Honor Society: Sigma Theta Tau International  
Psychology Honor Society: Psi Chi

Science and Mathematics Honor Society: Sigma Zeta

Social Work Honor Society: Phi Alpha

## Student Life

The Office of Student Life, in Suite 1411, offers resources and services that enrich students' lives; prepares students for active involvement and leadership roles in the community; provides guidance and support to student-led organizations; and educates on policies and procedures within the Student Code of Conduct and Student Handbook.

Students interested in joining one of the many students organizations, finding ways to volunteer and serve with the community, and gaining leadership skills through workshops and other activities should e-mail [studentlife@madonna.edu](mailto:studentlife@madonna.edu) to get more information.

## Student Senate

Madonna University students are represented by the Student Senate. The Student Senate is comprised of 30 students, led by a student President and Vice President, who are elected together each April. The President and Vice President of the Student Senate appoint a cabinet of student leaders to serve as the Secretary and Treasurer, as well as other cabinet positions, including Secretary of Athletics, Secretary of Clubs and

Organizations, Secretary of Communication, Secretary of Religion, Secretary of School Spirit, and Secretary of Technology. Each April the entire student body elects senators for each college and school and for specific student populations (resident, commuter, transfer, post-traditional, graduate, and international). First-year senators are elected in October after new students arrive on campus. There are six committees within the Student Senate, including Appropriations, Campus Life & Affairs, Diversity, Inclusion, & Religion, Rules & Ethics, Special Events, and Wellness. Any student can join one or more of these committees to create proposals and resolutions. General assembly and committee meetings are held weekly and are open to all students. For more information, the Student Senate can be contacted by email at [student.senate@madonna.edu](mailto:student.senate@madonna.edu).

**University Committees:** Students are also invited to serve on the following institutional committees:

### FACULTY STANDING COMMITTEES

Curriculum, Educational Policy, and Assessment  
Graduate School  
Library

### INSTITUTIONAL ADVISORY COMMITTEES

Bookstore  
Food Services

## Study Abroad

The main focus of the Center for Study Abroad (Room 1501) is to promote and facilitate a wide range of study abroad opportunities for Madonna University students and faculty. The Center helps students identify appropriate study abroad programs, register for classes, and seek out possible scholarships. Support is provided for students both during and after the study abroad experience. Stop in Room 1501 to discuss your study abroad interests.

The Center also administers the FATE (Financial Award for Travel and Education) Award. This award is similar to a scholarship; however, unlike an academic scholarship it is used to directly offset expenses for the student's study abroad experience.

## Transitions Center

The Transitions Center is here to help guide and support post-traditional, transfer, and veteran students by providing success coaching, thoughtful programming, professional affiliations, and community connections. Located in room 1404, the Transitions Center is specifically designed to be a welcoming space to help acclimate these students to Madonna University. The Transitions Center is also the hub for two registered student organizations – the Student Veterans Association and the Association for Nontraditional Students in Higher Education.

After admittance, transfer, post-traditional, and veteran students are encouraged to connect with the Transitions Coordinator, room 1404, who is able to provide guidance, mentoring, and success coaching. These students will also be connected to a variety of academic, social, and community resources to encourage them to reach their education goals. The Transitions Coordinator also serves as a student advocate on many University committees to represent the interest of these learners.

## **Writing Center**

Students can receive no-cost help with their writing assignments for any subject area and at any stage of the writing process in the Writing Center, room 1403, Academic Building. Undergraduate peer tutors and tutors with graduate degrees (Writing Center Specialists) work in the Center, tutoring both native English speakers and English as a Second Language students.

Tutoring is available in pre-scheduled appointments, on a drop-in basis, or via Skype. For information, call the Writing Center at the Livonia campus, (734) 432-5304.

# Student Affairs Policies

## 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 through St. Mary Child Care Center, (734) 228-4202, as part of their regular program.

## Drives and Solicitation of Funds

Individual students, staff, or organizations are not permitted to operate stores or conduct sales on campus. Nor shall anyone solicit funds or organize and participate in fundraising drives for any reason without first obtaining approval from the University Advancement Department.

## Parking Regulations

Students are to use the parking lots, except where restrictions are posted for reserved parking for authorized parking or the disabled. Parking violators will be ticketed and/or stickered.

## Prohibitions

Students are prohibited from carrying weapons or explosives and from gambling or using narcotics, drugs, and alcoholic beverages on campus. Madonna University recognizes its duty to uphold the laws of the State of Michigan. Students are reminded that violation of these laws may be considered a misdemeanor or a felony. The University will not condone the abuse of the law or of persons.

The University acknowledges, however, that alcohol and drug dependence is an illness and may make treatment recommendations in lieu of or in addition to penalties.

To promote a healthy environment, all buildings of the campus are smoke-free.

## Respect for Property

Damage caused by students to University property will result in disciplinary action, as well as financial assessment for replacement or repair.

## Madonna University Alumni

All graduates are considered members of the Madonna University Alumni Association. To ensure you continue receiving information after graduation, update your address, telephone and e-mail with the Alumni Office.

Alumni can attend social and fundraising events, receive the Alumni E-News, join us on Facebook, Linked In, and Twitter, and stay informed about developments at the University.

Benefits include the graduate school tuition discount (see Alumni Tuition Benefit elsewhere in this catalog) ongoing use of your **my.madonna.edu** e-mail account, access to the Library and the computer laboratories, career workshops, MU Job Link, and more.

Graduates are encouraged to celebrate their graduation by participating in the Alumni Spirit Tassel program; the tassel is worn on your mortarboard during the commencement ceremony. Tassels are available year-round in the Alumni Office.

For more information, get in touch with the Office of the Alumni relations at (734) 432-5741 or e-mail [alumni@madonna.edu](mailto:alumni@madonna.edu).

# Graduate Programs

## **COLLEGE OF ARTS AND HUMANITIES**

### **Master of Arts (MA)**

Liberal Studies and Leadership .....	46
Teaching English to Speakers of Other Languages .....	47
English as a Second Language (NS) Teaching Certificate Endorsement .....	48
Pastoral Ministry .....	49

### **Graduate Certificate**

Teaching English Language Learners in the K-12 Classroom .....	48
--	----

## **COLLEGE OF EDUCATION**

### **Doctor of Education (EdD)**

Leadership and Innovation.....	51
--------------------------------	----

### **Education Specialist (EdS)**

Educational Leadership .....	52
------------------------------	----

### **Master of Arts (MA)**

Higher Education Administration .....	53
Teacher Leadership.....	54

### **Master of Arts in Teaching (MAT)**

Autism Spectrum Disorders.....	55
Curriculum and Instruction.....	56
Deaf and Hard of Hearing .....	57
Early Childhood Education .....	58
Educational Technology .....	59
Learning Disabilities .....	60
Literacy Education .....	61
Online Teaching and eLearning .....	62

### **Master of Science (MS)**

Catholic School Leadership.....	63
Educational Leadership .....	64

### **Graduate Certificates**

Effective Inclusionary Practices.....	65
Elementary Literacy.....	66
Online Instruction .....	66
Secondary Content Literacy .....	67
Professional Development Program for Practicing Education Professionals.....	67

## **COLLEGE OF NATURAL AND SOCIAL SCIENCES**

### **Master of Arts (MA)**

History .....	68
---------------	----

**Master of Science (MS)**

Clinical Psychology ..... 69  
Criminal Justice Leadership and Intelligence ..... 72  
Humane Studies ..... 75  
Nutrition and Dietetics ..... 76  
Nutrition and Wellness..... 77  
Senior Living Administration ..... 78

**Master of Social Work (MSW)**..... 80

**Post-Master's Certificate**

Emergency Management Leadership ..... 73

**Graduate Certificates**

Addiction Studies..... 81  
Animal Cruelty Investigation..... 74  
Applied Forensic Science Research ..... 82  
Criminal Justice Leadership ..... 109  
Financial Crimes Compliance ..... 74  
Independent and Assisted Living Leadership ..... 79  
Nursing Home Administration ..... 79  
School Social Work ..... 82

**COLLEGE OF NURSING AND HEALTH**

**Hospice and Palliative Studies Programs**

Master of Science in Hospice and Palliative Studies.....83

**Graduate Certificates**

Bereavement: Trauma, Loss and Grief ..... 85  
Hospice and Palliative Studies ..... 85

**Nursing Programs**

**Doctoral Program**

Doctor of Nursing Practice (DNP) (post-master's model) ..... 87

**Master of Science in Nursing (MSN)**

Adult-Gerontology Primary Care Nurse Practitioner (NP) ..... 89  
Adult-Gerontology Acute Care Nurse Practitioner (NP) ..... 90  
Adult-Gerontology Primary Care Nurse Practitioner (NP) ..... 92  
with Advanced Practice (AP) Hospice and Palliative Care Specialty  
Adult-Gerontology Acute Care Nurse Practitioner (NP) ..... 94  
with Advanced Practice (AP) Hospice and Palliative Care Specialty  
Leadership..... 100  
Nursing Administration ..... 102

**Master of Science in Nursing/Master of Business Administration (MSN/MBA)**

Nursing Administration/Business Administration Dual Degree ..... 103

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

Adult-Gerontology Primary Care Nurse Practitioner (NP) ..... 95

Adult-Gerontology Acute Care Nurse Practitioner (NP) .....	97
Adult Advanced Practice (AP) Hospice and Palliative Care Nurse Specialty .....	99
<b>Second Master of Science in Nursing (2<sup>nd</sup> MSN)</b> .....	104
<b>Post-Master's Certificate</b>	
APRN Gerontology .....	104
<b>Graduate Certificate</b>	
Nurse/Health Educator .....	105

## **SCHOOL OF BUSINESS**

<b>Master of Business Administration (MBA)</b> .....	106
<b>Master of Science (MS)</b>	
Accountancy .....	107
Health Services Administration .....	108
<b>Graduate Certificates</b>	
Criminal Justice Leadership .....	109
International Business Management.....	109
Non-Profit Leadership.....	109
Quality Management .....	109

# COLLEGE OF ARTS AND HUMANITIES

## Liberal Studies Program

### Master of Arts in Liberal Studies and Leadership

**Admissions for the Master of Arts in Liberal Studies and Leadership (MA-LSL) degree program have been suspended for the 2018-19 academic year to provide an opportunity for an in-depth review of the program. Please contact the Graduate School at [grad@madonna.edu](mailto:grad@madonna.edu) for updates.**

The Master of Arts in Liberal Studies and Leadership (MA-LSL) focuses on a vision of leadership informed by ethical decision making, a sense of social responsibility, and a concept of human behavior as understood and analyzed by some of the great thinkers of the past and present. In a complex world, effective leaders respond with knowledge and skills that include interdisciplinary problem solving, critical analysis, and clear communication. The MA-LSL program prepares students to adapt to complex and evolving organizations (workplaces, communities, nonprofit organizations) and to be effective, ethical participants in wider communities and societies.

The MA-LSL program is designed for individuals who have a strong desire to actively pursue intellectual development for personal and professional development. The MA-LSL program at Madonna University employs an interdisciplinary perspective to leadership in personal, ethical, humane, and organizational contexts. A unique feature of the program is the students' ability to develop a personalized area of focus, either disciplinary or thematic. In many instances, an appropriate graduate certificate may be used to fulfill the theme studies requirement.

#### Program Outcomes

The MA-LSL program is designed to develop graduates who are able to:

1. perform diverse leadership roles within complex organizations.
2. analyze the ethical dimensions of individual and collective behavior.
3. evaluate social, ethical, and human problems utilizing interdisciplinary problem solving

approaches in order to function effectively as agents of change.

4. communicate effectively in writing and speaking in leadership contexts.
5. integrate a personal philosophy of leadership into their professional roles.

#### Admission Requirements

Admission to the MA-LSL program is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two letters of recommendation from employers, supervisors, or professors familiar with the applicant's work or college performance.
3. Statement of Purpose outlining one's goal in enrolling in the MA-LSL Program (250-300 words).\*
4. Writing sample (academic or professional).\*
5. Interview with the Liberal Studies Director.

\*Applicants are strongly encouraged to speak with the Liberal Studies Director before submitting 3 and 4.

#### Post-Admission Writing Assessment

All newly admitted graduate students in Liberal Studies and Leadership are required to write an assessment essay scored by Madonna University writing faculty. Students who need writing instruction indicated by the scoring of the assessment may be required to take from one to three semester hours of WRT 5000, Writing Workshop for Graduate Students, in addition to their graduate program course work. See the Policies: Academic Process section for more information.

#### Program Requirements (30 s.h.)

##### Liberal Studies Core (11 s.h.)

LS 5020	Knowing the Self and World <i>(taken in first year)</i>	3 s.h.
LS 5300	Humane Studies	2 s.h.
WRT 5050	Writing for Graduate School and the Professions <i>(taken in first year)</i>	3 s.h.
<i>Select one of the following</i>		3 s.h.
HUM/NSC/SSC 5080	The Nature and Scope of Inquiry (3 s.h.)	
HUM 5090	Holocaust: Issues and Themes in the Genocide of European Jewry (3 s.h.)	
HUM 5210	Do Animals Matter? (LS/SSC) (3 s.h.)	

##### Leadership Core (7 s.h.)

MGT 5220	Fundamentals of Leadership	1 s.h.
MGT 5300	Leadership of Organizational Behavior	3 s.h.
MGT 5590	Ethics in Leadership	3 s.h.

### **Individualized Theme Studies (9 s.h.)**

Course work agreed with the Liberal Studies

Director

9 s.h.

### **Capstone (3 s.h.)**

LS 6950 Capstone Seminar

3 s.h.

**30 s.h.**

# English Programs

## 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 required 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 interested only in the ESL endorsement have an option of completing the 28 credit hours of designated course work 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.

### **Program Outcomes**

At the conclusion of the MATESOL program, students will be able to:

1. apply knowledge of language systems and their interrelatedness to analyze language functioning, learning, and teaching.
2. apply knowledge of biological, cognitive, and societal factors in language learning and teaching.

3. synthesize knowledge of prominent theories of second or foreign language acquisition and apply it to pedagogical practices.
4. synthesize knowledge of prominent educational theories and relate it to English as a Second Language classroom practices.
5. evaluate current research findings in the field and implement them in pedagogical practices.
6. utilize various pedagogical methods of teaching English oral, listening, reading, and writing skills to English language learners.
7. implement various assessment methods used in the English as a Second Language classroom.
8. demonstrate knowledge of an interface between language and culture, and implement it in pedagogical practice.
9. 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 a regionally-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 a regionally-accredited institution, or its foreign equivalent as evaluated by World Education Services.
2. In order to qualify for regular admission to the University, applicants who are non-native speakers of English must meet one of the following English language proficiency requirements:
  - Baccalaureate degree from an accredited college or university in the United States, Canada (English-language institutions only), the Bahamas, Guyana, Jamaica, Great Britain, Ireland, Australia, New Zealand, or South Africa (English-language institutions only); **or**
  - Full four years of attendance at and graduation from a U.S. high school with standard track English; **or**

- Internet Based TOEFL (iBT, Test of English as a Foreign Language) with a minimum score of 80; **or**
  - TOEFL paper-and-pencil test with a minimum score of 550, accompanied by the Test of Written English (TWE) with a minimum score of 5; **or**
  - MELAB score of 77+ or higher on all parts; **or**
  - IELTS score of 6.5+ or higher; **or**
  - PTE Academic score of 53.
3. Two recommendation letter forms from professionals familiar with a candidate's academic and/or teaching abilities.
4. An interview with the MATESOL Director to discuss a candidate's relevant past and future professional goals. Those international 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, non-native speakers of English who have not provided the English proficiency information listed above will take Madonna University's English Placement Test. 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.)**

TSL 5000	Current Developments in Teaching and Learning Theory ( <i>adult education track</i> )	
	<b>or</b>	
TSL 5150	Human Development and Schooling ( <i>K-12 track</i> )	2-3 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 <b>or</b>	
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 6210	Language and Culture	2 s.h.
TSL 6300	Practicum	2 s.h.
TSL 6900	Research Seminar in T.E.S.O.L.	<u>3 s.h.</u>
		<b>32-33 s.h.</b>

### **English as a Second Language (NS) Teaching Certificate Endorsement Requirements (28 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 5150	Human Development and Schooling	3 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 6210	Language and Culture	2 s.h.
TSL 6300	Practicum	<u>2 s.h.</u>
		<b>28 s.h.</b>

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. Apply through the Madonna University certification officer in the College of Education on completion of endorsement course work and examination.*

## **Graduate Certificate**

### **Teaching English Language Learners in the K-12 Classroom**

For K-12 teachers who seek to enhance their expertise in teaching and assessing English language learners. The certificate is offered to cohort groups at off-campus locations.

Admissions requirements and process are the same as for the MATESOL program.

### **Certificate Outcomes**

At the conclusion of the certificate, students will be able to:

1. apply the existing K-12 standards for ESL instruction to design strategies and techniques helping English language learners access the core curriculum.
2. implement various assessment methods used in ESL classrooms to design assessment plans for gauging English language learners' progress.
3. synthesize knowledge of prominent theories of second language acquisition as they relate to ESL instruction.

- design grade-appropriate and language-proficiency appropriate literacy lesson plans for English language learners.

### Certificate Requirements (9 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 5220	Teaching of Reading/Vocabulary to ESL Students	3 s.h.
<b>Total</b>		<b>9 s.h.</b>

- Bereavement*: focusing on clinical knowledge and expertise in working with grieving persons and families.
- Criminal Justice*: focusing on the needs of potential and current juvenile offenders, incarcerated adults, and their family members; prison ministry.

### Chaplaincy Certification

The Chaplaincy cognate is designed to fulfill the academic standards for professional certification by the National Association of Catholic Chaplains (NACC), which require a master's degree in the field. Candidates pursuing certification are responsible for meeting additional requirements, available on the NACC website ([nacc.org](http://nacc.org)), including completing four units of Clinical Pastoral Education (CPE) in an accredited program. Several area hospitals offer accredited CPE.

### Program Outcomes

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

- demonstrate an understanding of the theological and pastoral disciplines necessary for contemporary ministerial service.
- articulate a theology of pastoral care that integrates theory with an understanding of the practical aspects of ministry.
- incorporate a working knowledge of relevant related disciplines into the provision of pastoral care.
- demonstrate the knowledge and sensitivity necessary for pastoral care that respects diversity in culture, gender, orientation, background (socio-economic, racial, ethnic, and so on), and religion.
- demonstrate the knowledge and skills necessary to provide appropriate pastoral care to the persons served by their ministry.

# Pastoral Ministry Program

## Master of Arts in Pastoral Ministry

Pastoral Ministry is service to others, within the context of a religious tradition. It may take the form of a role within one's faith community, or it may reach out to the wider world. Based upon the core Christian-humanistic values of Madonna University and its Catholic Franciscan intellectual tradition, the Master of Arts in Pastoral Ministry program prepares students to respond to the invitation to be "awake, aware, and in touch" with the realities of life (Franciscans International Organization, 2004) and to "Go forth and serve!" It is designed to foster appreciation for cultural and religious diversity, exercise of critical thinking, and responsible moral decision making through the pursuit of truth and commitment to the service of others.

### Program Design

Course work in the program core provides background in areas foundational for Christian ministry--Scripture, pastoral theology, and ethics--as well as preparation for some of its more practical aspects. Building upon this core, students select one of five cognate areas to round out their ministry preparation:

- Chaplaincy*: focusing on the requirements for professional chaplaincy certification (oriented toward pastoral/spiritual care in hospitals, hospices, long-term care facilities, prisons, college campuses, and other settings where there is need for such care).
- Pastoral Ministry*: focusing on service in a parish or faith-congregation setting (e.g., parish administration, religious education, social justice education, family ministry, retreat work, youth and young adult ministry).
- Hospice*: concentrated focus on the needs of sick/dying/grieving persons, their family members, and caregivers.

### Admission Requirements

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

- Possession of a bachelor degree from a regionally-accredited institution with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
- Two letters of recommendation from current employers or professional associates 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.

4. Admission interview with a member of the Pastoral Ministry Department, with personal background clearance of any past criminal record.

### Post-Admission Writing Assessment

All newly admitted graduate students in pastoral ministry are required to write an assessment essay scored by Madonna University writing faculty. Students who need writing instruction indicated by the scoring of the assessment will be required to take from one to three semester hours of WRT 5000, Writing Workshop for Graduate Students, in addition to their graduate program course work. (See also Policies: Academic Process section.)

### Program Requirements (34-40 s.h.)

#### Prerequisite Sequence (undergraduate):

Students who have similar courses from other institutions of higher learning may request evaluation for equivalence by the director of the MAPM program.

PHL 1010	Introduction to Philosophy	3 s.h.
RST 1500	Catholicism	3 s.h.
RST 2560	Old Testament: Torah and Historical Writings <b>or</b>	
RST 2570	Old Testament: Prophets and Wisdom Literature	3 s.h.
RST 2580	New Testament: Four Gospels <b>or</b>	
RST 2590	New Testament: Acts, Epistles and Revelation	3 s.h.

#### Pastoral Ministry Core (12 s.h.)

MPM 5000	The Prophetic Literature	2 s.h.
MPM 5050	The Gospels	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.
MPM 6950	Pastoral Ministry Praxis ( <i>capstone: final 1-2 semesters</i> )	3 s.h.

#### Core Ethics Course Requirement (2-4 s.h.)

MPM 6010*	Bioethics and Sexuality <b>or/and</b>	
MPM 6020*	Public Issues and Christian Morality	2-4 s.h.

\* Students in the Chaplaincy cognate must complete both MPM 6010 and MPM 6020. Students in Pastoral Ministry, Hospice, Bereavement, and Criminal Justice cognates must complete either one of MPM 6010 or MPM 6020 in the core.

They may choose to also complete the other course within cognate electives.

#### Required Cognate (20-24 s.h.)

Choose one of Chaplaincy, Pastoral Ministry, Hospice, Bereavement, or Criminal Justice (see below) 20-24 s.h.

**34-40 s.h.**

#### Chaplaincy cognate (24 s.h.):

HSP 5500	Spiritual and Ethical Consideration in Palliative/End-of-Life Care (MPM)	3 s.h.
MPM 5125	Spirituality and Faith Development	2 s.h.
MPM 5150	Leadership in Prayer and Worship	2 s.h.
MPM 5440	Grief Ministry	2 s.h.
MPM 5470	Sacraments	2 s.h.
MPM 5560	Pastoral Care across Cultures	2 s.h.
MPM 6040	Ministerial Leadership	2 s.h.
MPM 6100	Theological Reflection	1 s.h.
MPM 6160	Ecclesiology	3 s.h.
MPM 6240	Christology	3 s.h.
MPM 6550	Pastoral Counseling	2 s.h.

#### Pastoral Ministry cognate (20 s.h.)

MPM 5440	Grief Ministry	2 s.h.
MPM electives, which may include topic courses and independent study courses		18 s.h.

#### Hospice cognate (20 s.h.)

HSP 5005	History and Philosophy of Hospice and Palliative Care	2 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*	Ethical and Legal Issues in End-of-Life Care	3 s.h.
MPM electives, which may include topic courses and independent study courses		8 s.h.

\* HSP 5005 is a prerequisite or corequisite for any of HSP 5010, HSP 6000, HSP 6010.

#### Bereavement cognate (20 s.h.)

Note: candidates completing the MAPM with one of the other cognates may wish to consider the Graduate Certificate in Bereavement: Trauma, Loss, and Grief described under the Hospice and Palliative Studies Program.

HSP 5210	Trauma, Loss and Grief: Helping Families Heal	3 s.h.
HSP 5310	Evolving Trends in Trauma, Loss, and Bereavement	3 s.h.
HSP 5410	Integrative Treatment Modalities in Trauma Loss and Grief	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.

#### Criminal Justice cognate (20 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.

# COLLEGE OF EDUCATION

## Doctoral Program

Doctor of Education: Leadership and Innovation (EdD)

## Education Specialist (EdS)

Educational Leadership

## Master of Arts (MA)

Higher Education Administration  
Teacher Leadership

## Master of Arts in Teaching (MAT)

Autism Spectrum Disorders  
Curriculum and Instruction  
Deaf and Hard of Hearing  
Early Childhood Education  
Educational Technology  
Learning Disabilities  
Literacy Education  
Online Teaching and eLearning

## Master of Science (MS)

Catholic School Leadership  
Educational Leadership

## Graduate Certificates

Effective Inclusionary Practices  
Elementary Literacy  
Online Instruction  
Secondary Content Literacy

Professional Development Program for Practicing  
Education Professionals

*Teachers are also referred to the MATESOL program  
in the English Programs section.*

## Doctoral Program

### Doctor of Education:

### Leadership and Innovation (EdD)

Educational and organizational leaders are required to be flexible, inclusive, and innovative to address the complex and ever-changing needs of an organization. The Doctor of Education in Leadership and Innovation (Ed.D.) has been designed to empower organizational leaders to be innovative in their problem-solving process by applying research to develop effective

evidence-informed solutions. The Doctor of Education in Leadership and Innovation (Ed.D.) is considered the pinnacle degree in leadership and offers leaders a broader opportunity to impact education through P-12 schools, community colleges, public and private universities, and related human service organizations.

## Program Outcomes

At the conclusion of the program, graduates will be:

1. ethical and professional leaders who promote high levels of student achievement for all learners.
2. prepared to lead excellent, equitable, and responsive educational systems.
3. knowledgeable of and sensitive to differences in learning and organizational structure.
4. effective leaders who apply research-based best practices to solve organizational problems.
5. experienced in research techniques, methodologies, and scholarly writing within their field of emphasis.

## Admission Requirements

Admission to the Ed.D. program in Leadership and Innovation is determined on the basis of the following criteria:

1. A baccalaureate degree, master's degree in education (educational leadership preferred), or related master's from a regionally-accredited institution of higher education with a cumulative grade point average in graduate study of 3.25 (on a 4.0 scale) or above.
2. Satisfactory score on the GRE for applicants with less than a 3.25 graduate GPA.
3. Three letters of recommendation attesting to the leadership and scholarship potential of the candidate from professional associates. At least one letter must be from a current supervisor.
4. A written personal statement reflecting an understanding of the challenges facing P-12 schools, higher education and/or community organizations.
5. Leadership experience, as reflected in current curriculum vitae or resume.
6. Admission interview with the program interview committee.
7. Valid teaching certificate or professional licensure preferred. *Individuals without a valid teaching certificate or professional licensure will be reviewed on an individual basis.*
8. Demonstrated leadership potential and skills including successful experience in P-12 schools, higher education, community and/or policy leadership, based upon the candidate's personal

statement, curriculum vitae/resume, admissions interview, and recommendations.

### Program Requirements (30 s.h.)

The Ed.D. in Leadership and Innovation requires a minimum of 60 credit hours beyond the master's degree:

1. 30 credits in the foundation core courses of the Madonna Ed.D. program and
2. 30 credits in the Madonna Ed.S. Education Leadership program or 30 credits in an Ed.S. program from a regionally-accredited institution of higher education.

### Prerequisite Courses (30 s.h.)

For those not currently holding a Specialist's degree

EDU 7110	Strategic Planning and Program Assessment	3 s.h.
EDU 7210	Leading Teaching and Learning	3 s.h.
EDU 7310	Leadership in Data-Driven Decision Making	3 s.h.
EDU 7410	Collaboration and Consultation for Community Engagement	3 s.h.
EDU 7510	Leadership: Vision into Action	3 s.h.
EDU 7610	School Finance and Resource Allocation	3 s.h.
EDU 7710	Legal and Ethical Issues in Educational Policy	3 s.h.
EDU 7930	Internship in Organizational Leadership	4 s.h.
EDU 7950	Action Research Project	2 s.h.
*One of the following elective courses required (or 3 s.h. other approved elective):		
EDU 5350	Organizational Leadership and HR Management (3 s.h.)	
EDU 5060	Research and Educational Practice (3 s.h.)	
EDU 6270	Leadership in Technology (3 s.h.)	
SED 6110	Special Education Law (3 s.h.)	
		<b>30 s.h.</b>

### Required Core Courses (30 s.h.)

EDU 8210	Advanced Organizational Theory	3 s.h.
EDU 8220	Learning Theories and School Leadership	3 s.h.
EDU 8310	Social Justice Issues	3 s.h.
EDU 8320	The Politics of Innovative Leadership	3 s.h.
EDU 8510	Qualitative Research	3 s.h.
EDU 8520	Quantitative Research	3 s.h.
EDU 8530	Advanced Seminar in Organizational Administration	3 s.h.
EDU 8850	Research Design and Proposal Dev	3 s.h.
EDU 8990	Dissertation Research (min. 6; max. 15)	3 s.h.
		<b>30 s.h.</b>

## Education Specialist: Educational Leadership (EdS)

### • Central Office Administration

Madonna University's core values of community, excellence, and integrity are highlighted in the Educational Leadership Specialist Degree (Ed.S.) program through a commitment to developing skills and inspiration to build shared community vision, to plan strategically district vision and action plans, to problem-solve effectively, to integrate technology with instructional practice, and to facilitate instructional leadership that promote student outcomes.

The program is designed to provide a rich intellectual and theoretical background balanced with an emphasis on real-life scenarios and applied experiences. The program builds upon the strength of the current master's program in Educational Leadership in the College of Education and provides the foundation for a Doctorate of Education (Ed.D.) in Leadership and Innovation.

### Purpose

The Ed.S. program prepares school leaders for leadership positions; in central office positions as curriculum and instructional directors; as district assistant superintendents and superintendents.

The program is aligned with the Michigan Department of Education standards and requirements for central office administrators. It provides the requisite skill sets necessary to successfully lead at the district level and understand and apply leadership skills independently across the school and district settings.

### Program Outcomes

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

1. demonstrate effective leadership attributes, skills and behaviors for district level administration.
2. guide the design and implementation of district visioning and strategic planning skills.
3. facilitate groups in the application of action planning.
4. incorporate collaborative problem-solving.
5. lead in instructional and curricular design based upon data-driven analysis.
6. apply evidence-based practices.
7. evaluate teacher and program performance for professional support and growth.
8. integrate legal, ethical and balanced response to conflict and adversity within the district community.

### Admission Requirements

Admission to the Ed.S. program in educational leadership is determined on the basis of the following criteria:

1. A master's degree in Educational Leadership or a related field from a regionally-accredited institution of higher education with a cumulative grade point average in graduate study of 3.25 or above.
2. Two letters of recommendation attesting to the leadership and scholarship potential of the candidate from current supervisor or professional associates.
3. A written personal statement reflecting an understanding of the challenges facing P-12 schools.
4. Current curriculum vitae.
5. Admission interview with the Director of the Ed.S. program.
6. Valid Michigan teaching certificate preferred. Individuals without a valid teaching certificate will be reviewed on an individual basis. Education-related certificates and/or professional licensure required.
7. Demonstrated educational leadership potential and skills, including successful experience in school, postsecondary, community, and/or policy leadership.

### Program Requirements (30 s.h.)

The 30 semester-hour program culminates in a supervised clinical internship and action research project which provides an integration of the course leadership skills within an authentic setting.

#### Required Education Foundation Core Courses (21 s.h.)

EDU 7110	Strategic Planning and Program Assessment	3 s.h.
EDU 7210	Leading Teaching and Learning	3 s.h.
EDU 7310	Leadership in Data-Driven Decision Making	3 s.h.
EDU 7410	Collaboration and Consultation for Community Engagement	3 s.h.
EDU 7510	Leadership: Vision into Action	3 s.h.
EDU 7610	School Finance and Resource Allocation	3 s.h.
EDU 7710	Legal and Ethical Issues in Educational Policy	3 s.h.

#### Required Elective Course (Choose one)\* 3 s.h.

EDU 5060	Research and Educational Practice (3 s.h.)	<b>or</b>
EDU 5350	Organizational Leadership and HR Management (3 s.h.)	<b>or</b>
EDU 6270	Leadership in Technology (3 s.h.)	

#### Required Clinical Internship Experience (6 s.h.)

EDU 7930	Internship in Organizational Leadership	4 s.h.
EDU 7950	Action Research Project	<u>2 s.h.</u>

**30 s.h.**

\*Elective courses selected may not have been included in a prior master's degree.

## Master of Arts: Higher Education Administration

The Master of Arts program in Higher Education Administration (HEA) is designed to prepare students to be administrative professionals at colleges and universities, qualified to work in support and administrative positions in academic affairs, student affairs, or in the functional service areas of an institution.

The HEA program integrates theory and practice and is intended to provide students with a foundation in the literature, skills, and the habits of scholarship related to:

- the development of contemporary college students;
- how administration and leadership can create effective academic and student service environments;
- how student learning can be enhanced inside and outside of the classroom;
- and how all these understandings can be applied to the design of educational practice.

The degree can be made applicable to many positions of leadership at higher education institutions through the types of experiences and practicals undertaken during the program. It provides students with opportunities and skills to pursue areas of interest that they feel will contribute to personal and professional growth and development. Students can also take additional elective courses to augment their degree according to their interests and career plans, or if they decide to pursue a dual degree.

### Goals of the Program

The HEA program has the following goals:

- To comprehend critical issues in higher education administration through theory-practice connections.
- To develop in students the competencies needed in human development, interpersonal facilitation, group leadership, and assessment to effectively support undergraduate and graduate education.
- To facilitate an appreciation of the varied opportunities colleges and universities provide to help others participate in humanitarianism, civic engagement, and service.
- To cultivate student perspectives on leadership, scholarship, and management that prepare graduates to work in and to design educational environments that are receptive to diversity and multiculturalism in a globalized society.

## Program Outcomes

At the conclusion of this program, students will be able to:

1. exhibit habits of mind as a proficient consumer of research regarding higher education.
2. conduct evaluations and assessments of programs and initiatives.
3. demonstrate proficiency with skills for management of functional units of higher education institutions.
4. display facility with student and adult development theories and techniques for practical application.
5. employ knowledge of the structure, administration, and environment of higher education institutions.
6. present leadership skills and experience with personal and group facilitation/intervention.
7. apply perspectives involving multiculturalism and other forms of diversity.
8. commit to social justice outcomes for individuals and groups.
9. demonstrate integrity and the ethics and values of the profession.
10. facilitate intrapersonal development and interpersonal competence.

## Admission Requirements

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

- Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
- Two completed recommendation forms from a current supervisor or academic/professional associates.
- Admission interview with the Director of the HEA program.

## Program Requirements (36 s.h.)

EDU 5010	Gateway: Foundations of Higher Education	3 s.h.
EDU 5060	Research and Educational Practice	3 s.h.
EDU 5120	Student Development Theory	3 s.h.
EDU 5270	College and University Leadership	3 s.h.
EDU 5340	Organization, Governance, and Administration in Higher Education	3 s.h.
EDU 5670	Professional Practicum I	3 s.h.
EDU 6120	Impact of College on Students	3 s.h.
EDU 6340	Law and Public Policy in Higher Education	3 s.h.
EDU 6350	Finance and Higher Education	3 s.h.
EDU 6480	Equity, Diversity, and Inclusion	3 s.h.

EDU 6670 Professional Practicum II 3 s.h.

EDU 6970 Higher Education Research Project 3 s.h.

**36 s.h.**

## Master of Arts: Teacher Leadership

Leadership is not limited to the role one has within an organization, rather leadership comes from the roles one takes within the organization. Teacher leaders provide the intrinsically motivated, self-sustaining changes that are typically inspired from peer-to-peer support of colleagues. Teacher leaders have the ability, passion, charisma, and sense of direction required for true internally-driven inspiration, leading to meaningful change in the organization's work.

### Purpose

Madonna University's Master of Arts in Teacher Leadership program is designed for teacher leaders, school coaches, school coordinators, school consultants, interventionists, and department chairs looking to expand their awareness, understanding, and application of leadership skills in meaningful ways. The program also offers foundational value for aspiring superintendents, school supervisors and directors, special education supervisors and directors, building principals, and current teachers looking to deepen their leadership skills with teachers and facilitation skills with implementing teacher-led initiatives.

It is designed to provide a rich intellectual and theoretical background balanced with an emphasis on real-life scenarios and applied experiences within educational leadership.

The program is designed to enroll candidates within cohorts once a year during the fall semester.

### Program Outcomes

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

1. evaluate instructional methodologies and evidence-based practices in a variety of educational contexts.
2. support teachers' instructional practice through the application of coaching and leadership theoretical frameworks.
3. design and conduct action research related to instructional coaching.
4. reflect critically on the development of their leadership practice and ability to generate professional knowledge.

### Admission Requirements

Admission to the MA Teacher Leadership program is determined on the basis of the following criteria:

1. A baccalaureate degree from a regionally-accredited institution of higher education with

cumulative grade point average of 3.0 or above. (An average below 3.0 will be considered for conditional admission.)

2. Two letters of recommendation from current supervisor or professional associates attesting to the leadership and scholarship potential of the candidate.
3. A written personal statement reflecting an understanding of the challenges facing P-12 schools.
4. Current curriculum vitae.
5. Admission interview with the program advisor.
6. Valid Michigan teaching certificate preferred. Individuals without a valid teaching certificate will be reviewed on an individual basis. Education-related certificates and/or professional licensure required.
7. Demonstrated educational leadership potential and skills, including successful experience in school, postsecondary, community, and/or policy leadership based upon the candidate's personal statement, curriculum vitae and admissions interview and references.

### **Program Requirements (30 s.h.)**

The 30 semester-hour program culminates in a supervised clinical internship and action research project which provides an integration of the course leadership skills within an authentic setting.

#### **Required Education Foundation Core Courses (27 s.h.)**

EDU 5060	Research and Educational Practice	3 s.h.
EDU 5550	Coaching and Leadership in Teaching	3 s.h.
EDU 5570	Effective Professional Development	3 s.h.
EDU 5590	Growth and Support of Quality Instruction	3 s.h.
EDU 5720	Diversity, Local Communities, and Global Connections	3 s.h.
EDU 6090	Formative and Summative Assessment for Instruction	3 s.h.
EDU 6110	Strategic Planning and Program Assessment	3 s.h.
EDU 6210	Leading Teaching and Learning	3 s.h.
EDU 6240	Information Management in the Classroom	3 s.h.

#### **Required Clinical Internship Experience (3 s.h.)**

EDU 6950	Project in Teaching and Learning Seminar	<u>3 s.h.</u>
		<b>30 s.h.</b>

## **Master of Arts in Teaching: Autism Spectrum Disorders**

In line with the Madonna University mission, the master's degree program in autism spectrum disorders (ASD) is

founded on intellectual inquiry, a respect for diversity, and a commitment to serving others. Because autism is a spectrum of disorders, this program is founded on an interdisciplinary approach, integrating research and theory from developmental, behavioral, educational, and medical areas into best practice, to treat all symptoms of this disorder and all aspects of the child. The program also emphasizes understanding ecological forces on the child.

### **Purpose**

An MAT with a specialty in autism spectrum disorders is a comprehensive program for teachers who possess a valid Michigan teaching certificate. The program prepares teachers to understand and effectively work with the ASD student population. Candidates learn to administer and interpret formal and informal assessments, accurately identify student needs, and utilize best practice interventions. The curriculum enables teachers to critically analyze and utilize research-based instructional strategies to address ASD in all educational placements. Through course work and field experiences, candidates apply theory to practice as collaborators with other educators, families, and service providers in light of inclusion and transition planning.

Students may choose to pursue the ASD endorsement alone, or incorporate it into a master's degree in ASD.

### **Program Outcomes**

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

1. describe the field of autism spectrum disorders from an interdisciplinary perspective from inception to current practice.
2. employ current formal and informal assessment instruments and approaches while consistently linking assessment outcomes to planning and instruction.
3. analyze interdisciplinary strategies, treatments, and interventions to effectively address socio-behavioral, communication, and academic symptoms of ASD in all educational settings.
4. collaborate with parents, other educators, and allied service providers in educational planning, instructional modifications, and transitional considerations for students with ASD.
5. evaluate and report research relevant to ASD within the context of special and general education.

### **Summer Student Teaching Opportunity**

Some students who participate are already teaching, and cannot take a semester off to do student teaching. In light of this, Madonna University works collaboratively with various schools and districts to provide summer programs for students with disabilities. In addition to

providing valuable opportunities for K-12 students, these specially developed programs give student teachers in the ASD program the opportunity to complete student teaching requirements without having to experience loss of income.

### Admission Requirements

Admission to the MAT program in autism spectrum disorders is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional associates.
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 Director of the Autism Spectrum Disorders program.

### Program Requirements (41-42 s.h.)

The MAT with a specialty in autism spectrum disorders reflects requirements of the Michigan Department of Education for K-12 endorsement in autism spectrum disorders.

#### Required Education Foundation Core (6 s.h.)

(required for degree):

EDU 5050 American Education: Historical, Social, and Political Perspectives, <b>or</b>	
EDU 5070 Schooling in Comparative and International Perspectives	3 s.h.
EDU 5060 Research and Educational Practice	3 s.h.

#### Special Education Core (13 s.h.)\*

(required for endorsement and degree):

SED 5330 Transition Planning Issues and Practices	3 s.h.
SED 5500 Methods of Teaching Students with Mild Disabilities	3 s.h.
SED 6090 Formative and Summative Assessment for Instruction	4 s.h.
SED 6220 Consultation and Collaboration	3 s.h.

#### Autism Spectrum Disorders Sequence (15 s.h.)\*

(required for endorsement and degree):

ASD 5400 Interdisciplinary Perspectives of ASD	2 s.h.
ASD 5410 Foundations of ASD: Educational Implications	4 s.h.
ASD 6410 Social and Behavioral Issues in ASD	3 s.h.
ASD 6420 Communication and Language in ASD	3 s.h.
ASD 6430 ASD: Educational Interventions	3 s.h.

\*Undergraduate prerequisite to the special education and autism spectrum disorders sequences: EDU 3300, *The Exceptional Learner in the Classroom*, 3 s.h.

#### Required Student Teaching or Practicum (5-6 s.h.)

(required for endorsement and degree):

ASD 6500 Student Teaching Autism K-12 <b>or</b>	
ASD 6700 and 6720 Autism K-12 Practicum I and II	4-5 s.h.
ASD 6930 Autism Seminar	<u>1 s.h.</u>
<b>Subtotal for endorsement</b>	<b>33-34 s.h.</b>

Endorsement requires MTC Test 64: Autism Spectrum Disorder. Apply through the Madonna University certification officer on completion of endorsement course work and examination.

#### ASD Research Project (2 s.h.)

(required for degree):

ASD 6960 ASD Research Project	<u>2 s.h.</u>
<b>Total for degree</b>	<b>41-42 s.h.</b>

## Master of Arts in Teaching: Curriculum and Instruction

The Master of Arts in Teaching curriculum and instruction is designed to empower classroom teachers certified at the elementary, middle, or secondary level. The program design is founded on the propositions of the National Board for Professional Teaching Standards (NBPTS) and the Interstate Teacher Assessment and Support Consortium Standards (inTASC). The degree emphasizes best practice in teaching and offers an innovative curriculum structured to serve the needs of busy professionals.

### Program Outcomes

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

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

### Admission Requirements

Admission to the MAT program in Curriculum and Instruction is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An

average below 3.0 will be reviewed for conditional admission.)

2. Two completed recommendation forms from current supervisors or professional associates.
3. Valid Michigan teaching certificate, current or expired.
4. Prior or concurrent teaching experience.
5. Admission interview with the Director of the Curriculum and Instruction program.

### **Program Requirements (31 s.h.)**

#### **Required Education Foundation Core (6 s.h.)**

EDU 5050 American Education: Historical, Social, and Political Perspectives, <b>or</b>	
EDU 5070 Schooling in Comparative and International Perspectives	3 s.h.
EDU 5060 Research and Educational Practice	3 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 5710 Change in Educational Organizations	3 s.h.
EDU 5720 Diversity, Local Communities, and Global Connections	3 s.h.
EDU 5950 Curriculum Leadership	3 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>
	<b>31 s.h.</b>

## **Master of Arts in Teaching: Deaf and Hard of Hearing**

The MAT in Deaf and Hard of Hearing prepares certified teachers to facilitate learning for students who are Deaf and Hard of Hearing in all educational settings. The program is founded on an interdisciplinary approach. It integrates developmental, behavioral, educational, and medical research, theory and evidence based practice to effectively address the learning needs of this population, and all aspects of the child. This program emphasizes the ecological forces on the child to determine the most effective interventions and appropriate learning environments.

The MAT in Deaf and Hard of Hearing enables certified teachers to acquire a deep understanding and effectively work with the DHH student population. Candidates learn to administer and evaluate formal/informal assessment procedures to accurately

identify student needs. The curriculum enables teachers to critically analyze and employ evidence based interventions in all educational placements. Through course work, course-embedded fieldwork, and the capstone field placement, candidates apply theory to practice as collaborators with other educators, families, and allied service providers.

This program is founded on the State Board of Education Qualifications of Special Education Teachers with a specialty in Deaf and Hard of Hearing, and the National Standards set forth by the Council on Education of the Deaf.

### **Program Outcomes**

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

1. facilitate language and academic learning in students who are Deaf and Hard of Hearing.
2. plan instruction based on each learner's prior knowledge, strengths, needs, and culture.
3. design and administer multiple and appropriate types of assessments to identify learning needs and develop differentiated learning experiences.
4. consult and collaborate with professionals in the field and families as support for analysis, reflection, and instructional problem solving.
5. reflect critically on the evidence-based foundations of Deaf Education.
6. comprehend the role of schooling in American society and its relation to dynamic social structures.
7. critically evaluate the validity and relevance of educational research influencing practice.

### **Admission Requirements**

Admission to the MA program in Deaf and Hard of Hearing is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission).
2. Two completed recommendations from current supervisor(s) or professional associates.
3. Personal statement of goals for graduate study in Deaf and Hard of Hearing.
4. Valid teaching certificate, current or expired. (An expired teaching certificate must be renewed to be endorsed.)
5. American Sign Language Proficiency Interview (ASLPI) score of Level 2+ or higher **or**
  - a. bachelor degree from Madonna University in any SLS Department major, obtained within the past 5 years.

- b. cumulative GPA in SLS course work of 3.5 or higher.
6. Admission interview with the Director of the Deaf and Hard of Hearing program.

### Program Requirements (42-43 s.h.)

#### Required Education Foundation Core (6 s.h.)

(required for degree):

EDU 5050 American Education: Historical, Social and Political Perspectives, <b>or</b>	
EDU 5070 Schooling in Comparative and International Perspectives	3 s.h.
EDU 5060 Research and Educational Practice	3 s.h.

#### Special Education Core (13 s.h.)\*

(required for endorsement and degree):

SED 5330 Transition Planning Issues and Practices	3 s.h.
SED 5500 Methods of Teaching Students with Mild Disabilities	3 s.h.
SED 6090 Formative and Summative Assessment for Instruction	4 s.h.
SED 6220 Consultation and Collaboration	3 s.h.

#### Deaf and Hard of Hearing Concentration (16 s.h.)\*

(required for endorsement and degree):

DHH 5010 Foundations of Deaf Education	2 s.h.
DHH 5020 Audiology for Educators	2 s.h.
DHH 5050 Integrated Language Instruction for DHH Students	3 s.h.
DHH 6010 Integrated Literacy and Writing Instruction for DHH Students	3 s.h.
DHH 6030 Learning and Instruction for DHH Students	3 s.h.
DHH 6050 Early Intervention for DHH Students and Their Families	3 s.h.

\*Undergraduate prerequisite to the special education and Deaf and Hard of Hearing sequences: EDU 3300, *The Exceptional Learner in the Classroom*, 3 s.h.

#### Required Student Teaching or Practicum (5-6 s.h.)

(required for endorsement and degree):

DHH 6500 Student Teaching DHH K-12 <b>or</b>	
DHH 6700 and DHH 6720 Practicum I and II	4-5 s.h.
DHH 6930 Deaf and Hard of Seminar	1 s.h.
<b>Subtotal for endorsement</b>	<b>34-35 s.h.</b>

Endorsement requires MTC Test 62: Hearing Impaired. Apply through the Madonna University certification officer on completion of endorsement course work and examination.

#### DHH Research Project (2 s.h.)

(required for degree):

DHH 6960 Research Project	2 s.h.
<b>Total</b>	<b>42-43 s.h.</b>

## Master of Arts in Teaching: Early Childhood Education

The Master of Arts in Teaching in early childhood education is designed to teach classroom teachers the distinctive aspects of teaching and learning for children ages 0-8 years. This program with its prerequisites also meets the State's requirements for the early childhood (ZS) endorsement.

### Program Outcomes

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

1. create healthy, respectful, and supportive learning environments for young children that reflect an understanding of multiple and interrelated influences on learning, typical and atypical child development, and that are aligned with the Michigan State Board of Education's Universal Education Vision and Principles.
2. engage in respectful, reciprocal relationships with families in order to involve them in their children's development and learning.
3. articulate an understanding of the complex characteristics of families and communities as reflected in the Michigan State Board of Education's Universal Education Vision and Principles.
4. conduct themselves as ethical, reflective practitioners in the field of Early Childhood Education.
5. integrate disciplinary knowledge with developmentally appropriate practice to design learning experiences that include educational technology and positive behavior supports in early childhood education settings.
6. assess effectively and responsibly in early childhood education settings using valid instruments, systematic observation, and professional documentation.
7. advocate for young children and families by adopting an evidence-based and collaborative approach founded on high-quality relationships with families and colleagues.

### Admission Requirements

Admission to the MAT: Early Childhood Education program is determined on the basis of the following criteria:

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

- Two completed recommendation forms from current supervisors or professional associates.
- Applicants wishing the ZS endorsement must hold a valid Michigan teaching certificate with elementary-level endorsement, current or expired. An expired certificate must be renewed to be endorsed.
- Prior or concurrent teaching experience.
- Admission interview with the Director of the Early Childhood Education program.

### Program Requirements (31 s.h.)

#### Educational Foundation Core (6 s.h.)

EDU 5050	American Education: Historical, Social, and Political Perspectives, <b>or</b>	
EDU 5070	Schooling in Comparative and International Perspectives	3 s.h.
*EDU 5060	Research and Educational Practice	3 s.h.

#### Teaching and Learning Concentration (8 s.h.)\*

*EDU 5240	Application of Technology in P-12 Schools	3 s.h.
*EDU 5710	Change in Educational Organizations	3 s.h.
*EDU 6610	Best Practice Classrooms	2 s.h.

#### Advanced Early Childhood Core (16 s.h.)

*ECE 5120	Early Childhood Curricula	3 s.h.
*ECE 5130	Home/School Partnerships	2 s.h.
*ECE 5160	Assessment of the Young Child	3 s.h.
*ECE 5170	Programming for Infant and Toddler Development	3 s.h.
*ECE 5930	Practicum in Early Childhood Education	2 s.h.
*ECE 6210	Design of Instruction for Children with Exceptional Learning Needs	3 s.h.

#### Capstone (1 s.h.)

*ECE 6960	Leadership and Advocacy in Early Childhood	<u>1 s.h.</u>
		<b>31 s.h.</b>

\* Designates 28 s.h. of course work which, along with MTC test 106, Early Childhood Education, earn the Early Childhood Education (general and special education) (ZS) endorsement for those holding a valid Michigan teaching certificate. Apply through the Madonna University certification officer upon completion of endorsement course work and examination.

## Master of Arts in Teaching: Educational Technology

The Master of Arts in Teaching in educational technology 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 Outcomes

At the conclusion of the program, students will be 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.

### Admission Requirements

Admission to the MAT: Educational Technology program is determined on the basis of the following criteria:

- Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
- Two completed recommendation forms from current supervisors or professional associates.
- Valid Michigan teaching certificate, current or expired. *An expired certificate must be renewed to be endorsed.*
- Prior or concurrent teaching experience.
- Admission interview with the Director of the Educational Technology program.

### Program Requirements (30 s.h.)

#### Educational Foundation Core (6 s.h.)

EDU 5050	American Education: Historical, Social, and Political Perspectives, <b>or</b>
----------	---

EDU 5070	Schooling in Comparative and International Perspectives	3 s.h.
EDU 5060	Research and Educational Practice	3 s.h.

**Teaching and Learning Core (3 s.h.)**

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

**Educational Technology Endorsement Requirements (21 s.h.)**

*EDU 5240	Application of Technology in P-12 Schools	3 s.h.
*EDU 5260	Best Practice Teaching with Technology	3 s.h.
*EDU 5410	Instructional Design for Online Learning	3 s.h.
*EDU 5720	Diversity, Local Communities, and Global Connections	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	<u>3 s.h.</u>
		<b>30 sh.</b>

\* The educational technology (NP) endorsement is earned by successful completion of these 21 s.h. of course work. The endorsement is defined the Michigan Department of Education not as a subject that the teacher teaches, but as a body of skills the teacher employs to teach a discipline.

There is no MTC examination for this endorsement. Apply through the Madonna University certification officer on completion of the endorsement course work.

## Master of Arts in Teaching: Learning Disabilities

In keeping with the mission of Madonna University, the graduate program in learning disabilities (LD) is designed to promote service to the community and respect for human diversity through advanced career preparation. Candidates are members of a cohesive collegial learning community committed to serving the needs of their students with LD in all learning environments within the school setting. Through intellectual inquiry and collaboration, along with associated field work, candidates acquire comprehensive knowledge and skills to effectively address the individual needs of students with LD.

In-depth study of LD includes a broad understanding of all exceptionalities and of contemporary issues in the field of special education.

### Purpose

The program prepares certified teachers to understand the field of LD as it relates to general education issues and practices as well as other exceptionalities in special education from inception to current practice. Candidates learn to effectively administer, interpret,

and report formal and informal assessments to accurately identify disabilities and current levels of performance. Candidates also learn to develop and employ research-based instructional strategies to address individual needs in all school learning environments. Course work and field experience emphasize consultation and collaboration with parents and allied service providers in light of inclusion and transition planning. The MAT in LD provides a comprehensive program of study to 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 rigorous program designed for teachers who possess a valid Michigan teaching certificate. Teachers who successfully complete the program are well prepared for the state proficiency test in the area of learning disabilities and eligible for K-12 endorsement in LD. Candidates may opt for the LD endorsement alone or incorporate it into a master's degree.

### Program Outcomes

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

1. examine the field of learning disabilities as it relates to educational issues and practices and other exceptionalities in special education from inception to current practice.
2. administer and interpret formal and informal assessments to identify disabilities and report present levels of academic achievement and functional performance.
3. utilize assessment data and research based instructional strategies and interventions to plan and implement individualized instruction, modifications, and adaptations in the least restrictive learning environment.
4. employ consultation/collaboration skills with parents and other allied service providers in light of inclusion and transition service planning.
5. critique and report current research in the field of learning disabilities and special education.

### Summer Student Teaching Opportunity

Some students who participate are already teaching and cannot take a semester off to do student teaching. In light of this, Madonna University works collaboratively various schools and districts to provide summer programs for students with 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.

## 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 a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional associates.
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 Director 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.

### Required Education Foundation Core (6 s.h.)

(required for degree):

EDU 5050	American Education: Historical, Social, and Political Perspectives, <b>or</b>	
EDU 5070	Schooling in Comparative and International Perspectives	3 s.h.
EDU 5060	Research and Educational Practice	3 s.h.

### Special Education Core (13 s.h.)\*

(required for endorsement and degree):

SED 5330	Transition Planning Issues and Practices	3 s.h.
SED 5500	Methods of Teaching Students with Mild Disabilities	3 s.h.
SED 6090	Formative and Summative Assessment for Instruction	4 s.h.
SED 6220	Consultation and Collaboration	3 s.h.

### Learning Disabilities Sequence (12 s.h.)\*

(required for endorsement and degree):

LD 5350	Psychological Issues in Learning Disabilities	3 s.h.
LD 5450	Learning Disabilities	3 s.h.
LD 5720	Diagnostic and Remedial Techniques in Reading	3 s.h.
LD 6010	Language Problems in Learning Disabilities	3 s.h.

\*Undergraduate prerequisite to the special education and learning disabilities sequences: EDU 3300, *The Exceptional Learner in the Classroom*.

### Require Student Teaching or Practicum (5-6 s.h.)

(required for endorsement and degree):

LD 6500	Student Teaching, LD K-12 <b>or</b>	
LD 6700 and 6720	LD K-12 Practicum I and II	4-5 s.h.
LD 6930	LD Seminar	<u>1 s.h.</u>
<b>Subtotal for endorsement</b>		<b>30-31 s.h.</b>

Endorsement requires MTTC Test 63: Learning Disabled. Apply through the Madonna University certification officer on completion of endorsement course work examination.

### LD Research Project (2 s.h.)

(required for degree):

LD 6960	Learning Disabilities Project	<u>2 s.h.</u>
<b>Total for degree</b>		<b>38-39 s.h.</b>

## 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 College of Education 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 multifaceted process whose integral components are mutually supportive. The term literacy includes reading, writing, speaking, listening, viewing, visually representing, thinking critically, and using current technologies across the education spectrum and in the greater society.

### Purpose

The Master of Arts in Teaching: 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 Literacy Association and the Michigan Department of Education. The program leads to state endorsement as a Reading Specialist K-12 if candidates successfully pass the MTTC examination. During the course of the program, students will:

- develop and refine their beliefs about the nature of literacy, the uses for literacy in our society, and the way it is taught in our schools.
- demonstrate knowledge of reading processes, the developmental stages of literacy, best practices in instruction, approaches to assessment, the role of research, and the importance of continuing professional development.

- develop a philosophy based on comprehensive, interactive, social-constructivist model of the reading process that accounts for learning differences, language differences, cultural diversity, and teacher responsibility.
- demonstrate knowledge of the legislative mandates influencing reading assessment and instruction.

### Program Outcomes

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

1. apply specialized reading knowledge and leadership in the role of a Reading Specialist.
2. analyze the role of research in theory and practice relative to evidence-based literacy practices and apply to the integral role of the reading/literacy specialist.
3. select appropriate assessment tools to screen, diagnose, and measure literacy development to inform instructional practices, curriculum and evaluate interventions.
4. employ effective teaching literacy practices that are inclusive, affirming, equitable, develop awareness, understanding, respect, and valuing of differences in our society.
5. use a variety of print and digital materials to motivate and engage all learners in a literacy-rich environment.
6. demonstrate effective leadership and collaboration skills to advocate on behalf of teachers, students, families, and communities.

### Admission Requirements

Admission to the MAT program in literacy education is determined on the basis of the following criteria:

1. Possession of bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 in a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisors or professional associates.
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 Director of the Literacy Education program.

### Program Requirements (33 s.h.)

#### Required Core Courses (24 s.h.)

RDG 5110	Foundations of Literacy Education	3 s.h.
RDG 5170	Early Literacy Development	3 s.h.

RDG 5210	Developing and Assessing Literacy Programs in Elementary and Secondary Schools	3 s.h.
RDG 5310	Content Literacy in Elementary and Secondary Schools	3 s.h.
RDG 5330	Integrating Children's/Adolescent Literature in the Curriculum	3 s.h.
RDG 5350	Language Development: Linguistic Foundations of Literacy	3 s.h.
RDG 6530	Diagnostic Procedures in Reading	3 s.h.
RDG 6850	Literacy Coaching and Leadership	3 s.h.

#### Required Clinical Experience (6 s.h.)

RDG 6930	Practicum in Reading Intervention	3 s.h.
RDG 6940	Practicum in Program Development (School-Based)	3 s.h.

#### Capstone (3 s.h.)

RDG 6950	Seminar: Issues in Literacy Education	<u>3 s.h.</u>
		<b>33 s.h.</b>

### Program Assessment

Production of a digital portfolio reflection on an assignment, which students will develop throughout the program to demonstrate their knowledge and professional expertise. Continuation of the portfolio will be a requirement in each course. The end result should be of interview quality that will showcase acquired specialized professional literacy skills for employment of advancement purposes.

*The State of Michigan requires a competency examination, MTTC test 92, Reading Specialist, for endorsement as a Reading Specialist K-12. Because of accreditation policies, students are required to take this examination at the end of their course work.*

*For the endorsement, apply through the Madonna University certification officer on completion of degree course work and examination.*

## Master of Arts in Teaching: Online Teaching and eLearning

Designed for P-12 educators, trainers and higher education instructors, Madonna University's Master of Arts in Teaching (MAT): Online Teaching and eLearning degree will aid you in gaining a deeper knowledge of learning technologies while enhancing your online teaching pedagogy.

### Program Outcomes

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

1. explain how students develop and learn, incorporating the prevailing theories of cognition, motivation, and intelligence.

2. use a variety of methods, materials, and strategies in core instruction that are appropriate to the diverse abilities and backgrounds of students.
3. use instructional media and technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.
4. apply appropriate technologies to critical thinking, creative expression, and decision-making skills.
5. employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments.
6. apply ethical and legal standards in planning, using, and evaluating technology.

### Admission Requirements

Admission to the MAT: Online Teaching and eLearning program is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisors or professional associates.
3. Prior or concurrent teaching experience (P-12, higher education, or corporate training and development).
4. Admission interview with the Director of the Online Teaching and eLearning program.

### Program Requirements (30 s.h.)

#### Educational Foundation Core (6 s.h.)

EDU 5050	American Education: Historical, Social, and Political Perspectives, <b>or</b>	
EDU 5070	Schooling in Comparative and International Perspectives	3 s.h.
EDU 5060	Research and Educational Practice	3 s.h.

#### Teaching and Learning Core (6 s.h.)

EDU 5710	Change in Educational Organizations	3 s.h.
EDU 5720	Diversity, Local Communities, and Global Connections	3 s.h.

#### Online Instruction Concentration (15 s.h.)

EDU 5410	Instructional Design for Online Learning	3 s.h.
EDU 5430	Media Production for Online Instruction	3 s.h.
EDU 6410	Management and Evaluation of Online Learning Platforms	3 s.h.
EDU 6430	Online Assessment Practices	3 s.h.
EDU 6450	Best Practice in Teaching Online	3 s.h.

#### Practicum (3 s.h.)

EDU 6880	Online Teaching Project and Practicum	<u>3 s.h.</u>
		<b>30 s.h.</b>

## 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 of higher learning, 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 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 aims to strengthen Catholic school education and the promotion of Catholic values and community.

### Program Outcomes

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

1. 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.
2. create staff development programs and evaluation systems to enhance the effectiveness of school personnel in their service of Catholic education.
3. manage school operations and facilities to ensure successful student learning.
4. implement effective financial management strategies to maximize resources.
5. 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 a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional associates.
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 the Director of the Catholic School Leadership program.

## 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 collaborates with the Archdiocese of Detroit Office for Catholic Schools and Sacred Heart Major Seminary to offer this 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 part-time students with a full-time work commitment.

### Required Education Foundations Core (3 s.h.)

EDU 5060 Research and Educational Practice 3 s.h.

### Required Leadership and Supervision (11 s.h.)

EDU 5130 Assessment, Evaluation & Data Management 3 s.h.

EDU 5350 Organizational Leadership and HR Management 3 s.h.

EDU 5720 Diversity, Local Communities and Global Connections 3 s.h.

EDU 5890 Legal & Ethical Issues in Educational Leadership 2 s.h.

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

EDU 5950 Curriculum Leadership 3 s.h.

EDU 6980 Capstone Seminar in Education Leadership 2 s.h.

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

CSL 5400 Leadership in Catholic Identity 3 s.h.

CSL 5450 Leadership in Christian Development 2 s.h.

CSL 6400 Catechetical Leadership 2 s.h.

CSL 6450 Formation of Christian Community 2 s.h.

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

### Required Clinical Experience (4 s.h.)

EDU 6320 Internship/Project in Educational

Leadership I 2 s.h.  
EDU 6330 Internship/Project in Educational Leadership II 2 s.h.  
**34 s.h.**

## Some courses are offered only at the Sacred Heart Major seminary campus.

Students who complete the M.S. in Catholic School Leadership may apply through the Michigan Department of Education for State of Michigan elementary and secondary building certification.

## Master of Science: Educational Leadership

The education faculty of Madonna University is committed to the development of educational leaders who motivate and inspire the school community toward a shared vision; who have the knowledge, dispositions, and performances to be stewards of integrity and collective well-being; who have the organizational and communication skills necessary for an effective learning environment; who collaborate with internal and external stakeholders within a diverse community; and who integrate technology to support all aspects of school programs.

The program subscribes to the view that educational leadership manifests itself in a number of roles beyond that of administrator. A school leader fosters a collaborative leadership environment by building trust, facilitating relationships, and enabling others to develop self-determination and competence.

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 leadership roles in the work place, in particular a year-long 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 administrators but also visionary educators and instructional leaders.

The program promotes a collaborative approach to leadership that empowers stakeholders to attain

individual and institutional goals. 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 promote schools and programs for optimal student outcomes.

### Program Outcomes

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

1. facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
5. act with integrity, fairness, and in an ethical manner.
6. understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. apply technology to advance student achievement.

### 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 a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional associates.
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 the Director of the Educational Leadership program.

### Program Requirements (30 s.h.)

The 30-semester-hour program culminates in a two-semester supervised clinical experience and seminar

which provides integration of learning across curricular areas below and leadership experience in an authentic setting.

#### Required Education Foundation Core (6 s.h.)

EDU 5050 American Education: Historical, Social, and Political Perspectives

EDU 5060 Research and Educational Practice 3 s.h.

#### Required Leadership and Supervision Courses (15 s.h.)

EDU 5130 Assessment, Evaluation and Data Management 3 s.h.

EDU 5350 Organizational Leadership and HR Management 3 s.h.

EDU 5720 Diversity, Local Communities and Global Connections 3 s.h.

EDU 5770 Financing of Education 3 s.h.

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

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

EDU 5950 Curriculum Leadership 3 s.h.

EDU 6980 Capstone Seminar in Educational Leadership 2 s.h.

#### Required Clinical Experience (4 s.h.)

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

EDU 6330 Internship/Project in Educational Leadership II 2 s.h.

**30 s.h.**

Students who complete the M.S. in Educational Leadership may apply through the Michigan Department of Education for State of Michigan elementary and secondary administrator certification.

### Graduate Certificates

Effective Inclusionary Practices

Elementary Literacy

Online Instruction

Secondary Content Literacy

### Graduate Certificate: Effective Inclusionary Practices

Today's classroom teachers find increasing numbers of students with special needs in their classrooms. The focus of this graduate certificate is to prepare certified general education teachers to meet the needs of students with disabilities in the general education classroom.

### Program Outcomes

At the conclusion of the certificate, students will be able to:

1. use formative and summative assessment practices that inform evidence-based decision making which leads to effective interventions for students.
2. employ academic and behavioral evidence-based interventions, accommodations, and modifications to differentiate instruction for students with disabilities in the general education classroom.
3. use evidence-based problem-solving models of consultation and collaboration to drive effective educational decisions by all stakeholders.

### Admission Requirements

Admission to the graduate certificate in Effective Inclusionary Practices is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional associates.
3. Valid Michigan teaching certificate, current or expired.
4. Admission interview with the Director of the Special Education programs.

### Certificate Requirements (10 s.h.\*)

#### PREREQUISITE TO CERTIFICATE COURSES:

EDU 3300 Exceptional Learner in the Classroom 3 s.h.  
(undergraduate)

#### Certificate Requirements:

SED 5500 Methods of Teaching Students with Mild Disabilities	3 s.h.
SED 6090 Formative and Summative Assessment for Instruction	4 s.h.
SED 6220 Consultation and Collaboration	<u>3 s.h.</u>
	<b>10 s.h.</b>

*\*Students must earn a minimum grade of B (3.0) in all courses to earn this certificate.*

## Graduate Certificate: Elementary Literacy

The Elementary Literacy Certificate is a graduate certificate program, which combines academic and experiential learning. The program enables classroom teachers certified at the elementary level or the

secondary level to provide research-based literacy instruction, intervention, and assessment practices at the elementary level.

### Program Outcomes

At the conclusion of the certificate, students will be able to:

- select appropriate assessment tools to screen, diagnose, and measure literacy development to inform instructional practices, curriculum, and evaluate interventions.
- employ effective teaching literacy practices that are inclusive, affirming, equitable, develop awareness, understanding, respect, and valuing of differences in our society.
- use a variety of print and digital materials to motivate and engage all learners in a literacy-rich environment.

### Admission Requirements

Admission to the graduate certificate in Elementary Literacy is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisors or professional associates.
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 Director of the Literacy Education program.

### Certificate Requirements (9 s.h.)

RDG 5170 Early Literacy Development	3 s.h.
RDG 6530 Diagnostic Procedures in Reading	3 s.h.
RDG 6930 Practicum in Reading Intervention	<u>3 s.h.</u>
	<b>9 s.h.</b>

## Graduate Certificate: Online Instruction

The graduate certificate in online instruction provides theoretical and practical basis for developing online instruction in a variety of settings, including higher education and corporate training. Structured with the adult learner in mind, the certificate allows students to explore online pedagogy and instructional design principles to develop courses and training dedicated to the online environment. Students will also develop and

understanding of the ethical and legal standards of online teaching and eLearning.

### Program Outcomes

At the conclusion of the certificate, students will be able to:

1. explain how adults learn, incorporating the prevailing theories of cognition, motivation, and intelligence as it relates to online instruction.
2. use a variety of methods, materials, and strategies in online instruction that are appropriate to the diverse abilities and backgrounds of students.
3. use instructional media and technologies to create effective online instruction.
4. employ best practices for assessing learners in an online environment.
5. develop goals and outcomes for instruction and evaluate the success of designed instruction in meeting those goals.
6. apply ethical and legal standards in planning, using, and evaluating technology for online instruction.

### Admission Requirements

Admission to the graduate certificate in Online Instruction is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with a minimum 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 associates.

### Certificate Requirements (12 s.h.)

#### Certificate Requirements:

EDU 5410 Instructional Design for Online Learning	3 s.h.
EDU 5430 Media Production for Online Instruction	3 s.h.
EDU 6430 Online Assessment Practices	3 s.h.
EDU 6880 Online Teaching Project and Practicum	<u>3 s.h.</u>
	<b>12 s.h.</b>

## Graduate Certificate: Secondary Content Literacy

The Secondary Content Literacy Certificate is a graduate certificate program, which combines academic and experiential learning. The program enables classroom teachers certified at the elementary level or secondary level to provide research-based content literacy instruction, intervention, and assessment practices at the secondary level.

### Program Outcomes

At the conclusion of the certificate, students will be able to:

1. select appropriate assessment tools to screen, diagnose, and measure literacy development to inform instructional practices, curriculum, and evaluate interventions.
2. employ effective teaching literacy practices that are inclusive, affirming, equitable, develop awareness, understanding, respect, and valuing of differences in our society.
3. use a variety of print and digital materials to motivate and engage all learners in a literacy-rich environment.

### Admission Requirements

Admission to the graduate certificate in Secondary Content Literacy is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisors or professional associates.
3. Valid Michigan teaching certificate, current or expired.
4. Prior or concurrent teaching experience.
5. Admission interview with the Director of the Literacy Education program.

### Certificate Requirements (9 s.h.)

RDG 5310 Content Literacy in Elementary and Secondary Schools	3 s.h.
RDG 6530 Diagnostic Procedures in Reading	3 s.h.
RDG 6930 Practicum in Reading Intervention	<u>3 s.h.</u>
	<b>9 s.h.</b>

## Professional Development Program for Practicing Education Professionals

This program assists administrators and other education professionals earn graduate credit that may be used toward the renewal of teaching and administrative certificates. Participants may earn one hour of credit for every 15 actual clock hours taken at pre-approved workshops, seminars, or conferences at either the local, state, or national level. 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 from attending a local workshop, and another 7 clock hours from attending a state or national conference, for a total of 15-1/4 clock hours. This would qualify toward 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 semester hour of graduate credit.

Students may register for 1-6 semester hours of graduate credit. The hours and assignment requirements must be met within two semesters. These hours/credits count only for this program and cannot count for both CEU hours and graduate credit. Papers must be submitted by the deadline of the second semester after registration. For example, if you register for a Fall Madonna course, you must submit your work no later than the deadline of Winter semester (April 1) to receive credit.

**Deadline to submit papers (all academic years)**

Fall course: April 1

Winter course: August 1

Summer course: December 1

The cost for one hour of graduate credit in the Professional Development Program is \$150.

More detailed information can be found at [www.madonna.edu/pdp](http://www.madonna.edu/pdp)

# COLLEGE OF NATURAL AND SOCIAL SCIENCES

## History Program

### Master of Arts: History

In line with the Madonna University mission, the Master of Arts program in history is founded on intellectual inquiry and is intended to promote the professional, career, and personal goals of students with a respect for its diversity.

Collectively, the program reflects our commitment to enhance the historical understanding of all Americans, by strengthening the ability of graduate students to analyze and interpret the past. Historical study is intended to enlarge us, deepen us, and draw us out of ourselves, by bringing us into a serious encounter with the "strangeness-and the strange familiarity-of a past that is already part of us." The program trains students to understand historical scholarship and research in all its major aspects, and to prepare them to serve their communities as professionals.

The curriculum is characterized by an explicit effort to consider course themes from diverse viewpoints, from within and without the cultures being explored. Additionally, the graduate curriculum seeks to maximize inclusion; i.e., including diverse groups with the holistic and scholarly study of human experience in time. The curriculum includes a study of United States history, Western civilization, global history, and history as a scholarly discipline.

The curriculum emphasizes information literacy; i.e., the ability to find, assess, and use scholarly sources available through modern libraries and professional library faculty.

History faculty members encourage and support the use of student foreign language skills and foreign study and travel to enhance and enrich their graduate historical studies.

Graduate students in the MA History program are mentored carefully in order to maximize the rewards of historical study, with full support from a faculty advisor and a team of university support personnel. Special attention is given to graduate student's professional goals and career plans.

## Program Outcomes

Students completing the curriculum and requirements for the Master of Arts degree in History at Madonna University will be able to:

1. explain the content boundaries, methodology, epistemology, and teleology of the discipline of history.
2. explain the continuities and changes that characterize defined periods of United States and global history.
3. explain the causes and effects of selected pivotal events in United States and global history.
4. assess the impact of selected individuals and communities upon their own and subsequent history.
5. interpret, assess, and use professional journal articles, monographs, and primary sources related to the discipline of history.
6. assess scholarly works related to major themes in United States and global history and explain their historiographical context.
7. create historical scholarship and present this scholarship professionally in a variety of modes.

## Admission Requirements:

- A bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale (an average of 2.75 to 2.99 will be reviewed for conditional admission);
- At least 20 semester hours in history from a regionally-accredited institution with an undergraduate grade point average of 3.0 in history (an average of 2.75 to 2.99 will be reviewed for conditional admission); and
- Letters of recommendation from two previous academic professors.
- An interview with the History program director.
- A writing sample.

## Program Requirements (30 s.h.)

### Introductory Colloquium (3 s.h.)

HIS 5010 The Study of History 3 s.h.

### United States Readings (15 s.h.)

HIS 5100 Colonial/Early National Era, US 3 s.h.

HIS 5300 Middle Period, United States 3 s.h.

HIS 6000 Modern United States 3 s.h.

HIS 6500 Readings in U.S. Military/Political History 3 s.h.

HIS 6700 Readings in U.S. Economic/Social History 3 s.h.

### European and Area Studies Readings (9 s.h.)

HIS 6330 Modern Western Civilization 3 s.h.

Select two of the following four courses: 6 s.h.

HIS 5631 Global Studies: Modern Africa (3 s.h.)

HIS 5632 Global Studies: Modern Asia (3 s.h.)

HIS 5633 Global Studies: Modern Latin America (3 s.h.)

HIS 5634 Global Studies: Modern Middle East(3 s.h.)

### Capstone Colloquium (3 s.h.)

HIS 6950 Integrating Master's Seminar in History 3 s.h.  
**30 s.h.**

# Psychology Program

## Master of Science in Clinical Psychology

**Admissions for the Master of Science in Clinical Psychology (MSCP) degree program have been suspended for the 2018-19 academic year to provide an opportunity for an in-depth review of the program. Please contact the Graduate School at [grad@madonna.edu](mailto:grad@madonna.edu) for updates.**

The Master of Science in Clinical Psychology (MSCP) program trains students to perform clinical assessments and conduct 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. The MSCP program teaches students to view people as complicated, multi-faceted individuals endowed with physical, spiritual, cognitive, and emotional dimensions. The program emphasizes respect for human diversity, ethical decision-making skills, and attention to underserved populations. Students become familiar with a variety of perspectives; however, the predominant theoretical orientation in the program is psychoanalytic, with an emphasis on evidence-based approaches toward assessment and intervention. 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 [www.madonna.edu](http://www.madonna.edu).

### Unique Program Features

- Practicum experience fully integrated into the curriculum.
- Faculty are experienced practitioners.
- Emphasis on evidence-based approaches to assessment.

- Contemporary psychoanalytic approach.
- Full- or part-time study.
- Small class sizes.

## 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 institution's master's degree program in psychology.*

## Psychology Licensure in Michigan

The MSCP is designed to fulfill the course work requirements and the field requirements for a Temporary Limited License in Clinical Psychology (TLLP) in the State of Michigan.

While an individual holds the TLLP, he or she is required by licensing regulations to obtain 2,000 hours of supervised post-degree professional experience and obtain a passing score on the Examination for Professional Practice in Psychology (EPPP), a national exam administered by the Association of State and Provincial Psychology Boards. Upon fulfillment of these requirements, and in the absence of a criminal history, a permanent Limited License in Clinical Psychology (LLP) is granted by the State of Michigan.

## Application Requirements

Admission to the Master of Science in Clinical Psychology is based on the faculty's evaluation of the applicant's suitability for clinical training, as reflected in the following elements:

1. Possession of a bachelor degree from a regionally-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.
2. 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 the Program Director.)
3. Human service experience that has prepared you to work in the mental health field, on a volunteer or paid basis.
4. Submission of a personal statement written using the directions found below.
5. For selected applicants, an admissions interview to assess 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 is completed, to determine whether the applicant's writing skills meet or exceed standards for beginning master's-level students. Applicants should note that the interview is an element in the admissions process and is factored into the faculty's decision; an invitation to interview is not a guarantee of admission.

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

## Admission Process

New students begin the program only in the Fall semester. Although applications are accepted at any time, the review process begins on February 1<sup>st</sup> for the following Fall and available seats may fill quickly. Students who apply after the entering class is full may have their names placed on a waiting list if they are admitted. They will be contacted if a seat becomes available prior to the start of Fall classes.

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

1. Completed Application for Admission to the Graduate Program form, with the application fee.
2. Two letters of recommendation from faculty, current employer/supervisor and/or professionals familiar with the applicant's college performance or work. Academic recommendations 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 on this page.)
4. Official transcripts sent directly to the Graduate School Office from every undergraduate and graduate institution attended.
5. Completed Criminal Background Information form.

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

After reviewing the completed files, the department then invites applicants who meet threshold criteria to campus for an application interview.

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

The Dean of the Graduate School sends a letter regarding the decision, usually 2-3 weeks after the interview.

An applicant receiving an offer of admission must respond to that offer within the time frame specified in the Dean's letter. An applicant accepting an offer of admission must pay a non-refundable admissions deposit equal to one semester-hour of current graduate tuition. The deposit will be applied toward your second semester of enrollment. The deposit is non-refundable and will not be returned if you enroll then drop or withdraw prior to or during the first semester. Until this deposit is paid, a seat will not be held and may be given to another incoming student. Seats are limited in number.

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

### **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. Those using this option will receive the University's decision by the end of December.

#### **Regular Application Deadline:**

**February 1\*\***

#### **Interviews in March, April, May, June, and July**

*\*\*Applications will be accepted after the February 1 deadline at the discretion of the MSCP director if spaces remain in the program.*

### **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 admission 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 led 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 seek a doctorate. Applicants should provide as much information as they can about their plans and their reasons for those plans.

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 our 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 admission 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 not 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 are 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, and 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 (46 s.h.)

The program, 46 s.h. beyond the prerequisite course, includes a knowledge base component, research foundations, clinical skills, and field experiences, as well as a comprehensive examination. *Course descriptions are available on the web at [www.madonna.edu](http://www.madonna.edu).*

#### Required Prerequisite Courses\*(8 s.h.)

PSY 5010	Statistical Foundations of Psychological Testing	1 s.h.
PSY 5100	Introduction to Clinical Theory I: Contemporary Psychoanalytic Approaches I	3 s.h.
PSY 5300	Psychological Assessment I	4 s.h.

\* PSY 5010 may be waived for students who pass a departmental equivalency examination.

#### Knowledge Base (12 s.h.)

PSY 5110	Introduction to Clinical Theory II	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.

#### Clinical Skills (17 s.h.)

PSY 5310	Psychological Assessment II	4 s.h.
PSY 5320	Psychological Assessment III	4 s.h.
PSY 5780	Introduction to Psychotherapeutic Intervention	3 s.h.
PSY 5790	Psychotherapeutic Interventions with Children and Families	3 s.h.
PSY 5800	Ethics and Professional Practice	3 s.h.

#### Research Foundations (8 s.h.)

PSY 6300	Statistics and Research Design	4 s.h.
Choose ONE sequence:		4 s.h.
	PSY 6870 Capstone Research Project I (2 s.h.) <b>and</b> PSY 6880 Capstone Research Project II (2 s.h.)	
<b>or</b>	PSY 6810 Clinical Psychology Capstone Project I (2 s.h.) <b>and</b> PSY 6820 Clinical Psychology Capstone Project II (2 s.h.)	

#### Field Experience (9 s.h.)

PSY 5930	Clinical Psychology Practicum I	3 s.h.
PSY 6930	Clinical Psychology Practicum II	3 s.h.
PSY 6940	Clinical Psychology Practicum III	<u>3 s.h.</u>
		<b>46 s.h.</b>

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

In all phases of the program and in all program activities, students are expected to adhere to the most recent edition of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct ([www.apa.org/ethics](http://www.apa.org/ethics)).

#### Entrance into the Practicum Course Sequence

All MSCP students are required to achieve a final grade of B (3.0) or higher in the first two assessment courses (PSY 5300 and PSY 5310) before advancing to PSY 5930, Clinical Practicum I.

#### Thesis Option (4 s.h.)

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

PSY 6840	Thesis	4 s.h.
----------	--------	--------

## Criminal Justice Programs

### Master of Science (MS)

Criminal Justice Leadership and Intelligence

### Post-Master's Certificate

Emergency Management Leadership

### Graduate Certificates

Animal Cruelty Investigation

Criminal Justice Leadership

Financial Compliance Certificate

## Master of Science: Criminal Justice Leadership and Intelligence

The Master of Science in Criminal Justice Leadership and Intelligence offers a planned program of educational experiences for the graduate student interested in advancing in a key leadership role in criminal justice as well as corporate security or intelligence. The program accentuates professional leadership while focusing on a broad range of criminal justice issues, emphasizing the problems of crime and the criminal justice system's response to it. Successful graduates will explore contemporary issues including the realities of implicit bias, risk management, community policing, corporate fraud, and terrorism. These complex examinations will prepare future leaders to confront the difficult questions surrounding justice in a democratic society.

## Program Outcomes

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

1. evaluate evidence-based practices for crime control, through the ability to interpret data and an understanding of how to find resources to implement innovative methods.
2. analyze the outcomes and unintended consequences of crime and criminal justice policies.
3. perform managerial roles in criminal justice through an integration of relevant specialized skills, knowledge, and attitudes.
4. problem solve complex issues and forecast innovative reform action policy.
5. analyze societal and environmental issues and their collective impact on human behavior, especially on the manager.
6. apply theory and skills needed to perform useful research within a professional environment.
7. integrate a sense of ethical and social responsibility in the pursuit of disciplined professional growth and lifelong learning.

## Admission Requirements

Admission to the Master of Science in Criminal Justice Leadership and Intelligence is based on:

1. Evidence of a completed baccalaureate degree from an accredited college or university, with a 3.0 GPA on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two letters of recommendation from current or professional associates familiar with the applicant's work or college performance.
3. Full-time employment, or substantial prior full-time work experience, in the criminal justice field is recommended. In absence of this, a bachelor degree specifically in the field of criminal justice, from a regionally-accredited institution is required.
4. Personal statement (Why do you want to study Criminal Justice at the Master's level?).
5. Current resume.
6. Admission interview with a full-time faculty member of the Criminal Justice department.
7. Criminal background clearance.

## Program Requirements (32 s.h.)

The M.S. in Criminal Justice Leadership and Intelligence program requires 32 semester hours of course work, including 9 s.h. of foundational course work, 18 s.h. of core curriculum, and 5 s.h. of capstone work.

### Required Foundation Courses (9 s.h.)

CJ 5530	Law, Justice, and Society- A Policy Approach	3 s.h.
CJ 5560	Contemporary Issues and Controversies in Criminal Justice	3 s.h.

CJ 5700	Implicit Bias and Human Behavior Awareness for Law Enforcement	3 s.h.
---------	--	--------

### Core Curriculum (18 s.h.)

CJ 5100	Legal and Ethical Issues in Criminal Justice Administration	2 s.h.
CJ 5220	Labor Law Issues in Criminal Justice	2 s.h.
CJ 5300	Advanced Criminal Justice Administration	3 s.h.
CJ 5400	Criminal Justice Operations and Programs in the 21 <sup>st</sup> Century	2 s.h.
CJ 5750	Analyzing Financial Crime (FIN)	3 s.h.
CJ 5770	Crime and Intelligence Analysis	3 s.h.
CJ 5800	Global Issues in Homeland Security	3 s.h.

### Capstone Sequence (5 s.h.)

HUS 5010	Applied Research Methods	3 s.h.
CJ 5850	Capstone Seminar	<u>2 s.h.</u>
		<b>32 s.h.</b>

## Post-Master's Certificate: Emergency Management Leadership

The program prepares the Emergency Manager, or the individual who has the roles and responsibilities for the organization's Business Continuity Recovery Plan, to provide a safe and effective work environment prior to, during, and after a disaster event. The curriculum addresses emergency management processes based on the National Incident Management System (NIMS), Incident Command (ICS), and FEMA protocols that govern the compliance obligations for the workplace.

Specific topics develop understanding of trends and technologies that encompass safe-practice disaster preparedness methodology.

### Certificate Outcomes

At the conclusion of the certificate, students will be able to:

1. demonstrate competency in strategic business management systems within the emergency management field.
2. integrate organizational skills, written and oral communication capabilities, and cross disciplinary competencies for working in a culturally and intellectually diverse environment.
3. apply and critically analyze the strategic decision making process, including financial contingencies and operational planning, for policy making in the emergency management environment.
4. practice ethical decision making as it pertains to managing the dynamic flow of an emergency management event.

5. demonstrate competencies in providing safety-risk-compliance strategies through the phases of emergency management (mitigation, preparedness, response, recovery).

### Admission Requirements

Admission to the Post-Master's Certificate in Emergency Management is determined on the basis of the following criteria:

1. Possession of a master's degree, for example (not an exclusive list) M.B.A., M.S.B.A., M.S.A., M.S.N., M.P.A., M.P.H., from an accredited institution with a graduate grade point average of 3.0 on a 4.0 scale.
2. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college experience.
3. Full-time employment or substantiated prior full-time work experience in the Emergency Management field is recommended. In the absence of this, a bachelor degree specifically in the field of emergency management or homeland security, from an accredited institution, is required.
4. Current resume.
5. Statement of purpose for graduate study in emergency management leadership.
6. Admission interview with a School of Business faculty advisor.
7. Portfolio interview with the Director of Emergency Management programs.

### Program Requirements

#### Required Certificate Prerequisites\*

EM 2010 Foundations of Emergency Management 3 s.h.  
 EM 3010 Resource Allocation and Planning 3 s.h.

\*Prerequisites may be waived by portfolio review.

#### Required Certificate Courses (10 s.h.)

EM 5100 Advanced Emergency Communications 2 s.h.  
 EM 5300 Disaster Exercise Planning 2 s.h.  
 EM 5500 Information Systems for Emergency Managers 2 s.h.  
 EM 6100 Business Continuity 2 s.h.  
 EM 6400 Hazard Mitigation 2 s.h.  
**10 s.h.**

### Graduate Certificates

Animal Cruelty Investigation

Criminal Justice Leadership

Financial Crimes Compliance

### Graduate Certificate: Animal Cruelty Investigation

### Certificate Outcomes

On completion of the certificate, students will be able to:

- analyze cultural, religious, and societal factors impacting treatment and legal standing of animals.
- apply the principles underpinning animal welfare to investigative work.
- apply advanced interviewing techniques to investigative work and reporting.
- evaluate criminal investigation techniques in terms of their applicability of various contexts.
- evaluate the role of police, court, and correction systems in regard to animal cruelty.

### Certificate Requirements (12 s.h.)

CJ 5150 Criminal Investigation	3 s.h.
CJ 5300 Advanced Criminal Justice Administration	3 s.h.
CJ 5450 Interviewing and Investigative Report Writing	3 s.h.
HUM 5210 Do Animals Matter? (LS/SSC)	<u>3 s.h.</u>
	12 s.h.

### Graduate Certificate: Criminal Justice Leadership

For information on the Graduate Certificate in Criminal Justice Leadership, please see the Business Programs section of this catalog.

### Graduate Certificate: Financial Crimes Compliance

The Financial Crimes Compliance certificate prepares students to address the growing field of fraud, financial and white-collar crime investigation. Students learn skills and techniques for gathering, analyzing, and preserving evidence related to economic and financial crime. This certificate draws from a variety of disciplines, including criminal justice, cybersecurity, law, business, and leadership and ethics to create a cutting-edge approach to the study of the topic. The types of financial crime covered include financial institution fraud, money laundering, terrorism financing, public corruption, health care fraud, embezzlement, and leadership and ethics. The Financial Crimes Compliance track is designed for students who want to focus on financial crime risk minimization in business operations; The Financial Crimes Investigator track is focused on the investigation of financial crime in both the private and public sector.

### Certificate Outcomes

On completion of the certificate, students will be able to:

- apply and assess fraud management risk and compliance operations.
- apply management principles and practices of compliance and operational risk assessment to fraud prevention detection, and investigation.
- evaluate the different types and methodologies used to commit financial crime.
- identify the laws, regulations, and rules that exist in the United States to prevent, detect and respond to financial crime.
- analyze the tools, techniques and methods used to investigate complex financial crime.
- prepare investigative case reports relating to financial crimes.

### Certificate Requirements (15 s.h.)

ACC 5210 Accounting Fraud Prevention and Examination	3 s.h.
CJ 5750 Analyzing Financial Crime (FIN)	3 s.h.
CJ 5760 Financial Crime Risk and Compliance (FIN)	3 s.h.
MGT 5590 Ethics in Leadership	3 s.h.
Electives (Choose one):	
CJ 5450 Interviewing and Investigative Report Writing <b>or</b>	
MIS 5100 Information & Communication Security	<u>3 s.h.</u> 15 s.h.

# Humane Studies Program

## Master of Science: Humane Studies

The Master in Science program in Humane Studies prepares leaders, consultants, and educators for newly-emerging possibilities in the cutting-edge field of humane studies, while drawing on the rich Franciscan tradition of Madonna University and the idea of the interconnectedness of social justice, sustainability, and animal protection.

It is designed for those who wish to work in a variety of professional settings (non-profit organizations, businesses, governmental agencies, churches, and educational institutions) geared toward developing practical solutions to current challenges affecting the well-being of people, the environment, and animals.

### Program Outcomes

Upon the completion of the program, graduates will be able to:

1. analyze connections among current challenges to the well-being of people, animals, and the environment.
2. propose workable solutions to challenges in the areas of social justice, sustainability, and animal protection.
3. apply conflict resolution skills within the field of humane studies.
4. use effective communicative and pedagogical skills applicable to professional roles in the field of humane studies.
5. apply professional skills to solve real-life problems in the areas of social justice, sustainability, and animal protection.
6. evaluate the effectiveness of solutions to problems proposed in humane studies.

### Admission Requirements

Admission to the M.S. in Humane Studies is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-accredited institution, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be reviewed for conditional admission.)
2. Two completed recommendation forms from current supervisor or professional associates.
3. Admission interview with the Director of the Humane Studies program.

### Program Requirements (32 s.h.)

The program consists of 32 semester hours, which include either the Non-Profit Leadership Certificate (9 s.h.), Animal Cruelty Investigation Certificate (12 s.h.), or Specialty Core (9 s.h.) and either an internship focused on developing professional skills or a research course for those interested in further academic work.

#### Humane Studies Core (20 s.h.)

HUM 5210 Do Animals Matter? (LS/SSC)	3 s.h.
HUS 5010 Applied Research Methods	3 s.h.
HUS 5120 Diversity, Discrimination, and Social Justice	3 s.h.
HUS 5140 Conflict Management and Resolution	3 s.h.
HUS 6010 Pedagogical Strategies in Humane Studies	3 s.h.
LS 5300 Humane Studies	2 s.h.
LS 5410 Sustainability: Vision and Values	3 s.h.

#### Select either Leadership Core, Criminal Justice Core, or Specialty Core (9 s.h.)

<b>Leadership Core (Non-Profit Leader Certificate) (9 s.h.)</b>	
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, and Evaluation	2 s.h.

**Criminal Justice Core (with HUM 5210, completes Animal Cruelty Investigation Certificate) (9 s.h.)**

CJ 5150	Criminal Investigation	3 s.h.
CJ 5300	Advanced Criminal Justice Administration	3 s.h.
CJ 5450	Interviewing and Investigative Report Writing	3 s.h.

**Specialty Core (9 s.h.) (Any graduate course work with advisor's approval.)**

**Capstone Experience (3 s.h.)**

HUS 6930	Internship <b>or</b>	
HUS 6960	Research in Humane Studies	<u>3 s.h.</u> <b>32 s.h.</b>

# Nutrition Programs

**Master of Science (MS)**

Nutrition and Dietetics  
Nutrition and Wellness

## Master of Science in Nutrition and Dietetics

The Nutrition and Dietetics Program provides students with the opportunity to expand their knowledge of nutrition and enhance their skills as nutrition educators and managers in diverse areas of practice. Registered Dietitians and Nutritionists work as educators in clinical, community and food service settings with diverse groups of clients. Improving motivational, problem-solving, and communication skills is essential in order to assist clients in meeting their nutritional goals.

This program meets the requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students who successfully complete the program will earn an M.S. in Nutrition and Dietetics and a verification statement that will allow the students to apply for post-degree ACEND accredited internships.

**Program Outcomes**

- At the conclusion of the program, students will be able to:
1. demonstrate an advanced level of knowledge of topics related to nutrition, food, and health.
  2. integrate theory, knowledge, and skills to become an effective problem solver.
  3. communicate effectively in writing and through oral presentations.

4. evaluate current research in food and nutrition.
5. obtain eligibility for an ACEND accredited dietetic internship.

**Admission Requirements**

1. Possession of a bachelor degree from a regionally-accredited college or university, with an undergraduate grade point average of at least 3.0 on a 4.0 scale.
2. A cumulative overall GPA of 3.0 or higher from ALL colleges and universities attended.
3. A GPA of 3.0 or higher in the equivalent of the following six courses: NFS 2270 Human Nutrition, WRT 1010 Composition I, WRT 1020 Composition II, BIO 2250 Human Physiology, CHM 2210 Organic Chemistry; BIO 2270 Microbiology for the Health Sciences.
4. Successful completion with a grade of C or higher of the equivalent undergraduate courses: NFS 2270 Human Nutrition, NFS 2260 Introductory Food Science, NFS 2760 Food Service Sanitation, NFS 4460 Food Service Management II, NFS 4960 Experimental Foods and Research, CHM 1110 General Chemistry, CHM 2210 Organic Chemistry, CHM 3610 Biochemistry, BIO 2250 Basic Human Physiology, BIO 2270 Microbiology for the Health Sciences, SOC 1020 Sociology, MTH 2350 Probability and Statistics, and MGT 2360 Principles of Management. CHM 3610 must have been taken within 5 years of program acceptance.
5. Two letters of recommendation from current employer or professional associates familiar with the applicant's work or college performance.
6. Resume
7. Submission of a statement of purpose or research interests related to nutrition and dietetics.
8. Interview with the Director of the Graduate Programs in Nutrition.

**Program Requirements (39 s.h.)**

**Nutritional and Wellness Core (18 s.h.)**

NFS 5870	Sustainable Food Systems	3 s.h.
NFS 5320	Food Behaviors and Motivations	3 s.h.
NFS 6350	Obesity and Chronic Disease	3 s.h.
EDU 5060	Research and Educational Practice	3 s.h.
MIS 5230	Health Care Informatics	3 s.h.
NUR 5030	Interdisciplinary Perspectives in Gerontology	3 s.h.

**Dietetics Track (12 s.h.)**

NFS 5220	Nutrition Assessment	2 s.h.
NFS 5250	Medical Nutrition Therapy I	3 s.h.

NFS 5420	Medical Nutrition Therapy II	3 s.h.
NFS 6250	Advanced Human Nutrition	4 s.h.

### **Electives (6 s.h.)**

#### Organizational Change

Choose one for 3 s.h.

MGT 5400	Organizational Effectiveness and Change Management	<b>or</b>
EDU 5710	Change in Education Organizations	3 s.h.

#### Management

Choose one for 3 s.h.

MGT 5300	Leadership of Organizational Behavior	<b>or</b>
MGT 5570	Strategic Management	3 s.h.

### **Capstone Research (3 s.h.)**

NFS 6950	Capstone Course in Nutrition and Wellness	<b>or</b>
NFS 6960	Thesis	<u>3 s.h.</u>
		<b>39 s.h.</b>

## **Master of Science in Nutrition and Wellness**

The Nutrition and Wellness Program provides students with the opportunity to expand their knowledge of nutrition and enhance their skills as nutrition educators, leaders and managers in diverse areas of practice. Registered Dietitians and Nutritionists work as educators in clinical, community and food service settings with diverse groups of clients. Improving motivation, problem-solving and communication is essential in order to assist clients in meeting their nutritional goals.

### **Program Outcomes**

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

1. demonstrate an advanced level of knowledge of topics related to nutrition, food and health.
2. integrate theory, knowledge and skills to become an effective leader and nutrition educator.
3. communicate effectively in writing and through oral presentations.
4. evaluate current research in food and nutrition.

### **Admission Requirements**

1. Possession of a bachelor degree from a regionally-accredited college or university, with an undergraduate grade point average of at least 3.0 on a 4.0 scale.
2. Successful completion of a B.S. degree in Nutrition or Nutritional Sciences, or successful completion of a B.S. degree in Dietetics from a Commission on Accreditation in Dietetics Education (CADE) accredited program, or a bachelor degree with satisfactory completion (grade of C or higher) of the equivalent of the following courses: NFS 3250

Medical Nutrition Therapy I, NFS 4250 Advanced Human Nutrition, CHM 1610 Life Chemistry or CHM 3610 Biochemistry, and BIO 2250 Basic Human Physiology. In cases where students enter the Master's Program with one or more deficiencies, appropriate courses can be taken in addition to graduate work.

3. Two letters of recommendation from current employer or professional associates familiar with the applicant's work or college performance.
4. Submission of a statement of purpose or research interests related to nutrition and wellness.
5. Interview with the Director of the Graduate Programs in Nutrition.

### **Program Requirements (31 s.h.)**

#### **Nutritional and Wellness Core (22 s.h.)**

NFS 5320	Food Behaviors and Motivations	3 s.h.
NFS 5870	Sustainable Food Systems	3 s.h.
NFS 6220	Advanced Topics in Nutrition and Wellness	2 s.h. (max. 4 s.h.)
NFS 6350	Obesity and Chronic Disease	3 s.h.
EDU 5060	Research and Educational Practice	3 s.h.
MIS 5230	Health Care Informatics	3 s.h.
NUR 5030	Interdisciplinary Perspectives in Gerontology	3 s.h.

#### **Electives (6 s.h.)**

##### Organizational Change

Choose one for 3 s.h.

MGT 5400	Organizational Effectiveness and Change Management	<b>or</b>
EDU 5710	Change in Educational Organizations	3 s.h.

##### Management or Marketing

Choose one for 3 s.h.

MGT 5300	Leadership of Organizational Behavior	<b>or</b>
MGT 5570	Strategic Management	<b>or</b>
MGT 6220	Operations Management	<b>or</b>
MKT 5160	Essentials of Marketing	3 s.h.

#### **Capstone Research (3 s.h.)**

NFS 6950	Capstone Course in Nutrition and Wellness	<b>or</b>
NFS 6960	Thesis	<u>3 s.h.</u>
		<b>31 s.h.</b>

## **Aging Studies Programs**

### **Master of Science (MS)**

Senior Living Administration

## Graduate Certificates

Independent and Assisted Living Leadership  
Nursing Home Administration

## Master of Science: Senior Living Administration

The Master of Science in Senior Living Administration prepares leaders in residential settings and services for older adults, with an emphasis on quality of life of residents and effective management of employees, systems, and services. Graduates of the program can pursue leadership careers in independent senior housing, assisted living, homes for the aged, adult foster care, memory care, nursing home administration, continuing care retirement communities, hospice and palliative care programs, and emerging residential settings for older adults. Individuals can select one of three concentrations: hospice services, independent and assisted living, or nursing home administration. Those who wish to broaden their expertise can add one or both of the other concentrations as electives.

The curriculum consists of 33 semester hours, including 24 semester hours of core courses, and 9 semester hours of electives. In the capstone project, students are expected to obtain hands-on field experience or to deepen their expertise in an area of interest through research or an applied project. A wide variety of relevant electives may be selected, depending on a person's prior knowledge and career objectives.

### Program Outcomes

Upon the completion of the program, students will be able to:

1. effectively comply with legal and regulatory requirements in the management of organizations that serve older adults.
2. create and manage environments that support the autonomy of residents/clients and promote optimal quality of life.
3. operate senior living or hospice programs as viable businesses through the application of disciplinary knowledge and related competencies.
4. apply ethical reasoning to managerial decision making to promote corporate compliance.
5. communicate effectively with all of the stakeholders of senior living or hospice organizations.

### Admission Requirements

Admission to the M.S. in Senior Living Administration is determined on the basis of the following criteria:

1. Possession of a bachelor degree from a regionally-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 considered for conditional admission.)

2. Two letters of recommendation from current employer or professional associates familiar with the applicant's work or college performance.
3. Current resume or CV.
4. Completion of an extemporaneous writing sample. This may be waived at the discretion of the program director or designee.
5. Submission of a statement of purpose for participating in the MSSLA program.
6. Admission interview with program director or designee.
7. Acknowledgement of the requirement in the industry to achieve criminal background clearance.

### Program Requirements (33 s.h.)

#### Senior Living Administration Core (18 s.h.)

ACC 5150	Financial Accounting	or	
ACC 5250	Managerial Accounting for Decision Making		3 s.h.
AGE 5010	Proposal Writing and Grant Administration		3 s.h.
AGE 5500	Optimal Dementia Care		1 s.h.
AGE 5600	Quality of Life in Residential Settings		3 s.h.
AGE 5850	Gerontology Management		3 s.h.
AGE 6950	Capstone Project		3 s.h.
NUR 5030	Interdisciplinary Perspectives in Gerontology		2 s.h.

#### Required Concentration (6 s.h.)

Choose one of Hospice Services, Independent and Assisted Living, or Nursing Home Administration (see below) 6 s.h.

#### Hospice Services Concentration (6 s.h.)

HSP 5005	History, Philosophy and Practice of Hospice and Palliative Care (3 s.h.)	
HSP 6000	Advanced Holistic Palliative Care (3 s.h.)	

#### Independent and Assisted Living Concentration (6 s.h.)

AGE 5820	Independent and Assisted Living Administration I (3 s.h.)	
AGE 5840	Independent and Assisted Living Administration II (3 s.h.)	

#### Nursing Home Administration Concentration (6 s.h.)

AGE 5870	Nursing Home Administration I (3 s.h.)	
AGE 5880	Nursing Home Administration II (3 s.h.)	

#### Electives (Minimum of 9 s.h.)

AGE 6100	Senior Living Design and Development	9 s.h.
----------	--------------------------------------	--------

- (3 s.h.)
- HSA 5300 Health Care Decision Making (3 s.h.)
- HSA 6040 High Performance Health Service Delivery (3 s.h.)
- HSA 6050 Marketing for Improved Health Service Delivery (3 s.h.)
- HSA 6060 Legal Issues in Health Care (3 s.h.)
- HSP 6010 Ethical and Legal Issues in End-of-Life Care (3 s.h.)
- MGT 5300 Leadership of Organizational Behavior (3 s.h.)
- MGT 5400 Organizational Effectiveness and Change Management (3 s.h.)
- MGT 5570 Strategic Management (3 s.h.)
- MGT 6110 Entrepreneurial Leadership in Non-Profits (3 s.h.)
- MIS 5230 Health Care Informatics (3 s.h.)

---

33 s.h.

## Graduate Certificates

Independent and Assisted Living Leadership  
Nursing Home Administration

### Graduate Certificate: Independent and Assisted Living Leadership

The Graduate Certificate in Independent and Assisted Living Leadership prepares managers in independent and assisted living organizations to effectively administer the organization, with an emphasis on the quality of life of residents, risk management, and compliance with federal, state, and local regulations and requirements. Students who successfully complete the certificate will have a competitive advantage in the independent and assisted living industries, and they will also improve their marketability in any long-term care setting.

#### Program Outcomes

At the conclusion of the certificate program, students will be able to:

- effectively comply with legal and regulatory requirements in the management of independent and assisted living residences.
- create and manage an environment that supports the autonomy of residents/clients and promotes optimal quality of life, while maintaining a viable business.
- apply ethical reasoning to managerial decision making to promote corporate compliance.
- communicate effectively with all of the stakeholders of independent and assisted living residences.

## Admission Requirements

Admission to the Graduate Certificate in Independent and Assisted Living Leadership is determined on the basis of the following:

- Possession of a bachelor degree from a regionally-accredited educational institution, with an undergraduate GPA of 3.0 on a 4.0 scale. (An average of less than 3.0 will be considered for conditional admission.)
- Two letters of recommendation from current employer or professional associates familiar with the applicant's work or college performance.
- Current resume or CV.
- Completion of an extemporaneous writing sample. This may be waived at the discretion of the program director or designee.
- Submission of a statement of purpose for participating in the certificate program.
- Admission interview with the program director or designee.
- Acknowledgement of the requirement in the industry to achieve criminal background clearance.

## Program Requirements

### Required Certificate Courses (12 s.h.)

AGE 5500	Optimal Dementia Care	1 s.h.
AGE 5820	Independent and Assisted Living Leadership I	3 s.h.
AGE 5840	Independent and Assisted Living Leadership II	3 s.h.
AGE 5850	Gerontology Management	3 s.h.
NUR 5030	Interdisciplinary Perspectives in Gerontology	<u>2 s.h.</u>
		<b>12 s.h.</b>

### Graduate Certificate: Nursing Home Administration

The Graduate Certificate in Nursing Home Administration prepares administrators in nursing homes to effectively manage a residence, with emphasis on the quality of life of the residents, residents' rights, and compliance with federal, state, and local regulations and requirements. Students who successfully complete the certificate are qualified to apply for nursing home administrator licensure in Michigan. They will also improve their marketability in any long-term care setting.

#### Program Outcomes

At the conclusion of the certificate program, students will be able to:

1. effectively comply with legal and regulatory requirements in the management of nursing homes.
2. create and manage an environment that supports the autonomy of residents/clients and promotes optimal quality of life, while maintaining a viable business.
3. apply ethical reasoning to managerial decision making to promote corporate compliance.
4. communicate effectively with all of the stakeholders of nursing homes.

### Admission Requirements

Admission to the Graduate Certificate in Nursing Home Administration is determined on the basis of the following:

1. Possession of a bachelor degree from a regionally-accredited educational institution, with an undergraduate GPA 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 associates familiar with the applicant's work or college performance.
3. Current resume or CV.
4. Completion of an extemporaneous writing sample. This may be waived at the discretion of the program director or designee.
5. Submission of a statement of purpose for participating in the certificate program.
6. Admission interview with the program director or designee.
7. Acknowledgement of the requirement in the industry to achieve criminal background clearance.

### Program Requirements

#### Required Certificate Courses (12 s.h.)

AGE 5500	Optimal Dementia Care	1 s.h.
AGE 5850	Gerontology Management	3 s.h.
AGE 5870	Nursing Home Administration I	3 s.h.
AGE 5880	Nursing Home Administration II	3 s.h.
NUR 5030	Interdisciplinary Perspectives in Gerontology	<u>2 s.h.</u>
		<b>12 s.h.</b>

## Social Work Programs

### Master of Social Work (MSW)

#### Graduate Certificates

- Addiction Studies
- School Social Work

## Master of Social Work

The Master of Social Work (MSW) program builds on the Bachelors in Social Work degree. The MSW includes both a traditional two year program and an advanced standing component which is a standard for MSW programs. The MSW Program is designed to prepare students for Advanced Social Work practice with individuals, families, groups, organizations and communities.

### Program Outcomes

Upon the completion of the program students will:

1. identify as professional social workers and conduct themselves accordingly.
2. deliver effective and culturally competent social work services and promote policy practice that advances the social/economic wellbeing of individuals, families, groups, organizations, and communities.
3. apply social work ethics and values to guide professional practice.
4. engage client populations based on research-informed practice and practice-informed research.

### Admission Requirements

1. Completion of a bachelor's degree from an accredited institution with an overall graduate grade point average of 3.0 on a 4.0 scale.
2. Two completed recommendation letters from professional associates who can assess applicant's potential for professional academic success.
3. Personal statement of professional goals for the pursuit of an MSW.
4. Resume documenting current and past social work experiences.
5. Criminal background clearance.

### Program Requirements

The Social Work program requires 30 semester hours beyond the prerequisite sequence. Students with a BSW from an accredited school can complete the Advanced Standing requirements, which include selecting a concentration and choosing 2-3 electives, depending on which concentration is chosen.

#### Prerequisite sequence/Foundation

##### (to be taken by non-BSW students) (30 s.h.)

SW 5010	Human Behavior and the Social Environment I	3 s.h.
SW 5020	Human Behavior and the Social Environment II	3 s.h.
SW 5100	Practice I	3 s.h.
SW 5110	Practice II Groups and Families	3 s.h.
SW 5190	Social Work Research	3 s.h.
SW 5310	Social Welfare Policy	3 s.h.

SW 5330	Diversity and Oppression	3 s.h.
SW 5410	Field Practicum	3 s.h.
SW 5420	Field Practicum II	3 s.h.
SW 5850	Community and Organizational Change	3 s.h. 30 s.h.

**Advanced Standing\* Requirements (30 s.h.)**

\* Students qualifying for Advanced Standing must have completed a BSW from an accredited program.

**Courses taken within all concentrations (9 s.h.)**

SW 6410	Advanced Practicum I	3 s.h.
SW 6420	Advanced Practicum II	3 s.h.
SW 6510	Integrative Seminar	3 s.h.

**SW electives:** 6-9 s.h.

(Students choosing Direct Community Leadership Concentration choose 6 s.h. of electives; all others, choose 9 s.h.)

**Concentration (choose one; see below)** 12-15 s.h.

- Macro Concentration-Community Leadership (15 s.h.)
- Clinical Concentration-Aging (12 s.h.)
- Clinical Concentration-Children and Youth (12 s.h.)
- Clinical Concentration-Mental Health Specialization (12 s.h.)

**30 s.h.**

*Macro Concentration- Community Leadership (15 s.h.)*

- SW 6230 Community-Based Research in Social Work (3 s.h.)
- SW 6320 Social Work and Services (3 s.h.)
- SW 6810 Leadership in Community-Based Social Work Settings (3 s.h.)
- SW 6820 Community Action Strategies (3 s.h.)
- SW 6850 Program Planning in Community-Based Agencies (3 s.h.)

*Clinical Concentration- Aging (12 s.h.)*

- SW 6060 Assessment of Mental Health Disorders (3 s.h.)
- SW 6090 Advanced Social Work Practice with Aging Populations (3 s.h.)
- SW 6190 Practice-Oriented Research (3 s.h.)
- SW 6330 Aging Services (3 s.h.)

*Clinical Concentration- Children and Youth (12 s.h.)*

- SW 6060 Assessment of Mental Health Disorders (3 s.h.)
- SW 6080 Social Work Approach to Practice with Children and Youth (3 s.h.)
- SW 6190 Practice-Oriented Research (3 s.h.)

SW 6170 Advanced Social Work Practice with Children and Youth (3 s.h.)

*Clinical Concentration- Mental Health Specialization (12 s.h.)*

SW 6030 Social Work Practice Mental Health Settings (3 s.h.)

SW 6060 Assessment of Mental Health Disorders (3 s.h.)

SW 6190 Practice-Oriented Research (3 s.h.)

SW 6240 Advanced Social Work Practice in Mental Health (3 s.h.)

## Graduate Certificates

Addiction Studies

School Social Work

## Graduate Certificate: Addiction Studies

The graduate certificate in Addiction Studies is an academic credential offered by Madonna University. Students wishing to pursue State of Michigan certification as a Certified Alcohol and Drug Counselor (CADC) should meet with the Addiction Studies program advisor prior to enrolling in course work.

### Certificate Outcomes

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

- 1) recognize the stages of the addiction process;
- 2) demonstrate an understanding of the family context of addiction.
- 3) analyze clinical addiction issues within the complex social context of the client system.
- 4) evaluate harm reduction, 12-step, self-help, and peer-supported approaches to recovery.
- 5) formulate treatment plans for persons with substance use disorders (including prevent relapse).
- 6) apply ethical guidelines to professional practice.
- 7) engage clients on the path to recovery.

### Certificate Requirements (12 s.h.)

Foundational Discipline Course	3 s.h.
(HUS 5120, MPM 5100, PSY 5100, SW 6030, SW 6080, SW 6330, or course otherwise approved By Program Director)	
AS 5000 Introduction to Addiction Studies	1 s.h.
AS 5430 Dynamics of Addiction	1 s.h.
AS 5440 Family Systems	1 s.h.
AS 6840 Ethical Professional Practices	1 s.h.

## Graduate Certificate: School Social Work

The graduate certificate is a credential from Madonna University. A student planning to become a School Social Worker in the State of Michigan must have approval from the Michigan Department of Education (MDE); this certificate with a MSW in clinical social work fulfills the requirements of the MDE.

### Certificate Outcomes

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

- 1) differentiate various aspects of child psychopathology found in educational settings.
- 2) apply assessment and testing skills relevant to working in an educational setting.
- 3) synthesize knowledge from assessment into diagnosis.
- 4) connect educational disabilities with their impact on children and families.
- 5) implement interventions of social work practice in educational settings.

### Certificate Requirements (9 s.h.)

LD 5350 Psychological Issues in Learning Disabilities	3 s.h.
SW 6550 Interventions in School Social Work	3 s.h.
SW 6560 Social Work in School Settings	<u>3 s.h.</u>
	<b>9 s.h.</b>

# Forensic Science Program

## Graduate Certificate: Applied Forensic Science Research

The Graduate Certificate in Applied Forensic Science Research prepares individuals possessing a forensic science background with advanced research competencies to serve as members of an interdisciplinary team in forensic investigations. Individuals are prepared to conduct complex investigations leveraging their expertise in scientific methods of investigation. This preparation deepens individuals' area of field concentration and research skills, and provides the foundation for pursuit of further graduate education in forensic science.

## Program Outcomes

At the conclusion of the certificate program, students will be able to:

1. demonstrate a specialized body of knowledge and research competencies required for applied forensic science research.
2. use advanced laboratory techniques for specimen examination.
3. synthesize research in the context of transcultural, ethical/moral, and legal issues pertaining to forensic sciences study.
4. develop expertise in a selected area of concentration and apply relevant forensic science concepts to this area of investigation.
5. independently apply research methodology and experimental design to answer forensic research questions.

## Admission Requirements

Admission to the Graduate Certificate in Applied Forensic Science Research is determined on the basis of the following:

1. Possession of a bachelor degree in forensic science, chemistry, biology, or related field from a regionally-accredited institution.
2. Minimum grade point average of 3.25 on a 4.0 scale in the last 60 hours of study, including the following course work requirements:
  - a. General Chemistry I and II;
  - b. Organic Chemistry I and II;
  - c. Biochemistry I;
  - d. Physics I and II;
  - e. One Biology 300-level or higher.
3. Current resume or CV, along with a purpose statement.
4. Two completed recommendation forms from supervisors, undergraduate faculty, or professional associates.
5. Interview with the Program Director of the Forensic Science program

## Program Requirements

### Required Certificate Courses (11-18 s.h.)

FOR 5110 Applied Research Proposal	1 s.h.
FOR 5120 Applied Forensic Science Research I	3-6 s.h.
FOR 5130 Applied Forensic Science Research II	3-6 s.h.
FOR 5140 Data Analysis in Forensic Science Research	2-3 s.h.
FOR 5150 Applied Research Presentation	<u>2 s.h.</u>
	<b>11-18 s.h.</b>

# COLLEGE OF NURSING AND HEALTH

## Hospice and Palliative Studies Programs

### Master of Science (MS)

Hospice and Palliative Studies

### Graduate Certificates

Bereavement: Trauma, Loss and Grief

Hospice and Palliative Studies

## Master of Science in Hospice and Palliative Studies

**Admissions for the Master of Science in Hospice and Palliative Studies (MSHP) degree program have been suspended for the 2018-19 academic year to provide an opportunity for an in-depth review of the program.**

**Please contact the Graduate School at [grad@madonna.edu](mailto:grad@madonna.edu) for updates.**

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 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 and Palliative Studies 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 Outcomes

Students who complete the graduate program in hospice and palliative studies are able to demonstrate the following competencies:

1. synthesize past hospice history and trends as a means of understanding the past and current hospice movement.
2. analyze hospice models of care that support palliative, interdisciplinary interventions in an advanced hospice practice.
3. analyze advanced bereavement models and relevant interdisciplinary theories that support bereavement counseling and spiritual interventions in advanced hospice practice.
4. evaluate current transcultural, ethical/moral, and legal issues pertaining to hospice patients/families to develop a professional code of conduct in advanced hospice practice.
5. develop expertise in a selected cognate area and apply concepts to areas in hospice.
6. apply research methodology to the resolution of problems in advanced hospice practice.

### Capstone/Thesis Options

There are two tracks for completing the research component of the MSHP.

1. An applied research approach within a capstone course/project (HSP 6930); **or**
2. An empirical research approach involving completion of a thesis (BR 6430/HSP 6840); encouraged for those planning to pursue doctoral study.

Students are encouraged to meet with their academic advisor upon completion of all core and cognate courses to determine which track would be most suitable for their educational and career goals.

### Admission Requirements

Admission to the MSHP is determined on the basis of the following:

1. Possession of a bachelor degree from a regionally-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 and Palliative Studies Department or assistant.
5. Interview with the Chair of the Hospice and Palliative Studies Department or assistant.

**Program Requirements (30-32 s.h.)**

The program, 30-32 hours of course work beyond the prerequisite sequence, has three components: (1) the hospice and palliative studies foundation core of 16 semester hours; (2) the palliative/end-of-life capstone practicum and project of 5 semester hours OR the thesis required-research courses of 6 semester hours; and (3) a cognate of 9-10 semester hours.

**Prerequisite Sequence (4 s.h.)**

BR 5200	Essentials of Research (prerequisite for BR 5210)	1 s.h.
BR 5210	Quantitative Methods for Business Research (prerequisite for BR 6430, waived by exam only; thesis-bound students only)	3 s.h.

**Required Hospice and Palliative Studies Core Courses (16 s.h.)**

*HSP 5005	History, Philosophy and Practice of Hospice and Palliative Care (NUR)	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	Ethical and Legal Issues in End-of-Life Care	3 s.h.
HSP 6020	Practicum I	4 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 Capstone (5-6 s.h.)**

(All hospice and palliative studies core courses must have been completed)

*Either*

**Palliative/End-of-Life Capstone Practicum and Project**

*HSP 6930	Practicum II and Project	5 s.h.
-----------	--------------------------	--------

*or*

**Thesis: Required Research Courses**

*BR 6430	Managerial Research Design	3 s.h.
HSP 6840	Research Project/Thesis	<u>3 s.h.</u>

**30-32 s.h.**

\*HSP 5005 is a prerequisite or corequisite for HSP 5010, HSP 6000, and HSP 6020. HSP 5005, HSP 5010, HSP 6000,

and HSP 6010 are prerequisites for HSP 6020 and HSP 6930. BR 5210 is prerequisite to BR 6430.

**Bereavement Cognate (9 s.h.)**

HSP 5210	Trauma, Loss, and Grief: Helping Families Heal	3 s.h.
HSP 5310	Evolving Trends in Trauma, Loss, and Bereavement	3 s.h.
HSP 5410	Integrative Treatment Modalities in Trauma, Loss, and Grief	3 s.h.

**Business Cognate (9 s.h.)**

MGT 5500	Human Resource Management and Development	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
MGT 6300	Organizational Theory and Behavior	3 s.h.

**Education Cognate (9 s.h.)**

EDU 5060	Research and Educational Practice <b>or</b>	
NUR 5020	Teaching-Learning Principles and Strategies	3 s.h.
EDU 5720	Diversity, Local Communities and Global Connections	3 s.h.
EDU 5950	Curriculum Leadership	3 s.h.

**Nursing Cognate (9 s.h.)**

NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5150	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.

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

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

EV 5300	Conversion and Reconciliation <b>or</b>	
*MT 6750	Foundations of Christian Moral Life	2-3 s.h.
PM 7150	Pastoral Care of the Sick	3 s.h.
	<i>Electives for cognate</i>	4 s.h.

*Choose two from the below:*

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.)

\* Undergraduate prerequisite for MT 6750: THE 2740, Moral Theology (2 s.h.)

**Electives**

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

HSP 5800	Current Trends and Topics in Hospice (3 s.h.)
MGT 6300	Organizational Theory and Behavior (3 s.h.)
WRT 5050	Writing for Graduate School and the Professions (3 s.h.)

## Graduate Certificate: Bereavement: Trauma, Loss and Grief

Completion of the three courses within this specialty certificate serves as a tool kit for those who work with grieving individuals and families experiencing traumatic loss or significant life changing events who are seeking support and validation in the process of healing. The certificate is recommended for professionals who wish to enhance their skill set as licensed/counselors/therapists, or supplement an existing degree in health and human services. Employment opportunities range from private practice entities or interdisciplinary team positions in hospice/palliative/end-of-life care settings, e.g. bereavement specialist, social worker, or chaplain. The certificate counts as a cognate for students pursuing the Master's Degree in Hospice and Palliative Studies at Madonna University. Students who have completed a bachelor's degree may also apply for this graduate level certificate through the Graduate School Admissions Office.

Faculty who teach in this specialty area believe that the grieving process itself is adaptive, even transformative, and that with safety, validation, connection, and reengagement with self and community, healing can begin.

### Certificate Requirements (9 s.h.)

HSP 5210	Trauma, Loss and Grief: Helping Families Heal	3 s.h.
HSP 5310	Evolving Trends in Trauma, Loss, and Bereavement	3 s.h.
HSP 5410	Integrative Treatment Modalities in Trauma, Loss and Grief	<u>3 s.h.</u> 9 s.h.

## Graduate Certificate: Hospice and Palliative Studies

The hospice and palliative studies certificate is recommended for 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.

### Certificate Requirements (16 s.h.)

HSP 5005	History, Philosophy and Practice of Hospice and Palliative Care (NUR)	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	Ethical and Legal Issues in End-of-Life Care	3 s.h.
**HSP 6020	Practicum I	<u>4 s.h.</u> 16 s.h.

\*HSP 5005 is a prerequisite or corequisite for any of the courses: HSP 5010, HSP 6000, and HSP 6020.

\*\*HSP 5005, HSP 5010, HSP 6000, and HSP 6010 are prerequisites for HSP 6020.

## 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 and Palliative Studies 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.

## Nursing Programs

### Doctoral Program

**Doctor of Nursing Practice (DNP)** (*Post-Master's model*)

### Nurse Practitioner Programs

#### Master of Science in Nursing (MSN)

- Adult-Gerontology Primary Care Nurse Practitioner (NP)
- Adult-Gerontology Acute Care Nurse Practitioner (NP)
- Adult-Gerontology Primary Care Nurse Practitioner (NP) with Advanced Practice (AP) Hospice and Palliative Care Specialty
- Adult-Gerontology Acute Care Nurse Practitioner (NP) with Advanced Practice (AP) Hospice and Palliative Care Specialty

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

Adult-Gerontology Primary Care Nurse Practitioner (NP)

Adult-Gerontology Acute Care Nurse Practitioner (NP)

Adult Advanced Practice (AP) Hospice and Palliative Care Nurse Specialty

## Nursing Administration Programs

### Master of Science in Nursing (MSN)

Leadership

Nursing Administration

### Master of Science in Nursing/Master of Business Administration (MSN/MBA)

Nursing Administration/Business Administration Dual Degree

## Second Master of Science in Nursing (2<sup>nd</sup> MSN)

Nurses holding an MSN may complete an additional specialty offered by Madonna University through and individually-tailored 2<sup>nd</sup> MSN program. Please see the Chair of the Graduate Nursing Program for further information.

### Post-Master's Certificate

APRN Gerontology

### Graduate Certificate

Nurse/Health Educator

## Department of Nursing Graduate Program Mission

The mission of the Madonna University Department of Nursing graduate program is to educate nurses to assume a variety of advanced nursing roles based on completion of certificates, master's, and doctoral degrees that promote excellence and leadership in the nursing profession. The program exemplifies the Catholic Franciscan intellectual tradition of Madonna University and a commitment to serve the community.

## Graduate Nursing Curriculum Conceptual Model

Concepts within the graduate nursing conceptual model were derived from a review of influential national documents, such as recent Institute of Medicine reports, the Quality and Safety Education for Nurses initiative (QSEN), MSN and DNP *Curricular Essentials* articulated by the American Association of Colleges of Nursing, *Nurse Practitioner Core Competencies* articulated by

the National Organization of Nurse Practitioner Faculties (NONPF), and the ANA publication *Nursing Administration: Scope and Standards of Practice*.

The model assumes that graduate nursing education builds upon undergraduate nursing education. Furthermore, a dynamic interplay among the concepts forms the basis for both master and doctoral levels of education. The model is transtheoretical, meaning that it transcends any particular theoretical lens, and invites new ways of knowing and being as a nurse within a learner-centered community.



### Definitions

#### Creative Inquiry

Constant movement between observation, reflection, action, and knowledge (iterative process) of one or more ways of knowing to achieve quality health care based on understanding phenomena in question and exploration of possible solutions.

#### Leadership

Dynamic and complex processes that influence the attainment of quality health care.

#### Relationship-Based Care

A transformational interaction that is reciprocal between self and others to influence positive health outcomes.

### Nursing Master's-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 within advanced nursing practice.
2. integrate theory, knowledge, skills, and abilities associated with creative inquiry, leadership, and relationship-based care to inform advanced nursing practice and to foster personal professional growth.
3. engage in advanced nursing practice that promotes quality health care that is ethically based and guided by values of stewardship.
4. use scholarly processes to improve practice and associated health outcomes through integration of

theory, research, evidence, clinical judgment, and interprofessional collaboration.

### **Practicum Clock Hours for Semester Credit Hours**

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

### **Doctor of Nursing Practice (DNP Level) Additional Curriculum Guiding Definition and Program Outcomes**

The Doctor of Nursing Practice is a post-master's degree that builds on advanced nursing roles. This program is built on *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). In particular, the program embraces the definition of advanced nursing practice of the AACN (2004): "any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy." (*DNP Essentials*, p. 2).

### **Nursing Doctoral-Level Outcomes**

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

1. synthesize knowledge from multiple disciplines/perspectives to assume clinical leadership responsibilities at the highest level of nursing practice.
2. integrate theoretical and interprofessional collaborative skills in diverse and complex environments to influence health care outcomes and impact health care policy.
3. engage in leadership roles based on values of stewardship to promote quality health care that is ethically based.
4. use creative inquiry to generate knowledge and practice innovations through synthesis and translation of evidence from nursing and other disciplines.

## **Doctoral Program**

### **Doctor of Nursing Practice (DNP)**

#### **(Post-Master's Model: aggregate/systems/organization focus)**

The Doctor of Nursing Practice (DNP) is a professional degree designed for nurses seeking a terminal degree in nursing practice. As an alternate to research-focused doctoral programs, it is a practice doctorate designed to develop health care leaders who maximize quality, reduce cost, and increase access to health care. Changing demands in the nation's health care environment require nurses to have the highest level of

scientific knowledge, practice expertise, and organizational skills in order to assume clinical leadership positions within health care organizations. In addition, DNP graduates are prepared to fill the national need for more doctorally-prepared nursing faculty.

The Madonna University DNP curriculum is based on the AACN (2006) *Essentials of Doctoral Education for Advanced Practice*, which builds on current nursing master's programs by deepening knowledge in evidence-based practice, quality improvement, and systems thinking, among other key areas. A highlight of the DNP program is completion of a DNP practice immersion experience in which new knowledge is applied within real-world settings, culminating in a scholarly project.

Madonna's post-master's Doctor of Nursing Practice degree is designed for those nurses who hold advanced-practice credentials and nurses in positions that support clinical practice such as nursing administration, organizational leadership, clinical education, or health policy. The 38-semester hour program uses a combination of teaching and learning approaches, including traditional classroom and online modalities.

### **DNP Admission Process**

#### **Admission for Fall semester only (Post-Master's DNP)**

Applications will be accepted for each September (fall semester) only. Admission is competitive and on a space-available basis. The application deadline is May 1 with admission interviews scheduled monthly from October through June, unless spaces remain. Applicants are notified monthly following their admission interview. To apply, submit all of the required admission documents to the Graduate School. After all of these materials are received, the file is sent to the Graduate Nursing Department for review. After reviewing the completed files, the department then invites applicants to campus for an interview with the DNP Admission Committee. Within the month following the admission interview, the Dean of the Graduate School sends a letter regarding the admission decision. At the discretion of the Graduate Nursing Chairperson, if spaces remain in the program, applications will be accepted after the May deadline with subsequent interview arranged.

New DNP students begin the program only in September (fall semester). Although applications are accepted at any time, the review process begins on October 1 for admission the following September during fall semester.

An applicant receiving an offer of admission must respond to that offer within the time frame specified in

the Dean's letter. An applicant accepting an offer of admission must pay a non-refundable admission deposit equal to one semester hour of current graduate tuition; this deposit is applied to the second semester's tuition (see Admission Application Procedure). Until this deposit is paid, a seat will not be held and may be given to another incoming student. Seats are limited in number. For further information, please contact the Graduate School.

### Admission Requirements

1. Completion of a Master of Science in Nursing degree (40 s.h. minimum) from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, with an overall graduate grade point average of 3.0 on a 4.0 scale.
2. Two completed recommendation letters from professional associates (one of whom must be a nurse with an advanced degree) who can assess applicant's potential for professional doctoral study.
3. Admission essay: In essay format, respond to the following questions; each question should be answered in one word-processed or typewritten page or less.
  - a. Discuss your professional goals, short- and long-term, and how the DNP degree will facilitate their accomplishment.
  - b. Describe a clinical problem and how you facilitated changes to assure best practices.
4. Resume or curriculum vitae that includes employment history, military service, community service, professional awards, honors, fellowships, memberships, and publications and presentations.
5. Current unencumbered Michigan RN license (or eligibility for same) and Board of Nursing Specialty Certification, if applicable (NP, CNM, CRNA, or CNS). Submit photocopy of national certification and state specialty certificate (NP, CNM, CRNA) with application.
6. Interview with the DNP Admission Committee.
7. Criminal background clearance.

### Practicum Experience

A total of 1000 clock hours of practicum experience post-BSN is required for the DNP.

On admission, post-master's students may receive credit for up to 500 clock hours of practicum accrued in the MSN degree and subsequent professional practice. Post-BSN practicum hour equivalents are assessed individually on each applicant by resume and/or portfolio review. Some students may require additional practicum credit hours to meet the 1000 post-BSN clock hour requirement.

Program requirements include a minimum of 500 clock hours of practicum, course-embedded hours, and DNP project hours.

### Program Requirements (38 s.h. Post-Master's-MSN degree minimum of 40 s.h.)

NUR 7000*	Advanced Scientific Perspectives Informing Nursing Practice	3 s.h.
NUR 7110*	Ethics Informing Health Care	2 s.h.
NUR 7120	Policy Advocacy in Health Care	2 s.h.
NUR 7290*	Quality Improvement Methods to Maximize Health Care	3 s.h.
NUR 7300*	Transformative and Collaborative Leadership for Promoting Innovation	4 s.h.
NUR 7430	Concepts and Methods of Health Care Informatics and Data Mining	4 s.h.
NUR 7890	Analytic Methods for Evaluation of Clinical Practice	4 s.h.
NUR 8700	DNP Practicum	4 s.h.
NUR 8950	Planning and Designing a DNP Capstone Project	2 s.h.
NUR 8990	DNP Capstone Project	4 s.h.
	Electives (see note below)	<u>6 s.h.</u>
	<b>Total Post-Master's</b>	<b>38 s.h.</b>

### \*Note, University of Detroit Mercy Consortium Options

To increase flexibility in the scheduling of courses, admitted DNP students have the option, through the Detroit Area Catholic Higher Education Consortium, of substituting the starred courses in the plan of study with equivalent courses taught at the University of Detroit Mercy (UDM). In the case that the UDM course is fewer credits than the Madonna requirement, the student must increase elective credits to meet the plan minimum total of 38 s.h. Please meet with your DNP program advisor to discuss these options.

For NUR 7000:

UDM: NUR 7000, *Advanced Theory and Knowledge Development for Clinical Nursing Practice* 3 s.h.

For NUR 7110:

UDM: ETH 7010, *Ethical Issues in Advanced Nursing Practice* 3 s.h.

For NUR 7300:

UDM: NUR 7300, *Transformation Leadership and Innovation in Advanced Nursing Practice* 3 s.h.

For NUR 7290:

UDM: NUR 7350, *Business Management to Ensure Quality in Health Care* 3 s.h.

### Note, Elective Credits:

Required electives are determined by the student in conjunction with, and with the recorded approval of, the DNP program advisor and a content area advisor

working together. The electives are to be related to one or more of the *DNP Essentials* and to the student's overall professional goals.

## Nurse Practitioner Programs

**MSN:** Adult-Gerontology Primary Care Nurse Practitioner (NP)

**MSN:** Adult-Gerontology Acute Care Nurse Practitioner (NP)

**MSN:** Adult-Gerontology Primary Care Nurse Practitioner (NP) with Advanced Practice (AP) Hospice and Palliative Care Specialty

**MSN:** Adult-Gerontology Acute Care Nurse Practitioner (NP) with Advanced Practice (AP) Hospice and Palliative Care Specialty

**Post-MSN Certificate:** Adult-Gerontology Primary Care Nurse Practitioner (NP)

**Post-MSN Certificate:** Adult-Gerontology Acute Care Nurse Practitioner (NP)

**Post-MSN Certificate:** Adult Advanced Practice (AP) Hospice and Palliative Care Nurse Specialty

## NP Program Admission Process

### Admission is rolling (all semesters) (MSN NPs)

Applications will be accepted each semester. Admission is competitive and on a space-available basis. The application deadline for Fall is July 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. The application deadline for Winter is October 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. The application deadline for Summer is March 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. Applicants will receive the University's decision within 2 weeks of the College of Nursing and Health's recommendation to the Graduate School. Applications will be accepted after each semester's deadline at the discretion of the Graduate Nursing Chairperson, if spaces remain in the program. All application materials must be received by each semester's deadline to be eligible for the next semester.

### Deadline and Deposit to Hold Seat (MSN NPs and DNP)

An applicant receiving an offer of admission must respond to that offer within the timeframe specified in the offer letter. An applicant accepting an offer of admission must submit a non-refundable admission deposit equal to one semester hour of current graduate tuition; this deposit is applied to the second semester's

tuition (see Admission Application Procedure section). If the deposit is not received by the date indicated, the applicant's seat may be given to another incoming student. Seats are limited in number.

To apply, submit all of the required admission documents to the Graduate School. After all of these materials are received, the file is sent to the Graduate Nursing Department for review. After reviewing the completed files, the department then invites applicants who meet threshold criteria to campus for an admission interview. The Dean of the Graduate School sends a letter regarding the admission decision.

## Master of Science in Nursing: Adult-Gerontology Primary Care Nurse Practitioner (NP)

This program 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.

### Certification Eligibility

The curriculum meets the content and clinical requirements for eligibility for national certification as an Adult-Gerontology Nurse Practitioner (ANCC or AANP) and NP specialty certification by the State of Michigan.

The program provides 849 clock hours of supervised practicum experience with 659 clock hours in direct patient care.

### Program 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-gerontology primary care nurse practitioner role and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct comprehensive patient-centered primary care across the care continuum, through independent and collaborative primary care practice, to diverse populations, including adolescents, adults, and older adults.
3. engage in community-based primary care, viewed through the constellation of the family system, which assures quality primary care that is ethically based and guided by the values of stewardship.

4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to promote access to high quality cost-effective care for patients, communities, and systems.

### Admission Requirements

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

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 letters 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 professional nursing experience prior to and/or concurrent with enrolling in the program.
7. Current unencumbered Michigan RN license, or eligibility for same.
8. Admission interview with the NP Program Director or designee. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

### Clinical Progression Policy

All NP nursing graduate students are required to achieve a grade of B or higher in specialty clinical/practicum courses in order to progress into the next clinical specialty course (begins with NUR 5250).

### Examination Policy:

Beginning January 2016, a cumulative final examination in NUR 5250, NUR 5320, NUR 6530, and NUR 6750, as well as the Objective Structured Clinical Examination (OSCE) in NUR 5320, NUR 6530, and NUR 6750, must be passed with a minimum grade of 75%.

Students who fail the final examination or OSCE will develop a remediation plan in collaboration with the course faculty that will include a review of the failing examination.

A second examination, composed of new questions, or OSCE, will be taken within two weeks (University business days). Students who pass the second

examination/OSCE with a minimum score of 75% will receive a maximum score of 80% and pass the course as long as overall course grade is a "B."

Students who fail the second examination/OSCE will fail the course and need to delay their plan of study and repeat the course. Students will only be allowed remediation of either the OSCE or the examination, not both.

### Program Requirements (48 s.h.)

#### Nursing Core (15 s.h.)

NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
*NUR 5150	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.
NUR 5860	Impacting Change through Advanced Nursing Practice	2 s.h.

#### Advanced Practice Core (15 s.h.)

*BIO 5610	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5240	Health Promotion in Advanced Practice <i>(includes practicum)</i>	3 s.h.
*NUR 5250	Health Assessment in Advanced Practice <i>(includes laboratory)</i>	4 s.h.
NUR 5360	Advanced Pharmacology I	2 s.h.
NUR 5370	Advanced Pharmacology II	2 s.h.

#### Specialty Curriculum (18 s.h.)

NUR 5320	Adult-Gerontology Primary Care I <i>(includes practicum)</i>	6 s.h.
NUR 6530	Adult-Gerontology Primary Care II <i>(includes practicum)</i>	6 s.h.
NUR 6750	Adult-Gerontology Primary Care III <i>(includes practicum)</i>	<u>6 s.h.</u>
		<b>48 s.h.</b>

#### \*Note Course Prerequisites:

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5150: MTH 2350 or equivalent within past five years.

For NUR 5250: admission to an advanced practice nursing specialty (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

## Master of Science in Nursing: Adult-Gerontology Acute Care Nurse Practitioner (NP)

The program prepares the advanced practice nurse to function at an advanced practice level within acute and critical care environments, while building on the core competencies of nurse practitioner practice.

The curriculum addresses advanced nursing care across the continuum of health care services to meet the specialized physiologic and psychological needs of patients with complex acute, critical, and chronic health conditions.

### **Certification Eligibility**

The curriculum meets the content and clinical requirements for eligibility for national certification as an Adult-Gerontology Acute Care Nurse Practitioner, ANCC, and NP specialty certification by the State of Michigan.

The program provides 849 clock hours of supervised practicum experience with 620 clock hours in direct patient care.

### **Program 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-gerontology acute care nurse practitioner role and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct comprehensive patient-centered care to the acutely ill and vulnerable in complex health care systems and across the continuum of care.
3. engage in advanced nursing practice, viewed through the constellation of the family system, to assure quality health care that is ethically based and guided by the values of stewardship.
4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to promote access to high quality cost-effective care for patients, communities, and systems.

### **Admission Process**

Applications will be accepted each semester. Admission is competitive and on a space-available basis. The application deadline for Fall is July 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. The application deadline for Winter is October 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. The application deadline for Summer is March 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. Applicants will receive the University's decision within 2 weeks of the College of Nursing and Health's recommendation to the Graduate School. Applications will be accepted after each semester's deadline at the discretion of the Graduate Nursing

Chairperson, if spaces remain in the program. All application materials must be received by each semester's deadline to be eligible for the next semester.

### **Deadline and Deposit to Hold Seat**

An applicant receiving an offer of admission must respond to that offer within the timeframe specified in the offer letter. An applicant accepting an offer of admission must submit a nonrefundable admission deposit equal to one semester hour of current graduate tuition; this deposit is applied to the second semester's tuition. If the deposit is not received by the date indicated, the applicant's seat may be given to another incoming student. Seats are limited in number.

To apply, submit all of the required admission documents to the Graduate School. After all of these materials are received, the file is sent to the Graduate Nursing Department for review. After reviewing the completed files, the department then invites applicants who meet threshold criteria to campus for an admission interview. The Dean of the Graduate School sends a letter regarding the admission decision.

### **Admission Requirements**

Applicants for admission to the Adult-Gerontology Acute Care Nurse Practitioner specialty are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 letters from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide high acuity advanced nursing 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 professional nursing experience prior to and/or concurrent with enrolling in the program.
7. Current unencumbered Michigan RN license, or eligibility for same.
8. Admission interview with the NP Program Director or designee. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

## Clinical Progression Policy

All nursing graduate students are required to achieve a grade of B or higher in specialty clinical/practicum courses in order to progress into the next clinical specialty course (begins with NUR 5250).

## Examination Policy

The comprehensive final examinations in NUR 5250, NUR 5330, NUR 6540, and NUR 6750 must be passed with a minimum grade of 75%.

Students who fail the final examination will develop a remediation plan in collaboration with the course faculty that will include a review of the failing examination.

A second examination, composed of new questions, will be taken within two weeks (University business days).

Students who pass the second examination with a minimum score of 75% will receive a maximum score of 80% and pass the course as long as the overall course grade is a "B."

Students who fail the second examination will fail the course and need to delay their plan of study and repeat the course.

## Program Requirements (48 s.h.)

### Nursing Core (15 s.h.)

NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
NUR 5150*	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.
NUR 5860	Impacting Change through Advanced Nursing Practice	2 s.h.

### Advance Practice Core (15 s.h.)

BIO 5610*	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5240	Health Promotion in Advanced Practice	3 s.h.
NUR 5250*	Health Assessment in Advanced Practice (includes laboratory)	4 s.h.
NUR 5360	Advanced Pharmacology I	2 s.h.
NUR 5370	Advanced Pharmacology II	2 s.h.

### Specialty Curriculum (18 s.h.)

NUR 5330	Adult-Gerontology Acute Care I (includes practicum)	6 s.h.
NUR 6540	Adult-Gerontology Acute Care II (includes practicum)	6 s.h.

NUR 6751	Adult-Gerontology Acute Care III (includes practicum)	6 s.h.
		<b>48 s.h.</b>

### \* Note Course Prerequisites:

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5150: MTH 2350 or equivalent within past five years.

For NUR 5250: admission to an advanced practice nursing specialty (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

## Master of Science in Nursing: Adult-Gerontology Primary Care Nurse Practitioner (NP) with Advanced Practice (AP) Hospice and Palliative Care Specialty

This program prepares the nurse practitioner in both the adult-gerontology primary care population focus and the adult-gerontology advanced practice hospice and palliative care specialty. Diagnosis and management of primary health needs of adults, especially those of the vulnerable, the underserved, and diverse populations, are focal.

The curriculum addresses comprehensive health assessment of clients, disease management, guidance and counseling of individuals and families, and interprofessional practice 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/Opportunity

Graduates of the Adult-Gerontology Primary Care Nurse Practitioner with Advanced Practice Hospice and Palliative Care Specialty are prepared to become certified by the American Nurses Credentialing Commission (ANCC) or the American Academy of Nurse Practitioners (AANP) as Adult-Gerontology Primary Care NPs and to attain Nurse Practitioner specialty certification by the State of Michigan. An additional certification may be obtained from the Hospice and Palliative Credentialing Center as an Advanced Certified Hospice and Palliative Care Nurse (ACHPN®).

The program provides 1,029 clock hours of supervised practicum experience, with 839 clock hours in direct patient care.

## Program 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-gerontology primary care nurse practitioner and palliative care specialist and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct comprehensive patient-centered primary care across the care continuum, through independent and collaborative practice, to diverse populations, including adolescents, adults, older adults, and those facing the life-limiting illness.
3. engage in community-based primary and palliative care practice, viewed through the constellation of the family system, which assures quality care that is ethically based and guided by the values of stewardship.
4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to promote access to high quality cost-effective care for patients, communities, and systems and to promote quality of life.

## Admission Requirements

Applicants for admission to the Adult-Gerontology Primary Care Nurse Practitioner with a hospice and palliative care specialty program are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 letters 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 professional nursing experience prior to and/or concurrent with enrolling in the program.
6. Current unencumbered Michigan RN license, or eligibility for same.
7. Admission interview with the NP Program Director or designee. Prerequisite course work will be determined at this time.

8. Statement of goals for graduate education in adult-gerontology primary and palliative care program.
9. Criminal background clearance.

## Clinical Progression Policy

All NP nursing graduate students are required to achieve a grade of B or higher in specialty clinical/practicum courses in order to progress into the next clinical specialty course (begins with NUR 5250).

## Examination Policy

Beginning January, 2016, a cumulative final examination in NUR 5250, NUR 5320, NUR 6530, and NUR 6750, as well as the Objective Structured Clinical Examination (OSCE) in NUR 5320, NUR 6530, and NUR 6750 must be passed with a minimum grade of 75%.

Students who fail the final examination or OSCE will develop a remediation plan in collaboration with the course faculty that will include a review of the failing examination.

A second examination, composed of new questions, or OSCE, will be taken within two weeks (University business days). Students who pass the second examination/OSCE with a minimum score of 75% will receive a maximum score of 80% and pass the course as long as overall course grade is a "B."

Student who fail the second examination/OSCE will fail the course and need to delay their plan of study and repeat the course. Students will only be allowed remediation of either the OSCE or the examination, but not both.

## Program Requirements (57 s.h.)

### Nursing Core (15 s.h.)

NUR 5005	History and Philosophy of Hospice and Palliative Care (HSP*)	2 s.h.
NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
NUR 5150*	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.

### Advanced Practice Core (15 s.h.)

BIO 5610*	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5240	Health Promotion in Advanced Practice (includes practicum)	3 s.h.
NUR 5250*	Health Assessment in Advanced Practice (includes laboratory)	4 s.h.
NUR 5360	Advanced Pharmacology I	2 s.h.

NUR 5370 Advanced Pharmacology II 2 s.h.

### Specialty Curricula (27 s.h.)

*Adult-Gerontology Primary Care (15 s.h.)*

NUR 5320 Adult-Gerontology Primary Care I (includes practicum) 5 s.h.

NUR 6530 Adult-Gerontology Primary Care II (includes practicum) 5 s.h.

NUR 6750 Adult-Gerontology Primary Care III (includes practicum) 5 s.h.

*Adult Hospice and 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 (includes practicum) 4 s.h.

NUR 6800 Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care (includes practicum) 5 s.h.  
**57 s.h.**

#### \*Note Course Prerequisites:

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5150: MTH 2350 or equivalent within past five years.

For NUR 5250: admission to an advanced practice nursing (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

## Master of Science in Nursing: Adult-Gerontology Acute Care Nurse Practitioner (NP) with Advanced Practice (AP) Hospice and Palliative Care Specialty

The program prepares the nurse practitioner in both the adult-gerontology acute care population focus and the adult-gerontology advanced practice hospice and palliative care specialty. The nurse practitioner will function at an advanced practice level within acute and critical care environments, while building on the core competencies of nurse practitioner practice.

The curriculum addresses advanced practice nursing care across the continuum of health care services to meet the specialized physiologic and psychological needs of patients with complex acute, critical, and chronic health conditions.

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/Opportunity

Graduates of the Adult-Gerontology Acute Care Nurse Practitioner with a hospice and palliative care specialty are prepared to become certified by the American Nurses Credentialing Commission (ANCC) as Adult-Gerontology Acute Care NPs and to obtain Nurse Practitioner specialty certification by the State of Michigan. Additional certification may be obtained from the Hospice and Palliative Credentialing Center as an Advanced Certified Hospice and Palliative Nurse (ACHPN®).

The program provides 1,029 clock hours of supervised practicum, with 800 clock hours in direct patient care.

### Program 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-gerontology acute care nurse practitioner and palliative care specialist and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct, comprehensive patient-centered care to the acutely ill and vulnerable in complex health care systems, including persons facing life-limiting illnesses.
3. engage in advanced nursing practice viewed through the constellation of the family system, to assure quality care that is ethically based and guided by the values of stewardship.
4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to provide access to high quality cost-effective care for patients, communities, and systems, and to promote quality of life.

### Admission Requirements

Applicants for admission to Adult-Gerontology Acute Care Nurse Practitioner with a hospice and palliative care specialty program are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, with an overall undergraduate grade 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 overall undergraduate grade point average.
3. Two completed recommendation letters from people who directly supervise the applicant's work in a nursing role or from health professional who can

assess the applicant's potential to provide palliative or acute care at an advanced level.

4. Current resume.
5. Employment history. Significant work experience provides a basis for course assignments. It is recommended that applicants have professional nursing experience prior to and/or concurrent with enrolling in the program.
6. Current unencumbered Michigan RN license, or eligibility for same.
7. Admission interview with the NP Program director or designee. Prerequisite course work will be determined at this time.
8. Statement of goals for graduate education in adult acute or palliative care program.
9. Criminal background clearance.

### Clinical Progression Policy

All NP nursing graduate students are required to achieve a grade of B or higher in specialty clinical/practicum courses in order to progress into the next clinical specialty course (begins with NUR 5250).

### Examination Policy

The comprehensive final examination in NUR 5250, NUR 5330, NUR 6540, and NUR 6751 must be passed with a minimum grade of 75%.

Students who fail the final examination will develop a remediation plan in collaboration with the course faculty that will include a review of the failing examination.

A second examination, composed of new questions, will be taken within two weeks (University business days). Students who pass the second examination with a minimum score of 75% will receive a maximum score of 80% and pass the course as long as overall course grade is a "B."

Students who fail the second examination will fail the course and need to delay their plan of study and repeat the course.

### Program Requirements (57 s.h.)

#### Nursing Core (15 s.h.)

NUR 5005	History and Philosophy of Hospice and Palliative Care (HSP*)	2 s.h.
NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
NUR 5150*	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.

#### Advanced Practice Core (15 s.h.)

BIO 5610*	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5240	Health Promotion in Advanced Practice <i>(includes practicum)</i>	3 s.h.
NUR 5250*	Health Assessment in Advanced Practice <i>(includes laboratory)</i>	4 s.h.
NUR 5360	Advanced Pharmacology I	2 s.h.
NUR 5370	Advanced Pharmacology II	2 s.h.

### Specialty Curricula (27 s.h.)

#### Adult-Gerontology Acute Care (15 s.h.)

NUR 5330	Adult-Gerontology Acute Care I <i>(includes practicum)</i>	5 s.h.
NUR 6540	Adult-Gerontology Acute Care II <i>(includes practicum)</i>	5 s.h.
NUR 6751	Adult-Gerontology Acute Care III <i>(includes practicum)</i>	5 s.h.

#### Adult Hospice and 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 <i>(includes practicum)</i>	4 s.h.
NUR 6800	Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care <i>(includes practicum)</i>	<u>5 s.h.</u> <b>57 s.h.</b>

#### \* Note Course Prerequisites:

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5150: MTH 2350 or equivalent within past five years.

For NUR 5250: admission to an advanced practice nursing (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

## Post-MSN Certificate: Adult-Gerontology Primary Care Nurse Practitioner (NP)

The focus of this post-master's certificate is to prepare nurse practitioners to diagnose and manage primary health care 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 interprofessional collaboration and referral.

### Certification Eligibility

Completers of this certificate program are prepared to take the national certification examination as an Adult-

Gerontology Nurse Practitioner offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). This renders the graduate eligible for Nurse Practitioner specialty certification by the Michigan Board of Nursing.

The certificate provides 659 clock hours of supervised direct patient care. Currently certified NPs who are expanding into this area of practice may request a waiver of selected courses and clinical experiences. This is individually determined upon admission by gap analysis.

### **Program Outcomes**

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

1. demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult-gerontology primary care nurse practitioner role and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct comprehensive patient-centered primary care, across the care continuum, through independent and collaborative primary care practice, to diverse populations, including adolescents, adults, and older adults.
3. engage in community-based primary care, viewed through the constellation of the family system, which assures quality primary health care that is ethically based and guided by the values of stewardship.
4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to promote access to high quality cost-effective care for patients, communities, and systems.

### **Admission Process**

Applications will be accepted each semester. Admission is competitive and on a space-available basis. The application deadline for Fall is July 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a complete application. The application deadline for Winter is October 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. The application deadline for Summer is March 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. Applicants will receive the University's decision within 2 weeks of the College of Nursing and Health's recommendation to the Graduate School. Applications will be accepted after each semester's deadline at the discretion of the Graduate Nursing Chairperson, if spaces remain in the program. All application materials must be received by each semester's deadline to be eligible for the next semester.

### **Deadline and Deposit to Hold Seat**

An applicant receiving an offer of admission must respond to that offer within the timeframe specified in the offer letter. An applicant accepting an offer of admission must submit a nonrefundable admission deposit equal to one semester hour of current graduate tuition; this deposit is applied to the second semester's tuition (See Admission Application Procedure section). If the deposit is not received by the date indicated, the applicant's seat may be given to another incoming student. Seats are limited in number.

To apply, submit all of the required admission documents to the Graduate School. After all these materials are received, the file is sent to the Graduate Nursing Department for review. After reviewing the completed files, the department then invites applicants who meet threshold criteria to campus for an admission interview. The Dean of the Graduate School sends a letter regarding the admission decision.

### **Admission Requirements**

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

1. Possession of a Master of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 master's degree; however, the certificate will only be awarded upon completion of the master's degree.
2. Two completed recommendation letters 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.
3. Current resume.
4. Employment history. Significant work experience provides a basis for course assignments. It is recommended that students have professional nursing experience prior to and/or concurrent with enrolling in the program. This will be addressed during the admission interview.
5. Current unencumbered Michigan RN license, or eligibility for same. NPs in other specialties must submit a copy of current national certification.
6. Statement of goals for post-graduate education as an Adult-Gerontology Primary Care Nurse Practitioner.
7. Admission interview with the NP Program Director or designee. Prerequisite course work will be determined at this time.
8. Criminal background clearance.

### **Clinical Progression Policy**

All NP nursing graduate students are required to achieve a grade of B or higher in specialty clinical/practicum courses in order to progress into the next clinical specialty course (begins with NUR 5250).

### Examination Policy

Beginning January, 2016, a cumulative final examination in NUR 5250, NUR 5320, NUR 6530, and NUR 6750, as well as the Objective Structured Clinical Examination (OSCE) in NUR 5320, NUR 6530, and NUR 6750 must be passed with a minimum grade of 75%.

Students who fail the final examination, or OSCE, will develop a remediation plan in collaboration with the course faculty that will include a review of the failing examination.

A second examination, composed of new questions, or OSCE, will be taken within two weeks (University business days). Students who pass the second examination/OSCE with a minimum score of 75% will receive a maximum score of 80% and pass the course as long as overall course grade is a "B."

Students who fail the second examination/OSCE will fail the course and need to delay their plan of study and repeat the course. Students will only be allowed remediation of either the OSCE or the examination, not both.

### Certificate Requirements (25 s.h.)

The Adult-Gerontology Primary Care Nurse Practitioner certificate requires 25 semester hours of graduate-level course work beyond the prerequisite sequence.

#### PREREQUISITE SEQUENCE:

(USUALLY MET BY CURRENT CERTIFICATION AS APRN)

BIO 5610*	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5360	Advanced Pharmacology I	2 s.h.
NUR 5370	Advanced Pharmacology II	2 s.h.

### Certificate Requirements (25 s.h.)

NUR 5240	Health Promotion in Advanced Practice	3 s.h.
NUR 5250*	Health Assessment in Advanced Practice (includes laboratory)	4 s.h.
NUR 5320	Adult-Gerontology Primary Care I (includes practicum)	6 s.h.
NUR 6530	Adult-Gerontology Primary Care II (includes practicum)	6 s.h.
NUR 6750	Adult-Gerontology Primary Care III (includes practicum)	<u>6 s.h.</u>
		<b>25 s.h.</b>

\* Note Course Prerequisites:

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5250: admission to an advanced practice nursing (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

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

## Post-MSN Certificate: Adult-Gerontology Acute Care Nurse Practitioner (NP)

The certificate program prepares the nurse practitioner to function at an advanced practice level within acute and critical care environments, while building on the core competencies of nurse practitioner practice.

The curriculum addresses advanced practice nursing care across the continuum of health care services to meet the specialized physiologic and psychological needs of patients with complex acute, critical, and chronic health conditions.

### Certification Eligibility

Completers of this certificate program are prepared to take the national certification examination as an Acute Care Nurse Practitioner offered by the American Nurses Credentialing Center (ANCC). This renders the graduate eligible for nurse practitioner specialty certification by the Michigan Board of Nursing.

The certificate provides 620 clock hours of supervised direct patient care. Currently certified NPs who are expanding into this area of practice may request a waiver of selected courses and clinical experiences. This is individually determined upon admission by gap analysis.

### Program Outcomes

At the conclusion of the certificate program, students will be able to:

1. demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult-gerontology acute care nurse practitioner role and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct comprehensive patient-centered care to the acutely ill and vulnerable in complex health care systems and across the continuum of care.
3. engage in advanced nursing practice, viewed through the constellation of the family system, to assure quality health care that is ethically based and guided by the values of stewardship.

4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to promote access to high quality cost-effective care for patients, communities, and systems.

### **Admission Process**

Applications will be accepted each semester. Admission is competitive and on a space-available basis. The application deadline for Fall is July 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a complete application. The application deadline for Winter is October 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. The application deadline for Summer is March 31<sup>st</sup>, with admission interviews scheduled within 2 weeks of receiving a completed application. Applicants will receive the University's decision within 2 weeks of the College of Nursing and Health's recommendation to the Graduate School. Applications will be accepted after each semester's deadline at the discretion of the Graduate Nursing Chairperson, if spaces remain in the program. All application materials must be received by each semester's deadline to be eligible for the next semester.

### **Deadline and Deposit to Hold Seat**

An applicant receiving an offer of admission must respond to that offer within the timeframe specified in the offer letter. An applicant accepting an offer of admission must submit a nonrefundable admission deposit equal to one semester hour of current graduate tuition; this deposit is applied to the second semester's tuition (See Admission Application Procedure section). If the deposit is not received by the date indicated, the applicant's seat may be given to another incoming student. Seats are limited in number.

To apply, submit all of the required admission documents to the Graduate School. After all these materials are received, the file is sent to the Graduate Nursing Department for review. After reviewing the completed files, the department then invites applicants who meet threshold criteria to campus for an admission interview. The Dean of the Graduate School sends a letter regarding the admission decision.

### **Admission Requirements**

Admission to the Adult-Gerontology Acute Care Nurse Practitioner Post-MSN Certificate is based upon evaluation of the following:

1. Possession of a Master of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, with a graduate grade point average of 3.0 on a 4.0 scale. Applicants may be considered for admission to the certificate prior to completion of

the master's degree; however, the certificate will awarded only upon completion of the master's degree.

2. Current national certification in Advanced Practice Nursing as: Adult NP, Adult-Gerontology Primary Care NP, Family NP, Gerontological NP, Women's Health NP, or Adult Health CNS. Length of plan of study and additional required course work depends on assessment of competency attainment via previous NP specialty preparation and current clinical experience.
3. Current unencumbered Michigan RN license and Board of Nursing Specialty Certification as a Nurse Practitioner. MSN degree holders who are not currently certified as NPs in the State of Michigan will require individualized plans of study, including completion of the advanced practice prerequisite sequence. This plan will be developed at the admission interview.
4. Two completed recommendations from people who directly supervise the applicant's work in a nursing role or from health professionals who can assess the applicant's potential to provide high acuity advanced nursing care.
5. Current resume.
6. Employment history. Significant work experience provides a basis for course assignments. It is recommended that students have professional nursing experience prior to and/or concurrent with enrolling in the program.
7. Statement of goals for post-graduate education in advanced practice acute care.
8. Admission interview with the NP Program Director or designee. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

### **Clinical Progression Policy**

All NP nursing graduate students are required to achieve a grade of B or higher in specialty clinical/practicum courses in order to progress into the next clinical specialty course (begins with NUR 5250).

### **Examination Policy**

The comprehensive final examinations in NUR 5250, NUR 5330, NUR 6540, and NUR 6751 must be passed with a minimum grade of 75%.

Students who fail the final examination will develop a remediation plan in collaboration with the course faculty that will include a review of the failing examination.

A second examination, composed of new questions, will be taken within two weeks (University business days). Students who pass the second examination with a minimum score of 75% will receive a maximum score of

80% and pass the course as long as overall course grade is "B."

Students who fail the second examination will fail the course and need to delay their plan of study and repeat the course.

### **Certificate Requirements (11-18 s.h.\*\*)**

The Adult-Gerontology ACNP post-MSN certificate requires 11-18 semester hours of graduate-level course work beyond the prerequisite sequence:

#### **PREREQUISITE SEQUENCE**

*(USUALLY MET BY CURRENT CERTIFICATION AS APRN)*

BIO 5610*	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5240	Health Promotion in Advanced Practice	3 s.h.
NUR 5250*	Health Assessment in Advanced Practice <i>(includes laboratory)</i>	4 s.h.
NUR 5360	Advanced Pharmacology I	2 s.h.
NUR 5370	Advanced Pharmacology II	2 s.h.

### **Certificate Requirements (11-18 s.h.)**

NUR 5330	Adult-Gerontology Acute Care I <i>(includes practicum)</i>	4-6 s.h.
NUR 6540	Adult-Gerontology Acute Care II <i>(includes practicum)</i>	5-6 s.h.
NUR 6751	Adult-Gerontology Acute Care III <i>(includes practicum)</i>	<u>2-6 s.h.</u>

**11-18 s.h.**

#### **\* Note Course Prerequisites:**

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5250: admission to an advanced practice nursing (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

\*\* Any prior clinical experience in acute care advanced clinical practice (not required) will be evaluated at admission interview, and may be applied to clinical hours required for the certificate. A maximum of 240 hours (4 s.h. clinical, validated by supervisor) can be applied to the certificate requirements.

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

## **Post-MSN Certificate: Adult Advanced Practice (AP) Hospice and Palliative Care Nurse Specialty**

The focus of this post-master's certificate program 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 nurses provide holistic care that focuses on disease management, symptom relief, emotional distress, care transitions, and loss.

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

### **Certification/Opportunity**

Completers of this certificate program may elect to take the national certification exam:

- Advanced Certified Hospice and Palliative Nurse (ACHPN®), offered by the Hospice and Palliative Care Credentialing Center

The certificate provides 540 clock hours of supervised practice in advanced practice palliative care.

### **Program Outcomes**

At the conclusion of the certificate program, students will be able to:

1. demonstrate the specialized body of knowledge and clinical competencies needed to assume the role of advanced practice nurse in hospice and palliative care and to foster personal and professional growth.
2. integrate theory, knowledge, skills, and abilities to provide direct comprehensive hospice and palliative care, through independent and collaborative practice, to patients and families facing life-limiting illnesses in palliative and hospice care settings.
3. engage in palliative care practice, viewed through the constellation of the family system, to assure quality care that is ethically based and guided by the values of stewardship.
4. synthesize theory, research, evidence, clinical judgment, and interprofessional collaboration to provide access to high quality cost-effective care for patients, communities, and systems, and to promote quality of life.

### **Admission Requirements**

The Advanced Practice Hospice and Palliative Care certificate accepts admission applications on a rolling basis for Fall, Winter, and Summer semesters.

Once a completed applicant file is received by the Nursing Department, the applicant will be notified to schedule an admission interview.

Admission to the Adult Advanced Practice Palliative Care Certificate is based upon evaluation of the following criteria:

1. Possession of a Master of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 master's degree; however, the certificate will be awarded only upon completion of the master's degree.
2. Current national certification in Advanced Practice Nursing as: Adult NP, ACNP, Family NP, Gerontological NP, Adult-Gerontology Acute Care NP, or Adult Health CNS.
3. Current unencumbered Michigan RN license and Board of Nursing Specialty Certification as Nurse Practitioner.
4. Two completed recommendation letters 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 professional nursing experience prior to and/or 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 is addressed during the admission interview. A maximum of 180 hours (3 s.h.) clinical, with validation by supervisor, can be applied to certificate requirements.
7. Statement of goals for post-graduate education in advanced practice hospice and palliative care.
8. Admission interview with the NP Program Director or designee. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

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

The Adult Advanced Practice Hospice and Palliative Care certificate requires 12-17 semester hours of graduate-level course work beyond the prerequisite sequence:

#### PREREQUISITE SEQUENCE

(USUALLY MET BY CURRENT CERTIFICATION AS APN)

BIO 5610*	Advanced Human Pathophysiology I	2 s.h.
BIO 5620	Advanced Human Pathophysiology II	2 s.h.
NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5240	Health Promotion in Advanced Practice	3 s.h.
NUR 5250*	Health Assessment in Advance Practice (includes laboratory)	4 s.h.

NUR 5360	Advanced Pharmacology I	2 s.h.
NUR 5370	Advanced Pharmacology II	2 s.h.

### 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 (includes practicum)	4-7 s.h.
NUR 6800	Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care (includes practicum)	5-7 s.h.
		<b>12-17 s.h.</b>

#### \* Note Course Prerequisites:

For BIO 5610: admission to NP program or NP certificate or BIO 3710 or equivalent.

For NUR 5250: admission to an advanced practice nursing (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

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

## Nursing Administration Programs

### MSN:

Leadership

Nursing Administration

**MSN/MBA:** Nursing Administration/Business Administration

### Rolling Admissions

The Nursing Administration programs (MSN and MSN/MBA) accept admissions applications on a rolling basis for Fall, Winter, and Summer semesters. Once a completed applicant file is received by the Nursing Department, the applicant will be notified to schedule an admission interview.

## Master of Science in Nursing: Leadership

The online Master of Science in Nursing (MSN) in Leadership is designed to prepare students for leadership and management roles at the unit (clinical microsystem) and department levels for care delivery and professional support functions. Students develop competencies needed to lead contemporary health delivery services using research-based problem solving and decision-making methods, implement effective communication strategies to promote inter-professional

collaboration, and apply concepts of stewardship to achieve organizational sustainability.

Course work includes six core classes reflective of the AACN Essentials of Master's Education in Nursing (2011), addressing the theoretical and scientific foundation for advanced nursing practice, leadership, policy and advocacy, evidence-based practice and change management.

The plan of study includes three already existing Interprofessional Core classes addressing management economics and marketing. Five courses comprise the Applied Nursing Leadership Specialty component including informatics, leadership, communication, program and organizational management. Of these, four are new courses and one is used in the MSN/MBA program (NUR 5800.07).

Courses are taught through Madonna University COHN and School of Business. All courses are fully online. Practicums, comprising 120 hours of supervised leadership practice, can be completed in agencies convenient to the student.

Upon conclusion of the program, students are eligible for certification in nursing administration from the American Organization of Nurse Executives (AONE) and the American Nurses Credentialing Center (ANCC).

### Program Outcomes

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

1. demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of roles within the advanced practice of nursing leadership.
2. integrate theory, knowledge, skills and abilities associated with creative inquiry, leadership, and relationship-based care to inform the advanced practice of nursing leadership and to foster personal and professional growth.
3. engage in advanced nursing leadership practices that promote quality health care that is ethically-based, and guided by values of stewardship.
4. use scholarly processes to improve leadership practice and associated health outcomes through integration of theory, research, evidence, administrative judgement, and interprofessional collaboration.

### Admission Requirements

Applicants for admission to the Master of Science in Nursing in Leadership are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation agency (CCNE, CNEA, or ACEN) with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. Graduate Record Examination (GRE) for applicants with an overall undergraduate grade point average below 3.25.
3. Two completed recommendation letters from professional associates (one of whom must be a nurse) who can assess the applicant's potential for a leadership role and/or potential for graduate study.
4. Current resume.
5. Statement of goals for graduate education in leadership specialty.
6. Current unencumbered registered professional nurse license in a state that participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA).
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/or concurrent with enrollment in the program.
8. Interview with the Program Director. Prerequisite course work will be determined at the time of the interview.
9. Criminal background clearance.

### Program Requirements (36 s.h.)

ECN 6300	Managerial Perspectives on Economics	3 s.h.
MIS 5230	Health Care Informatics	2 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
NUR 5150	Translating and Integrating Scholarship	3 s.h.
NUR 5460	Human Resources and Nursing Leadership	2 s.h.
NUR 5480	Theoretical and Scientific Foundations	3 s.h.
NUR 5800.07	Economics and Financing of the Nursing Enterprise	3 s.h.
NUR 5860	Impacting Change through Advanced Nursing Practice	2 s.h.
NUR 6010	Advanced Nursing Leadership and Communication	4 s.h.
NUR 6580	Organizational and Program Management	2 s.h.

## Master of Science in Nursing: Nursing Administration

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 evidence-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 stewardship 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.

### Certification Opportunities

Graduates of the nursing administration program may elect to become certified by the American Nurses Credentialing Commission (ANCC) as either Nurse Executive or Nurse Executive Advanced, depending on their administrative experience or the American Organization of Nurse Executives (AONE) as either a Nurse Manager Leader or an Executive in Nursing Practice.

The program provides 420 clock hours of supervised practicum.

### Program Outcomes

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

1. demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of various nursing administration roles.
2. integrate theory, knowledge, skills, and abilities associated with creative inquiry, leadership, and relationship-based care to direct the master's-prepared nurse administrator's personal and professional growth.
3. engage in nursing administration practice based on values of stewardship to promote quality health care that is ethically based.
4. use scholarly processes to improve nursing administration practice associated with population health outcomes through integration of theory,

### Admission Requirements

Applicants for admission to the program in nursing administration are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 below 3.25.
3. Two completed recommendation letters 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. Current unencumbered Michigan RN license, or eligibility for same.
7. Current employment status. Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have relevant professional work experience prior to and/or concurrent with enrollment in the program.
8. Interview with the Nursing Administration Program Director or designee. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

### Clinical Progression Policy

All nursing administration graduate students are required to achieve a grade of B or higher in specialty clinical courses in order to progress into the next specialty course (begins NUR 6000).

### Program Requirements (39 s.h.)

#### Nursing Core (15 s.h.)

NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
NUR 5150*	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.

NUR 5860 Impacting Change through Advanced Nursing Practice 2 s.h.

### Advanced Core (13 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
MGT 6300	Organizational Theory and Behavior	3 s.h.
MIS 5230	Health Care Informatics	2 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5230	Applied Nursing Informatics ( <i>includes practicum</i> )	1 s.h.
NUR 5670	Nursing Quality Practicum ( <i>includes practicum</i> )	1 s.h.

### Specialty Curriculum (11 s.h.)

NUR 6000	Nursing Administrative Practice in the Complex Health Care Environment ( <i>includes practicum</i> )	4 s.h.
NUR 6100	Operational Accountabilities for Outcomes in Health Care ( <i>includes practicum</i> )	5 s.h.
NUR 6310	Nursing Administration Integration ( <i>includes practicum</i> )	<u>2 s.h.</u>
		<b>39 s.h.</b>

#### \* Note Course Prerequisites:

For NUR 5150: MTH 2350 or equivalent within past five years.

## MSN/MBA Nursing Administration/Business Administration Dual Degree

The Master of Science in Nursing/Master of Business Administration dual degree program is developed within the structures of the Department of Nursing and the School of Business. The MSN/MBA 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 program 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 evidence-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 stewardship 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/MBA 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 Catalog.

### Certification Opportunities

Graduates of the nursing administration program may elect to become certified by the American Nurses Credentialing Commission (ANCC) as either Nurse Executive or Nurse Executive Advanced, depending on their administrative experience or the American Organization of Nurse Executives (AONE) as either a Nurse Manager Leader or an Executive in Nursing Practice.

The program provides 420 clock hours of supervised practicum.

### Program 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.
2. integrate theory, knowledge, skills, and abilities associated with creative inquiry, leadership, and relationship-based care to direct the master's-prepared executive-level nurse administrator's personal and professional growth.
3. engage in nursing administration practice based on values of stewardship to promote quality health care that is ethically based.
4. use scholarly processes to improve executive-level nursing administration practice associated with population health outcomes through integration of theory, research, evidence, clinical judgment, and intraprofessional and interprofessional collaboration.

### Admission Requirements

Applicants for admission to the MSN/MBA dual degree are evaluated on the basis of the following criteria:

1. Possession of a Bachelor of Science in Nursing degree from a program accredited by a nursing professional accreditation by a nursing professional accreditation agency, i.e., CCNE or ACEN, 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 below 3.25.

3. Two completed recommendation letters 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. Current unencumbered Michigan RN license, or eligibility for same.
7. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have relevant professional work experience prior to and/or concurrent with enrollment in the program.
8. Interview with the Nursing Administration Program Director or designee. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

### Clinical Progression Policy

All nursing administration graduate students are required to achieve a grade of B or higher in specialty clinical courses in order to progress into the next clinical specialty course (begins with NUR 6000).

### Program Requirements (61 s.h.)

#### Nursing Core (15 s.h.)

NUR 5010	Professional Foundations for Advanced Roles in Nursing	3 s.h.
NUR 5050	Leadership in Health Care Systems	2 s.h.
NUR 5120	Health Policy and Advocacy in Advanced Nursing Practice	2 s.h.
NUR 5150*	Translating and Integrating Scholarship into Advanced Nursing Practice	3 s.h.
NUR 5480	Theoretical and Scientific Foundations for Advanced Nursing Practice	3 s.h.
NUR 5860	Impacting Change through Advanced Nursing Practice	2 s.h.

#### Advanced Core (10 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
BR 5200	Essentials of Research	1 s.h.
MIS 5230*	Health Care Informatics	2 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5230	Applied Nursing Informatics	1 s.h.

#### Specialty Curricula (36 s.h.)

*Business Administration (21 s.h.)*

BL 6040	Legal Issues in Business	3 s.h.
INB 6080	Global Business Perspectives	3 s.h.
MBA 6450	Business Research	3 s.h.
MBA 6950*	MBA Capstone	3 s.h.
MGT 5590	Ethics in Leadership	3 s.h.

MGT 6300	Organizational Theory and Behavior	3 s.h.
MKT 5790	Marketing Strategy	3 s.h.
<i>Nursing Administration (15 s.h.)</i>		
NUR 6000	Nursing Administration Practice in the Complex Health Care Environment	4 s.h.
NUR 5670	Nursing Quality Practicum	1 s.h.
NUR 5800.07	Economics and Financing of the Nursing Enterprise	3 s.h.
NUR 6100	Operational Accountabilities for Outcomes in Health Care	5 s.h.
NUR 6310	Nursing Administration Integration	<u>2 s.h.</u>
		<b>61 s.h.</b>

#### \* Note Course Prerequisites:

For NUR 5150: MTH 2350 or equivalent within past five years.

For MBA 6950: NUR 5670 and all business foundation courses.

## Second Master of Science in Nursing (2<sup>nd</sup> MSN)

Nurses holding an MSN may complete an additional specialty offered by Madonna University through an individually-tailored 2<sup>nd</sup> MSN program. Please see the Chair of the Graduate Nursing Program for further information.

## Post-Master's Certificate:

### APRN Gerontology

This program will provide practicing APRNs (NPs & CNSs) with advanced knowledge in care of the elderly and is tailored to meet the ends of those seeking the gerontology content needed to meet eligibility requirements to sit the Adult-Gerontology certification examinations, either acute or primary. The program will cover interdisciplinary approaches to managing the complex health care needs of older adults and their families with a special focus on culturally sensitive, evidence-based pharmacologic, physiologic, and assessment considerations. Certificate completion for the student seeking board certification will require 13 credits; 4 credits of clinical practicum. A student not seeking preparation for board certification will complete 9 credit hours, which includes 1 credit of interdisciplinary field experience.

### Admission Requirements

- 1) Possession of a Master of Science in Nursing degree from a program accredited by a nursing professional accreditation agency, i.e., CCNE or ACEN, with a graduate grade point average of 3.0 on a 4.0 scale.
- 2) Current unencumbered RN licensure in state or territories of practicum site.

3) National Board certification as APRN (NP or CNS).

### Program Outcomes

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

1. demonstrate the specialized body of knowledge necessary for APRN care of older adults.
2. integrate theory, knowledge, skills and attitude needed to provide direct, independent, and collaborative APRN care to older adults and their families/caregivers.
3. engage in interdisciplinary practice that is ethically based, culturally sensitive, and guided by values of stewardship.
4. Synthesize theory and evidence in order to promote high quality, cost effective APRN care for older adults.

### Program Requirements (9 s.h.)

NUR 5030	Interdisciplinary Perspectives in Gerontology	4 s.h.
NUR 6030	Advanced Pharmacologic, Physiologic, and Assessment Considerations in Older Adults	2 s.h.
NUR 6130	APRN Management of Health Issues of Older Adults	<u>3 s.h.</u>
		<b>9 s.h.</b>
<i>Optional Clinical Practicum</i>		
NUR 5800.04	Post Master's Advanced Role Competencies	4 s.h.

## Graduate Certificate:

### Nurse/Health 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, technology that supports quality instruction, and the evaluation of learning outcomes in health-related settings. Note: Program runs as a cohort model.

### Program Outcomes

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

1. distinguish between the specialized body of knowledge and experiential base for the assumption of the nurse/health educator role.
2. integrate theory, knowledge, skills, and abilities to inform the delivery of quality instruction and evaluation of learning outcomes.
3. engage in the educational enterprise based on values of stewardship to promote quality education that is ethically based.

4. use scholarly processes that support quality instruction and inform personal and professional growth.

### Admission Requirements

The Nurse/Health Educator certificate accepts applications on a continuing basis, but the course sequence is offered within a cohort model. Once a completed applicant file is received by the Nursing Department, the applicant will be notified to schedule an admission interview, if required. Students admitted to another nursing graduate program (MSN or DNP) do not require an admission interview.

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

1. Qualify for graduate academic standing, including possession of an undergraduate degree from a regionally-accredited institution 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 applicant with less than 3.25 undergraduate grade point average.
3. Two completed recommendation letters 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/or concurrent with enrollment in the specialty. This will be addressed at the admission interview.
6. Admission interview with the lead faculty for the Certificate.
7. Criminal background clearance.

### Certificate Requirements (9 s.h.\*)

NUR 5020	Teaching-Learning Principles and Strategies	3 s.h.
NUR 6420	Curriculum Design and Evaluation	3 s.h.
NUR 6520	The Scholarship of Teaching Practice (with 3 s.h. includes practicum)	<u>2-3 s.h.</u>
		<b>8-9* s.h.</b>

Note: The Nurse/Health Educator Graduate Certificate requires the completion of 9 s.h. of credit. Students who complete NUR 6520 for 2 s.h. of credit are not eligible to apply for the certificate.

# SCHOOL OF BUSINESS

## Master of Business Administration (MBA)

### Master of Science (MS)

- Accountancy
- Health Services Administration

### Graduate Certificates

- Criminal Justice Leadership
- International Business Management
- Non-Profit Leadership
- Quality Management

## School of Business Mission

The mission of the School of Business at Madonna University is to promote academic excellence in undergraduate and graduate education. As a community of scholars, faculty and students study the foundational principles of business. We prepare students to become knowledgeable, ethical, professional, and articulate global workers and citizens. The academic programs offered through the School of Business challenge students, add a solid body of knowledge, understanding, and experience in various aspects of business, and are taught in view of the global business environment.

## 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, and 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.

## Post-Admission Writing Assessment

All students newly-admitted to graduate business programs are required to write an assessment essay scored by Madonna University writing faculty. Students who need writing instruction indicated by the scoring of

the assessment will be required to take from one to three semester hours of WRT 5000, Writing Workshop for Graduate Students, in addition to their graduate program course work.

Students must have fulfilled their writing assessment requirement prior to completing the sixth semester hour of graduate studies at Madonna University. Additionally, any required graduate writing course work must be completed within two semesters following the assessment. (See Policies: Academic Process.)

## 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.

## Program Outcomes

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

1. demonstrate a knowledge of core business fields of study by: obtaining a thorough understanding of concepts, terminology, models, and perspective; identifying problems and generating solutions; utilizing interdisciplinary critical thinking skills; and applying a cross-cultural perspective.
2. exhibit well-developed communication skills that are expected and desired of a business professional working in a culturally and intellectually diverse global environment.
3. integrate quantitative information and the use of technology into the decision making process.
4. apply and critically analyze the strategic decision making process, including financial forecasting and operational planning, for policy making in both domestic and international companies.
5. identify ethical and corporate social responsibility issues and design better approaches to these issues.

## Admission Requirements

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

1. Possession of a bachelor degree with a regionally-accredited college or university, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be considered for conditional admission.)
2. Two letters of recommendation from current employer or professional associates 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 School of Business faculty advisor.

## Transfer Students

Students may transfer up to 6 semester hours of credit, with department approval.

## Program Requirements (45 s.h.)

### Prerequisites (9 s.h.)

These courses may be waived if undergraduate equivalents have been completed at an accredited institution.

ACC 5150	Financial Accounting	3 s.h.
ECN 5170	Analysis of Economic Conditions	3 s.h.
MKT 5160	Marketing Essentials	3 s.h.

### Required Foundation Courses (9 s.h.)

ACC 5250	Managerial Accounting for Decision Making	3 s.h.
BR 5210	Quantitative Methods for Business Research	3 s.h.
MIS 5580	Technology Management	3 s.h.

### Required Core Courses (24 s.h.)

ECN 6300	Managerial Economics	3 s.h.
FIN 5650	Business Finance	3 s.h.
INB 6080	Global Business Perspectives	3 s.h.
MGT 5570	Strategic Management	3 s.h.
MGT 5590	Ethics and Corporate Social Responsibility	3 s.h.
MGT 6220	Operations Management	3 s.h.
MGT 6300	Organizational Leadership	3 s.h.
MKT 5790	Strategic Marketing	3 s.h.

### Required Capstone (3 s.h.)

MBA 6950	MBA Capstone	3 s.h.
<b>Total MBA</b>		<b>36 s.h.</b>

## Master of Science: Accountancy

This program will further expand accounting and business knowledge beyond the undergraduate level. This 30 credit hour program provides an option for students to obtain the 150 hours of education required to become a licensed CPA. The student will develop strong technical and analytical skills, interpersonal skills, and written and oral communication skills. This non-thesis program encompasses an accounting leadership focus highlighting decision-making, international issues, ethics, fraud, and emerging accounting issues. Graduates of the program may be employed in public or private industry, with non-profit institutions, with the government, or at other financial institutions in the areas of accounting or finance. The program is designed for the undergraduate accounting major; however, students with other undergraduate business degrees or related fields (i.e. math) may complete the program provided all prerequisites are met.

## Program Outcomes

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

1. evaluate the revenue and cost structures of an organization and make decisions regarding the most efficient allocation of financial resources to further long-term objectives.
2. demonstrate knowledge of the impact of global capital markets and business structures on the international practice of accountancy.
3. interpret and apply U.S. tax laws as they relate to various entities, including individuals, estates, partnerships, and corporations.
4. analyze the sources and modalities of financial frauds and crimes, including digital crime, along with the interaction between law enforcement and the accounting profession.
5. prepare consolidated financial statements for multinational entities, along with required SEC disclosures.
6. prepare financial statements for state and local governmental entities, and demonstrate knowledge of the fund accounting and modified cash basis systems used by these entities.

## Admission Requirements

Admission to the Master of Science in Accountancy program is determined on the basis of the following:

1. Possession of a bachelor degree in Accounting, Business Administration, Economics, Finance, Mathematics, or related field with a regionally-accredited college or university, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be considered for conditional admission.)
2. Two letters of recommendation from current employer or professional associates familiar with the applicant's work or college performance.
3. Submission of a statement of purpose for participating in the Master of Science in Accountancy program.
4. Admission interview with Accounting Program Director and Graduate Chair.

Students who graduate from Madonna University with a bachelor's degree in accounting and meet graduate requirements will be given preference into the Master of Science in Accountancy program.

## Program Requirements (30 s.h.)

### Prerequisites (12 s.h.)

These courses may be waived if undergraduate equivalents have been completed at an accredited institution.

ACC 5150	Financial Accounting	3 s.h.
ACC 5250	Managerial Accounting for Decision Making	3 s.h.
ACC 5330	Intermediate Accounting I	3 s.h.
ACC 5340	Intermediate Accounting II	3 s.h.

### Core Curriculum (30 s.h.)

ACC 5210	Accounting Fraud Examination & Prevention	3 s.h.
ACC 5310	Advanced Taxation	3 s.h.
ACC 5350	Government & Non-Profit Accounting	3 s.h.
ACC 6210	Advanced Accounting	3 s.h.
ACC 6300	Advanced Management Accounting	3 s.h.
BL 6040	Legal Issues in Business	3 s.h.
FIN 5650	Business Finance	3 s.h.
FIN 6150	Global Finance	3 s.h.
INB 6080	Global Business Perspectives	3 s.h.
MGT 5590	Ethics in Leadership	<u>3 s.h.</u>
		<b>30 s.h.</b>

## Master of Science: Health Services Administration

The students in the health services administration program learn to solve health care business problems using technology, management, marketing, law, and finance with a focus on current and future issues in the discipline.

### Program Outcomes

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

1. apply the theory of various business disciplines to health care settings.
2. access health care information systems to allocate resources more efficiently.
3. examine health care legal issues relating to the delivery of patient care.
4. balance patient care needs with the financial restraints of the organization.
5. evaluate the effectiveness of quality measurement techniques on patient satisfaction and care.
6. integrate organizational change techniques in order to offer safe, efficient, timely, and patient-centered care.

### Admission Requirements

Admission to the Master of Science in Health Services Administration is determined on the basis of the following:

1. Possession of a bachelor degree from a regionally-accredited institution, with an overall

undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be considered for conditional admission.)

2. Two letters of recommendation from current employer or professional associates: one must be from a health care provider supervisor familiar with the applicant's work or college performance.
3. Interview with a School of Business faculty advisor. 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 at least three out of five years, including at least one year in a health care organization working in a supervisory position. 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 Admission Committee.
5. Current resume.

### Transfer Students

Student may transfer up to 6 semester hours of credit, with department approval.

### Program Requirements (36 s.h.)

#### Prerequisites (10 s.h.)

These courses may be waived if undergraduate equivalents have been completed at an accredited institution.

ACC 5150	Financial Accounting	3 s.h.
ECN 5170	Analysis of Economic Conditions	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
BR 5200	Essentials of Research	1 s.h.

#### Required Foundation Sequence (10 s.h.)

BR 5210	Quantitative Methods for Business Research	3 s.h.
HSA 5300	Health Care Decision Making	3 s.h.
MGT 5220	Fundamentals of Leadership	1 s.h.
MIS 5580	Management Information Systems	3 s.h.

#### Core Curriculum (21 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
HSA 6030	Applied Health Care Economics*	3 s.h.
HSA 6040	High Performance Health Service Delivery	3 s.h.
HSA 6050	Marketing for Improved Patient Satisfaction/Service	3 s.h.
HSA 6060	Legal Issues in Health Care	3 s.h.
MGT 5570	Strategic Management	3 s.h.
MGT 6220	Operations Management	3 s.h.

### Capstone (5 s.h.)

BR 6430	Managerial Research Design	3 s.h.
BR 6840	Project Research Study	<u>2 s.h.</u>
		<b>36 s.h.</b>

## Graduate Certificates

- Criminal Justice Leadership
- International Business Management
- Non-Profit Leadership
- Quality Management

### Admission Requirements

Admission to one of these graduate certificates is determined on the basis of the following:

1. Possession of a bachelor degree from a regionally-accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average below 3.0 will be considered for conditional admission.)
2. Two letters of recommendation from current employer or professional associates familiar with the applicant's work or college performance.
3. Interview with a School of Business faculty advisor. 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 Admission Committee.
5. Current resume.

### Additional admission requirements for the Criminal Justice Leadership Graduate Certificate:

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

### Criminal Justice Leadership Graduate Certificate (9 s.h.)

#### Required Certificate Prerequisite:

CJ 5010	Criminal Justice Organization and Administration	3 s.h.
<b>or</b>		
Undergraduate Criminal Justice major		

### Required Certificate Courses

CJ 5100	Legal and Ethical Issues in Criminal Justice Administration	2 s.h.
CJ 5220	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 21 <sup>st</sup> Century	2 s.h.

### International Business Management Graduate Certificate\* (9 s.h.):

*\*Note: This certificate is available only to students enrolled in one of our overseas programs.*

#### Required Certificate Courses:

BL 6260	International Legal Environment	3 s.h.
INB 5450	International Management	3 s.h.
INB 6150	International Marketing	3 s.h.

### Non-Profit Leadership Graduate Certificate (9 s.h.):

#### Required Certificate Courses:

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, and Evaluation	2 s.h.

### Quality Management Graduate Certificate (9 s.h.):

#### Required Certificate Courses:

QOM 6210	Total Quality: Building the Infrastructure	3 s.h.
QOM 6230	Quality and Process Improvement Techniques	3 s.h.
QOM 6250	Baldrige Award and Organizational Self-Assessment	3 s.h.

# Course Descriptions

**WHAT FOLLOWS** is a description of all graduate-level courses offered at Madonna University. Students are encouraged to see their academic advisors to review courses and to make course selections.

An asterisk (\*) is included in parentheses after the rubric of a course which is cross-listed from another department; the asterisk indicates the department from which the course originates and in which the full course description can be found. Example:

**MPM 5500 Spiritual and Ethical Considerations in Palliative/End-of-Life Care (HSP\*) 3 s.h.**

This course originates in the Hospice and Palliative Studies Department. The full course description is found at HSP 5500.

## Course Numbering Guidelines

The following guidelines for course numbering are intended to facilitate an understanding of and the consistent use of the course numbering system at Madonna University, particularly for student advisement and new course development.

**5000-6990:** master's-level courses. In general, a graduate student would take some 5000-level courses prior to enrolling in any 6000-level courses.

**7000-7990:** specialist-level and doctoral-level courses.

**8000-9990:** courses exclusively doctoral level.

The difficulty of course work increases with thousands place only (i.e., MGT 5570 is not necessarily more difficult than MGT 5400.)

### Secondary Divisions:

x180, x190 = Courses on one-time or limited offering (e.g., TSL 5180)

x200, x600 = Independent Study (e.g., LS 5600)

x802, x803 = Study Abroad (e.g., EDU 5802)

6950-6990 = master's program capstone

7950-7990 = specialist program capstone

8950-8990 = doctoral program capstone

## Accounting

**ACC 5150 Financial Accounting 3 s.h.**

Fundamental principles of external financial reporting emphasizing the accounting concepts, procedures, and standards that guide the preparation, interpretation and reporting of financial accounting information.

**ACC 5210 Accounting Fraud Examination and Prevention 3 s.h.**

Examination of fraud in business including circumstances where it arises, along with detection, mitigation, and resolution procedures. Students develop the unique skills needed to identify and address issues related to forensic accounting and fraud auditing. Study of the growing field of financial fraud; responsibilities and procedures related to fraud detection; regulatory law procedures; internal control requirements; government intervention; information systems design; and emerging technologies.

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

Developing and using managerial accounting information to make informed decisions in the areas of planning, controlling, and performance evaluation. Emphasis is placed on budgeting and analyzing cost management systems to enhance administrative and leadership functions, along with improving organizational performance. Prerequisite: ACC 5150.

**ACC 5310 Advanced Taxation 3 s.h.**

The course is primarily intended to help students demonstrate competencies necessary to identify and go beyond the presenting issues; understand the insights and risk tolerance of all stakeholders involved, and develop deeper knowledge of the concepts, principles, and rules of taxation of individuals and various entities as well as tax accounting. Prerequisite: ACC 5250.

**ACC 5320 Essentials of Health Care Financial Decision Making 3 s.h.**

Essential topics of accounting, finance, and economics for health care professionals in a variety of settings. Emphasis placed on the skills needed to obtain, justify, and manage fiscal resources to influence day-to-day performance and decision-making to assure long-term survival of health care organizations.

**ACC 5330 Intermediate Accounting I 3 s.h.**

An intermediate level examination of the basic accounting statements and underlying accounting principles. Topics include: present value concepts, current assets and liabilities, and tangible and intangible assets. Research of emerging trends in accounting practices related to topics in the course. Prerequisites: ACC 5150 and ACC 5250.

**ACC 5340 Intermediate Accounting II 3 s.h.**

Continuation of the intermediate level examination of the basic accounting statements and underlying accounting principles. Topics include: accounting for leases, pensions, income taxes, earnings per share, financial statement analysis, long-term liabilities, equity transactions, and cash flow statements. Research of emerging trends in accounting practices related to topics in the course. Prerequisite: ACC 5330.

**ACC 5350 Government & Non-Profit Accounting 3 s.h.**

An analysis of accounting and reporting issues that are unique to governmental and nonprofit entities. These include fund accounting, budgetary accounts and procedures, accountability to donors, and auditing and taxation issues for all levels of governmental entities including local, state, and federal. Nonprofit entities include civic, charitable, educational, and health care organizations. Prerequisite: ACC 5340.

**ACC 6210 Advanced Accounting 3 s.h.**

Application of advanced accounting theory and current GAAP to business combinations and consolidated financial statements, partnership accounting, foreign currency transactions and translation, bankruptcy, and derivative transactions, including options and swaps. Prerequisites: ACC 5250 and ACC 5340.

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

A focus on advanced managerial accounting topics such as cost-based management techniques, including activity-based costing, target costing, and life-cycle costing. Other topics include decentralization, incentive compensation systems, and financial and non-financial measures of performance, including balanced scorecard, ROI, and economic value added. Prerequisite: ACC 5250 and must be taken in last semester.

**ACC 6320 Management Control Systems in Health Care 4 s.h.**

Issues pertinent to health care, including advanced financial and economic topics such as financial and

non-financial measurement of performance; incentive compensation systems, Kaplan's Balanced Scorecard, capital structures in various health care settings, in financial risk assessment. Includes the role that individual components of the economy play as they work together in competitive markets. Economic models such as EVA and return on investment (ROI) are studied and analyzed. Although not a case-study course, health care cases are used to illustrate and apply health care concepts. Prerequisite: ACC 5320 or two undergraduate courses in accounting.

## Addiction Studies

**AS 5000 Introduction to Addiction Studies 1 s.h.**

Introduction to the field of addiction studies and the scope of chemical and non-substance-related addiction issues in the United States. Definition of terms, review of different theories of addiction, examination of the disease concept of chemical and non-substance-related addictions, and of the continuum of care options for clients. Discussion of standards for ethical behavior in the field and opportunities for professional practice.

**AS 5120 Diverse Populations 1 s.h.**

Examination of the special needs, issues and interventions for individuals with chemical dependency problems and non-substance related addictions and their significant others specific to culture, customs, race, ethnicity, language, age, religion, gender, sexual orientation, disabilities, criminal background and other cultural characteristics. Emphasis placed on cultural competence and unique diversity issues in Southeastern Michigan.

**AS 5390 Addiction Studies: Dual Diagnosis (PSY) 1 s.h.**

An introduction to understanding the assessment and treatment of individuals who have a dual disorder of mental illness and chemical dependency, including presentation of specific intervention strategies and program designs.

**AS 5430 Dynamics of Addiction 1 s.h.**

The purpose of this course to focus on the identification, assessment, and treatment of an individual with an addictive disorder. Areas that will be explored include, but are not necessarily limited to, the following: types of substance and behavior addictions, the stages of the disease process, personal costs of addiction, addiction assessment tools, obstacles to obtaining treatment, theories of addiction treatment/treatment approaches, self-help model, harm reduction approach, and relapse prevention.

**AS 5440 Addiction Studies: Family Systems 1 s.h.**

Chemical dependency and the family: analysis of family roles, rules, relationships, and rituals. Discussion of the dynamics of codependency, adult children of chemically dependent families, family violence, and resources for recovery.

**AS 5460 Addiction Studies: Prevention 1 s.h.**

An overview of current strategies used in prevention programs. Introduction to school-based and community programs on the primary, secondary, and tertiary levels of prevention. Review of local, state, and national efforts including campus prevention.

**AS 5490 Addiction Studies: Planning and Treatment 1 s.h.**

Introducing the procedures of planning and treatment in the field, assessment of problems, development of treatment plans, creation of behaviorally-specific goals and objectives, designing interventions, and planning for the termination of treatment. Students learn skills in clinical problem solving and the documentation of interventions and outcomes.

**AS 5540 Substance Use and HIV 1 s.h.**

This course is an introduction to issues relevant to the chemical dependency treatment field as it encounters the impact of HIV. Pertinent information is provided on high-risk groups and the connection between drug use and HIV. It addresses factors related to treatment considerations, methods for reducing high-risk behaviors, prevention measures and epidemiological data.

**AS 5560 Addiction Studies: Grief and Loss 1 s.h.**

The grief and loss issues that confront individuals in recovery; concerns such as family dysfunction, interpersonal loss, life review and repair, and life-style change discussed in the context of chemical dependency treatment.

**AS 5620 Addiction Studies: Adolescence 1 s.h.**

An introduction to the field of addiction studies, specifically focusing on the adolescent client. Topics include but not limited to: definitions of key terms, research findings, physical, emotional, family and social effects of adolescent chemical dependency, basic drug effects and actions, intervention and treatment options as well as controversies in the field.

**AS 5650 Women and Addiction: Gender-Responsive Approaches 1 s.h.**

Engages a biopsychosociocultural framework to identify and analyze issues specifically related to women with substance and non-substance addictions. Examination of emotional and physiological dynamics; the principles of gender-responsive treatment approaches; the impact of societal values; the relationship between substance abuse and trauma; engagement, treatment and retention strategies; barriers to treatment; relapse and ethical issues.

**AS 5870 Neurobiology of Drug Addiction (PSY) 1 s.h.**

An overview of normal brain functioning and the influence of addictive drugs like heroin and cocaine on brain cells; the evidence for the brain's reward pathway as a crucial neural substrate for drug addiction; drug tolerance, dependence, and withdrawal defined in neurophysiological terms.

**AS 6760 Disordered Gambling 1 s.h.**

An introduction to the dynamics of gambling as an addictive behavior; types of gambling opportunities, the scope of the problem, types of gamblers, contemporary screening and assessment instruments, co-morbidity with alcohol dependence, intervention strategies and multi-faceted family issues. At-risk populations such as adolescents and older adults are highlighted.

**AS 6840 Ethical Professional Practice 1 s.h.**

Engage students in the exploration of complex issues that impact ethical decision making in the context of the helping relationship as carried out in counseling practice. The day-to-day application of the codes of ethics to practice will be presented. Small group exercises and case examples will be utilized throughout the course. Combines theoretical and practical understanding of ethical reasoning, personal ethical development and professional ethical identity development.

## **Aging Studies**

**AGE 5010 Proposal Writing and Grant Administration 3 s.h.**

Students will learn about the role of grants in agency funding and develop the basic skills needed to write a successful proposal to compete for funds from outside sources. Topics include: generating program ideas; researching funding sources; establishing and maintaining collaborative partnerships; proposal

planning and development; establishing and analyzing program metrics; administration, reporting, and accounting for funds and program deliverables. Graduate students will independently plan and develop a grant proposal with an emphasis on the wider non-profit business environment.

**AGE 5500 Optimal Dementia Care 1 s.h.**

Overview of the challenges inherent to providing optimal experiences to persons with dementia and best and emerging practices in the field, with particular emphasis on understanding the pathophysiology of the most common diagnoses within the dementia syndrome, the importance of embedding the personal history of the resident into the care plan, optimal employment of implicit memory, use of the environment, and empathic approaches.

**AGE 5600 Quality of Life in Residential Settings 3 s.h.**

Examination of the elements of the social and physical residential environment that contribute to the quality of life of the residents. The course will particularly focus on person-centered practices, promotion of resident autonomy, the cultivation of compassion, principles of life satisfaction, and creating a supportive environment.

**AGE 5820 Independent and Assisted Living Administration I 3 s.h.**

An overview of licensing, regulations, public policy and financing related to independent senior housing, assisted living, home for the aged, continuing care retirement communities, and adult foster care. Topics include: governmental authorities related to these settings, funding alternatives and requirements, construction financing, funder oversight, inspections, complaint reporting, policy trends, and other legal and regulatory obligations.

**AGE 5840 Independent and Assisted Living Administration II 3 s.h.**

Discussion of the functional centers within independent and assisted living residences, including admission, resident and family orientation, dining, environmental services, housekeeping, life enrichment, and resident care, including the integration of technology into senior living operations, as well as managing risk associated with each function.

**AGE 5850 Gerontology Management 3 s.h.**

Examination of gerontology management techniques. Focus on basic principles of management as they relate to senior living and human services. Graduate students will analyze and solve authentic senior living management challenges.

**AGE 5870 Nursing Home Administration I 3 s.h.**

An overview of health, administrative, and leadership concerns in a nursing home. Topics include: Federal and State regulations in relation to public policy and leadership, pharmacology, infection control, nursing, quality assurance, insurances, and accounting and budgeting. Graduate students will develop a plan to improve quality while managing costs.

**AGE 5880 Nursing Home Administration II 3 s.h.**

An overview of health, administrative, and leadership concerns in a nursing home. Topics include: Federal and State regulations in relation to life safety code, social services and activity therapy, dietary services, physical plant, and occupational safety and health; normal aging; and the legal environment of a licensed nursing home. Graduate students will analyze the elements required for continuous quality improvement.

**AGE 6100 Senior Living Design and Development 3 s.h.**

Fundamentals of identifying markets within geographic locations, selecting building sites, securing financing, working with development partners, risk management, and design of senior living communities.

**AGE 6950 Capstone Project 3 s.h.**

Integration of all previous course work and hands-on experiences, in which students deepen their knowledge and skills in a selected area of study. Students address a current issue or opportunity within senior living administration by completing a capstone project with supervision by faculty advisor/agency preceptor within a senior living or hospice setting. Students also design and complete their professional portfolio.

## **Autism Spectrum Disorders**

**EDU 3300 The Exceptional Learner in the Classroom 3 s.h.**

*(undergraduate prerequisite to ASD graduate courses)*

Development of a working knowledge of the historical perspective of present special education programs, the effects of litigation, and the continuum of special education services. Identifying, evaluating, and differentiating instruction for students with special needs by way of a continuum of services in the least-restrictive environment. Response-to-intervention; positive behavior support; collaboration with school personnel and parents; community resources. Fifteen-clock-hour field experience required.

**ASD 5400 Interdisciplinary Perspectives of ASD 2 s.h.**

Examines the theoretical underpinnings of Autism Spectrum Disorders. The behavioral, developmental, educational, and medical research relative to ASD is explored to develop an understanding of this disorder from an interdisciplinary perspective. Students learn to identify the ecological forces in a child's life to maximize intervention.

**ASD 5410 Foundations of ASD: Educational Implications 4 s.h.**

An overview of the ASD field to include history, etiology, policy, conditions, characteristics, and diagnosis. Learning characteristics and sensory integration patterns are addressed with a focus on critical analysis of intervention research, theory, and practice. Sociocultural issues such as the impact of the legal system and resources for independent living are explored, with an emphasis on collaboration with general educators, families, and allied service providers.

**ASD 6410 Behavioral and Social Issues in ASD 3 s.h.**

Examines the educational implications of the diverse behavioral and social characteristics associated with autism spectrum disorders. Procedures for identification and research-based interventions; team based assessments and behavioral supports; sensory needs and behavior; and designing environments for preventing sensory overload. Research-based interventions are examined to maximize behavioral and social skills for students with ASD. Prerequisite: ASD 5410.

**ASD 6420 Communication and Language in ASD 3 s.h.**

An overview of expressive and receptive language development, patterns, and difficulties with ASD. Traits and characteristics of language and communication are explored. Students learn the functions of communication and language and their relationships to behavior and social skills, and to align student needs to skill-based interventions and treatment programs, including use of assistive technology. Prerequisite: ASD 5410.

**ASD 6430 ASD: Educational Interventions 3 s.h.**

Assessment, teaching, and modifying curricula and instruction for children and youth with ASD. Current assessment instruments and tying assessment outcomes to curricular planning, selecting best practice educational intervention programs, treatments and instructional strategies, adapting individualized programs to the general education curriculum, and utilizing various data keeping systems to monitor and

evaluate interventions. A focus on collaboration with parents and service providers is embedded.

Prerequisite: ASD 5410.

**ASD 6500 Student Teaching: Autism 5 s.h.**

*Required when ASD is the initial special education endorsement.*

Student teachers apply theory to practice with a focus on formal and informal assessments, instructional planning and implementation, behavioral assessments and supports, and collaborative partnerships with parents and allied service providers. 300 hours of professional field experience required. Prerequisite: admission to student teaching. *To be taken with the autism spectrum disorders seminar, ASD 6930.*

**ASD 6700 Autism Practicum I 2 s.h.**

**ASD 6720 Autism Practicum II 2 s.h.**

*Required when the ASD endorsement candidate has prior special education endorsement(s).*

Applying theory to practice, emphasizing academic and behavioral assessments, instructional planning and implementation, and professional competencies of special education teachers. Students complete 90 hours of practice in each of ASD 6700 and ASD 6720. Prerequisite: admission to student teaching. *To be taken with the autism spectrum disorders seminar, ASD 6930.*

**ASD 6930 Autism Spectrum Disorders Seminar 1 s.h.**

Seminar to support students as they practice and integrate teaching behaviors stemming from "best practice" and empirical research. Students evaluate and reflect on the effectiveness of their teaching, a critical attribute of effective educators. Current issues in education, special education and the field of autism spectrum disorders are discussed in the traditional seminar format. Student critiques of associated research lay the foundation for class discussions. *To be taken with ASD 6500 or ASD 6700-6720.*

**ASD 6960 Autism Spectrum Disorders Project 2 s.h.**

Students propose and complete a project demonstrating significant scholarly work in the field of autism spectrum disorders, 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 Autism specialty; taken in last year of program.

## Biology

### **BIO 5550 Advanced Human Physiology 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 2450 and BIO 2460.

### **BIO 5610 Advanced Human Pathophysiology I 2 s.h.**

Focus on advanced pathophysiologic concepts over the 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 that include the following: cellular injury, immunology, circulation, oxygenation, coagulation, and metabolic functions. Acquisition of knowledge to guide the Advanced Practice Nurse (APN) in clinical assessment, differential diagnosis, decision making, and clinical management of persons with various health conditions is emphasized. Prerequisite: admission to NP program or NP certificate or BIO 3710 or equivalent.

### **BIO 5620 Advanced Human Pathophysiology II 2 s.h.**

Focus on advanced pathophysiologic concepts over the 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 that include the following: inflammation, hematology, neurology, gastrointestinal, and genital urinary functions. Acquisition of knowledge to guide the Advanced Practice Nurse (APN) in clinical assessment, differential diagnosis, decision making, and clinical management of persons with various health conditions is emphasized. Prerequisite: BIO 5610.

## Business Law

### **BL 6040 Legal Issues in Business 3 s.h.**

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

### **BL 6260 International Legal Environment 3 s.h.**

Exploration of the legal environment of the multinational enterprise. Students develop a framework for analyzing legal decisions in regard to private versus public entities, international treaties, import-export activities, world trade issues and current labor regulations. Topics also include the effects of international legal restraints on strategic planning, competition, and the ethical considerations.

## Business Research

### **BR 5200 Essentials of Research 1 s.h.**

The focus of the course is to make sense of research, find meaning in one's particular discipline, and to develop the skills to critique research literature. The course prepares students for future research courses by presenting the conceptual basis of design and decisions regarding statistical analyses. Students will be expected to search and obtain current research literature through use of library databases.

### **BR 5210 Quantitative Methods for Business Research 3 s.h.**

Introduction to the practical uses of quantitative and qualitative statistical methods and their applications in business. Emphasis is placed on the collection, analysis, interpretation, and explanation of the data using statistical software. Prerequisite: BR 5200.

### **BR 6430 Managerial Research Design 3 s.h.**

A capstone research course in which students apply knowledge from previous course work to develop a research project proposal including the introduction, literature review, and methodology chapters. Students select, develop, and formulate a plan of analysis for their chosen research topic within their specialty discipline. *Taken in the final year of the student's program.*

### **BR 6840 Project Research Study 2 s.h.**

A capstone research course in which students independently complete a faculty-guided research project. Prerequisite: BR 6430.

## Catholic School Leadership

### **CSL 5400 Leadership in Catholic Identity 3 s.h.**

Focus on 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 the content and use of

multiple documents and resources for leadership in Catholic identity.

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

Explores the responsibilities of leadership in nurturance of spiritual development, particularly moral and faith development, including 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.**

The four dimensions of catechesis—message, community, worship (including liturgy and sacraments), and service—and their relationship to the responsibilities of the catechetical leader. Includes an examination of the major catechetical documents and current forms and methods.

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

This course examines characteristics of leadership necessary for developing Christian community. It also examines the Christian Community as a social reality, rooted in Scripture and Tradition, and explores the dynamics and challenges of becoming and being a Christian community within a culturally diverse context. Particular attention is given to studies on the Church of Detroit throughout the course.

## **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. Each student conducts a seminar on an issue 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 issues, such as discrimination, administrative agencies, civil liability, and vicarious liability. Emphasis on the ethical administration and application of authority to both internal and external entities.

**CJ 5150 Criminal Investigation 3 s.h.**

A comprehensive analysis of principles and advanced procedures of criminal investigation; conduct at a crime scene; search, collection, and preservation of evidence; interviewing; and methods used in crime laboratories. Emphasis is given to the assessment of those procedures in terms of their efficiency and legal impact. *Not available to students who have taken CJ 3110, CJ 4150, or equivalents.*

**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 5220 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 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 court 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 21<sup>st</sup> 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.

**CJ 5450 Interviewing and Investigative Report Writing 3 s.h.**

The in-depth exploration of advanced interviewing and interrogation techniques and the comprehensive skills that are necessary for the integration and documentation of information that is obtained from a wide variety of sources. Emphasis is given to the assessment of those techniques in terms of their procedural efficiency and legal impact. *Not available to students who have taken CJ 2400, CJ 4450, or equivalents.*

**CJ 5530 Law, Justice, and Society-A Policy Approach 3 s.h.**

This course will explore the different policy options for the Criminal Justice System, with particular attention paid to the connection between law and justice. The course examines historically significant and recent crime and criminal justice policies in terms of antecedent factors, their impact on measurable outcomes, and their unintended consequences.

**CJ 5560 Contemporary Issues and Controversies in Criminal Justice 3 s.h.**

A close examination of current issues and controversies within the Criminal Justice System, preparing the graduate student for capstone work and research at the end of the degree. Students will examine the impact of emergent technology on criminal justice operations. Study of the integration of organizational theory, principles of public administration, and community expectations of criminal justice leaders. A

focus on issue identification as well as research and literature reviews will be emphasized.

**CJ 5700 Implicit Bias and Human Behavior Awareness for Law Enforcement 3 s.h.**

This course helps law enforcement officers—police, corrections, and probation—understand the neuroscience behind implicit (hidden) bias, and how unconscious brain processing is the dominant force that drives all human behavior. Learners understand brain development, as a means of helping officers identify obstacles that might be getting in the way of connecting with others. Learning these neuro-psychosocial concepts provides officers with additional tools to better resolve conflict, build public trust with the constituents in their community, and improve personal relationships.

**CJ 5750 Analyzing Financial Crime (FIN) 3 s.h.**

This course examines the nature and scope of financial crimes and many of the tools used by law enforcement in the preparation of a financial case. Includes a detailed treatment of the following: laws which serve to aid in the detection and prosecution of these crimes, types of business records available, types of bank records available, an examination of offshore business and banking operations, and the collection and analysis of this information. An examination of the issue of detection and prosecution of terrorism financing and money laundering.

**CJ 5760 Financial Crime Risk and Compliance (FIN) 3 s.h.**

This course will cover the principles and practices of compliance and operational risk assessment and mitigation to the management of financial crime prevention detection, and investigation. This course will provide skills and guidance for the development and management of a sophisticated legal risk management and compliance operation. Modules include identifying risks and regulatory challenges; manage processes; implement change; track issues and loss events; screen potential clients, partners, employees and contractors; and implement appropriate remediation.

**CJ 5770 Crime and Intelligence Analysis 3 s.h.**

This course provides a broad understanding of the intelligence and analysis discipline relevant to the Criminal Justice System. Students will be exposed to the various aspects of crime analysis in law enforcement organizations. Learners will gain a deep understanding of how analysis is integral to policing through increased

knowledge of crime theory and models of policing. Tactical and strategic applications of crime and intelligence analysis will be utilized to identify and address serious and organized crime. Problem based learning models will focus on crime control and recommended reduction strategies.

**CJ 5800 Global Issues in Homeland Security 3 s.h.**

Today's criminal justice professional must be prepared to address and respond to incidents of terrorism locally, nationally, and internationally. This course will provide an in-depth analysis of the various organizations of Homeland Security. Emphasis on technology, cyber-crime, transportation, border security, and risk management.

**CJ 5850 Capstone Seminar in Criminal Justice 2 s.h.**

This course serves as the capstone course for the Master of Science in Criminal Justice Leadership and Intelligence degree. Students will research an approved topic demonstrating their knowledge and critical analysis of criminological and/or criminal theory related to leadership or intelligence, using approved research methods and public policy issues. Prerequisites: CJ 5530, CH 5560, and HUS 5010.

## Deaf and Hard of Hearing

**DHH 5010 Foundations of Deaf Education 2 s.h.**

Introduces basic concepts for the education of students who are Deaf, Deaf/Blind, or Hard of Hearing. Topics includes the psychological, physical and sociological impact of hearing loss, including knowledge of the community and culture of person who are Deaf, Deaf/Blind, and Hard of Hearing. Addresses language acquisition and literacy development in children who are Deaf, Deaf/Blind, or Hard of Hearing. Examines educational philosophies and approaches, sign language systems in education, assistive technology, placement options, supports for inclusive practices and specifically designed instruction, including adaptations for students who are Deaf, Deaf/Blind, and Hard of Hearing and children.

**DHH 5020 Audiology for Educators 2 s.h.**

Study of historical foundations of the Deaf community to include the linguistic, audiological, sociological, and legislative forces of the Deaf community. Examines hearing and hearing disorders to include basic acoustics, anatomy and physiology of the auditory and speech systems, and types and degrees of hearing loss. Explores the audiological assessment process, and its

application as one component of individualized education programs, and personal and group amplification devices, including their maintenance. Analysis of informal assessment tools and procedures to collect communication samples.

**DHH 5050 Integrated Language Instruction for DHH Students 3 s.h.**

Analysis of research and theories in early intervention for language development and the field of language acquisition in signed and spoken languages, and language learning in a range of social learning environments for Deaf, Deaf/Blind or Hard of Hearing children. An overview of methods to assess expressive and receptive linguistic differences, develop language competence, and facilitate instruction across the curriculum to foster independent communication.

**DHH 6010 Integrated Literacy and Writing Instruction for DHH Students 3 s.h.**

Overview of principles and techniques used to enhance cognitive development, reading and writing skills across the curriculum, and content knowledge in Deaf, Deaf/Blind, and Hard of Hearing children. The components of literacy, diagnostics procedures, and components of evidence based reading programs for students with hearing loss are examined. Candidates create and implement lesson plans and rubrics, and select technology tools, resources and instructional strategies to support instruction. Prerequisite: Completion of DHH 5000-level courses, or program director approval.

**DHH 6030 Learning and Instruction for DHH Students 3 s.h.**

Explores the design and implementation of instruction for Deaf, Deaf/Blind, and Hard of Hearing students in bilingual, bicultural, and multi-modal learning environment across all content and subject areas based on theories of linguistic and non-linguistic communication development. Curriculum planning focusing on academic, cognitive, and language/communication needs, to include specific strategies and modifications to promote higher level thinking skills in the general education classroom. Prerequisite: *Completion of DHH 5000-level courses, or program director approval.*

**DHH 6050 Early Intervention for DHH Students and Their Families 3 s.h.**

Focus is on a family centered approach to effectively provide early intervention for the language, social, and academic development of young Deaf and Hard of

Hearing children. Emphasis is on appropriate learning environments, assistive technology, and effective program development with visual and auditory learning opportunities and interventions, and the use of interpreters that promote language/communication skills. Prerequisite: *Completion of DHH 5000-level courses, or program director approval.*

**DHH 6500 Student Teaching Deaf and Hard of Hearing 5 s.h.**

Capstone student teaching and professional practice experience comprised of 300 clock hours. Student teaching performance is monitored daily by a cooperating teacher who is an experienced professional holding a special education endorsement in Deaf and Hard of Hearing. The university supervisor makes two or more on-site visitations to monitor and evaluate progress in the field. Prerequisite: *admission to student teaching.* Corequisite: DHH 6930

**DHH 6700 Practicum I Deaf and Hard of Hearing 2 s.h.**

**DHH 6720 Practicum II Deaf and Hard of Hearing 2 s.h.**

Students who hold a previous Michigan endorsement in special education complete 90 hours of classroom teaching and related professional practice in each practicum. The cooperating teaching and the university supervisor monitor and evaluate the candidate's field experience. Prerequisite: *admission to the Practicum field placement.* Corequisite: DHH 6930

**DHH 6930 Deaf and Hard of Hearing Seminar 1 s.h.**

Seminar to support candidates as they practice and integrate effective teaching knowledge, skills, and dispositions based on evidence based practice. Candidates evaluate and reflect on specific aspects of their field experience as they relate to the national standards set forth by the Council on Education of the Deaf. Current issues in education, special education, and the field of Deaf and Hard of Hearing are synthesized in the traditional seminar format. *Must be taken with DHH 6500, or with DHH 6700 and DHH 6720*

**DHH 6960 Research Project 2 s.h.**

Students propose and complete a project demonstrating significant scholarly work in the field of Deaf and Hard of Hearing, or related areas of professional inquiry. The project is developed under the guidance of the program director. Prerequisite: EDU 5060

## Early Childhood Education

**ECE 5120 Early Childhood Curricula 3 s.h.**

Historical and philosophical foundations of early childhood curricula; effects of curriculum standards in early childhood education for the state of Michigan; creating supportive learning environments with community curricular expectations; adapting learning tasks in light of learning profiles, interests, and developmental challenges.

**ECE 5130 Home/School Partnerships 2 s.h.**

The role of the family in children's learning and development; the importance of forming positive home/school relationships with all families; strategies for working in partnership with parents, caregivers, and other professionals for the purpose of supporting the learning and development of children. Readings and experiences focus on the development of advocacy skills for children and their families.

**ECE 5160 Assessment of the Young Child 3 s.h.**

The study of theoretical foundations and procedures appropriate for evaluating the development and learning of the young child. Special consideration given to the assessment of diverse or exceptional populations. Connections are made between understanding and appropriate usage of formal and informal assessment, current assessment issues, and assessment strategies.

**ECE 5170 Programming for Infant and Toddler Development 3 s.h.**

Understanding of typical and atypical development of infants and toddlers in order to create developmentally appropriate learning environments meeting Michigan Standards of Quality for Infant and Toddler programs. Creating respectful, responsive, supportive, and challenging learning experiences and activities for all infants and toddlers. Strategies for partnering with families to support infant and toddler development, including participation in IFSPs (Individual Family Service Plans) and IEPs (Individualized Educational Plans).

**ECE 5930 Practicum in Early Childhood Education 2 s.h.**

Practicum of 120 clock hours in a childcare center, with a seminar to support students in the experience. Cumulative assumption of responsibilities in the early childhood classroom. Corequisite: ECE 3580.

**ECE 6210 Design of Instruction for Children with Exceptional Learning Needs 3 s.h.**

Design and implement learning experiences for children with exceptionalities through the use of learning supports and transition planning, and including the use of adaptive, assistive, and augmentative technologies. Students work in a professional team context to support developmentally appropriate practice, including the construction of domain-specific learning goals for an Individualized Education Program (IEP) and an Individualized Family Service Plan (IFSP). Includes a field component.

**ECE 6960 Leadership and Advocacy in Early Childhood 1 s.h.**

Application of theoretical understandings of school organizational change and informed advocacy gained through the Early Childhood Program. Students create a workshop for early childhood professionals based on research completed in EDU 5710. Prerequisite: EDU 5710.

## Economics

**ECN 5170 Analysis of Economic Conditions 3 s.h.**

Examination of the overall mechanics of the national economy: components of national income, relationship to the global economy; money, banking, and the central bank; economic cyclical fluctuations; economic growth theories; government's role in a modern economy; monetary and fiscal policy. Emphasis is placed on current economic conditions, with discussions of national economic policy formation and desirable policies. The impact of international trade and financial flows on the national economy is also explored.

**ECN 6300 Managerial Economics 3 s.h.**

Examination and application of theoretical and analytical tools that economists use to evaluate the significance macro- and microeconomic principles on managerial operations and decision making. Emphasizes 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, and the pricing system, capital structure strategies, and government regulations. Prerequisite: ECN 5170.

## Education

**EDU 5010 Gateway: Foundations of Higher Education 3 s.h.**

The foundational history and philosophy of the profession of higher education administration in United States post-secondary education. An overview of the organizational structure, functional units, and administrative relationship of personnel services in colleges and universities. The variety of roles administrative professionals play on college campuses and in different institutional cultures. The ways that college environments affect the educational experience and personal development of diverse student populations.

**EDU 5050 American Education: Historical, Social, and Political Perspectives 3 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 5060 Research and Educational Practice 3 s.h.**

A focus on the knowledge and skills needed by educators to understand, evaluate, and use research. Critical analysis of the major principles of teaching and classroom learning. Applying research skills to researching and critically analyzing recent trends and traditional theories in the field of education.

**EDU 5070 Schooling in Comparative and International Perspectives 3 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 American education in international context, and to inquiring about developments around the world that may have important implications for the improvement of American schools.

**EDU 5120 Student Development Theory 3 s.h.**

Major bodies of theory and research related to college student development in higher education and the contexts in which that development occurs. The history and nature of student development theory, how it is and has been created, used, and modified. How to

locate, synthesize, and apply student development literature related to real-world issues in higher education administrative practice. Students apply existing theory to their actual experiences and consider additional ways of looking at those experiences.

**EDU 5130 Assessment, Evaluation and Data Management 3 s.h.**

The design, implementation, and evaluation of typical data management activities at the building and school system levels. Attention is given to (1) teacher evaluation, (2) assessment of learning outcomes, (3) standards-based evaluation, (4) survey data collection and analysis, (5) technology-based strategies for disseminating findings, and (6) 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 survey the software and hardware available to support teaching, communication, and multimedia.

**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 is 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 5270 College and University Leadership 3 s.h.**

Examination of traditional and contemporary issues confronting college and university leaders, the building of leadership skills, and succession planning. The principles and dynamics of group interactions and processes/strategies for working with groups in higher education settings. Students develop a leadership profile and learn skills to effectively engage others, manage conflict and change, and build and sustain productive relationships. Emphasis on learning how to resolve moral and ethical questions prevalent across the spectrum of higher education.

**EDU 5340 Organization, Governance, and Administration in Higher Education 3 s.h.**

Organizational and management theory as it relates to issues in higher education, with exploration of the culture of higher education institutions. Conceptual models of colleges and universities as large, complex systems, and application of these models to real institutions' contexts and problems. The distinct, overlapping, and sometimes conflicting roles and responsibilities of particular administrative positions within a college or university. How change occurs in institutions and how that process can be conceived, designed, and implemented. Prerequisite: EDU 5010.

**EDU 5350 Organizational Leadership and HR Management 3 s.h.**

An examination of multiple approaches to the study of educational organizations, emphasizing organizational theory applications to improve decision-making and organizational outcomes. Human behavior in educational organizations is analyzed in light of the moral and ethical dimensions of leadership education. The nature of organizations and the roles of personnel are examined with regard to the political climate, human resource legal requirements, professional development, and educator evaluation.

**EDU 5410 Instructional Design for Online Learning 3 s.h.**

Evaluation and application of instructional design theories and principles for online course delivery. Examination of fully online, hybrid, self-paced, and facilitated e-learning experiences delivered via learning management systems. Focus on the authorship of instructional units that include information retrieval, web site construction and evaluation, and the integration of video and multimedia. Application of accessibility and usability guidelines in web-based course design.

**EDU 5430 Media Production for Online Instruction 3 s.h.**

Students learn techniques and strategies for creating new instructional media for use with online instruction, and ways to convert conventional resources into appropriate electronic formats. Technical issues related to balancing media quality and used bandwidth limitations are analyzed.

**EDU 5510 Innovation 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 implication for program development. Best practice research is drawn

from the areas of reading and writing across the curriculum. Students complete a theory-to-practice study of literacy that demonstrates their professional growth.

**EDU 5550 Coaching and Leadership in Teaching 3 s.h.**

Application-oriented, authentic experience in learning and practicing effective coaching and facilitation skills within individual and group settings. Establishing shared understanding and shared goals through collaborative activities to develop consensus. Consensus building developed within the context of instructional design and teacher growth.

**EDU 5570 Effective Professional Development 3 s.h.**

Application-oriented, authentic experience in learning about and practicing the facilitation of multiple professional development models. Applying effective communication and facilitation skills to support a group through the awareness, understanding and application of learned skills.

**EDU 5590 Growth and Support of Quality Instruction 3 s.h.**

Knowledge and skills needed by educators to understand, evaluate, and apply evidence-based quality instructional practices. Critical analysis of the major principles of instructional design and evidence of student learning. Critically analyze recent trends and traditional theories of quality instructional practices in the field of education and apply them within the context of teacher growth and support.

**EDU 5670 Professional Practicum I 3 s.h.**

Experiential learning in colleges and universities. Study of the civic roles of post-secondary education institutions, contemporary philosophies, and practices of service to the broader community. Students work with an experienced practitioner as a supervisor, and program faculty as instructor, to examine their experience in seminar format and through a reflective portfolio. Prerequisites: EDU 5010 and EDU 5270.

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

Important components of educational change and collaborative leadership are explored. 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 is a vital part of this experience enabling students to make connections to holistic evaluation, program improvement, and

community involvement. *Recommended to be taken early in the master's program.*

**EDU 5720 Diversity, Local Communities, and Global Connections 3 s.h.**

Study of diversity in modern eLearning settings and the implications for practice. The course focuses on a critical theory interpretation of multiculturalism, changing demographics, and the building of partnerships. Global connections are made in order to enable instructors to work professionally with their diverse learning communities. A field component consisting of a learning community case study is integrated into the course.

**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 how 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 5770 Financing of Education 3 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 5800 Selected Topics in Educational Practice 1-6 s.h. (max. 30 s.h.)**

The study of issues, trends, and topics relevant to current practice in K-12 education. Courses may be offered in a workshop, seminar, online, hybrid, or independent research format. *Course does not apply to any Madonna University graduate program.*

**EDU 5810 Selected Topics in Educational Leadership 1-3 s.h. (max. 6 s.h.)**

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

**EDU 5830-5840 Teacher Education Institute courses.**

For these course numbers, see listings under Teacher Education Institute.

**EDU 5850-5861 Selected Topics in Educational Practice**  
**1-6 s.h. (max. 30 s.h.)**

The study of issues, trends, and topics relevant to current practice in K-12 education. Courses may be offered in a workshop, seminar, online, hybrid, or independent research format. *Course does not apply to any Madonna University graduate program.*

**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 with 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 5960 Teacher Education Institute courses.**

For these course numbers, see listing under Teacher Education Institute.

**EDU 6090 Formative and Summative Assessment for Instruction** **3 s.h.**

Application-oriented, hands-on experience in the use of formative and summative assessments to facilitate the creation of evidence-based instructional strategies. Examination of the purpose, statistical foundations, and application of assessment results within the context of instructional design and teacher growth.

**EDU 6110 Strategic Planning and Program Assessment** **3 s.h.**

Application-oriented, hands-on experience in the use of Organizational Results and Needs Assessments to facilitate the creation of a Strategic Plan within in a school district. Examination of theory and application of foundational research as well as the skills necessary for effective strategic planning and needs assessment.

**EDU 6210 Leading Teaching and Learning** **3 s.h.**

Strategies to evaluate the development, implementation, and assessment of curriculum and subsequent instructional practices that foster teacher empowerment to grow. Lead individually and collectively toward the goal of increased student achievement and a vibrant school learning environment.

**EDU 6120 Impact of College on Students** **3 s.h.**

The impact that college has on students, both during college and in their lives afterward, explored through various conceptualizations, models, and literatures concerned with explaining and/or examining student outcomes, and the methods employed to translate these concepts into practice. Factors that influence college student retention, including student characteristics, college experiences, and institutional support. Consideration of questions surrounding college impact; desired consequences of college; how higher education promotes student persistence, retention, and ultimately graduation. Prerequisite: EDU 5120.

**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 learn to develop web-based resources for instruction and for communication with parents. Emphasizes the use of both generic and education-specific applications for data management and statistical computation. Connections are made to

student motivation, holistic evaluation, program improvement, and parental involvement.

**EDU 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 are 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 leadership, 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 I 2 s.h.**

The first course of a two-semester clinical experience designed to provide a substantial and sustained school-based educational leadership internship. The proposal and initial planning phases of a school improvement project focus on the range of administrative roles and areas of leadership addressed by the Michigan Standards for the Preparation of School Principals. Demonstration and documentation of significant knowledge, reflection, and performances of Michigan Standards 1-6.

**EDU 6330 Internship/Project in Educational Leadership II 2 s.h.**

The second course of a two-semester clinical experience designed to provide a substantial and sustained school-based educational leadership internship. The implementation and assessment phases of a school improvement projects focus on the range of administrative roles and areas of leadership addressed by the Michigan Standards for the Preparation of School Principals. Demonstration and documentation of significant knowledge, reflection, and performances of Michigan Standards 1-6. Prerequisite: EDU 6320.

**EDU 6340 Law and Public Policy in Higher Education 3 s.h.**

Examine public policymaking processes, the roles of the state and federal governments in relation to higher education, selected current public policy issues, regulations and legislations, and institutional accreditation standards. Legislation including Title IX, Clery, Higher Education Act (HEA) and the American Disabilities Act (ADA) are discussed. Legal decisions on constitutional freedoms, non-discrimination, individual and institutional rights and responsibilities, and institutional liability are analyzed. Explore institutional responses to compliance and risk management. Prerequisite: EDU 5010.

**EDU 6350 Finance and Higher Education 3 s.h.**

Explore issues related to federal, state, and private sources of revenue including endowment, grants, financial aid, capital funding and institutional advancement. Discuss organizational budgeting and the influence of finances on administrative practice. Learn about financial issues related to the cost of attendance, financial aid and student indebtedness, access and opportunity. Prerequisite: EDU 5010.

**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 among achievement goals, social goals, cognition, and assessment are highlighted throughout.

**EDU 6410 Management and Evaluation of Online Learning Platforms 3 s.h.**

Examination and comparison of various online learning platforms for content, communication, and management. Scenario-based simulations and online platforms case study analysis. Ethical considerations in teaching online. Examination of best practices in the management of e-learning and development of strategies for integrating OLP into institutional policies. Prerequisites: EDU 5410 and 5430.

**EDU 6430 Online Assessment Practices 3 s.h.**

Construction of a valid assessment plan for online courses. The assessment plan incorporates the standards embodied in The Michigan Curriculum Framework using a web-based course management

system. Principles of valid assessment are enacted through technology tools that include online assignments, podcasts, threaded discussions, test preparation tools, secure tests, and differentiated assessment strategies. Prerequisites: EDU 5410 and 5430.

**EDU 6450 Best Practice in Teaching Online 3 s.h.**

Best practices in online teaching and learning. Participants analyze exemplary models of fully online and blended methods of instruction. Activities include hands-on experience with free online surveys, rubrics, quizzes, blogs, search tools, and discussion systems. Analysis and application of best practices for grading procedures, prevention of plagiarism in the digital environment, electronic evaluation tools, time-saving methods for evaluating e-portfolios, discussion postings, and group projects. Active facilitation of questioning skills, conflict resolution, netiquette, and collaborative learning through problem-based scenarios, simulations, and hands-on practice moderating online discussions. Prerequisites: EDU 5410 and 5430.

**EDU 6480 Equity, Diversity, and Inclusion 3 s.h.**

Historical, contemporary, and research aspects of diversity and equity in post-secondary education: access and participation, campus climate, curriculum, and outcomes. Information, concepts, policies, and controversies related to gender, racial, ethnic, sexual orientation, socio-economic, ability, and religious differences among students, faculty, administrators, and other employees. Emphasis is placed on critical reading, writing, and class participation. The array of post-secondary educational environments and the administrative competencies necessary to ensure academic equity. Critical stance development is cultivated throughout the course. Prerequisite: EDU 5120.

**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 is a vital part of the experience. Connections are made to student motivation, program improvement, and enhanced pedagogy.

**EDU 6670 Professional Practicum II 3 s.h.**

In-depth experiential learning within a functional unit providing services to students. Students take on professional responsibilities in a functional area of a college or university to apply ideas from course work and readings to the practicum setting. Concepts of leadership, management, and innovation are integrated with career development to achieve professional goals. Prerequisites: EDU 5010 and EDU 5270.

**EDU 6880 Online Teaching Project and Practicum 3 s.h.**

Students design a teaching unit for online instruction and field test the lessons with a sample of age appropriate students. Prerequisites: EDU 6410, 6430, and 6450.

**EDU 6910-6920 Selected Topics in Educational Practice 1-6 s.h. (max. 30 s.h.)**

The study of issues, trends, and topics relevant to current practice in K-12 education. Courses may be offered in a workshop, seminar, online, hybrid, or independent research format. *Course does not apply to any Madonna University graduate program.*

**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 consists of an oral presentation and a written report of a classroom-based or school district-based action research project.

**EDU 6960 Selected Topics in Educational Practice 1-6 s.h. (max. 30 s.h.)**

The study of issues, trends, and topics relevant to current practice in K-12 education. Courses may be offered in a workshop, seminar, online, hybrid, or independent research format. *Course does not apply to any Madonna University graduate program.*

**EDU 6970 Higher Education Research Project 3 s.h.**

Integrating material from prior course work and experiences through the assessment and evaluation of a program or unit at a college or university. Students draw on theory and research regarding institutions and students to design a project leading to original research and the presentation of findings and recommendations for practice. The experience is designed to replicate a

professional situation of problem-solving as an incoming manager. Prerequisites: EDU 5060, EDU 5670, EDU 6670.

**EDU 6980 Capstone Seminar in Educational Leadership 2 s.h.**

A synthesis of course work and professional experiences as students complete the educational leadership program. Examination of concepts and practices of educational leadership as a complex process. Topics are drawn from research and practice of successful school leadership and integrated with the program's course work. Emphasis is on knowledge, analysis, and application of effective leadership within the context of current State of Michigan and national ELCC standards.

**EDU 7110 Strategic Planning and Program Assessment 3 s.h.**

Application-oriented, hands-on experience in the use of Organizational Results and Needs Assessments to facilitate the creation of a Strategic Plan with an organization. Examination of theory and application of foundational research as well as the skills necessary for effective strategic planning and needs assessment.

**EDU 7210 Leading Teaching and Learning 3 s.h.**

Strategies to evaluate the development, implementation, and assessment of curriculum and subsequent instructional practices that foster teacher empowerment to grow and lead individually and collectively toward the goal of increased student achievement and a vibrant school learning environment.

**EDU 7310 Leadership in Data-Driven Decision Making 3 s.h.**

The theoretical and practical application of the data-driven decision making process: what data to use, how to collect the data, how to interpret and make meaning of the data within a group process, how to make decisions based on the data within a group process, and how to present the data-driven decision to stakeholders.

**EDU 7410 Collaboration and Consultation for Community Engagement 3 s.h.**

The knowledge, dispositions, performances, and skills necessary for consultation and collaboration with all stakeholders, including members of the organization and community. Focus on evidence-based consultation and collaborative skills and processes to engage diverse organizational and community members in shared ownership of problems and solutions.

**EDU 7510 Leadership: Vision into Action 3 s.h.**

Theoretical knowledge and skills necessary to apply a vision into action for district-level and organizational leadership, conflict resolution, and decision making, to identify and support continued and sustainable improvement strategies. The course synthesizes knowledge and skills developed through the Ed.S. program.

**EDU 7610 School Finance and Resource Allocation 3 s.h.**

The educational funding system and the framework for effective fiscal and staffing decisions designed to obtain optimal student outcomes. Specific focus is placed on how these finance reforms impact educational standards of quality. A lens of student achievement and resource value is at the district level and used when strategically planning resource allocation.

**EDU 7710 Legal and Ethical Issues in Educational Policy 3 s.h.**

The knowledge, skills, and dispositions necessary for sound district and organization managerial policies and practices. The focus is to ensure stewardship for every individual's success by modeling ethical behavior and legal principles in decision making. Problem solving through case studies and simulations, evaluating strategies to prevent difficulties related to moral and legal issues, making prudent judgments, and developing resiliency to support core values in the face of adversity.

**EDU 7930 Internship in Organizational Leadership 4 s.h.**

Supervised experiences (220 hours) within a district or organization, providing context to apply and practice leadership skills. The activities embedded in the course build on academic and experiential learning and offer deeper growth opportunities in leadership through self-reflection and guided reflection of practice outcomes.

**EDU 7950 Action Research Project 2 s.h.**

Critical inquiry and collaboration within the internship experience through action research. Students design and conduct action research projects to improve educational outcomes of interest.

**EDU 8210 Advanced Organizational Theory 3 s.h.**

An emphasis on the historical development of educational institutions as it relates to organizational theory, systems theory, organizational behavior, motivation, and leadership. A focus on the contrast

between top down and distributive leadership approaches of administration in organizations; and change in public, educational, and nonprofit organizations and agencies.

**EDU 8220 Learning Theories and School Leadership 3 s.h.**

Leadership in schools and institutions of higher education requires knowledge of the learning theories and psychological influences on learning. An understanding of these theories impact leadership decisions and learning opportunities in schools and organizations.

**EDU 8310 Social Justice Issues 3 s.h.**

Analysis and exploration of the major theories of social justice, and their impact on individuals within P-12 schools, Higher Education, and community organizations. An area of emphasis includes examining the experiences of the individual within the context of local action impacting organizational conditions.

**EDU 8320 The Politics of Innovative Leadership 3 s.h.**

Exploration of critical policy and political issues facing P-12, Higher Education, and community organizations. Topics include policy analysis, historical views of educational policy initiatives, policies designed to improve organizational outcomes, and impact of fiscal policy and political environment on P-12, Higher Education, and community organizations. Study includes analysis of policy initiatives at the federal, state and local levels. Students learn how to apply different lenses to policies in order to analyze their impact at various levels. Emphasis on critical thinking skills for ethics based decision-making.

**EDU 8510 Qualitative Research 3 s.h.**

Knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis, the nature of qualitative inquiry, fieldwork methodologies and the nature of observation, theoretical approaches to qualitative research, the importance of quality assurance, and ethical, legal, and social change implication of conducting qualitative research and producing knowledge.

**EDU 8520 Quantitative Research 3 s.h.**

Knowledge and skills for designing quantitative research at the doctoral level, including understanding research design, data analysis and statistics, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Statistics approached from a

problem-solving perspective, with emphasis on selection of appropriate statistical tests for research.

**EDU 8530 Advanced Seminar in Organizational Administration 3 s.h.**

Orientation to doctoral studies, program procedures, and dissertation. Critical review of education foundations and history. Examination of major leadership and ethical decision making theories.

**EDU 8850 Research Design and Proposal Development 3 s.h.**

The selection of research design in preparation for the dissertation. An introduction and overview of proposal development in preparation for writing a dissertation. Topics include reviewing literature, writing conventions for a dissertation, and constructing a statement of purpose.

**EDU 8990 Dissertation Research 3 s.h. (max. 15 s.h.)**

Doctoral students are guided and assisted in development of their dissertation proposals, the formation of their dissertation proposals, the formation of their dissertation committee, writing of their dissertation design, the completion of chapters and data analysis and developing their proposals for publication and professional conference presentations. Students critically examine educational research and propose a research design appropriate to their investigation. Prerequisite: Permission of advisor.

## Emergency Management

**EM 5100 Advanced Emergency Communications 2 s.h.**

The competencies needed for crisis communication challenges during a CRBNE event that impacts the local, state, regional, and national communities. Techniques and technologies related to disaster communications. Students learn foundational principles for applying communication systems that are used during a public health or functional crisis while formulating proper procedures to liaison with the community, the media, as well as emergency resource stakeholders.

**EM 5300 Disaster Exercise Planning 2 s.h.**

Fundamentals of emergency management, exercise design, management, and evaluation procedures. Students design a specific exercise of interest to their worksite or local scenario that could benefit the entity or community. The course includes and follows the Federal Emergency Management Agency (FEMA)

exercise design and evaluation courses to provide continuity for future participation that coordinates with the Department of Homeland Security stands.

**EM 5500 Information Systems for Emergency Managers 2 s.h.**

A comprehensive conceptual foundation for data mining aspects of information systems, including geographic information systems, decision making, and value of information, the Systems Life Cycle, and trends and technologies within Emergency Management. Prerequisite: computer literacy.

**EM 6100 Business Continuity 2 s.h.**

The framework and methods to design, develop, implement, and evaluate plans for emergency business continuity before and during times of emergencies within public or private sector organizations. Students gain competencies to prevent and respond to critical events that impact the organization's ability to provide the employees, customers, and community a continuance of service, resource, and products to the marketplace. Use of the Business Impact Analysis (BIA) model to determine within the organization the critical functions that need to be prioritized for just-in-time recovery.

**EM 6400 Hazard Mitigation 2 s.h.**

Applications to hazard mitigation to prevent future threats and costs related to CRBNE Disasters. Students formulate a business or community hazard mitigation plan as it pertains to the long-term strategy to reduce disaster losses and break the cycle of disaster damage, reconstruction, and repeated damage. The course includes and follows Federal Emergency Management Agency (FEMA) competencies in order to be consistent with trends and technologies for dealing with mitigation planning. This course expands upon the teachings and theories of EM 5100 to promote the Safety-Risk-Compliance aspects to environmental/man-made disaster events.

## English

**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

## English as a Second Language

**ESL 5230 Graduate Research Paper Writing 3 s.h.**

Research writing skills required for graduate studies: incorporating sources into the body of a paper, using APA style, principles of professional ethics and academic integrity applied to the writing process. Students write a research paper and a research proposal relevant to their fields of study and develop a portfolio of their writing.

## Evangelization

See listing under Sacred Heart Major Seminary.

## Finance

**FIN 5650 Business Finance 3 s.h.**

Exploration of principle financial decisions and financial management strategies of non-financial entities. Topics include present value concepts, short-term cash budgeting and working capital needs, capital budgeting, long-term capital structure planning, and dividend policies. Prerequisite: ACC 5250.

**FIN 5750 Analyzing Financial Crime (CJ\*) 3 s.h.**

**FIN 5760 Financial Crime Risk and Compliance (CJ\*) 3 s.h.**

**FIN 6150 Global Finance 3 s.h.**

This course examines the systems, methods, and institutions for investing, financing, and managing global enterprises. Emphasis is on the analysis and

financial decision making functions of international activities, including foreign currency futures and options, exchange risk, financing sources, capital budgeting, working capital management, and tax issues. Prerequisite: FIN 5650.

## Forensic Science

### **FOR 5110 Applied Research Proposal 1 s.h.**

Independent development and writing of an advanced research project proposal under the supervision of a graduate supervisor, including a project timeline and an assessment of resources required. Prerequisite: permission of program director.

### **FOR 5120 Applied Forensic Science Research I 3-6 s.h. (max. 6 s.h.)**

Independent implementation of experimentation to explore a proposed question for an advanced forensic science research project under the supervision of a forensic science graduate supervisor. Prerequisite: FOR 5110.

### **FOR 5130 Applied Forensic Science Research II 3-6 s.h. (max. 6 s.h.)**

Advanced experimentation to address the question posed in an independent advanced forensic science research project under the supervision of a forensic science graduate supervisor. Prerequisite: FOR 5110; prerequisite or co-requisite: FOR 5120.

### **FOR 5140 Data Analysis in Forensic Science Research 2-3 s.h.**

Independent analysis of data generated during the implementation phase of the advanced forensic science research project is completed under the supervision of a forensic graduate supervisor. Prerequisite: FOR 5130.

### **FOR 5150 Applied Research Presentation 2 s.h.**

Presentation of the accumulated research data and analysis completed during advanced research and data analysis phases under the supervision of a graduate supervisor. Prerequisite: FOR 5130 or equivalent; prerequisite or corequisite: FOR 5140 or equivalent.

## Health Services Administration

### **HSA 5300 Health Care Decision Making 3 s.h.**

An examination of managerial and operational responsibilities in a variety of health care settings.

Managing human resources, regulatory compliance and fiscal opportunities and constraints within the health care industry. The role of organizational dynamics and their impact on operations and ultimately the delivery of effective and efficient patient care.

### **HSA 6030 Applied Health Care Economics 3 s.h.**

Evaluation of supply and demand for health care services using analysis from varying economic models. Emphasis is placed on productivity evaluation as these models answer questions related to quality of care, efficiency, and cost containment. Economic market structure, profits, and market power are evaluated. Government intervention and regulation in health care markets are analyzed. Prerequisite: ECN 5170.

### **HSA 6040 High Performance Health Service Delivery 3 s.h.**

The development of a comprehensive performance management system studied by applying best practices of high performing health care organizations. Content areas include: recruiting, orienting, selecting, setting performance expectations, evaluating performance, productivity, and dismissal practices; developing and training employees. Prerequisite: HSA 5300.

### **HSA 6050 Marketing for Improved Health Service Delivery 3 s.h.**

The application of marketing process planning concepts to solve problems related to patient satisfaction and health service quality in various health care settings. Special attention is paid to communications strategy and the public image of the entire health service organization addressed in health care.

### **HSA 6060 Legal Issues in Health Care 3 s.h.**

Examination of the nature of the legal environment and issues that confront the health care industry. Risk management policies and procedures within the organization are examined as they relate to insurance, federal, and state laws.

## History

### **HIS 5010 The Study of History 3 s.h.**

Fundamentals of historical studies, including content boundaries, methodology, epistemology, goals, historiography, and scholarship.

**HIS 5100 Colonial/Early National Era, United States 3 s.h.**

Study of colonial and early national American political, economic and social institutions, current scholarship and interpretation.

**HIS 5300 Middle Period, United States 3 s.h.**

Study of major events with interpretation in the period of 1800-1900, reviewing political, economic and social institutions. Current scholarship reviewed.

**HIS 5631 Global Studies: Modern Africa 3 s.h.**

Study of selected historical and political problems and themes related to modern sub-Saharan Africa, with attention to relationships with the non-African world.

**HIS 5632 Global Studies: Modern Asia 3 s.h.**

Study of selected historical and political problems and themes related to modern Asia, with an emphasis on China, Japan, and India, and attention to domestic developments and global relationships.

**HIS 5633 Global Studies: Modern Latin America 3 s.h.**

Study of selected historical and political problems and themes related to modern Latin America, with attention to regional and global relationships.

**HIS 5634 Global Studies: Modern Middle East 3 s.h.**

Study of selected historical and political problems and themes related to the modern Middle East, with an emphasis on Arab and Islamic cultures, attention to the non-Arab and non-Islamic dimensions of the region and to global relationships.

**HIS 6000 Modern United States 3 s.h.**

Study of selected topics in the history of the United States from 1900 to present, emphasizing political, economic, and social issues. Current scholarship reviewed.

**HIS 6330 Modern Western Civilization 3 s.h.**

Study of selected problems and themes related to European and United States history since the French Revolution, with attention to relationships with the non-western world.

**HIS 6500 Readings in United States Military/Political History 3 s.h.**

Explore military or political history focusing on a different special topic which varies from semester to semester.

**HIS 6700 Readings in United States Economic/Social History 3 s.h.**

Explore economic or social history focusing on a different special topic which varies from semester to semester.

**HIS 6950 Integrating Master's Seminar in History 3 s.h.**

Create, analyze, and present historical scholarship as well as completing the portfolio of scholarly accomplishments in the graduate history program.

## **Hospitality and Tourism Management**

**HTM 5210 Contemporary Event Management 3 s.h.**

Focus on the managerial aspects of event management, including economic impact, assessment, infrastructure, ethics, risk management and safety, staging and production food and beverage operations, vendors, and volunteers. Analysis of a variety of venues and a variety of events including association meetings, conferences, expositions, corporate meetings, festivals, fairs, conventions, expositions.

**HTM 5620 Travel and Tourism Planning and Management 3 s.h.**

Focus on major concepts and strategic planning in global travel and tourism. Examination of the principles, practices, and philosophies that affect the cultural, social, economic, psychological, technology tools, and marketing aspects of human travel and the tourism industry. Analysis of hospitality/tourism organizations relating to service, quality assurance, and sustainable travel which influence domestic and international tourism. Overview of government and private sector organizations and industries affiliated with the tourism industry.

**HTM 5280 Managing Technology in Hospitality and Tourism 3 s.h.**

Examines technology and IT applications in the Hospitality and Tourism industry and its use for strategic planning. Determines purchasing, implementing, maintaining, and effectively managing a variety of technology systems. Examine applications for reservations systems for tourism, room management and guest accounting, promotion and marketing, property management systems, point-of-sale technology, food and beverage management, accounting and security maintenance for technology.

## Hospice and Palliative Studies

See also the listings under Sacred Heart Major Seminary

### **HSP 5005 History, Philosophy and Practice of Hospice and Palliative Care (NUR) 2-3 s.h.**

Examination of historical, religious, social, and cultural perspectives of serious illness and end of life care. Emphasis is on the evolution of the hospice and palliative care philosophy and how it is incorporated across the life cycle in various settings through interdisciplinary care, including the role of government and professional organizations in the development and provision of quality end of life care. Nursing students in AP Hospice and Palliative Care tracks register for 2 s.h. All others register for 3 s.h. Prerequisite or corequisite for nursing students: NUR 5010.

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

Identification and examination of current and emerging bereavement theories, emphasizing transdisciplinary clinical application with grieving individuals and families. The grieving process as a progression of coping, management, and growth through significant losses and life transitions. Skill development in designing effective coping strategies that facilitate healing in families and communities. Intended for persons desiring to work in palliative/end-of-life care settings and related health care and human service fields. Corequisite and prerequisite: HSP 5005.

### **HSP 5210 Trauma, Loss and Grief: Helping Families Heal 3 s.h.**

In-depth analysis of family dynamics following normative loss, traumatic loss or other life transition events. Theoretical foundations include family systems theory, family developmental/lifespan theories, crisis and communication theory, attachment theory, and grief theories that promote adaptation and transformation through the grieving process. The social context of grief is explored at the individual, familial and societal levels of intervention as they impact family structure and cohesiveness. Students explore their family-of-origin loss experiences through analysis of case studies, popular cultural portrayal of loss in videos and music, and selected experiential activities such as relaxation, meditation, and writing/journaling.

### **HSP 5310 Evolving Trends in Trauma, Loss, and Bereavement 3 s.h.**

Examine the historical context of trauma, loss, and bereavement including traditional medical model

practices and application of emerging knowledge in neurophysiology and the biopsychosocial-spiritual models to promote deeper awareness of the intricacies involved in quality of life and healing following loss and traumatic life events. Selected emerging theories in health care and mental health fields are reviewed including an overview of the application of the Diagnostic Statistical Manual-V (DSM-V) in treatment and intervention of specific conditions/disorders related to the grieving process.

### **HSP 5410 Integrative Treatment Modalities in Trauma, Loss and Grief 3 s.h.**

Examination of the wide range of community services available to the bereaved, including those with normative life losses and those affected by traumatic loss or persistent complex bereavement disorder. Identification and appraisal of existing trauma and grief counseling approaches, support groups, prevention, educational and intervention models. Application and hands-on practice with emerging integrative treatment modalities and how they facilitate healing across health care, human service and hospice/palliative/EOL care settings. Secondary trauma, compassion fatigue and burnout as they occur in professional practice with clients will be explored with recommended prevention and coping strategies for care providers.

### **HSP 5500 Spiritual and Ethical Consideration in Palliative/End-of-Life Care (MPM) 3 s.h.**

Examines dying as potentially the last stage of human development and spiritual growth. Explores spirituality and enhances religious literacy through identification of the salient beliefs and practices regarding illness, dying, death, and burial rituals of major world religions. Discusses choices at end of life with advanced care planning and applies ethical theories, principles, and steps that guide decision making for individuals, families, and caregivers in Palliative/End-of-Life (EOL) while addressing issues affecting delivery of appropriate pastoral care in Palliative/EOL situations.

### **HSP 5800 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 in a workshop, seminar, or independent research format. Corequisite or prerequisite: HSP 5005.

### **HSP 6000 Advanced Holistic Palliative Care 3 s.h.**

Examines the provision of comprehensive holistic palliative care for patients with advanced illness, the terminally ill, and their families. Multidimensional aspects

of pain and suffering and the impact on the patient/family and hospice interdisciplinary teams are discussed within theoretical and practical perspectives. Synthesizes requirements needed for the delivery of quality end of life care within a complex health care system that includes hospice and other models of palliative care delivery particularly relevant for hospice administrators and leaders. Communication strategies and practices are examined as they relate to advanced/terminal illness, ethical patient care, dying and death. Prerequisite or corequisite: HSP 5005.

**HSP 6010 Ethical and Legal Issues in End-of-Life Care** 3 s.h.

Development of a framework for analyzing ethical and legal issues in the delivery of care and decision-making on a continuum of care from serious illness to end-of-life. Includes the examination of cross-cultural beliefs and practices related to end-of-life care as a basis for ethical decision-making. Addresses the role of ethics committees in resolving ethical dilemmas including the responsibilities of ethics committee members and consultants.

**HSP 6020 Practicum I** 4 s.h.

Concurrent seminar and practicum experience involving the synthesis of hospice concepts and theories related to selected roles and functions as performed by the interdisciplinary team in end-of-life care delivery. Students gain practice skills and competencies needed to contribute to high quality end-of-life care through a supervised practicum within a hospice and palliative care setting. Prerequisites: HSP 5005, HSP 5010, HSP 6000, HSP 6010.

**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 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.

**HSP 6930 Practicum II and Project** 5 s.h.

Integration of all previous course work and additional practice experiences in which students deepen their knowledge and skill in the selected area of service. Students address a current issue or opportunity within hospice/palliative health care settings by completing a

capstone project with supervision by faculty advisor/agency preceptor within the palliative/end of life care practice setting. Students also design and complete their professional portfolio. Prerequisites: HSP 5005, HSP 5010, HSP 6000, HSP 6010, HSP 6020.

## Humane Studies

**HUS 5010 Applied Research Methods** 3 s.h.

An examination of various research methods in social sciences in the light of course work and professional experiences. Students design community organization-based action research projects.

**HUS 5120 Diversity, Discrimination, and Social Justice** 3 s.h.

Issues of diversity, discrimination, and social justice with particular attention given to institutions that provide human services (sociology, criminal justice, nursing, gerontology, social work, psychology, education): how marginalized populations (e.g. race/ethnicity, religion, age, gender, sexual orientation, social class, medical/mental disability) are socially constructed; how these groups have been affected in the contexts of social stratification; institutional and structural discrimination; how economic, political, and cultural systems pose challenges to these marginalized groups; exploration of possible solutions.

**HUS 5130 Environmental Ethics** 3 s.h.

A study of moral/ethical dilemmas of equitable and responsible stewardship over creation. Judeo-Christian/Franciscan and non-Western perspectives of contemporary issues of war and peace, abundance and want, stewardship and domination, excess and poverty, etc., are explored.

**HUS 5140 Conflict Management and Resolution** 3 s.h.

This course presents a micro to macro overview of conflict management in the intrapersonal, interpersonal, groups and societal contexts. It provides an introduction to theory, practice, and skills necessary in conflict resolution. Methods of conflict resolution such as mediation and negotiation are analyzed. Topics include: non-violence, communication skills, assertiveness, appreciation of diverse perspectives, and awareness of one's own conflict resolution style and attitude.

**HUS 6010 Pedagogical Strategies in Humane Studies** 3 s.h.

Exploration of principles underpinning humane education and its pedagogical strategies. The interface

between humane education, the Franciscan values, and critical pedagogy is analyzed. An emphasis on the application of instructional and communicative strategies to various professional settings and evaluating their effectiveness.

**HUS 6750 Animal-Assisted Therapy and the Human/Non-Human Animal Bond (SW\*) 3 s.h.**

**HUS 6930 Internship in Humane Studies 3 s.h.**

An instructor-supervised internship in a professional setting compatible with humane studies and tailored to the student's interests. The focus is on applying the principles of humane studies in practice and developing professional skills relevant to the setting. Prerequisites: completion of Humane Studies core.

**HUS 6960 Research in Humane Studies 3 s.h.**

An analysis of existing literature on an instructor's approved topic in humane studies, resulting in a comprehensive literature review. An emphasis is given to creative conceptual developments in the field. Prerequisites: completion of Humane Studies core.

## Humanities

**HUM 5080 The Nature and Scope of Inquiry 3 s.h. (max. 6 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 Madonna University.

**HUM 5090 Holocaust: Issues and Themes in the Genocide of European Jewry 3 s.h.**

Examination of the social and political forces and actions that enabled the Nazi regime to plan and carry out the systematic extermination of European Jewry. Analysis of the Nazi genocidal agenda, utilizing materials from history, literature, film, music, and the fine arts. An overview of the roots of anti-Semitism and of how a modern authoritarian regime employed historic stereotypes and prejudices in effectively enlisting a majority of its citizens in active or passive criminal

complicity. Examination of the institutions of mass murder, the silence of church and state, and, despite this silence, the forces of resistance. Prerequisite: graduate standing.

**HUM 5210 Do Animals Matter? (LS/SSC) 3 s.h.**

Examination of religious, philosophical, cultural, aesthetic, and societal conceptualizations of animals and their impact on human-animal relations as well as on uses, treatment, and legal standing of animals. Emphasis is on proposing solutions regarding human-animal co-existence and interdependence through the lenses of humanities and social sciences within the framework of the Franciscan tradition. Includes an academic service-learning experience.

## International Business

**INB 5350 International Trade Structure and Systems 3 s.h.**

An examination of the economic theories underlying international trade, including terms of trade, international monetary system, foreign exchange markets, trade barriers and their effects, and balance of payments mechanisms. Survey of the history of international trade relationships and structures, comparative economic systems, the development of trading blocs, firm-level trade relationships, and the role multi-national enterprises. Prerequisite: ECN 5170.

**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 Global Business Perspectives 3 s.h.**

Examination of many issues confronting managers engaged in international business; particular emphasis is placed on trade and management issues, which are analyzed with a political, economic, social/cultural, technological, environmental, legal, and historical contexts.

**INB 6150 International Marketing 3 s.h.**

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

# Learning Disabilities

## **EDU 3300 The Exceptional Learner in the Classroom** 3 s.h.

*(undergraduate prerequisite to LD graduate courses)*

Development of a working knowledge of the historical perspective of present special education programs, the effects of litigation, and the continuum of special education services. Identifying, evaluating, and differentiating instruction for students with special needs by way of a continuum of services in the least-restrictive environment. Response-to-intervention; positive behavior support; collaboration with school personnel and parents; community resources. Fifteen-clock-hour field experience required.

## **LD 5350 Psychological Issues in Learning Disabilities** 3 s.h.

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 on stage-related issues in several developmental domains; neurological, cognitive, and socioemotional. Implications for development and learning are considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions are also discussed.

## **LD 5450 Learning Disabilities** 3 s.h.

An introduction to the field of learning disabilities: the historical development of the field and theoretical models of learning disabilities; current definitions of learning disabilities which address the etiological factors and characteristics associated with the condition; the components of the IEP document, including associated regulatory mandates; research findings regarding service delivery models; and program interventions currently used in public and private schools for learning disabled students.

## **LD 5720 Diagnostic and Remedial Techniques in Reading** 3 s.h.

Study of methods of assessment and remediation of reading problems and the causes and correlates of reading disabilities. Emphasis placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs for students with disabilities.

## **LD 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.

## **LD 6500 Student Teaching: Learning Disabilities** 5 s.h.

*Required when LD is the initial special education endorsement.* Student teachers apply theory to practice with a focus on instructional planning and implementation, formal and informal assessments, behavioral assessments and supports, and collaborative partnerships with parents and allied service providers. 300 hours of professional field experience required. Prerequisite: admission to student teaching. *To be taken with the learning disabilities seminar, LD 6930.*

## **LD 6700 LD Practicum I** 2 s.h.

## **LD 6720 LD Practicum II** 2 s.h.

*Required when the LD endorsement candidate has prior special education endorsement(s).* Applying theory to practice, emphasizing academic and behavioral assessments, instructional planning and implementation, and professional competencies of special education teachers. Students complete 90 hours of practice in each of LD 6700 and LD 6720. Prerequisite: admission to student teaching. *To be taken with the learning disabilities seminar, LD 6930.*

## **LD 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. Student critiques of associated research lay the foundation for class discussions. *To be taken with LD 6500 or LD 6700-6720.*

**LD 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.

## Liberal Studies

**LS 5020 Knowing the Self and the World 3 s.h.**

Introduces students to interdisciplinary thinking, analysis, and research through graduate-level scholarship and the development of individualized plans of study. An examination of appropriate disciplinary theories and methodologies whereby students consider how the social sciences, humanities, and natural sciences address culture, communication, social issues, and leadership. Using a liberal studies/interdisciplinary approach, students investigate contemporary questions, including: What is the individual's role in societal change? What does it mean to be human? How do individuals and organizations exert influence on each other? How can individuals become agents of social change? (To be taken the first year enrolled.)

**LS 5210 Do Animals Matter? (HUM\*/SCC) 3 s.h.**

**LS 5300 Humane Studies 2 s.h.**

An exploration of the interface between social justice, animal welfare and environmental protection through the lenses of the major theorists in humane studies. Current issues are analyzed and possible solutions are sought within the leadership framework reflecting the Franciscan tradition.

**LS 5410 Sustainability: Vision and Values 3 s.h.**

Interdisciplinary overview of the concepts of sustainability, including its origins in spiritual traditions and its environmental, social, and economic dimensions. Allows for individualized exploration of topics such as food systems, climate, public policy, renewable energy, and green building.

**LS 6950 Capstone Seminar 3 s.h.**

A research-focused course, students appraise how liberal studies methodology enables them to assess the role of the individual in social change in America, evaluate the ethical dimensions of individuals and collective behavior, and imagine improvement of the

human condition. Students review, synthesize, and integrate their previous research and course work to extend their interdisciplinary investigation of a selected topic, culminating in a final paper, presentation, and synthesis portfolio. (To be taken in the last semester enrolled after the completion of the required and elective courses.)

## Management

**MGT 5220 Fundamentals of Leadership 1 s.h.**

An exploration of the foundations of leadership theories and contemporary approaches to leadership practiced in today's organizations. Students are required to complete an online assessment to measure personal leadership potential and competencies. In addition, students explore analytical tools and library resources needed for successful completion of graduate studies.

**MGT 5300 Leadership of Organizational Behavior 3 s.h.**

Introduces students to research-based principles and practices for leading high performance individuals, teams, and organizations (nonprofit, for-profit, health care, and educational). Students learn to de-construct complex organizational dynamics that help and hinder goal achievement and employ critical thinking skills in providing practical applications for enhancing high performance.

**MGT 5400 Organizational Effectiveness and Change Management 3 s.h.**

An analysis of organizational theories, culture, design, structure, systems, processes, and policies that influence organizational behavior. In addition, theories, methods, and practices of organization change and development are introduced as means of addressing organizational ineffectiveness and maximizing organizational vitality.

**MGT 5500 Human Resource Management and Development 3 s.h.**

Theory and practice of human resource management in organizations. Emphasis is placed on the relevant functions of HRM such as staffing, recruitment, selections, performance assessment, career development, education and training, labor relations, reward systems, and employee health and safety. Discussion of contemporary HRM issues and analysis of case studies that clarify the appropriate role of human resources within organizational and business planning and operations.

**MGT 5570 Strategic Management 3 s.h.**

Integration and application of the core disciplines of business to enable students to develop effective decision-making skills. Tools and techniques for developing leadership strategy in view of corporate policy and competing stakeholders' needs and interests are explored. The case study method, strategic plan development and analysis is applied to a cross-section of firms and corporate entities.

**MGT 5590 Ethics and Corporate Social Responsibility 3 s.h.**

Study of ethical issues and dilemmas facing managers and employees within a business context. Students explore and analyze business ethics relating to the nature of work within organizations and society at large. Through the analysis of case studies and relevant philosophical theories of justice, students will develop skills that would improve value creation and limit short-termism in the corporate ecosystem.

**MGT 6110 Entrepreneurial Leadership in Non-Profits 3 s.h.**

Feasibility and market research analysis for the start-up of a new nonprofit venture or a subsidiary entity. Assessment of a present nonprofit organization and introducing an organizational renewal initiative where appropriate: entity formation, values, mission, vision, goals, and operational objectives formation. The second half of the course provides students the opportunity to work with nonprofit executives in applying their competencies in the field in partnership with them.

**MGT 6120 Developing and Deploying Volunteers 2 s.h.**

A comprehensive system for attracting, recruiting, selecting, placing, developing, deploying, and managing the performance of volunteer staff. Instruction in designing a complete volunteer performance management system followed by the opportunity to work with nonprofit executives in addressing the nonprofit's needs in any of the performance management subsystems.

**MGT 6130 Developing Partnerships with Boards, Suppliers, and Clients 2 s.h.**

The art and science of nurturing and developing partnerships between a nonprofit's officers and its board and among stake-holders and constituents. Students apply a template of partnering principles to scenarios such as board/officer relationships, competitor alliances, supplier contracts, community strategic agreements, and donor relations. After

practicing the principles of partnering in a variety of scenarios, students work with nonprofit executives in addressing the nonprofit's needs.

**MGT 6140 Obtaining Funding, Program Management, and Evaluation 2 s.h.**

Development and the fundraising strategies to support the non-profit mission, vision, and goals: constructing a funding campaign based on an analysis of the short and long term strategic, operational, and capital financial needs of the non-profit; various forms of fundraising (events, donor development, capital campaigns, planned giving and grants); designing marketing and promotion plans, media outreach, and websites as parts of a comprehensive and integrated approach to funding. Students then work with nonprofit executives in applying their fundraising competencies in the field in partnership with them.

**MGT 6220 Operations Management 3 s.h.**

Study and application of operations management principles in manufacturing and service industries. Analyze the management of input through transformational processes to deliver output. Examine the impact of management decisions on the day-to-day running of a company. Review of current literature on the tools and methods employed by the operations managers to manage resources, human capital, plants, and facilities. Develop broad-based expertise in forecasting, process/product design, scheduling, inventory management, statistical process control, and quality management.

**MGT 6300 Organizational Leadership 3 s.h.**

Address the challenges faced by for-profit and nonprofit organizations by understanding the unique institutional context and the behavior of individuals within these organizations. Review relevant research related to for-profit and nonprofit organizations, bridging theory and practice to address complex management issues. Examine relevant legal and ethical issues related to organizational theory and human behavior and the implications of such intersection for the modern organization.

**MGT 6370 Multicultural Business Communications and Negotiation 3 s.h.**

Analysis of the challenges and complexities of business communication in multicultural environments and contexts. Topics include understanding and interpreting multicultural cues and aspects of verbal and nonverbal communication in business settings. Case study analyses and selected literature reviews are explored as

related to conflict management, negotiation tactics and skills to increase students' cultural and contextual intelligence.

## Management Information Systems

**MIS 5100 Information and Communication Security** 3 s.h.

This course focuses on management of information security within organizations. Analyzes frameworks to define functions required of the IT network and ensures secure systems are used. Cryptographic tools such as symmetric, private-key encryption, and tools used to protect against port scanning will be applied to examine security risks. Evaluation of disaster recovery plans for compliance with internal and external rules and regulations will be explored.

**MIS 5230 Health Care Informatics** 2-3 s.h.

Understanding the role of informatics in health care management. Topics include evidenced-based care, management of health delivery systems, health promotion education, and the use of electronic medical records. Emphasis on utilization of data management techniques to improve patient care. Ethical concerns and leadership styles will be addressed. *Nursing administration students register for 2 s.h.; non-nursing students register for 3 s.h.* Corequisite for nursing administration students: NUR 5230.

**MIS 5580 Technology Management** 3 s.h.

Focuses on the use of information systems technology by managers and professionals to improve: organizational performance, project management, personal productivity and competitive advantage. Utilizes different case study scenarios, along with data analytics expertise for effective decision-making.

## Marketing

**MKT 5160 Marketing Essentials** 3 s.h.

Study of marketing concepts, terminology, and applications. Study of the role and operation of marketing functions and their influence on the organization both internally and externally.

**MKT 5790 Strategic Marketing** 3 s.h.

Application of strategic management and planning approaches to achieve organization-wide marketing objectives. Specific topics include methods of market analysis and decision making in local and multinational business markets, and contemporary strategic

marketing. Application of strategic marketing in for-profit and non-profit organizations are considered. Prerequisite: MKT 5160 or one undergraduate marketing course and MGT 5570.

## Master of Business Administration

**MBA 6450 Business Research** 3 s.h.

Introduction to the developmental steps for the MBA capstone project. Students develop a research project concept, propose a strategic management challenge, or formulate plans for an entrepreneurial business as it pertains to the student's career path. Research processes and their application in business, both qualitative and quantitative methods, are covered. Prerequisite: BR 5210. *Taken in the final year of the student's MBA program as preparation for MBA 6950.*

**MBA 6950 MBA Capstone** 3 s.h.

Serves as a capstone to the MBA program and integrates tools and concepts central to executing strategy in the business entity. Students identify strategic issues in a variety of functional areas and apply appropriate tools and concepts in operational, strategic and global business perspectives. Students evaluate a strategy based problem and design a solution with a clear executable plan. A culminating research project including primary and secondary research is formally presented by the student to School of Business stakeholders. Prerequisites: MGT 5570 and MKT 5790.

## Moral Theology

See listing under Sacred Heart Major Seminary.

## Music

**MUS 5090 Orff-Schulwerk** 1 s.h. (max. 16 s.h.)

Topics course in aspects of the Orff-Schulwerk process of teaching active and creative music making for all children, not just the musically talented. Concepts of learning through imitation, exploration, and improvisation; the total approach of synthesizing speech, singing, movement, and instrumental music in educational settings; the Orff instruments. The course may be repeated for credit, since each offering covers distinct aspects of theory and practice. Prerequisites: baccalaureate degree in music.

## Natural Science

### **NSC 5080 The Nature and Scope of Inquiry** 3 s.h. (max. 6 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 Madonna University.

## Nursing

*Doctoral students: see also the listing under University of Detroit Mercy.*

### **NUR 5005 History, Philosophy and Practice of Hospice and Palliative Care (HSP\*)** 2 s.h.

See listing under HSP 5005.

### **NUR 5010 Professional Foundations for Advanced Roles in Nursing** 3 s.h.

The professional foundations of advanced roles in nursing. Examination of nursing as a profession and practice discipline, ethics, scope of practice, and roles of graduate-prepared nurses.

### **NUR 5011 Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues** 2-7 s.h. (max. 7 s.h.)

The role of the advanced practice palliative and hospice care nurse in the care of patients/families experiencing life-limiting progressive illness. The clinical practicum focuses on assessment of the physiological, psychosocial, cultural, spiritual, and bereavement aspects of care. Students gain knowledge of the palliative care system, ranging through palliative care, hospice care, and family support services in bereavement. Prerequisites: NUR 5250 and HSP 5010.

### **NUR 5020 Teaching-Learning Principles and Strategies** 3 s.h.

The theoretical perspectives and factors that influence teaching and learning in higher and continuing education are analyzed. Emotional, social, cultural, and cognitive factors that affect learning are considered.

The impact of these variables on planning and instruction, classroom management and teaching methodology are explored.

### **NUR 5030 Interdisciplinary Perspectives in Gerontology** 2-4 s.h.

Exploration of interdisciplinary perspectives on caring for older adults using a system based approach. Topics to be discussed include resource access and allocation, regulatory guidelines and health policy, ethnogeriatrics, nutrition, vulnerabilities with life transitions, psychology of aging, and end of life care. *For those electing four semester hours, a field activity is required which includes a 60 hour interdisciplinary team experience. For those electing three or more semester hours, NFS 2220 or NFS 2270 or equivalent is a prerequisite.*

### **NUR 5050 Leadership in Health Care Systems** 2 s.h.

Leadership skills and responsibilities of nurses in advanced roles in health care delivery systems and organizations. Analysis of the theoretical and contextual basis for effective interprofessional, collaborative, and team-based relationships.

### **NUR 5060 Nicotine Dependence and Smoking Cessation Intervention** 1 s.h.

Examination of smoking and nicotine dependence from the perspective of neurobiological and learning theories that contribute to an understanding of drug dependence and the difficulty smokers have in quitting. General guidelines in treating the nicotine-dependent smoker, to include assessment, treatment, and educational strategies. The epidemiology of cigarette use and the stages of the global smoking epidemic are also examined. Prerequisite: graduate standing.

### **NUR 5110 Culturally Appropriate Care: Concepts, Theories, and Evidence** 1 s.h. or 3 s.h.

Focus on the synthesis of the concepts, issues, selected practices, and phenomena of transcultural nursing and theories of culture care. Theoretical and evidence based approaches are examined to analyze transcultural nursing from local and global perspectives. Students selecting the course for 3 semester hours develop a research proposal designed to advance the knowledge and/or practice of transcultural nursing. Prerequisite: graduate standing.

### **NUR 5120 Health Policy and Advocacy in Advanced Nursing Practice** 2 s.h.

Knowledge and skills in advanced nursing practice that help shape the health care system and advance values

such as social justice through policy processes and advocacy are examined. Legal and political aspects of the health care system and partnerships to improve societal health outcomes are explored.

**NUR 5150 Translating and Integrating Scholarship into Advanced Nursing Practice 3 s.h.**

The methods, tools, performance measures, and standards related to quality improvement and research. Integration of theory, evidence, clinical judgment, research, and interprofessional perspectives using translational scholarship. Prerequisite: MTH 2350 or equivalent within past five years.

**NUR 5230 Applied Nursing Informatics 1 s.h.**

Application of theoretical knowledge of information systems/technology to bring to the forefront the value-added component of nursing to the health care enterprise is the focus of the practicum. Prerequisite: Admission to Nursing Administration program. Corequisite: MIS 5230.

**NUR 5240 Health Promotion in Advanced Practice 1-3 s.h. (max. 3 s.h.)**

Analyze the evidence basis of health promotion practice with adolescents and adults. Analyze models of clinical decision making. Use logical reasoning to interpret and tailor health promotion interventions for client populations within the context of family, culture, systems, and community. Synthesize evidence supporting selected health screening and health promotion practices. Includes an academic service-learning experience. Prerequisite: NUR 5010; prerequisite or corequisite: NUR 5480.

**NUR 5250 Health Assessment in Advanced Practice 4 s.h.**

Development of advanced-practice level health assessment knowledge and skills in preparation for entry in APRN clinical course work. Emphasis is placed on health assessment across the lifespan, including diagnostic reasoning and data synthesis for health-illness determination, risk factor reduction, health protection, and health maintenance needs. Prerequisite: admission to an advanced practice nursing specialty (APRN) program, BIO 5610; prerequisites or corequisites: BIO 5620, NUR 5240.

**NUR 5320 Adult-Gerontology Primary Care I 2-6 s.h. (max. 6 s.h.)**

The primary care needs of adolescents, adults, and older adults experiencing common acute health conditions. Activities include providing health

promotion/health protection interventions, illness management, and the demonstration of knowledge of appropriate developmental, age-related, and gender specific considerations. Includes a clinical practicum. Prerequisites: NUR 5010, NUR 5250, and NUR 5360; prerequisite or corequisite: NUR 5370

**NUR 5330 Adult-Gerontology Acute Care I 2-6 s.h. (max. 6 s.h.)**

The analysis of foundational and complex care of patients across the adult-older adult age spectrum within acute care settings. Activities include diagnostic reasoning and managing complex health problems in order for the patient to return to an optimal state of wellness. Includes practicum in an acute care setting. Prerequisites: NUR 5010, NUR 5250, and NUR 5360; prerequisite or corequisite: NUR 5370.

**NUR 5360 Advanced Pharmacology 2 s.h.**

Broad-based knowledge of pharmacotherapeutics across the lifespan. Advanced practice registered nursing (APRN) students examine evidence-based prescribing standards of care in relation to age and health care continuum.

**NUR 5370 Advanced Pharmacology II 2 s.h.**

The role of the advanced practice registered nurse (APRN) in prescribing according to evidence-based standards of care to clients across the health care continuum and lifespan. The ethical and legal basis for prescriptive practice in the State of Michigan. Prerequisite: NUR 5360.

**NUR 5430 Management of Instructional Systems in a Diversified Environment 3 s.h.**

Examining and applying efficient cost-effective methods to the development, implementation, and evaluation of instructional and/or training programs for health care professionals and consumers in a multicultural society.

**NUR 5460 Human Resources and Nursing Leadership 2 s.h.**

Provides an opportunity for the professional nurse to examine relationship management skills needed to develop and optimize the art of leading people. Students will evaluate the roles of cultural competence and social justice and embrace diversity within complex and evolving health care systems. Prerequisite: NUR 5050.

**NUR 5480 Theoretical and Scientific Foundations for Advanced Nursing Practice 3 s.h.**

Analysis of nursing and other theories from the humanities and related sciences that are used in advanced nursing practice roles, with a focus on selected grand and middle-range theories and concepts related to teaching and learning, epidemiology, genetics, and health promotion. Prerequisite or corequisite: NUR 5010.

**NUR 5670 Nursing Quality Practicum 1 s.h.**

In collaboration with a preceptor, during the practicum the student will identify, negotiate, and participate in the implementation or evaluation of an evidence-based nursing practice change to promote quality/safety outcomes. Prerequisites: MIS 5230, NUR 5150, NUR 5230, and admission to a Nursing Administration program.

**NUR 5800 Selected Topics in Nursing 1-3 s.h. (max. 12 s.h.)**

Study of topics, issues, or methodologies of particular relevance to nurses in advanced roles. Courses may be offered in a workshop, seminar, or other format.

**NUR 5800.04: Post-Master Advanced Role Competencies 1-6 s.h.**

Demonstration through synthesis, integration, and application of advanced role competencies within selected health care environments, based on post-MSN-level knowledge. Prerequisite: post-MSN standing. *To be completed before enrolling in NUR 8700, DNP Practicum.*

**NUR 5800.07: Economics and Financing of the Nursing Enterprise 3 s.h.**

The development of business and financial acumen to assure that cost-effective nursing care is meeting both quality and financial goals within an organization. The economic context of the nursing enterprise is explored in terms of how current reimbursement mechanisms will affect the future of nursing across the care continuum. Prerequisite or corequisite: NUR 5010, NUR 5050, NUR 5120, NUR 5150, NUR 5480, NUR 5860; ACC 5320.

**NUR 5860 Impacting Change through Advanced Nursing Practice 2 s.h.**

Examination of multiple theories of change and their relationships to the practice of nursing within an interprofessional environment. Exploration of change principles in relationship to health care organizational systems, leadership, quality improvement, and safety.

Prerequisites or corequisites: NUR 5050, NUR 5150, and NUR 5480.

**NUR 6000 Nursing Administrative Practice in the Complex Health Care Environment 4 s.h.**

This course builds upon a multiplicity of nursing and business theories and principles related to the complex health care environment. Interprofessional leadership competencies, issues, and trends will be analyzed related to nursing leaders' departmental/system-wide accountabilities to health care consumers. Effective strategies for addressing the complexities of the health care environment that influence practice are included in the practicum. Prerequisites: NUR 5050, ACC 5320; Pre- or corequisites: NUR 5150, NUR 5860.

**NUR 6010 Advanced Nursing Leadership and Communication 4 s.h.**

Focuses on analysis, application, and evaluation of concepts, theories, and research that influence leadership within complex systems. The practice of assessing environment and culture, as they relate to organizational effectiveness is explored. Students will demonstrate communication strategies for leading in complex systems with diverse constituencies. Prerequisites: NUR 5050 and NUR 5120.

**NUR 6030 Advanced Pharmacologic, Physiologic, and Assessment Consideration in Older Adults 2 s.h.**

Physiologic manifestations unique to older adults and respective health assessment findings will be explored. Pharmacotherapeutic considerations are integrated throughout. Prerequisite: NUR 5030.

**NUR 6100 Operational Accountabilities for Outcomes in Health Care 5 s.h.**

This course provides an opportunity for the nurse leader to examine unit level/team operational processes, and effective interventions to assure organizational viability and meet needs of consumers and other stakeholders. Competencies addressing a variety of organizational outcomes are included in the practicum. Prerequisite: NUR 6000.

**NUR 6130 APRN Management of Health Issues in Older Adults 3 s.h.**

This course focuses on evidence-based APRN management of episodic, chronic, and complex health problems in older adults. Prerequisite NUR 6030.

**NUR 6220 Mental Health Nursing Competencies for Advanced Nursing Practice 1 s.h. or 3 s.h.**

Mental health nursing competencies for advanced nursing practice in multiple health care settings. Common and complex mental issues are examined along with strategies for coordinated care management.

**NUR 6310 Nursing Administration Integration 2 s.h.**

This course affords the student the opportunity to examine and develop knowledge and competencies in relation to roles and responsibilities of nurse administrators. The major focus of the practicum experience is to synthesize evidence to inform the design, modification, and/or implementation of a project that promotes a healthy work environment that addresses service mandates. Prerequisite: NUR 6100.

**NUR 6420 Curriculum Design and Evaluation 3 s.h.**

Integration of various theoretical perspectives with curriculum design. Strategies include design, implementation, and evaluation of curriculum in an area of health care interest. Prerequisite: NUR 5020.

**NUR 6520 The Scholarship of Teaching Practice 2-3 s.h.**

The application of curriculum design theory in selected health care settings. Instructional strategies are implemented and evaluated in an actual learning environment. Includes a practicum when taken for a 3 s.h. Prerequisite: NUR 6420.

**NUR 6530 Adult-Gerontology Primary Care II 2-6 s.h. (max. 6 s.h.)**

The diagnosis and clinical management of chronic physical and mental illnesses, disease progression, and associated complication in adults and older adults. Clinical activities include clinical decision-making to minimize the effect of illness and disability on the individual's functional status, independence, health, and well-being based on contemporary theories of adult development, aging, and chronicity. Includes a clinical practicum. Prerequisite: NUR 5320.

**NUR 6540 Adult-Gerontology Acute Care II 2-6 s.h. (max. 6 s.h.)**

Further analysis of concepts related to the care of patients across the entire adult-older adult age spectrum in acute care settings with complex, acute health care needs. Chronic disease processes will be explored in relation to exacerbation of illness, impact on mental health, as well as returning the patient to an optimal state of wellness. Includes a practicum in an

acute care setting and an academic service-learning experience. Prerequisite: NUR 5330.

**NUR 6580 Organizational and Program Management 2 s.h.**

Provides information on data synthesis, analysis, and evaluation. Students apply informatics to improve patient outcomes, patient safety, and healthcare policy/procedures. The course explores quality improvement, project management, and different care delivery designs. Students will analyze complex healthcare delivery systems with a focus on generating sustainable organizations. Prerequisite: NUR 5050.

**NUR 6740 Nursing Leadership Integration Practicum 2 s.h.**

Affords the student the opportunity to examine and develop knowledge and competencies in relation to critical roles and responsibilities of nurse leaders. The major focus of the practicum experience is to synthesize knowledge in the design of well-planned work environments that achieve patient safety and quality of care. Prerequisites: NUR 5010, NUR 5050, NUR 5120, NUR 5150, NUR 5480, NUR 5860, MIS 5230, MKT 5160 and ECN 6300; prerequisites or corequisites: NUR 5460, NUR 5800.07, NUR 6010, and NUR 6580.

**NUR 6750 Adult-Gerontology Primary Care III 2-6 s.h. (max. 6 s.h.)**

The implementation and evaluation of treatment plans for adults and older adults experiencing complex, chronic and/or multi-system health problems. Emphasis on the care of the older adult and those at the end of life. Expertise developed in articulating the nursing perspective in multidisciplinary, collegial relationships. Current trends and business/organizational practices and opportunities to impact on quality of care and efficient use of resources. Includes clinical practicum. Prerequisite: NUR 6530.

**NUR 6751 Adult-Gerontology Acute Care III 2-6 s.h. (max. 6 s.h.)**

Further development of the adult-gerontology acute care nurse practitioner role in achieving improved health outcomes for patients and families with diverse care needs. Expertise developed in strengthening the nurse practitioner-patient relationship in addition to managing and negotiating health care delivery systems. Current trends and business/organization practices and opportunities to impact on quality of care and efficient use of resources. Includes practicum in an acute care setting. Prerequisite: NUR 6540.

**NUR 6800 Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care 2-7 s.h. (max. 7 s.h.)**

Discriminating plans of care and implementing treatment plans for clients experiencing complex symptoms and syndromes of terminal illness. Emphasis is on care of the client and family who are on a palliative care trajectory. Development of expertise in reflecting the nursing perspective and its contribution to transforming palliative care practice. Analysis of current trends and business practices that affect provision of quality care at the end of life and compassionate use of resources. Includes a clinical practicum. Prerequisites: NUR 6750 or NUR 6751.

**NUR 7000 Advanced Scientific Perspectives Informing Nursing Practice 3 s.h.**

Advanced scientific perspectives and current findings from nursing science and selected natural and social sciences. Knowledge and evidence as the basis of clinical prevention and population health practices are examined. Emphasis is placed on the pragmatic adequacy of various theories, concepts, and models, and on the use of knowledge to design practice innovations within the complexity of DNP practice.

**NUR 7110 Ethics Informing Health Care 2 s.h.**

Integrate nursing science with knowledge from relevant theories of ethics to inform practice, research, and policy. Evaluate ethical models and their potential impact on health care outcomes.

**NUR 7120 Policy Advocacy in Health Care 2 s.h.**

Critically analyze health policy proposals, health policies, services, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in the policy development process. Through synthesis and integration, propose and advocate for health care policies that address issues of social justice and equity in the delivery of health care at all levels in health care.

**NUR 7290 Quality Improvement Methods to Maximize Health Care 3 s.h.**

The design, application, and evaluation of quality improvement theories, methods, and outcomes used to promote the delivery of quality and safe patient centered care. Methodological strategies derived from quality improvement models are presented with the expectation that the student will use analytical methods within an evidence-based practice. Students explore

economic, health policy, and standards of care concepts that influence practice.

**NUR 7300 Transformative and Collaborative Leadership Promoting Innovation 4 s.h.**

Collaborative leadership responsibilities for the promotion of change and innovation by nurses in advanced roles within health care organizations. Critical topics from business and economic sciences related to the promotion of innovations to transform practice/service delivery, improve outcomes, and ensure safety are explored. Emphasis is placed on organizational culture, change, and collaborative goal achievement to assure accountability for patient safety.

**NUR 7430 Concepts and Methods of Health Care Informatics and Data Mining 1-4 s.h. (max. 4)**

The application and utilization of nursing and health information systems and technology to discover meaning from existing data sets to improve health outcomes. Students may take the full 4 s.h. in one semester or take separate 1-credit and 3-credit modules. The degree requirement is 4 s.h.

**NUR 7800 Selected Topics in Nursing 1-3 s.h. (max. 12 s.h.)**

Study of topics, issues, or methodologies of particular relevance to nurses preparing to practice at the highest level of nursing practice. Course may be offered in a workshop, seminar, or other format, and may include a practicum or field experience.

**NUR 7890 Analytic Methods for Evaluation of Clinical Practice 4 s.h.**

Quantitative and qualitative analytic methods and models for the evaluation of clinical practices. Students use analytical methods to evaluate evidence-based practices in order to translate research into health care decision-making. Prerequisite: a course in basic inferential statistics within the last five years.

**NUR 8700 DNP Practicum 4 s.h.**

The integration of advanced knowledge related to organizational systems, clinical prevention or population health, mentoring, and reflective practice within the DNP practicum. Synthesis of conceptual, analytical, collaborative, and financial competencies are addressed. Students actively participate in innovative, scholarly interprofessional practicum activities to promote excellence in practice as a DNP leader. Prerequisites: NUR 7000, NUR 7110, NUR 7290, NUR 7300.

**NUR 8950 Planning and Designing a DNP Capstone Project 2 s.h.**

Analysis of models of scholarship appropriate for pursuit within practice doctorates and trends in DNP-level scholarship. Students synthesize relevant evidence related to their DNP project focus and prepare a draft outline of an initial DNP project prospectus, including a proposed timeline and budget. Prerequisites: NUR 7000; NUR 7110; NUR 7290; NUR 7300; NUR 7430; NUR 7890; DNP Project Committee Chair designated.

**NUR 8990 DNP Capstone Project 1-4 s.h. (max. 10 s.h.)**

*Degree requirement is a minimum 4 s.h. in the project but some students may need to register for additional credits. See the Graduate Nursing Handbook for a full discussion.* Conduct an evidence-based outcome project within a particular practice setting. Students incorporate advanced clinical judgement, systems thinking, accountability, and analytic and collaborative competencies throughout planning, development, implementation, evaluation, and dissemination of the project. Prerequisite for final 2 semester hours: all other DNP courses except electives. *Student must have the approval of the Capstone Project Advisor for each semester's registration.*

## Nutrition

**NFS 5220 Nutrition Assessment 2 s.h.**

A comprehensive overview of nutrition assessment of patients and clients. Anthropometric, biochemical, physical and diet history data will be collected and interpreted. The topics of the Nutrition Care Process, drug-nutrient interactions, nutrition support and fluid-electrolyte balance will be introduced. Prerequisites: BIO 2250 and NFS 2270.

**NFS 5250 Medical Nutrition Therapy I 3 s.h.**

An in-depth study of modified diets and other appropriate interventions for patients with various diseases or conditions (cardiovascular diseases, diseases of the gastro-intestinal tract, diabetes mellitus, renal diseases) utilizing the Nutrition Care Process and ADIME charting format. The role of diet in prevention of disease will be covered. Prerequisite: NFS 5220.

**NFS 5320 Food Behaviors and Motivations 3 s.h.**

An examination of the motivations behind consumer food choices and the popularity of current diet trends. Research on motivation and behavior change will be discussed. Includes a practical component where students will modify menus and client food diaries and

make meaningful changes to promote a healthy lifestyle.

**NFS 5420 Medical Nutrition Therapy II 3 s.h.**

A continuation of Medical Nutrition Therapy I, a study of modified diets and other appropriate interventions for patients with various diseases or conditions (burns, trauma, HIV, AIDS, cancer) utilizing the Nutrition Care Process and ADIME charting format. The role of diet in prevention of disease will be covered. Prerequisite: NFS 5220.

**NFS 5870 Sustainable Food Systems 3 s.h.**

Examines the movement of food from seed to table and the concept of food system sustainability. Participants will explore local and global food systems and food related issues that impact the health of individuals and communities. A special emphasis will be placed on why sustainable food systems are necessary to meet local and global food challenges including food security. Other topics will be covered including how science can be integrated with policy to address issues such as sustainable agriculture, reduced carbon emissions, diverse ecosystems, reduced waste production, social justice and improved quality of life. Experiential learning in sustainable farming will be done on field trips to local agricultural locations.

**NFS 6220 Advanced Topics in Nutrition and Wellness 2 s.h. (max. 4 s.h.)**

Advanced study of current scientific information related to nutrition and wellness topics such as public health education, pediatric nutrition, micronutrients, disorder eating and others. Students may earn credit for taking this course twice, as long as the two courses cover different topics.

**NFS 6250 Advanced Human Nutrition 4 s.h.**

Biochemical principles involved in the metabolism of macro- and micronutrients, as well as the consequences of over and under nutrition. Students will critique current nutrition research and study techniques for assessing basal metabolic rate. Prerequisites: CHM 1610 or 3610; BIO 2250; NFS 2270.

**NFS 6350 Obesity and Chronic Disease 3 s.h.**

An assessment of current research and policy on weight gain and obesity in children and adults. Students will examine the scientific evidence on the causes and consequences of a surplus of body fat. In addition, they will examine the success rates of current efforts to

reverse obesity levels among different population groups.

**NFS 6950 Capstone Course in Nutrition and Wellness 3 s.h.**

Using knowledge gained from course work and experiences, students address a current issue related to nutrition and wellness. The capstone course consists of analysis of the scientific and health care literature and completion of an original research or creative project. Prerequisite: permission of instructor.

**NFS 6960 Thesis 3 s.h.**

Original research on a topic related to nutrition, to be approved by the thesis advisor: a thorough literature review, formulating a research question or hypothesis, detailed description of the research methods, collecting and analyzing data, interpreting results, and drawing conclusions. Preparation of the written thesis. Oral presentation and defense of findings to the thesis committee. Prerequisite: permission of instructor.

## Pastoral Ministry

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

**MPM 5000 The Prophetic Literature 2 s.h.**

A survey of the work of the Old Testament prophets, their calling, ministry, and impact as witnesses to God's word in human history. Includes literary, historical, spiritual, and social dimensions of the prophets' role, and ongoing relevance of their message.

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

Exploration, based on contemporary examples, of the conviction that men and women continue through time to witness to God's work in human history and to call their societies to justice. Students examine their own particular calls to witness and justice in light of today's challenges.

**MPM 5050 The Gospels 2 s.h.**

Examination of the life and ministry of Jesus as presented in the four canonical Gospels, including the background, context, concerns, and theology of each.

**MPM 5060 The Pauline Letters 2 s.h.**

Examination of the thought of Paul and of the formative influence of the Pauline Letters upon the Christian tradition. A critical study of major themes in the Letters,

especially as relevant to the understanding of discipleship, church, and ministry.

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

Introduction to the vocation of ministry, its challenges, and required qualifications, including: requirements for effective leadership; development of effective communication skills; personal integrity; psychological preparation; respect for diversity; responding to needs of special groups; teams approaches to community dilemmas; collaboration with other professions to support pastoral care.

**MPM 5125 Spirituality and Faith Development 2 s.h.**

Focus on the need for ongoing faith development throughout life; its importance in 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 the rich and diverse traditions of Christian spirituality; past and contemporary Christians whose lives have served to inspire and direct others to a greater love of God and neighbor.

**MPM 5150 Leadership in Prayer and Worship 2 s.h.**

An overview of various forms of prayer and worship services as carried out in diverse settings and faith traditions. Knowledge and skills for preaching upon biblical texts and spiritual issues in appropriate contexts. Emphasis upon the practical skills needed for conducting services in pastoral situations as called for by one's ministry.

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

Based on the life, legacy, and ideals of Francis of Assisi, a study of the foundations for social justice, of major social issues (e.g. poverty, violence, war, racism, unjust social structures, environmental destruction, etc.), of the response of the informed Christian conscience, and of the relevant responsibilities of those called to ministry.

**MPM 5440 Grief Ministry 2 s.h.**

Exploration of the role of those called to minister in various situations of loss and diminishment (illness, death, domestic/personal violation, relational or financial loss, criminal behavior, etc.) and in situations that involve cooperative collaboration with health care and law enforcement.

**MPM 5470 Sacraments** 2 s.h.

Overview of the sacraments, with an emphasis on contemporary sacramental theology. Focus on the pastoral and canonical aspects of the celebration of the sacraments, and on interdenominational differences.

**MPM 5510 Women and Ministry** 2 s.h.

The example and impact of women who by their service of others have lived the gospel. Application of their contributions to contemporary challenges faced in ministry.

**MPM 5500 Spiritual and Ethical Considerations in Palliative/End-of-Life Care (HSP\*)** 3 s.h.

See listing under Hospice and Palliative Studies.

**MPM 5560 Pastoral Care Across Cultures** 2 s.h.

Practical preparation for cross-cultural ministry. Study of the impact of: culture and tradition on religious practices; language; the role of the sick/elderly and disenfranchised; gender; education; and economics.

**MPM 5750 Special Topics** 1-2 s.h. (max. 6 s.h.)

Focus on specialized topics in pastoral ministry. Topics vary; may be repeated for credit with new topic.

**MPM 6010 Bioethics and Sexuality** 2 s.h.

Contemporary issues in bioethics and human sexuality, including health care dilemmas, the beginning and end of life, genetics, human experimentation, artificial reproduction, etc., examined in the light of ethical principles, Sacred Scripture, and Catholic/Christian teachings.

**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.

**MPM 6040 Ministerial Leadership** 2 s.h.

A study of diverse occasions and contexts in which one is called to 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 6100 Theological Reflection** 1 s.h.

*To be taken simultaneously with one unit of Clinical Pastoral Education (CPE).* Reflection upon the field experience in a seminar setting, analysis of how one is affected by and responds personally to its challenges, leading to deepened self-knowledge and discernment of the chaplaincy vocation. Prerequisites: admission to the Chaplaincy cognate and to a recognized CPE program; permission of the program director.

**MPM 6160 Ecclesiology** 3 s.h.

Examination of the theology of church: its nature, founding, authority, scriptural foundations and background, its communal structure, sacramental nature, salvific purpose, relation to the Incarnation, Mary, and the Eucharist, and the role of the laity. Attention to the particular calling and responsibilities of those who minister in the church's name as members of the laity.

**MPM 6240 Christology** 3 s.h.

An exploration of the person of Christ and his salvific mission, tracing the development of christological thought over the centuries, through the biblical materials, the work of theologians, conciliar decisions, modern and contemporary discussions, and ecumenical dialogue.

**MPM 6550 Pastoral Counseling** 2 s.h.

An exploration of spiritual-psychological foundations of pastoral counseling and of the distinctive skills and techniques required for it. Analysis of issues typically encountered in pastoral ministry.

**MPM 6950 Pastoral Ministry Praxis** 3 s.h.

The capstone course, centered on a mentored onsite praxis (140 hours) in one's chosen field of ministry. The praxis may span the final one or two semesters of one's program and concludes with an in-depth report and reflection on the praxis experience, including: detailed analysis of the field work, incorporating research and application of appropriate pastoral practices; examination of the learning gained; demonstration of competence in the theological and professional pastoral foundations for this service.

## Psychology

**PSY 5010 Statistical Foundations of Psychological Testing** 1 s.h.

Statistical and psychometric concepts such as properties of the normal curve, measures of central

tendency and dispersion, score standardization, norms and interpretation of test scores, reliability, and validity. Calculation of selected measures. Emphasis is on the integration of these concepts and measures with the use of standardized psychological tests. The course is intended to prepare students who do not have undergraduate course work in statistics for PSY 5300 and subsequent assessment courses. Prerequisite: admission to the MSCP program.

**PSY 5100 Introduction to Clinical Theory I: Psychoanalytic Approaches 3 s.h.**

An introduction to contemporary psychoanalytic theory: 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 with a focus on psychoanalytic concepts of special relevance to clinicians conducting assessments and treatment with child and adult patients. Current empirical research concerning psychoanalytic treatment and concepts is considered. Prerequisite: admission to MSCP 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 in on each approach's philosophical assumptions about the individual, historical background, and key theoretical constructs. Discussion of research and clinical approaches (both child and adult) consistent with each approach, with efforts to focus on areas of overlap and difference among various approaches. Prerequisite: PSY 5100.

**PSY 5300 Psychosocial Assessment I 4 s.h.**

The fundamental issues and concepts within assessment, including test validity and reliability, with a focus on the adult patient. Students learn the administration, scoring, and interpretation of those instruments used to assess cognitive and intellectual functioning. Emphasis 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 MSCP.

**PSY 5310 Psychological Assessment II 4 s.h.**

The second semester of the three-semester assessment sequence. The rationale and development of projective tests, their reliability and validity, and considerations in their use, including their applicability to diverse groups; training in administering and interpreting projectives with adults. Questionnaire methods of assessment, with training in administration and interpretation of the Minnesota Multiphasic Personality Inventory (MMPI-2). Emphasis is on teaching an approach to testing that prepares psychologists to evaluate and select tests they need in their practice. Prerequisites: PSY 5300 and PSY 5010 or completion of an equivalent statistics course with a minimum final grade of a B (3.0) or a passing score on the department's statistics placement exam.

**PSY 5320 Psychological Assessment III 4 s.h.**

Using background gained through participation in Assessment I and II, Assessment III is 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. Students complete a comprehensive assessment with a child patient. Prerequisite: PSY 5310.

**PSY 5390 Addiction Studies: Dual Diagnosis (AS\*) 1 s.h.**

**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 in the definition of psychopathology in adults; approaches to clinical diagnosis of psychopathological syndromes; clinical syndromes: their major symptoms, courses, prognoses, with current understandings of each disorder's etiology and phenomenology. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes is considered. Prerequisite: admission to MSCP program.

**PSY 5550 Child Psychopathology 3 s.h.**

A rigorous introduction to both the theoretical content used to comprehend early pathology and the clinical processes employed in diagnosis and formulation: biological, cognitive, affective, and relational contributions to childhood psychopathology. The impact of the multicultural factors upon diagnosis and the clinical presentation of the various syndromes is considered. Prerequisite: PSY 5500.

**PSY 5780 Introduction to Psychotherapeutic Intervention 3 s.h.**

The basic skills required for effective interventions, with an emphasis on pragmatic elements: basic clinical technique; attending to clinical material on several different levels simultaneously; consideration of the current material in the larger context of the overall case formulation and treatment objectives, as well as the individual's cultural, economic, and racial background. Discussion of the process of choosing and combining interventions from various theoretical models. Instruction in what constitutes adequate empirical support for treatment approaches and techniques. Prerequisite: PSY 5100 with a final grade of B or higher.

**PSY 5790 Psychotherapeutic Interventions with Children and Families 3 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 and the family's diverse background. This course will provide students with conceptual and technical frameworks in which to choose and carry out interventions from an array of treatment perspectives. It will also enable students to analyze empirical literature related to interventions with children. Prerequisite: PSY 5780.

**PSY 5800 Ethics and Professional Practice 3 s.h.**

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 MSCP program.

**PSY 5870 Neurobiology of Drug Addiction (AS\*) 1 s.h.**

**PSY 5930 Clinical Psychology Practicum I 3 s.h.**

The first semester of a three-semester sequence. Students attend a weekly two-hour seminar while completing a 15-hour per week practicum experience in an agency where they provide clinical services. Hands-on learning of case formulation through presentation of their cases, clinical interaction, and clinical technique. Selected consultants may attend seminars 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: PSY 5110; PSY 5300 and PSY 5310, each with a grade of B (3.0) or higher; PSY 5500; PSY 5780; and program approval.

**PSY 6100 Biological Bases of Behavior: Neuropsychology and Psychopharmacology 3 s.h.**

Two areas within the broad field of neuroscience (the biological bases of behavior): neuropsychology, the study of brain-behavior relationships, and psychopharmacology, the study of the behavioral effects of interaction between exogenous chemicals (drugs) and the brain's own neurotransmitters. Approaches to and methods of neuropsychological testing and pharmacological treatment with both child and adult patients. Prerequisite: admission to MSCP program, PSY 5780, or permission of instructor.

**PSY 6300 Statistics and Research Design 4 s.h.**

Advanced knowledge and skills related to quantitative research in clinical psychology: basic research designs, univariate and bivariate statistics, and data analysis. Introduction to multivariate research design, statistical analysis, and clinical research design and measurement. Application and synthesis of these concepts through review, summary and critical analysis of clinical psychology research articles, and through analysis and interpretation of existing databases. Prerequisite: admission to MSCP program or permission of instructor.

**PSY 6810 Clinical Psychology Capstone Project I 2 s.h.**

Students propose and complete a project demonstrating significant scholarly work in clinical psychology. The format of the project, to be selected by the student, may include an integrated summary of literature, a research-informed clinical case study, an investigation of a new area of clinical practice, or a small-scale qualitative study. The project is developed under the guidance of a faculty member and is necessary for completion of the MSCP. This semester's work is focused on project conceptualization and literature search. Prerequisite: PSY 5930 Practicum I; taken in fall term of the last year of the program.

**PSY 6820 Clinical Psychology Capstone Project II 2 s.h.**

Continuation of work on project proposed in PSY 6810. This semester's work will be focused on organizing ideas

and observations, collecting data (if applicable) and writing up the project. Prerequisite: PSY 6810 Clinical Psychology Capstone Project I; taken last semester of the program.

**PSY 6840 Thesis 4 s.h.**

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. Preparation of the written thesis. Optional oral presentation and defense of findings to the thesis committee. Prerequisite: permission of instructor.

**PSY 6870 Capstone Research Project I 2 s.h.**

Each student will pick a topic of significance in clinical psychology and develop a research hypothesis and project proposal that will include an extensive literature review, an introduction chapter to be included in a Capstone Research Project, and a methods chapter to be included in a Capstone Research Project. Topics related to the writing and formatting of a Capstone Research Project will be discussed in seminar format. Students will submit research applications to the Institutional Review Board upon completion of the course. Prerequisite: PSY 6300 with a grade of B or better.

**PSY 6880 Capstone Research Project II 2 s.h.**

Continuation of the research project proposed in PSY 6870. Each student will collect data and conduct all necessary statistical analyses in order to complete the results and discussion/conclusion chapters of his/her Capstone Research Project. Topics related to multivariate quantitative analysis will be discussed in seminar format. Each student will present his/her findings to the Capstone Research Project committee, which will consist of the course instructor and at least one additional faculty member, in a research report prepared in APA format. Prerequisite: PSY 6870.

**PSY 6930 Clinical Psychology Practicum II 3 s.h.**

The second semester of the three-semester practicum sequence, with 15-hour per week clinical experiences. 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. Additional focus on appropriate documentation,

ethical concerns raised in treatment, and liability issues, as well as students developing ability to reflect upon themselves and their reactions to clinical interactions. Prerequisite: PSY 5930.

**PSY 6940 Clinical Psychology Practicum III 3 s.h.**

The third semester of the practicum sequence, with 15-hour per week clinical experiences. The seminar focuses on more advanced clinical listening, intervention, and self-reflection skills, with a special focus upon issues related to termination and transfer as students complete their practicum: ways to evaluate treatment progress and the use of termination and transfer as an opportunity to advance and solidify treatment gains. Prerequisite: PSY 6930.

## Quality and 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 for Business students: BR 5210 and MIS 5580; prerequisite for DNP students: NUR 7890.

**QOM 6210 Total Quality: Building the Infrastructure 3 s.h.**

Introducing the methods and processes for bringing total quality to an organization. Students are provided with proven methods for installing the infrastructure to support a total quality process and to evaluate its effectiveness on an ongoing basis. Prerequisite: MGT 5300.

**QOM 6230 Quality and Process Improvement Techniques 3 s.h.**

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 define, analyze, and evaluate a process in a workplace setting. A final report is produced which outlines a process and recommends process improvement. Prerequisite: BR 5210.

**QOM 6250 Baldrige Award and Organizational Self-Assessment 3 s.h.**

Introduces the student to the Malcom Baldrige Award, systems thinking, fact-based management, and continuous quality improvement methods that have application in service, manufacturing-assembly, non-profit, and municipal organizations. Examination of the seven Baldrige Award Criteria through case studies. Field study analysis to determine changes to be made within organizations seeking Award certification.

## Reading

**RDG 5110 Foundations of Literacy Education 3 s.h.**

Analysis of the cognitive, linguistic, sociological, cultural, and psychological theoretical orientations of the reading/writing process. Emphasis is on developing a critical philosophy of literacy learning as a foundation for all reading programs as well as linking fundamental reading research and methodologies to instructional designs.

**RDG 5170 Early Literacy Development 3 s.h.**

Study of relevant research and theory in the area of emergent and beginning literacy development; effective instruction of children at these early stages of development; administration of assessments to monitor student performance and provide effective instruction; and design and implementation of the various critical components of a balanced literacy program for the pre-K-3rd grade.

**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 and writing programs. Includes knowledge of state and national standards for reading instruction, requirements for meeting individual learning needs, and criteria for selecting materials to support instruction. Recommended prerequisite: RDG 5110.

**RDG 5310 Content Literacy 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. Includes knowledge of contextual factors that influence decision-making. Prerequisite: RDG 5110.

**RDG 5330 Integrating Children's/Adolescent Literature in the Curriculum 3 s.h.**

Investigation of the body of literature available for students, K-12. Presents criteria for selection, methods of integrating literature into the curriculum at all grade levels, and strategies to provide formalistic and sociocultural readings of text.

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

Investigation of major theories of language development in children and the 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 5510 Reading Process, Assessment, and Instruction for Elementary Teachers 3 s.h.**

*This course satisfies the Michigan Department of Education requirement for Professional Certification; it is not part of the literacy education master's degree program.* Course content emphasizes the importance of ongoing assessment to appropriately differentiate instruction for diverse students in any elementary classroom. Field experiences provide opportunities to administer assessments in the following areas: interest inventories; English language learning and language expression and processing; visual and auditory discrimination; phonemic awareness; phonics; fluency; spelling and writing; and vocabulary and comprehension. Students learn instructional strategies needed to effectively develop these critical literacy-related areas. Prerequisite: elementary teacher certification.

**RDG 5520 Reading Process, Assessment, and Instruction for Secondary Teachers 3 s.h.**

*This course satisfies the Michigan Department of Education requirement for Professional Certification; it is not part of the literacy education master's degree program.* Course content emphasizes the importance of ongoing assessment to appropriately differentiate for diverse students in any secondary classroom. Field experiences provide opportunities to administer assessments in the following areas; interest inventories; English language learning and language expression and processing; visual and auditory discrimination; phonemic awareness; phonics; fluency; spelling and writing; and vocabulary and comprehension. Students learn instructional strategies needed to effectively

develop these critical literacy-related areas.  
Prerequisite: secondary teacher certification.

**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, RDG 5170, RDG 5210, RDG 5310.

**RDG 6850 Literacy Coaching and Leadership 3 s.h.**

Prepares teachers and reading specialists to apply relevant research, theory, and best practices in the areas of adult learning, professional development, and literacy coaching to effectively support K-12 schools and classroom teachers in improving literacy instruction, assessment, and student learning.

**RDG 6930 Practicum in Reading Intervention 3 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 students' needs, and the communication of pertinent information to students, parents, and teachers. Prerequisites: completion of required course work and permission of instructor.

**RDG 6940 Practicum in Program Development (School-Based) 3 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. Prerequisites: 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 research pertaining to the historical and theoretical perspectives of each issue, their implication 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 restoration of the created order in Jesus Christ. Emphasis will be placed on Christian reconciliation and the dynamics of conversion as a lifelong 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)

An examination of psychological, biblical, and magisterial foundations of family life and ministry. An exploration of contemporary family issues, such as marriage enrichment, parenting, extended family dynamics, crisis intervention and referral, and cultural concerns. This course will also consider the skills and resources necessary for component pastoral care of the family.

## Social Science

**SSC 5080 The Nature and Scope of Inquiry** 3 s.h. (max. 6 s.h.)

Theme-based, highly interactive interdisciplinary 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 Madonna University.

**SSC 5210 Do Animals Matter? (HUM\*/LS)** 3 s.h.

## Social Work

**SW 5010 Human Behavior and the Social Environment I** 3 s.h.

First of two courses examining biological, social, cultural, psychological, spiritual perspectives of human behavior, emphasizing interaction of these dimensions as they impact social functioning within the ecological systems framework. Introduce concepts of context and environment, diversity and difference, oppression, poverty, marginalization and alienation, privilege and power, as they shape human experience and identity. Include reflection on developmental influences affecting student's own values, world view and professional development.

**SW 5020 Human Behavior and the Social Environment II** 3 s.h.

The second of two courses examining the dimensions of human behavior and the social environment. This course builds upon theories and approaches presented in SW 5010: HBSE I, with a focus on human behavior development across the life course and the social system's role in promoting or deterring health and well-being. Further exploration of the intersection of diversity and difference, social justice and oppression as relates to a person's life experiences is accomplished. The positive value of human diversity in social work practice is stressed. Prerequisite: SW 5010

**SW 5100 Practice I** 3 s.h.

This is the first of the foundation year practice courses which familiarizes students with the profession of social work and to the methods of social work practice. The course introduces students to theoretical frameworks for organizing and conceptualizing social work practice. The principles, methods, and skills of advanced generalist social work practice with diverse individuals at various stages in the life cycle will be emphasized in this course. The focus will be on relationship building and communication skills to engage and assess individuals. The importance of self-awareness and the professional use of self will be underscored throughout the course as well as the values and ethics of the social work profession. The components of culturally-sensitive social work practice will also be highlighted.

**SW 5110 Practice II Groups and Families** 3 s.h.

Second in a sequence of methods courses grounded in the advanced generalist model of social work practice. Applies knowledge, skills and values in working with families and groups. Interprets human behavior within the context of a family's or group's culture, ethnicity, worldview, strengths, developmental stages and challenges within a systems theory framework. Develops clinical practice skills and methods for engaging, assessing, intervening, and evaluating with families and groups. Prerequisite: SW 5100.

**SW 5190 Social Work Research** 3 s.h.

Prepares students to become educated consumers of evidence-based social work and social science research to inform and improve practice, policy and social service delivery. Students are oriented to scientific and ethical approaches to building knowledge through the use of quantitative and qualitative research processes. The importance of understanding ethical

considerations when conducting research with human subjects is emphasized.

**SW 5310 Social Welfare Policy 3 s.h.**

Introduces students to the concepts, history and development of social welfare, social welfare institutions and social policy within the United States and how they shape the context of social work practice. The evolution and current status of the profession of social work is described as it interfaces with social welfare development, policies and practices. An analytic framework is utilized to identify trends and assess gaps in policies and programs especially as they impact on minorities, women and other vulnerable groups. Reform is discussed in terms of the policy alternatives and the need for social work involvement in political arenas, advocacy groups and as a part of organizational change efforts in order to advance social and economic justice, service delivery, and how political and social ideologies influence policy development.

**SW 5330 Diversity and Oppression 3 s.h.**

Examines the issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structure, roles, immigration and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse marginalized (population at risk) groups.

**SW 5410 Field Practicum 3 s.h.**

This course is the foundation field placement which allows students to apply and integrate Social Work foundation knowledge, skills, values, and ethics with direct practice. The course is taken concurrently with the required foundation field seminar. The fieldwork experience provides students with supervised field-based assignments and tasks selected to complement Social Work foundation academic courses. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. Students are expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop an understanding of the context of social work practice as it relates to: multiculturalism and diversity; social justice and social change; prevention,

promotion, treatment and rehabilitation; and research-based practice. The foundation placement requires a student to spend a minimum of 200 hours in a field agency. Prerequisite/co-requisite: SW 5010 and SW 5100.

**SW 5420 Field Practicum II 3 s.h.**

This course is the second Foundation field placement which allows students to further apply and integrate Social Work foundation knowledge, skills, values, and ethics with direct practice. The course is taken concurrently with the required foundation field seminar. The fieldwork experience provides students with supervised field-based assignments and tasks selected to complement Social Work foundation academic courses. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. Students are expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop an understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment and rehabilitation and research-based practice. The foundation placement requires a student to spend a minimum of 200 hours in a field agency. Prerequisite: SW 5410

**SW 5850 Community and Organizational Change 3 s.h.**

A macro methods course grounded in the advanced generalist model of macro social work practice. Students examine perspectives and structures of community, focusing on oppression, discrimination, poverty, marginalization, alienation, factors of diversity and difference as well as sources of privilege and power as they impact social well-being. The application of planned change processes at the community level in response to changing contexts and needs to promote social and economic justice, and to advance the equitable distribution of basic human rights and resources is emphasized.

**SW 6030 Social Work Practice Mental Health Settings 3 s.h.**

This course builds on introductory concepts and techniques employed in clinical work with individuals with severe and persistent mental illness, including those who have substance abuse problems. The course will examine the primary social, political, economic, legal, and philosophical forces that have influenced mental health delivery in the United States over different

historical time periods and the resulting organizational, the interface with other major service delivery systems, including welfare, criminal justice, primary health care, and social security will be addressed. This course will focus on policies and policy issues that define and influence the care and treatment of persons with mental illness from colonial times to the present. Topics to be included will be deinstitutionalization, managed care, psychiatric rehabilitation, cultural issues and disparities of care, services, professional certification and roles. Social aspects of health and illness, including cultural variations, health beliefs and behavior, and the impact of illness on the patient and the family, are examined and their relevance for practice is discussed.

**SW 6060 Assessment of Mental Health Disorders 3 s.h.**

This course will focus on the etiology and application of prevention and treatment theories of individuals with mental disorders from a social work perspective. Biopsychosocial theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members will be addressed. Classification systems of adult mental functioning and mental disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5) and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems.

**SW 6080 Social Work Approach to Practice with Children and Youth 3 s.h.**

This course will focus on biological, psychological, and social experiences, challenges, and changes characteristic of children and youth viewed from a multicultural perspective. Normal development, as well as the prevalence, etiology, and prevention of a variety of developmental risks will be reviewed. Emphasis will be placed on the integration of research and practice, with particular attention to the development of resiliency and social competence among children and youth. This course will also analyze how various environmental influences such as a parental behavior, poverty, and social justice impact development.

**SW 6090 Advanced Social Work Practice with Aging Populations 3 s.h.**

This course focuses on advanced social work practice; direct and community-based social work intervention with older adults in individual, family, group, residential, and community-based settings. Students gain understanding of and proficiency in geriatric assessment skills, therapeutic modalities, evidence-based interventions and approaches, and case

management practices. This course is taught from the perspectives of biopsychosocial-cultural-spiritual, focusing on strengths and challenges, and emphasizes social work practice in the context of existing and community and organizational social service and mental health delivery systems.

**SW 6170 Advanced Social Work Practice with Children and Youth 3 s.h.**

Advanced clinical social work knowledge and skills for working with children and adolescents with mental health risks. This course builds on knowledge of biopsychosocial functioning and assessment and is embedded in models of developmental resilience, developmental psychopathology, and stress biology, which contribute to learning and adaptive challenges. Students will incorporate an understanding of major classification systems including the DSM, Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, the Diagnostic System of the National Center for Infants, Toddlers, and Families, and the Individuals with Disabilities Education Act. Students apply critical thinking strategies in order to gain an understanding of how labeling and stigma impact the conceptualization of mental disorders of children and youth.

**SW 6190 Practice-Oriented Research 3 s.h.**

This course examines the logic of inquiry and the necessity for an empirical approach to practice. This course involves a critical examination of practice through an understanding of methods associated with decision-making, critical thinking, and ethical judgment. Students formulate practice relevant research questions, locating and critically evaluating relevant research evidence questions, locating and critically evaluating research evidence with consideration of the extent to which it can be applied to diverse clientele, applying the best available evidence in intervention planning with the client, and evaluating the intervention. Students are expected to become familiar with issues related to the design, monitoring, and assessment of social work programs and interventions, using both quantitative and qualitative methods.

**SW 6230 Community-Based Research in Social Work 3 s.h.**

The purpose of the course is to strengthen the competencies of students to undertake research in community practice. This course focuses on the ways in which community-based researchers and community members collaborate to conduct research on social issues and address social change. Such an endeavor

calls for defining scientific roles and methods. The goal of this course is to instill in students an understanding of theories, principles, and strategies of Participatory Action Research (PAR). As well as the advantages and limitations of PAR projects. This course provides the opportunity for graduate students to develop new knowledge and skills that can be applied in community-based participatory research projects.

**SW 6240 Advanced Social Work Practice in Mental Health** 3 s.h.

This course introduces advanced theory for clinical practice from which students build conceptual practice frameworks. Students choose and learn the components of a conceptually based practice approach in the context of social assessment, agency auspices, and the student's developing theoretical framework. Clinical frameworks and interventions common across the field of behavioral health including harm reduction, motivational interviewing, cognitive behavioral therapy, trauma informed service delivery, and evidence based practice. Evidence from research demonstrates that gender, race, culture, ethnicity, socioeconomic status and other aspects of diversity shape how symptoms of mental illness are experienced, interpreted, and expressed. The course includes both didactic instruction and experiential learning. This course examines how gender, race, culture, ethnicity, socioeconomic status and other aspects of diversity shape how symptoms of mental illness are experienced, interpreted, and expressed.

**SW 6320 Social Work and Services** 3 s.h.

This course prepares students to perform managerial functions in public, nonprofit, and faith-based human service organizations with particular emphasis on those with programs developed and designed to improve individual, family, and community wellbeing. Specific attention is given to the topics of leadership, human resources, fund development, structure and governance, resource management, and efforts to link human service organizations through a comprehensive system of care.

**SW 6330 Aging Services** 3 s.h.

This course will examine social work practice theories, social policies, multidimensional assessment, problems, and trends in social programs and services for older people. It will focus on diversity among older people, strengths and challenges of existing policies related to the well-being of an aging population; this will include policies and programs in health, mental health, housing and income maintenance, institutional and residential care. The course will address service availability and

delivery for various subgroups of the elderly population (including ability, age, class, color, culture, ethnicity, family structure, gender, sex and spirituality). It will discuss implications of policy on services and provide a framework for analysis.

**SW 6410 Advanced Practicum I** 3 s.h.

This course is the Advanced Year Placement which allows students to integrate their classroom learning from the foundational knowledge, values and skills gained in the first year of the MSW or the completion of the BSW program. Students are assigned to field work in social service settings which are designated as part of a specific concentration. Building on the foundation of knowledge, skills and values are gained in the Core Year, or a BSW program; the purpose of the Advanced Year placement is to increase the student's knowledge and competence in social work practice methods in specified fields of practice. The advanced standing field placement learning is developed for the social work practice experience within a setting that is relevant to the student's area of concentration (Mental Health; Families & Children; Aging; or Community Practice).

**SW 6420 Advanced Practicum II** 3 s.h.

This course is the second term of the Advanced Year Placement which allows students to integrate classroom learning from the foundational knowledge, values and skills gained in the first year of the MSW or the completion of the BSW program. Students are assigned to field work in social service settings which are designated as part of a specific concentration. Building on the foundation of knowledge, skills and values gained in the Core Year, or a BSW program; the purpose of the Advanced Year placement is to increase the student's knowledge and competence in social work practice methods in specified fields of practice. The advanced standing field placement learning is developed for the social work practice experience within a setting that is relevant to the student's area of concentration (Mental Health; Families & Children; Aging; or Community Practice).

**SW 6510 Integrative Seminar** 3 s.h.

The capstone seminar provides the opportunity for students to demonstrate their readiness to practice social work at an advantage level in their area of concentration and to contribute to the professional knowledge and development of colleagues. Through application of advanced social work values, knowledge, and skills gained in their course work and internships, students demonstrate utilizing critical

thinking and integrated knowledge to frame their professional identity.

**SW 6550 Interventions in School Social Work 3 s.h.**

Advanced knowledge and skills critical to providing quality school social work interventions. Students learn evidence-based prevention and intervention approaches to working with stakeholders and communities to enhance personal, educational, and community growth. Current school- and evidence-based practices through a social justice lens with an emphasis on interventions to support students with Autism Spectrum Disorder, Emotional Impairments, and other disabilities identified in the Individuals with Disabilities Education Act (IDEA). Students learn techniques to enhance collaboration between teachers, families, and school personnel and intervention strategies for promoting a positive, inclusive, and supportive school climate. Students will acquire the skills necessary to practice as a school social worker.

**SW 6560 Social Work in School Settings 3 s.h.**

This course will focus on the provision of social work services in schools utilizing an ecological approach with students, families, schools, and communities. The content areas will include social-political influences, educational policies, advocacy with marginalized populations, disability services, mental health services, violence prevention, crisis intervention, family engagement, group work, interdisciplinary collaboration, and role of social workers in enhancing education outcomes. Emphasis on school social work standards, values, ethics and cultural competence. Students will become familiar with traditional and changing social work roles and practices in schools as well as with larger systematic trends.

**SW 6710 Co-Occurring Disorders 3 s.h.**

This course focuses on the etiology and unique treatment needs of persons who have a mental health disorder in combination with a substance-related or non-substance-related disorder. Examination of key constructs that affect the family and community, including guiding principles, co-occurring disorders, specific mental disorders, diagnostic considerations, screening and assessment tools, treatment needs, evidence-based practice treatment models, medication management, and an integrated recovery oriented system of care.

**SW 6730 Child and Adolescent Mental Health 3 s.h.**

Students are familiarized with the range of child and adolescent psychological disorders seen in clinical practice across the lifespan. Emphasis is placed on developmental factors, diagnostic issues, theoretical formulations, etiology, evidence-based treatments, and research based on these disorders. Students are prepared to understand development, developmental stresses, disruptions and challenges, and to identify research-informed social work interventions for individual children, and their caregivers across community-settings that provide primary and supportive mental health services. Students advance their knowledge of biopsychosocial functioning, and mental health assessment that is based upon models of development resilience, developmental psychopathology, and stress biology, which impact learning and create adaptive challenges.

**SW 6750 Animal-Assisted Therapy and the Human/Non-Human Animal Bond 3 s.h.**

Students explore the human/non-human animal bond, and incorporate knowledge and skills utilized in animal-assisted activity, animal-assisted intervention (AAI), and animal-assisted (AAT) as therapeutic interventions. Theoretical frameworks, protocols, and practices of AAI/AAT with unique client populations are reviewed. The link between non-human animal abuse and other forms of violence such as domestic violence, child and elder abuse, are explored. Connections within ecological and empowerment contexts and the impact of therapy work on non-human animals are examined. Includes experiential application in real-world settings.

**SW 6760 Interpersonal Violence 3 s.h.**

This course focuses on context and dynamics of interpersonal violence, with a focus on theories for prevention and intervention in addressing interpersonal violence. It emphasizes using an ecological systems perspective to assess and engage the multiple influences that contribute to interpersonal violence, including social, psychological, biological, cultural, and institutional. Students define a variety of forms of interpersonal violence and the dynamics of those social relationships. The course will focus on the impacts of abuse on victims, perpetrators, families, and communities. Students learn about the most common forms of prevention and intervention in interpersonal violence.

**SW 6810 Leadership in Community-Based Social Work Settings 3 s.h.**

This course will provide an introduction to community-based organizations from an eco-systems perspective. Students will understand the external and internal forces that impact the performance of community-based organizations. Students will be introduced to major theories of organizational management and leadership for effective social work administration and planning. Students will have the opportunity to explore personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and how these affect practice in a variety of community-based settings. Students will learn strategies that promote self-determination, equity, social and economic justice in community-based settings.

**SW 6820 Community Action Strategies 3 s.h.**

This course provides students with a structured overview of community action strategies. The course will define and characterize power and leadership dynamics in community; economic and class issues; determinants of health that relate to community; community assessments; and approaches and tools to use when conducting and evaluating community-organizing initiatives. This course will prepare students to facilitate community involvement in decision-making systems with a focus on diverse communities.

**SW 6850 Program Planning in Community-Based Agencies 3 s.h.**

Processes of strategic planning and program development in human service organizations from problem identification through program design, resource organization, and implementation are examined. Special attention to designing programs and meeting the needs of at risk populations. Students develop the analytical and interpersonal skills necessary for program planning and management, and gain understanding of the politics of planning in an organizational, inter-organizational, and community context. Students practice problem formulation and program planning related to their area specialization and will design a social services program addressing a real world social problem.

## Special Education

**EDU 3300 The Exceptional Learner in the Classroom 3 s.h.**

*(Undergraduate prerequisite to special education graduate courses)*

Development of a working knowledge of the historical perspective of present special education programs, the effects of litigation, and the continuum of special education services. Identifying, evaluating, and differentiating instruction for students with special needs by way of a continuum of services in the least-restrictive environment. Response-to-intervention; positive behavior support; collaboration with school personnel and parents; community resources. Fifteen-clock-hour field experience 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 disabilities in light of the demands posed by various curriculum areas, situations, and settings, course participants 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 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. Review of specific procedures for planning via IEPs and delivering instruction in both academic and non-academic areas. Specific topics addressed include social skills development, prevocational and vocational training, general curriculum modification, and accommodation strategies.

**SED 6090 Formative and Summative Assessment for Instruction 4 s.h.**

Application-oriented, hands-on experience in the use of formative and summative assessments to facilitate the creation of evidence-based instructional practices and their impact on specialized strategies for students with special needs. Examination of the purpose, statistical foundations, and application of assessment results within the context of instructional design and teacher growth.

**SED 6110 Legal and Ethical Issues in Special Education 3 s.h.**

Overview of the field of special education law, including historical perspectives, Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with

Disabilities Act (ADA). Focus on basic legal and ethical principles of special education law, including Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), procedural due process, fair and just practices, zero reject, Individual Education Plan (IEP), nondiscriminatory assessment, and student misconduct.

**SED 6220 Consultation and Collaboration 3 s.h.**

An overview of the staff and parents interaction roles and responsibilities of the teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration are 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.

## Study Abroad

**X02 Study Abroad 1-4 s.h. (max. 6 s.h.)**

Study topics designed as the focus of international experiences shorter than three weeks. May be repeated for credit. Course numbers may be used with any course rubric.

**X803 Study Abroad 1-4 s.h. (max. 6 s.h.)**

Study topics designed as the focus of international experience of more than three weeks, including but not limited to the offering of Madonna University courses at an international location. May be repeated for credit. Course numbers may be used with any course rubric.

## Teacher Education Institute (TEI)

*The following courses are offered online by the Teacher Education Institute and granted credit by Madonna University.*

*Note that registration is through the TEI website and that these courses are not incorporated in any Madonna University graduate degree program. They are intended for the recertification of veteran teachers, primarily those with expiring Professional Education certificates.*

*You may visit [www.teachereducation.com](http://www.teachereducation.com) to review the FAQ, obtain more detailed course descriptions, and register for any of these courses.*

**EDU 5830.04 Adolescent Literacy Strategies 3 s.h.**

Developing instructional practices that foster adolescents' literacy development. Teachers learn to implement research-based instructional practices that scaffold adolescents' literacy development in the areas

of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying. Presents implementation of research-based assessment techniques for monitoring students' growth and adjusting instructional practices to foster continued progress.

**EDU 5830.05 Self-Esteem for Educators 3 s.h.**

Enhance your self-esteem and that of your students. Teachers learn skills and principles for integrating a model to enhance student self-esteem and performance in the classroom. A four-phase intervention model for enhancing self-esteem is applied to classroom situations. Instructional theories and models concerning self-esteem and related research are examined. Hands-on experience allows students to customize assignments for their specific grade level and curriculum specialty.

**EDU 5830.06 Kids in Context: Implications for Classrooms 3 s.h.**

Explores the backgrounds and experiences of current students with the goal of enabling educators to design instruction and provide guidance to meet every student's needs. Explores opportunities to gain insights from students themselves. Their perspective, ideas, and input should be sought and studied.

**EDU 5830.07 Measurement and Evaluation in Education 3 s.h.**

Provides the student with current theories and trends in educational testing and classroom assessment. Covers concepts of measurement and evaluation, classroom text construction, creation and use of derived scores, selection and use of published measurement instruments, alternative assessment, and current issues. Explores how to construct well-designed tests that yield valid and reliable measures of teaching and learning. Addresses how to judge the advantages and limitations of tests and test scores, so that teachers will be able to use test results appropriately and effectively.

**EDU 5830.08 Discipline with Dignity 3 s.h.**

Prevent discipline problems. Presents a flexible program for effective school and classroom management that teaches responsible thinking, cooperation, mutual respect, and shared decision-making. Educators are provided with a sound theoretical basis followed by an exploration of personal values, attitudes, and beliefs so that they can examine their beliefs and biases pertaining to behavior management. Practical application with an emphasis on specific strategies

followed by practice is a frequent sequence of instruction.

**EDU 5830.09 Resolving Conflicts in Schools and Classrooms** 3 s.h.

Resolve conflicts effectively. Presents a proven and innovative approach to creating safer, more productive classroom environments based on creating "Peaceable Classrooms." This model emphasizes the classroom and the school as communities of caring and respect where six themes are emphasized: cooperation, communication, emotional expression, responsible decision-making, appreciation for diversity, and conflict resolution. This approach was developed out of classroom teachers' practice and has been tested in schools across the United States and Canada.

**EDU 5830.10 The Collaborative Classroom** 3 s.h.

Co-teaching in inclusive settings. Provides educators with a strong foundation for planning, implementing and maintaining successful co-teaching programs. Policy makers and school reforms have set higher standards making teachers and administrators responsible for ensuring students meet the higher standards on state assessments. Addresses effective methods to help a diverse student population achieve greater success. This course examines the most commonly accepted co-teaching practices between general and special education teachers on the elementary, middle and high school levels. Based on current research and experiences of prominent individuals in the field of education including Richard A. Villa, Dr. Marilyn Friend and Carol Ann Tomlinson.

**EDU 5830.12 Differentiated Instruction in the Classroom** 3 s.h.

Effectively meet the needs of diverse students. Focuses on creating a learning environment that will maximize the potential for student success by using the strategies associated with differentiated instruction. Educators will learn how to manage instructional time in a way that meets standards and also provides motivating, challenging, and meaningful experiences for school age students. They will understand what defines differentiation and recognize their role and responsibilities in a differentiated learning community. Practical applications of how to differentiate with the content, process, and product will be explored while planning differentiated lessons. They will establish quality criteria and assessments to clarify and evaluate assignments.

**EDU 5830.13 Emergent Literacy Development: Pre K-Grade 3** 3 s.h.

Current research on recommended "best practices" in emergent and early literacy are explored. Emphasis is placed on classroom environment, organization, and effective practices and learning resources designed to maximize literacy achievement. Practical hands-on projects will provide guided practice in using new methods and materials. Technology resources for integrating literacy instruction and assessment will also be introduced.

**EDU 5830.15 K-12 Application Software** 3 s.h.

Technology, teaching, and learning. Highlights application software used in the K-12 curriculum. Emphasis is placed on student use and teacher productivity. Teachers will work with integrated application programs and their components, graphics programs, and desktop publishing software to integrate the applications into various curriculum areas.

**EDU 5830.18 Technology and the K-12 Curriculum** 3 s.h.

Enhancing Standards-Based Instruction with Technology. Designed to provide students with strategies for integrating instructional technology into all areas of the PK-12 curriculum in alignment with state and national standards.

**EDU 5830.19 Trends and Issues in Reading Education** 3 s.h.

*(Note: this is not the reading course required for the Michigan Professional Education certificate.)*

Exploring Quality-Research-based literacy instruction for the 21<sup>st</sup> century. Examines the significant issues and rapid changes facing reading teachers and school administrators that may require modification to curriculum, programs, policies, procedures, and assessment of literacy achievement. Students will participate in forum discussions of these important and varied issues, analyze solutions found in the readings and suggest solutions based on readings and their experiences. Students will review their local classroom, schools, and districts for the status or presence of these issues and the steps may be taken to resolve the problems.

**EDU 5830.20 Teaching Reading Strategies** 3 s.h.

*(Note; this is not the reading course required for the Michigan Professional Education certificate.)*

Improve comprehension across the curriculum. Assists teachers (elementary through high school) in the development of specific skills/methods needed to

effectively teach strategic reading that improves comprehension across the curriculum. These methods will be used as a tool for thinking and learning in all content areas. Will include strategies for comprehending nonfiction, informational, and narrative text, vocabulary development, Reciprocal Teaching, reflective strategies, writing strategies that construct and extend meaning, assessments, and strategic lesson planning. A framework for teaching reading will be established by examining current research and effective practices that will allow the teacher to develop content literacy for them and their students. Reading is a complex process and teachers will gain an understanding of the metacognitive skills and strategic reading strategies needed to effectively utilize specific skills to facilitate student growth in the reading process.

**EDU 5830.21 Professional Learning Communities 3 s.h.**

Educators of learners and leaders. Teachers and administrators in public and private schools will develop a clear and compelling vision of how an organization must shift in order to help all students learn. Members of Professional Learning Communities use results-oriented action steps to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions, and use collective inquiry/feedback to create a collaborative atmosphere of continual improvement. Self-assessments and reflective exercises will help the student to assess their own teaching environment.

**EDU 5830.22 Strategic Lesson Planning 3 s.h.**

Research-based strategies for every lesson. Designed to assist teachers in public and private schools in creating more effective lessons plans by aligning their plans with their students' learning styles. Lesson plans are a teacher's self-created guide to content presentations that maximize mastery by the student. Combines meta-analysis with current action research to create lesson plans that are both efficient and effective. Research-based lesson plans address both today's high standards and the differentiated learning styles of the student.

**EDU 5830.23 Peer Mentoring and Coaching 3 s.h.**

Supporting the novice and veteran teacher. Designed to assist all educators in developing and utilizing effective practices to successfully mentor novice teachers. Explores the benefits that experienced teachers can gain by collaborating with colleagues in peer coaching programs. Supports the premise that all educators are lifelong learners and that working in partnership with colleagues enhances classroom

practices, improves students' learning and builds social communities.

**EDU 5830.24 Multicultural Education: Appreciating Diversity 3 s.h.**

Acquire specialized competencies and skills to effectively teach across the curriculum, i.e., knowledge of how language is structured, how first languages are acquired and developed, and how languages vary. Learn instructional strategies that benefit ESL students and that are consistent with strategies that benefit all students.

**EDU 5830.25 Brain-Based Teaching for the Adolescent Learner 3 s.h.**

Adolescent learning strategies. Focuses on adolescent learning, curriculum design, and research-based instruction in the context of brain development. Examines conditions that support adolescent learning, developmental tendencies, personal development, social development and intellectual development. Explores essential components of inquiry lessons and plan lessons that reflect the Adolescent-Centered Teaching (ACT) Model (Crawford, 2007). Create class profiles to target instruction based on the learning styles of students. Addresses related issues such as classroom management, motivation, and building a learning community. Introduces alternative methods to assess learning while incorporating them into practical and classroom-friendly activities.

**EDU 5830.26 Combating Problem Behaviors in a Respectful, Responsible, and Cooperative Way 3 s.h.**

Provides busy educators with practical, easy-to use strategies for preventing and responding to misbehavior in ways that will build respectful, responsible and cooperative classroom communities. Focuses on creating a classroom of exceptional learners committed to the learning process when dealing with diverse learners, including those with special needs. Examines the causes of misbehavior, classroom disruptions and oppositional behaviors that affect student learning. Examines specific techniques you can use to prevent problems from occurring, why kids misbehave, and how to intervene when one student or a small group of students disrupt the learning process for all.

**EDU 5830.28 English for Speakers of Other Languages in Schools 3 s.h.**

Comprehensively examines research, policy, and evidence-grounded effective practices in U.S. schools for students who are from culturally and linguistically diverse backgrounds. Integrates theories of bilingualism, second language acquisition, cultural transmission, and content integration, assessment of language minority students, bilingual special education, policy and practice, and community relations.

**EDU 5830.29 Strategies for Teaching Students with Autism/Asperger's Syndrome 3 s.h.**

Focuses on developing an understanding of Autism and Asperger's Syndrome, of intervention strategies to enhance communication and learning for these students and methods of teaching social skills to assist them in interacting with their peers. Provides teachers with tools and strategies to implement effective teaching practices for students with Autism/Asperger's Syndrome.

**EDU 5830.30 Writing Across the Curriculum, K-12 3 s.h.**

Content area writing. Provides participants with an understanding of the factors and traits of writing, a common language for teaching and assessing student writing, and a practical prescription for teaching the tools of self-assessment. Writing should be an essential and integral part of all instruction. Provides participants with ideas and strategies to be more effective teachers of writing.

**EDU 5830.31 Service Learning 3 s.h.**

Learning through community service: educators explore the concept of service learning, the guiding principles of service learning activities and how to implement, monitor and evaluate effective service learning projects. Examines the current and past practices of service learning in educational settings. Discover the varied and diverse activities providing service learning opportunities for students and how to connect service learning activities to state curriculum objectives and learning standards. Explore how service learning affects the cognitive and affective domains of learning, enhances brain development and engages the learner/service provider.

**EDU 5830.32 Information Literacy 3 s.h.**

Navigating the information society. Designed to help you become a more comprehensive participant in our information society. Will enable you to be able to think more critically about research and research strategies, recognize when and what information is needed,

locate and critically evaluate information, and use information effectively.

**EDU 5830.33 Multiple Intelligences 1 s.h.**

Assists educators in the K-12 setting to develop an awareness of the role multiple intelligences play in acquiring knowledge. Educators will gain insight into their own preferred learning style and be equipped with the tools necessary to identify the learning niche of their students.

**EDU 5830.34 Teaching Millennials 1 s.h.**

Assists educators in identifying and meeting the needs of Millennial students. A study of generational attributes will assist the learner in identifying each archetype in their educational setting.

**EDU 5830.35 Teachers and the Law 3 s.h.**

Examines the legal system and the role it plays in the educational setting for the teacher. Focuses on the practical application of legal concepts and how they apply to the numerous daily decisions teachers must make. Provides teachers with up-to-date and relevant information so they will be knowledgeable in school law issues that impact them.

**EDU 5830.37 Linguistically Diverse Students and Literacy 3 s.h.**

Language development for ESL learners. Designed to help teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English. The prevalence of English as second language users in America's schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations.

**EDU 5830.38 Web 2.0 in the Classroom 3 s.h.**

Discovering ways to utilize technology to facilitate student learning. Provides teachers with the tools necessary for effectively utilizing multimedia technology in the classroom. Incorporates the National Educational Technology Standards (NETS). Topics include planning and designing effective lessons using multimedia, implementation of the designed lessons, assessment and evaluation of the lessons, professional productivity, and social, ethical and legal issues concerning the utilization of the technology. Reflects multimedia technologies such as PowerPoint, graphic software, audio, video, podcasting, and Web 2.0 technologies.

**EDU 5830.39 Leadership Development 2 s.h.**

Designed so participants work collaboratively to build an empirical model of effective leadership based upon their own observations and personal experience, as well as professional research findings. The empirical model consists of an operational definition of leadership; identification of the essential qualities and characteristics of leadership; and specific skills necessary for educators to realize their unique potential as leaders.

**EDU 5830.40 Combating the Effects of Poverty in the Classroom 3 s.h.**

Explore the nature of poverty and its effects on child development and learning. Provides teachers with an understanding of poverty, but more importantly gives them the strategies and tools they need to create an educational framework to meet the needs of impoverished children and help them succeed in school

**EDU 5830.41 Cyber-Bullying and Safety on the Net 3 s.h.**

Examine the impact of online harassment on teaching and learning and apply strategies that will help reduce and/or eliminate the instances of cyber-bullying in classrooms, students' homes, and schools. Using the CyberSmart curriculum that stresses that cyber bullying can be controlled, teachers will develop classroom lesson plans and materials for parents that protect students' rights and consider applicable laws when confronting these situations in the school community.

**EDU 5830.42 Leadership of Literacy Instruction 3 s.h.**

Guides strategically positioned practitioners in transforming literacy practices in the school in which they work. Apply principles and procedures for selecting teams of competent professionals to direct a school's literacy and academic program; for conditioning the school environment so the necessary supports are available for literacy improvement; for establishing a core set of beliefs on which schools can build a vision of successful literacy education; for establishing a sustainable professional development system to undergird and support a school's programs; for building and sustaining a comprehensive, data-based literacy instructional and assessment system; for monitoring, assessing and advocating for improvements in program delivery. Addresses Standards 5 and 6 of the International Reading Association's (2010) Standards for Reading Professionals which covers supervision and professional learning, as well as elements under other standards that address the leadership role of the literacy professional.

**EDU 5830.43 RTI<sup>2</sup>-Response to Instruction/ Intervention 3 s.h.**

Combines the research-based philosophy of providing effective instruction for all students with proven strategies to facilitate the academic and behavioral success of every student. Teachers learn to use the RTI<sup>2</sup> framework for allocating instructional and behavioral services, supports, strategies, interventions, assessments, or programs that are aligned to students' individual needs. The ultimate goal of RTI<sup>2</sup> is to provide early, effective services at a necessary level of intensity, so that students maximize their academic and behavioral potential and proficiency. In addition, it aims to prevent inappropriate assignments to special education through early intervention and the provision of multiple tiers in a fluid environment that utilizes continuous progress monitoring. RTI<sup>2</sup> will assist all educators to ensure that both high-achieving and struggling learners in every discipline and at every grade level will become component and armed for their future educational and professional endeavors.

**EDU 5830.44 Teaching Algebra K-8 3 s.h.**

Introduces primary and intermediate teachers to the scaffolding of algebraic thinking. Explores the reasoning behind the need for this type of instruction. Teachers will be encouraged to look at their current mathematics curriculum through a new lens. They will see that, in many cases, algebraic thinking activities in the early grades can serve as natural extensions of their students' number sense. Many activities suggested and those developed by the teachers throughout this course will support and enhance current instruction.

**EDU 5830.45 Teaching and Learning with Documents 3 s.h.**

Examines the practice of using Document-based questions and data. Explores the application of documents in the classroom for the purpose of increasing student understanding, encouraging analytical skills and maximizing performance. Focuses on exploring the skills necessary to make classroom exercises, activities and assessment using documents and document-based questions successful and productive. Teachers address how to differentiate instruction based on available documents. Teachers learn how to assess students based on document-based questions both with a scaffold and unguided.

**EDU 5830.46 Common Core Mathematics 3 s.h.**

Examine the Common Core State Standards for Mathematics (CCSSM). Explore the factors that led to the present Common Core initiative. Examine the Mathematical Practices delineate how current research

supports these practices. Compare the Mathematical Practices and the NCTM Process Standards. A final focus will be on how CCSSM relates to the classroom and how to implement CCSSM in the classroom.

**EDU 5830.47 Getting to the Core 3 s.h.**

Explores the Common Core State Standards. Provides teachers with an understanding of the CCSS. They will explore the strategies and tools necessary to create an educational framework to meet the needs of students, to help them achieve success, and be fully prepared for college and the workforce.

**EDU 5830.48 Teaching English to ESOL Learners 3 s.h.**

Provides an overview of the methodologies, theories, and practices to effectively teach English to young learners, K-12. Teachers will learn various applications that they can assimilate and emulate upon return to their classrooms. Additionally, teachers will enhance their cultural insights by understanding differences and sociological factors that contribute to a successful teaching and learning experience.

**EDU 5830.49 Teaching Special Populations: Teaching Students with Disabilities 1 s.h.**

This course is designed to assist educators in the K-12 setting and beyond to develop effective and appropriate strategies for working with special populations. Education practitioners will gain insight into the Federal mandates in place for students with disabilities as well as learn to develop appropriate learning plans for these students. Students will participate in several assignments that reinforce the concepts and strategies found within the course modules and must-see websites. Learners will create an Individualized Education Plan in order to apply the full body of objectives taught in this course.

**EDU 5840.04 Inclusion: Including Students with Disabilities in Public Education 3 s.h.**

Focuses on inclusion as it relates to children with disabilities and how to include them into public education. Current issues and trends, parent/professional relationships, legislation and legal rights, and other related topics are covered. In addition, current resources available on the World Wide Web are explored and utilized.

**EDU 5840.05 Reaching Today's Students 3 s.h.**

Building the community circle of caring. Synthesis of the most current theories, strategies, and practices to comprehensively address the needs of children and

youth at risk within educational settings. Building upon traditional philosophy and educational commitment with current research and proven strategies, strives to fulfill the promise that all children and teachers can succeed. Explores the motives and dynamics surrounding misbehavior and the desire to learn, how to create a Community Circle of Caring—a healthy and positive environment—that meets children's basic needs. Presents specific interventions, strategies, and techniques to avoid and to defuse potential conflict situations.

**EDU 5840.06 Teaching With WebQuests 3 s.h.**

How to use the Internet in the classroom. Teachers learn to create a web-based lesson that engages students in higher order thinking and cooperative learning. The WebQuest model is applicable to a wide range of topics, goals, classroom environment, and learners. Participants learn how to develop attractive web pages, locate useful information on the web, work collaboratively with other teachers at remote sites, and evaluate complex achievement by students. Teaching for understanding and developing a set of teaching and assessment strategies to be used with or without the Internet are covered.

**EDU 5840.07 Preventing School Violence 3 s.h.**

What classroom teachers need to know. Teachers learn a comprehensive and proven theoretical model for explaining, predicting, and preventing violence. They acquire the skills and methods necessary to design and develop violence prevention strategies, effectively evaluate violence prevention programs. They also learn how to use a model to compile baseline data for predicting violence in their schools and classrooms.

**EDU 5840.08 Integrating Technology into the Reading and Language Arts Curriculum K-8 3 s.h.**

Exposes teachers to a variety of ways that technology can promote the development of reading, writing, spelling, and mechanics of English language. Rationales for integration of technology into the reading and language arts classroom are explained and translated into actual classroom practice. Guides teachers through a series of research activities through which they can learn the basic use of the Internet and other electronic tools to support literacy, word processing, and the publishing of students' works. The role of the teacher as a facilitator of learning is examined. Teachers complete the course by designing and completing a multimedia integration project, ready to use in their teaching.

**EDU 5960.03 Bully Prevention in Schools 3 s.h.**

Creating a safe climate for all students. Focus on creating a classroom climate in which all students feel safe. One child in four is bullied at school. One in five admits bullying. In schools where fear and anxiety are the norm, students cannot learn and achieve. In this course, teachers review the research on the causes and effects of bullying, as well as study best practices. In addition, they learn strategies for meeting the underlying needs of bullies.

**EDU 5960.04 Teachers and Parents 3 s.h.**

Winning and keeping parent support. Presents proven and innovative methods to gain and keep parent support. Emphasizes interventions through a cooperative team approach between teachers and parents. Based on research endorsed by the National PTA, the skills and procedures taught in this course and practiced in applied assignments enable educators to maintain supportive involvement from parents of even the most challenging students.

**EDU 5960.05 Teaching Gifted and Talented Students 3 s.h.**

Tested practical approaches to challenging the most able students. Examines the strategies and techniques classroom teachers can use to meet the academic and emotional needs of the gifted and talented. Course content includes practical approaches for challenging the most able students in the regular classroom, pull-out, or full-time classes for gifted students. Examines ways of knowing (epistemology) unique to gifted students and an appropriate pedagogy to specifically enhance each student's giftedness.

**EDU 5960.06 Teaching and Learning With Groups 3 s.h.**

Keys to success. Presents proven methods for teaching students through group projects. Based on research and years of practice, this model helps teachers avoid the pitfalls and capitalize on the many benefits of cooperative learning. The skills and procedures taught in this course and practiced in applied assignments enable educators to motivate students to develop important life skills for working in teams while learning subject matter more completely.

**EDU 5960.08 Stress Management for Teachers 3 s.h.**

Minimize the negative effects of stress in the classroom. Teachers learn on an operational definition of stress, study the major research findings on the nature of stress, learn the major theories explaining its impact upon teaching and learning, and conduct a thorough

assessment of stress factors operating in their classrooms. This knowledge is then integrated, by applying strategies to identify and address specific sources of stress that undermine effective teaching and learning in their classrooms. Teachers learn to identify specific students experiencing debilitating stress and take actions to address these problems and help the student restore personal equilibrium and enhance their performance.

**EDU 5960.09 The Personality Intelligent Teacher 3 s.h.**

Teachers learn to apply a model for developing personal intelligence that includes research, theory, and practical skills for developing the five dynamics of personality. Based on the research and theories of Howard Gardner and William James, PIT teaches teachers how to become master coaches in the classroom and bring out the best in themselves and their students.

**EDU 5960.10 Effective Classroom Management 3 s.h.**

Develop skills to effectively manage challenges in the classroom. Designed to assist teachers and administrators in public and private schools to develop skills to help them effectively manage the behavior problems that today's students bring to school. Students participate in several assignments that reinforce the concepts and strategies related to classroom management. Most of the assignments require access to a classroom and are designed for currently employed teachers. Special provisions are made for participants who do not have access to a classroom.

**EDU 5960.13 Teaching Creativity, Creatively 3 s.h.**

A guide to enhancing creativity in both teaching and learning. Examines creativity and analyzes behaviors most often associated with creative behavior. Systematically applies a model that teachers may use to develop creative lessons. Examines each part of the model by adding and covering topics that range from finding problems to critical thinking. Each topic is functionally related to model components. Emphasizes the application of the model to lesson development and teaching creatively.

**EDU 5960.14 Action Research in the Classroom 3 s.h.**

Using action research to improve teaching and learning in the classroom. Action research is a specific process for problem solving, verification, and discovery. The process can be used by an individual, teacher or student, but experience indicates the process works best through cooperation and collaboration. The

participants employ the process to answer prescribed questions, and discover solutions to persistent problems.

**EDU 5960.16 Whole Brain Learning 3 s.h.**

Actively experience the process of whole brain learning. Provides teachers with the brain-based tools and understanding necessary to assist students in reaching their full potential for test-taking, increasing overall focus, enhancing reading and math skills, improving general study skill techniques, and building self-confidence in today's classrooms. The brain's developmental stages and how they affect learning and behavior are examined along with body and brain integration and the physical components of learning. Teachers are presented with specific movements that can assist with balancing the vestibular system in the brain and the knowledge of how these movements can be easily assimilated into the lessons as part of the learning process and the overall school day.

**EDU 5960.16 Educating Special needs Students 3 s.h.**

Provide tools and strategies to develop a clinical eye toward all students. Designed for all educators and related providers who work with students that have learning disabilities, attention deficits (with or without hyperactivity), developmental delays, behavior problems, or other distinctive disorders. Participants also gain understanding of students with dyslexia, autism, multiple disabilities. Federal laws are explored along with many required applications to the classroom. Participants develop a clinical eye towards all students (with or without an IEP) as they learn about differentiated instruction and apply various curriculum adaptations to their specific educational setting.

**EDU 5960.17 Preparing for the National Board and Beyond 3 s.h.**

Understand elements of National Board portfolio. Designed to prepare teachers to achieve National Board Certification by introducing them to the standards and core propositions of National Board for Professional Teaching Standards. Course participants are asked to develop reflective practices by writing about their classrooms, their lessons, and their involvement in the community and profession. Participants gain knowledge of the National Board process as they read and reflect on standards and on elements of the national board portfolio.

**EDU 5960.18 Character Education in the Classroom 3 s.h.**

Develop moral and ethical behavior in students. Examine the role of educators in developing moral and

ethical behavior in students. Educators explore different theories of moral development and identify skills that can be integrated into the classroom. Practical application of the concepts shared is emphasized. Educators prepare lessons/vignettes that they will use in their classrooms. Avenues to involve the entire school, parents, and the community are addressed.

**EDU 5960.20 Effects of Poverty on Education 3 s.h.**

Removing the barriers of poverty to learning. Considers the impact of poverty on academic achievement. Course content includes effective ways teachers may empower students to overcome the barriers to learning that result from enduring the impact of poverty. Course emphasis is to develop a minimal, error-free, instructional system classroom teachers may use to teach all disadvantaged students. Equal emphasis upon the sociology of American schools and the cultural "trap" of poverty. The innovative feature of this course is bringing together the framework for understanding poverty and the sociology (social context) that traps so many bright and capable students in a self-fulfilling dead end.

**EDU 5960.21 Preventing Gang Activity in Schools 3 s.h.**

A new approach for teachers and students. Gangs are found within practically every major urban high school in the country. So much of what teachers and administrators think about gangs is embedded in popular myth and inconsistent with factual knowledge about the reality of gangs. The need of accurate analysis of the realities of various aspects of gangs is important for all educators to know. This course brings together several theories along with several longitudinal studies to compose a strategy educators may use to prevent gang formation, curb gang activity in the school, and to confront gang expansion.

**EDU 5960.24 Integrating Technology in the Classroom 3 s.h.**

Enhance student learning with technology. Designed for educators and administrators with activities appropriate for students at both the introductory and intermediate level. Examines the integration of technology that facilitates student learning. Includes evaluating online resources and designing learning activities with new technologies. Hands-on experience allows students to customize assignments for their specific grade level and curriculum specialty. Involves participant learning strategies for technology integration, assessment in technology integrated lessons, and teaching cyber ethics. The course curriculum earned the International Society for

Technology in Education (ISTE) Seal of Alignment for National Educational Technology Standards for Teachers (NETS-T).

**EDU 5920.25 Accelerated Learning 3 s.h.**

Using brain research in the classroom. Examines the unique relationship between the body and the brain (Hart, 1998), and between students and teachers. Based on current brain research, emphasizes and creates opportunities for a balanced approach between traditional teaching approaches and new approaches. Examines techniques and strategies of Accelerated Learning that will improve student curiosity and satisfaction with the learning process. A working knowledge of the brain is essential. Not weighted with complex terminology. Students who have completed the Teacher Education Institute's Whole Brain Learning class will benefit from this course; however it is not necessary to have completed WBL to enroll in the Accelerated Learning.

**EDU 5960.26 Dropout Prevention: A Strategic Approach 3 s.h.**

Based on the assumption that antecedents to a decision to drop out of school are more amendable to intervention than "end" attributes, the course begins with various ways to identify antecedents. There is abundant research on school dropouts, but there is no indisputable solution to the dropout problem. A need is to review the research and develop an explanation of school dropout. Once an explanation is developed, the explanation will be used as a basis in developing dropout prevention strategies, to provide a reference for identified antecedents, and to develop an appropriate pedagogy for potential dropouts.

**EDU 5960.28 New Faces: Immigrant Education 3 s.h.**

Meeting the challenge of immigrant education. Teachers across America are looking into the eyes of new faces. Demographic shifts are both informing and alarming, and assure that classroom teachers will be seeing "new" faces in ever growing numbers. This will be true as long as this great country offers hope and opportunity to the world; they will keep coming, both legally and illegally. The children of immigrants are bringing to our classrooms new and formidable challenges and now is the time to prepare to meet those challenges. This course has been designed to provide skills and knowledge that will empower the classroom teacher to meet the needs of "new faces," and at the same time improve the educational opportunity for all students.

**EDU 5960.29 Innovative Testing Tools 3 s.h.**

Merging assessment and instruction. Assessment is the key element in any restricting of the educational system. This course will deal directly with the issue of integrating instruction with assessment or what has been popularly referred to as teaching to the test. The focus will be on creating the skills necessary to make classroom exercises and activities so compelling and powerful that the two separate fields of instruction and assessment will merge into a single domain. Teachers will begin instructional planning, with the end (assessment) in mind, then addresses how evidence is gathered through a variety of formal and informal assessments to effectively gauge student performance. Related issues such as classroom management, motivation and test anxiety will be addressed. Alternative methods of assessment will be introduced and incorporated into practical and classroom-friendly activities.

**EDU 5960.30 Nature and Needs of Gifted Learners 3 s.h.**

Educators will discover the unique characteristics of gifted learners including emotional domains. Exploring the history of gifted education will provide practitioners with foundational knowledge essential for informing gifted education practices. Through evaluation of contemporary gifted research, educators will be able to select, modify, and implement a variety of evidence-based instructional strategies

**EDU 5960.31 Curriculum and Instruction for Gifted Learners 3 s.h.**

Educators will begin to explore variations in learning and development among students in order to provide respectful and relevant experiences for gifted learners. Course includes, modifying content, assessing instructional processes, and implementing research-based instruction in order to advance the educational experience of gifted learners. The importance of creating learning environments in which gifted students will thrive is also included.

**EDU 5960.32 Guidance and Counseling of Gifted Students 3 s.h.**

Educators will assess various communication, motivational, and instructional strategies to facilitate learning in the content areas while teaching gifted learners how to adapt to different environments. By exploring the selection and implementation of instructional strategies, educators will assist in the affective development of gifted learners. This course

also provides educators with insights on assisting gifted learners in the exploration of creative and productive careers.

### **EDU 5960.33 Special Populations of Gifted Learners 3 s.h.**

This course provides educators with content revealing underrepresented groups in gifted education as well as assessment strategies created to minimize bias. Educators will examine how language, culture, economic status, family background, and/or area of disability can influence the gifted learner. Gifted learners have a wide range of knowledge and performance levels. Strategies for adapting the general and specialized curriculum in order to accommodate various levels of gifted learners are presented.

### **EDU 5960.34 Creativity: Theory and Development 3 s.h.**

This course will assist educators in selecting research-based, differentiated and accelerated teaching practices which will enhance the creative thinking, problem solving and performance of gifted learners. The elements of creativity including fluency, flexibility, originality and elaboration are identified in relation to the gifted learner.

### **EDU 5960.35 Creating a Positive School Environment 3 s.h.**

Learn an in-depth framework for creating a positive school environment that fosters children's emotional security and learning. Educational research regarding the effect a positive school environment can have on academic achievement and positive peer relationships is examined. Educators will develop strategies for implementing emotional security into a school system for all students and staff.

### **EDU 5960.36 Strategies to Teach Critical Vocabulary 3 s.h.**

Evidence knowledge and skills in teaching critical vocabulary of the common core. Educators will develop new strategies to enhance student understanding and retention of common core vocabulary. Develop a personal toolbox of useful strategies to integrate critical vocabulary instruction throughout the curriculum. Use technology to further extend understanding and to provide tools to capture the attention of twenty-first century learners.

### **EDU 5960.37 Reaching and Teaching Students with ADD/ADHD 3 s.h.**

Instructional and academic strategies. Review comprehensive information on ADHD/ADD types,

causes, characteristics, prevalence, family issues, and current behavioral and educational strategies for addressing the learning needs of ADHD/ADD students. Explore current research and best practices for educating and providing support services to students diagnosed with ADHD/ADD. Develop evidence-based interventions to address academic and behavioral challenges within this population.

### **EDU 5960.38 Achieving Parental Support 3 s.h.**

Explore effective strategies for increasing positive parental involvement in schools. Examine the varied family structures that exist in society today and how this impacts parent-school contact, communication, and collaboration. Implement effective communication strategies between schools and families utilizing state-of-the-art technology and social media sites.

### **EDU 5960.39 Classroom Technologies 3 s.h.**

Technology to enhance 21<sup>st</sup> century learning. Effectively integrate technology in classroom teaching to successfully prepare students for 21<sup>st</sup> century learning. Explore best practices in using technology-based strategies for student-centered learning. Blend theory and practice to create lessons that incorporate technology and use Web 2.0 tools to prepare students for college and career success.

## **Teaching English to Speakers of Other Languages**

### **TSL 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. Prerequisite: permission of advisor.

### **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 application 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 5150 Human Development and Schooling 3 s.h.**

Study of normal growth and development, birth through late adolescence with attention to the impact of physical, emotional, social, cultural, intellectual, and environmental factors on learning, language development, and literacy.

**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 including 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 challenge 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 6210 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 in 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.

## University of Detroit Mercy

**ETH 7010 Ethical Issues in Advanced Nursing Practice** 3 s.h.

This seminar explores the philosophic basis and derived theories of ethics and their implications for advanced clinical practice. Using ethical principles, students will examine a variety of clinical, research, and practice management dilemmas that arise in the provision of advanced practice nursing services to individuals, populations, and communities. Course content includes issues related to social justice, health care disparities, vulnerable populations, professional interactions, genetic screening and diagnostic testing, end of life, conflicts of interest, reproductive technology, and scientific research agendas.

**NUR 7000 Advanced Theory and Knowledge Development for Clinical Nursing Practice** 3 s.h.

NUR 7000 builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate the utility of selected theoretical models within nursing

and other disciplines. This course integrates nursing science with knowledge from the biophysical, social, and organizational sciences as the basis for doctoral-level advanced nursing practice. Students will critically evaluate, compare, and contrast relevant theoretical approaches for their utility in advanced nursing practice in their area of interest/expertise. Using theory as a guide, students will develop their theoretical model for clinical practice and demonstrate how that model can be used to design clinically relevant strategies aimed at improving health and/or health care in diverse settings.

**NUR 7250 Addressing Vulnerable Populations within a Social Justice Context: Implications for Advanced Nursing Practice** 3 s.h.

NUR 7250 builds upon concepts of theory, research methods, health policy, and epidemiology to address issues surrounding vulnerable populations. There will be in-depth analysis of health disparities and social determinants within a social justice context in relation to a variety of vulnerable populations.

**NUR 7300 Transformation Leadership and Innovation in Advanced Nursing Practice** 3 s.h.

The course addresses the leadership roles of the advanced practice nurse within health care organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. This course will explore critical topics in organizational and systems leadership that emphasizes the primacy of clinical work and the opportunity for nursing innovation to transform service delivery, improve health outcomes and ensure patient safety. Interdisciplinary theories and practice of leadership will be explored at different levels of nursing practice: individual practice settings, health care organizations, and the national health care system. Leadership, management, and communications strategies to move interdisciplinary groups toward common goals and objectives will be examined.

**NUR 7350 Business Management to Ensure Quality in Health Care** 3 s.h.

This course builds upon the leadership and organizational change course to examine health care economics and the business of clinical practice as it relates to the delivery of quality health care services. The course will analyze the dynamic interplay between the driving forces of economics, health policy, quality improvement, and standards of care in the delivery of health care services to maximize health outcomes. Within a quality improvement framework, students will

explore economic concepts and measurement tools to critically appraise a health care issue, design strategies to improve clinical outcomes and evaluate the achievement of the improvement goals including not only the outcome but safety, fiscal principles, efficiency, and quality.

## Writing

### **WRT 5000 Writing Workshop for Graduate Students**

**1-3 s.h. (max. 3 s.h.)**

Individualized instruction for graduate students seeking to develop post-graduate intensive writing competencies. Includes an introduction to research writing. Working with tutors in the Writing Center, either on-ground or online, for a prescribed number of hours per week is a requirement for this course. *May be repeated for a maximum of three semester hours.*

### **WRT 5050 Writing for Graduate School and the Professions**

**3 s.h.**

An overview of genres, purposes, and approaches for successful writing in graduate school, the professions, and in business. The role of research in scholarship, business, and the professions. Students individualize course content of research and writing to their own programs by creating their own course packs and projects within course guidelines. Development of electronic portfolios is a key element of the course.

# The Madonna University Community

## Board of Trustees

### Officer Members

- Ms. Eileen M. Ashley** (2014), *Chairperson*;  
SVP, National Director of Personal Wealth  
Management, Comerica Bank, Detroit, MI
- S.M. Margaret Kijek** (2015), *Secretary of the Board*;  
Principal (ret.), St. Edith Elementary School, Livonia, MI

### Members

- Mr. Francis X. Berkemeier** (2016), Attorney (ret.),  
Consumer Energy, Jackson, MI
- Mr. Michael Edgar** (2015), Director of Properties, Felician  
Sisters of North America, Livonia, MI
- Dr. Stella Evangelista** (2017), President and CEO, Maple  
Manor Rehabilitation Center of Novi, Novi, MI
- Dr. Michael A. Grandillo** (2015), President, Madonna  
University, Livonia MI
- Bishop Donald F. Hanchon** (2012), Auxiliary Bishop of the  
Archdiocese of Detroit, MI
- Dr. Steven Harte** (2016), Research Investigator, University  
of Michigan Medical Center, Ann Arbor, MI
- Mr. Frank E. Janosz II** (2016), Owner/Vice President,  
English Gardens Nursery, Dearborn Heights, MI
- Dr. Walter Knysz, Jr.** (2014), Chairman of  
Board/President, Knysz Holdings, L.L.C., Bloomfield  
Hills, MI
- Mr. Michael Obloy** (2016), President, Special Drill and  
Reamer Corporation, Madison Heights, MI
- Ms. Valerie M. Oltmanns**, Executive Director, Office of  
Mission Advancement, Felician Sisters of North  
America, Beaver Falls, PA
- Mr. Rodney Patterson** (2016), Corporate Diversity Officer,  
CoBank, Omaha, NE
- Mr. Terry Schweizer** (2014), Senior Ministry Advisor,  
Felician Services, Inc., Chicago, IL
- Ms. Mary Beth Smykowski** (2016), Director, Risk  
Management, Masco Corporation, Taylor, MI
- S.M. Aquinas Szott, CSSF** (2016), Psychologist/Spiritual  
Director, Felician Sisters of North America, Metuchen,  
NJ

### Of Counsel

- Mr. Leonard Charles Suchyta**

## Officers of Administration

### Cabinet

- Michael A. Grandillo**, President; B.A., Ohio Northern University;  
M.S., University of Dayton; Ph.D., University of Toledo
- David Boyd**, Vice President for Finance and Operations; B.B.A.,  
University of Notre Dame; M.B.A., University of Detroit Mercy
- Cameron Cruickshank**, Executive Vice President for Enrollment  
Management and University Advancement; B.Sc.,  
University of Windsor; M.Ed., Bowling Green State University;  
M.B.A., Tiffin University; Ph.D., University of Toledo
- Connie Rose Tingson-Gatz**, Vice-President for Student Affairs  
and Mission Integration; B.A., M.A., Ph.D., Michigan State  
University
- James O'Neill**, Interim Provost and Vice President for  
Academic Administration; B.A., University of Michigan-  
Dearborn; M.A., Ph.D., Wayne State University
- Kellen Winslow, Sr.**, Assistant to the President for Community  
Relations; B.A., University of Missouri; J.D., University of San  
Diego
- Christine Benson**, Assistant Vice President and Dean of  
Students; B.A., M.A.T., Madonna University; Ph.D.,  
Michigan State University
- Dina DuBuis**, Assistant Vice President and Registrar; B.S.,  
Baker College; M.B.A., M.S., University of Detroit Mercy
- Tracey Durden**, Assistant Vice President and Chief Human  
Resources Officer; B.A., Spring Arbor University; M.A.,  
Central Michigan University
- Scott Kennell**, Director of Athletics; B.S., North Carolina  
Wesleyan College
- John Magee**, Assistant Vice President for Academic Planning  
and Study Abroad; U.A.D., Oxford University; M.A.,  
University of Leicester

### Academic Council/Academic Deans

- Nidhal Bouazizi**, Interim Dean, School of Business; Director,  
International Business; B.S., University of Freiburg; M.S., University  
of Tunis; M.B.A., Madonna University.
- Deborah Dunn**, Dean of the Graduate School; Director, Center  
for Research; B.S.N., Ed.D., Eastern Michigan University;  
M.S.N., Wayne State University; Post-Master's Certificate,  
Gerontological Nurse Practitioner, University of Michigan;  
CNS Adult Health (ANCC), GNP (ANCC).
- Kevin Eyster**, Dean, College of Arts and Humanities; Chair,  
Language, Literature, Communication, and Writing; B.A.,  
M.A., Ohio State University; M.A., Eastern Michigan  
University; Ph.D., University of Kentucky.
- Judith McKenna**, Dean, College of Nursing and Health;  
B.S.N., Mercy College; M.S.N., D.N.P., Oakland University;  
APRN.
- Karen L. Obsniuk**, Dean, College of Education; B.A., M.A.,  
Ph.D., Wayne State University.
- Karen Ross**, Dean, College of Social Sciences; B.S., Western  
Michigan University; M.A., University of Michigan; Ed.D.,  
Wayne State University; Specialist in Aging Certificate,  
University of Michigan.

### Graduate School Administration

- Richard Benedict**, Director, Catholic School Leadership  
and Educational Leadership; B.A., Michigan State  
University; M.A., Ed.D., Western Michigan University.

**Nidhal Bouazizi**, Interim Dean, School of Business; Director, International Business; B.S., University of Freiburg; M.S., University of Tunis; M.B.A., Madonna University.

**Diane Burgermeister**, Nursing; Director, DNP Program; B.S.N., University of Michigan; M.S.N., Ph.D., Wayne State University; Post-Doctorate, University of Michigan; Psychiatric Mental Health CNS (ANCC), APRN, BC.

**Tracey Chan**, Director; Nurse Practitioner Program; B.S.N., Oakland University; M.S.N., Madonna University; Adult NP (ANCC).

**Andrew A. Domzalski**, Director, Graduate Studies in TESOL and Center for Humane Studies/Co-Director, Humane Studies and Center for Catholic Studies and Interfaith Dialogue; M.S., Warsaw University; M.A., Marygrove College; Ph.D., Oakland University.

**Dina DuBuis**, Registrar; B.S., Baker College; M.B.A., M.S., University of Detroit Mercy.

**Deborah Dunn**, Dean of the Graduate School; Director; Center for Research; B.S.N., Ed.D., Eastern Michigan University; M.S.N., Wayne State University; Post-Master's Certificate, Gerontological Nurse Practitioner, University of Michigan; CNS Adult Health (ANCC), GNP (ANCC).

**Kathleen M. Edelmayer**, Director, Graduate Studies in Liberal Studies; B.A., Ph.D., Wayne State University; M.A., Central Michigan University.

**Peggy Finnigan-Jessup**, Manager of Student Accounts; B.S., M.S.B.A., Madonna University.

**Phillip Hang**, Director, Financial Aid; B.B.A., M.B.A., Eastern Michigan University.

**Michele Harmala**, Director, Doctorate of Education in Leadership and Innovation and Education Specialist programs; Special Education/Education Specialist; Ed.S., Ph.D., Wayne State University.

**Tara M. Kane**, Director, Criminal Justice and Leadership; B.S., M.S.B.A., Madonna University.

**Claude Lauderbach**, Director, Graduate Studies, Nursing Administration Programs; B.A., Albion College; B.S.N., Creighton University; M.S., University of Michigan; D.N.P., Wayne State University; FNP-C (AANP), NEA-BC (ANCC), FACHE (ACHE).

**Jane E. Linahan**, Chair, Religious Studies and Philosophy/Director, Graduate Studies in Pastoral Ministry; B.F.A., M.A., University of Detroit; M.A., University of Pittsburgh; Ph.D., Marquette University.

**Gail Lis**, Director, Graduate Nursing Programs; B.S.N., Mercy College; M.S.N., Wayne State University; D.N.P., Case Western Reserve University; ACNP (ANCC).

**Bart Miles**, Director, M.S.W. program; B.A., University of Michigan; M.S.W., Ph.D., Arizona State University.

**Anne M. Morris**, Director, Institutional Effectiveness; A.B., University of Michigan; M.S. in Teaching, University of Dayton; Ed.D., University of Michigan - Dearborn.

**Yu-Jo Grace Philson**, Director, International Students Office; B.A., Fu Jen University; M.A., University of Hawaii.

**Michelle Proctor**, Director, Sociology/Co-Director, Graduate Studies in Humane Studies; B.S.W., M.S.W., University of South Florida; Ph.D., Wayne State University.

**Paul Radzilowski**, Director, MA in History program; History; B.A., University of Minnesota, M.A., Ph.D., University of Southern California.

**Kelly J. Rhoades**, Chair, Hospice and Palliative Studies; B.A.A., Central Michigan University; M.A., Ph.D., Michigan State University.

**Kathryn Schaefer**, Chair, Graduate Studies; Co-director, Master in Accountancy; A.A.B., Oakland Community College; B.S., M.B.A., Oakland University; CPA.

**Karen Schmitz**, Director, Graduate Studies in Nutrition; Chair, Nutrition and Biomedical Sciences; B.S., University of Iowa; M.S., Iowa State University; Ph.D., Michigan State University.

**Hakim Shahid**, Chair of Teacher Education/Director, Graduate Studies in Teacher Leadership; B.S., M.Ed., Marygrove College; Ph.D., Oakland University.

**Sue Ann Sharma**, Director, Graduate Studies in Literacy; Ed.S., Ph.D., Oakland University.

**Jason Siko**, Director, Graduate Studies in Online Teaching, eLearning, and Educational Technology; M.S.; University of Houston; M.Ed., Ph.D., Wayne State University.

**Mary Tomczyk**, Director, Children and Families and Early Childhood Education; B.S., Eastern University; M.A.T., Madonna University; Ph.D., Michigan State University.

## Graduate Faculty

### Faculty Emeriti

**Richard Benedict**, Teacher Education; B.A., Michigan State University; M.A., Ed.D., Western Michigan University.

**Marjorie Checkoway**, Educational Leadership; B.A., Simmons College; M.S., University of Pennsylvania; Ph.D., University of Michigan.

**Roger Crownover**, Chair, History; B.A., Madonna University; M.A., Eastern Michigan University; Ph.D., Union Institute.

**Miriam Fabien**, English and Communications Arts; B.A., Marian College; M.A., John Carroll University; Ph.D., University of Michigan.

**Ruth H. Freeman**, Teacher Education/Literacy Education; B.A., M.A., University of Michigan; M.A.T., Ph.D., Oakland University.

**Randal L. Hoyer**, History; B.A., Marquette University; M.A., Ph.D., Michigan State University.

**Lorraine Jakubielski**, Teacher Education; B.A., University of Michigan; M.A., Wayne State University; Ph.D., Michigan State University.

**Laurie R. Kaufman**, Literacy Education; B.A., Wayne State University; M.A., Ph.D., Oakland University.

**Monika Kimball**, Language and Literature/ TESOL/Director, English as a Second Language Program; B.A., M.A., Eastern Michigan University.

**Robert Q. Kimball**, Dean, College of Education; B.S., M.S., Ph.D., University of Michigan.

**Dwight Lang**, Sociology/M.A.L.S.; B.A., M.A., California State University; Ph.D., University of Oregon.

**Leon Levitt**, Management and Professional Ethics; B.A., M.A., New York University; M.A., Ed.D., University of Southern California.

**Mary Minock**, Language, Literature, Communication, and Writing; A.B., University of Detroit; A.M.L.S., A.D., University of Michigan.

**Charlotte Neuhauser**, Dean, School of Business; B.A., DePauw University; M.A., Ed.D., University of Southern California.

**Jill Robinson**, Director, Graduate Studies in Special Education; B.S., State University of New York; M.Ed., Marymount University; Ed.D., Virginia Polytechnic Institute/State University.

**Charles Stahl III**, Accounting and Business Law; B.S., Eastern Michigan University; B.S., M.S., Purdue University; J.D., Detroit College of Law; LL.M., Wayne State University; Certified Public Accountant.

**Teresa Cervantez Thompson**, Dean, College of Nursing and Health; B.S.N., M.S.N., Certificate in Aging, Certificate in Advanced Nursing Administration, Ph.D., Wayne State University; CRRN (RNCB).

**Mary Wawrzynski**, Dean, College of Nursing and Health; B.S.N., M.S.N., Ph.D., Wayne State University.

## Faculty

**Julie Abeska**, Literacy Education (*adjunct*); B.S., Western Michigan University; M.L.S., Wayne State University; Ed.S., Oakland University.

**Vicki Ashker**, Nursing; Chair, Undergraduate Nursing Programs; B.S.N., M.S.A., Madonna University; D.N.P., Oakland University; CCRN; Certificate, Online Education.

**Marci Augenstein**, Education Specialist (*adjunct*); B.A., M.A., Michigan State University; Ed.S., Ph.D., Oakland University.

**David Auwen**, Criminal Justice (*adjunct*); B.A., American Military University; M.A., Norwich University.

**Christine A. Bell**, Social Work (*adjunct*); B.S.W., Michigan State University; M.S.W., Wayne State University.

**Richard Benedict**, Director, Catholic School Leadership and Educational Leadership; B.A., Michigan State University; M.A., Ed.D., Western Michigan University.

**Christine Benson**, Assistant Vice President and Dean of Students; Education; B.A., M.A.T., Madonna University; Ph.D., Michigan State University

**Hadeel Betti**, Language, Literature, Communication, and Writing/ TESOL; Director, English as a Second Language; B.A., University of Baghdad; MTESOL, Madonna University.

**Adam Beyer**, Social Work (*adjunct*); B.A., Madonna University; M.S.W., Michigan State University.

**Snezana Blazeski**, Language, Literature, Communication, and Writing/ TESOL (*adjunct*); B.A., Cyril and Methodius University of Skopje; MATESOL, Madonna University.

**Scott Bobin**, Criminal Justice (*adjunct*); B.S., United States Coast Guard Academy; M.S., Michigan State University.

**Nidhal Bouazizi**, Interim Dean, School of Business; Director, International Business; B.S., University of Freiburg; M.S., University of Tunis; M.B.A., Madonna University.

**Mary C. Boudreau**, Literacy Education (*adjunct*); B.S.Ed., Central Michigan University; M.S.L.S., Ed.S., Ph.D., Wayne University.

**Dennis Bozyk**, History; B.A., M.A., University of Michigan.

**Lynn Breuer**, Social Work (*adjunct*); B.S.W., Michigan State University; M.S.W., University of Michigan.

**Bruce Buchner**, Accounting and Finance (*adjunct*); B.B.A., University of Michigan-Flint; M.B.A., Eastern Michigan University.

**Diane Burgermeister**, Nursing; Director, DNP program; B.S.N., University of Michigan; M.S.N., Ph.D., Wayne State University; Post-Doctorate, University of Michigan; Psychiatric Mental Health CNS (ANCC), APRN, BC.

- Tracey Chan**, Director; Nurse Practitioner Program; B.S.N., Oakland University; M.S.N., Madonna University; Adult NP (ANCC).
- Marjorie Checkoway**, Educational Leadership (*adjunct*); B.A., Simmons College; M.S., University of Pennsylvania; Ph.D., University of Michigan.
- Patricia Clark**, Nursing; B.S.N., Mercy College of Detroit; M.S.N., Wayne State University; D.N.P., Oakland University.
- David Comsa**, Educational Leadership (*adjunct*); B.A., Purdue University; J.D., Detroit College of Law.
- John Critchett**, Co-director, Master of Accountancy; B.A., Duke University; M.B.A., University of Michigan; Ph.D., University of Kentucky; CPA.
- Jessica Cummings**, Business Law; B.A., Kalamazoo College; J.D., Detroit College of Law at Michigan State University.
- Bridget Dean**, TESOL (*adjunct*); B.A., Florida Atlantic University; M.A., Eastern Michigan University.
- Christopher Delgado**, Education Specialist (*adjunct*); B.A., M.A., Michigan State University; Ed.S., Ph.D., Oakland University
- Cynthia DeMan**, Educational Leadership (*adjunct*); B.B.E., M.B.E Eastern Michigan University; Ed.S., Oakland University.
- Lara Beth Dilley**, Language and Literature/English as a Second Language/TESOL (*adjunct*); B.A., William Tyndale College; MATESOL, Madonna University.
- Andrew A. Domzalski**, Director, Graduate Studies in TESOL/Co-Director, Humane Studies; M.S., Warsaw University; M.A., Marygrove College; Ph.D., Oakland University.
- Deborah Dunn**, Dean of the Graduate School; Director, Center for Research; B.S.N., Ed.D., Eastern Michigan University; M.S.N., Wayne State University; Post-Master's Certificate, Gerontological Nurse Practitioner, University of Michigan; CNS Medical-Surgical (ANCC), GNP (ANCC).
- Kirsti Dyer**, Hospice and Palliative Studies (*adjunct*); B.A., California State University, Sacramento; M.S., M.D., University of California, Davis; F.T. (Fellow in Thanatology), Association of Death Education and Counseling.
- Janet Fay-Dumaine**, Clinical Psychology (*adjunct*); B.A., University of Massachusetts; Psy.D., The Virginia Consortium Program in Clinical Psychology.
- Kathleen M. Edelmayer**, Director, Graduate Studies in Liberal Studies; B.A., Ph.D., Wayne State University; M.A., Central Michigan University.
- Deanna E. Edens**, Management (*adjunct*); B.A., West Virginia State College; M.A. Marshall University Graduate College.
- Yvette Essounga**, International Business (*adjunct*); B.S.B.A., M.B.A., Rider University; Ph.D., University of Texas-Pan American.
- Cathryn Fabian**, Social Work; B.A., San Francisco State University; M.S.W., Ph.D., University of Michigan.
- Marisa Ferrari**, Nursing; R.N., D.N.P., Oakland University.
- Mallory Fox**, Nursing; B.S.N., Hope College; M.S., C.N.E., D.N.P., University of Michigan-Ann Arbor; FNP-C.
- David N. Frankel**, Teacher Education (*adjunct*); B.A., Yeshiva University; M.Ed., University of Toledo.
- Larry Friedberg**, Clinical Psychology (*adjunct*); B.S., Michigan State University; A.M., Ph.D., University of Michigan.
- Molly Funk**, Educational Leadership (*adjunct*); B.S., Western Michigan University; M.A.T., Mary Grove college; Ed.D., Eastern Michigan University.
- Gary Galdes**, Criminal Justice (*adjunct*); B.A., University of Michigan; M.A., American Military University.
- Joshua Gartner**, TESOL (*adjunct*); B.A., Eastern Michigan University; M.A.T. Madonna University.
- Boguslawa Gaterek**, TESOL/Humane Studies (*adjunct*); M.A., Warsaw University; Ph.D., University of Windsor.
- Irena Glover**, Social Work; B.A., University of Detroit Mercy; M.S.W., Wayne State University; Ph.D., Walden University.
- Michael A. Grandillo**, President, Political Science and Education; B.A., Ohio Northern University; M.S., University of Dayton; Ph.D., University of Toledo.
- Lorie Hall**, Nursing (*adjunct*); B.S.N., Florida International University; M.S.N., Florida Atlantic University; D.N.P., Oakland University.
- Samantha Hallman**, Social Work; B.A., M.S.W., Ph.D., University of Michigan.
- Joseph Han**, Accounting (*adjunct*); B.A., University of Rochester; M.B.A., Case Western Reserve University; J.D., Ohio State University.
- Patricia Hanson**, Nursing (*adjunct*); B.S., Brigham Young University; M.S. University of Utah; Ph.D., University of Rochester, New York; APRN, BC (ANCC), GNP.
- Michele Harmala**, Director, Doctorate of Education in Leadership and Innovation and Education Specialist programs; Special Education/Education Specialist; Ed.S., Ph.D., Wayne State University.

- Pamela Harris**, Management Information Systems and Management (*adjunct*); Master of Software Engineering, Central Michigan University; Ph.D.
- David L. Harvey**, Criminal Justice; B.S. Madonna University; M.P.A., University of Michigan-Dearborn.
- Susan Hasenau**, Nursing (*adjunct*); B.S.N., Madonna University; M.S.N., Ph.D., Wayne State University; NNP-BC (NCC), CTN-A (TCNS).
- Betty Jean Hebel**, Marketing and Management; B.S., Eastern Michigan University; M.Ed., Ph.D., Wayne State University.
- Sarah Hortsch**, Nursing; A.B., M.S.W., University of Michigan; B.S., University of Utah.
- Syed Hussain**, Economics and Finance (*adjunct*); M.B.A., University of Leicester, England; D.B.A., U.G.S.M., Monarch Business School, Switzerland.
- Matilda Isaac-Mustapha**, Quantitative Systems and Management; B.Sc., University of Windsor; M.S.B.A., Madonna University; Ph.D., Eastern Michigan University.
- Kenneth L. Johnson**, Teacher Education (*adjunct*); B.S., Eastern Michigan University; M.S.W., University of Michigan.
- Lisa Jurecko**, Literary Education (*adjunct*); B.A., M.S.Ed., Purdue University.
- Tara M. Kane**, Chair, Criminal Justice; B.S., M.S.B.A., Madonna University.
- William Kasperski**, Quantitative Systems/Business; B.S., Northern Arizona University; Ph.D., Louisiana State University.
- Robert Kauffman**, Education Specialist (*adjunct*); B.S., Central Michigan University; M.A., Western Michigan University.
- Theresa Kelly**, Teacher Education (*adjunct*); B.S., State University of New York-Courtland; M.A., Central Michigan University.
- Angela Kennedy**, Social Work (*adjunct*); B.A., West Virginia State University; M.S.W., Wayne State University; Licensed Masters Social Worker.
- Janice King**, Social Work, Field Education Director; B.I.S., M.S.W., Wayne State University; Licensed Masters Social Worker.
- Nicole Taylor Kletzka**, Clinical Psychology (*adjunct*); B.A., University of Utah; M.A., Ph.D., Alliant International University.
- Anna S. Kostaroff**, Hospice and Palliative Studies (*adjunct*); B.S., Biola College; M.S.H., Madonna University; CHPN (NBHPN).
- James Larson-Shindler**, Education Specialist (*adjunct*); B.S., University of Southern California; M.A., Ohio State University; Ed.S., Oakland University.
- Adela Lau**, Management Information Systems (*adjunct*); B.E., City University of Hong Kong; M.S., University of Hong Kong; Ph.D., Chinese University of Hong Kong.
- Claude Lauderbach**, Director, Graduate Studies, Nursing Administration Programs; B.A., Albion College; B.S.N., Creighton University; M.S., University of Michigan; D.N.P., Wayne State University; FNP-C (AANP), NEA-BC (ANCC), FACHE (ACHE).
- Victor Lauria**, Director, Emergency Management, Fire Science, and Occupational Safety and Health; Criminal Justice; B.S., Northern Michigan University; M.S., Eastern Michigan University.
- Jane E. Linahan**, Chair, Religious Studies and Philosophy/Director, Graduate Studies in Pastoral Ministry; B.F.A., M.A., University of Detroit; M.A. University of Pittsburgh; Ph.D., Marquette University.
- Gail Lis**, Director, Graduate Nursing Programs; B.S.N., Mercy College; M.S.N., Wayne State University; D.N.P., Case Western Reserve University; ACNP (ANCC).
- Rachel Mahas**, Nursing and Health; B.S.M.T., M.P.H., Armstrong State University; M.S., Wayne State University; Ph.D., University of Toledo.
- Janice Marchildon**, Nursing (*adjunct*), B.S.N., Lubbock Christian University; M.S.N., Texas Tech University School of Nursing; Adult NP (ANCC).
- Kelli Marks**, Social Work; B.A., M.S.W., University of Michigan; Ph.D., Oakland University.
- Erin McArthur**, Social Work (*adjunct*); B.A., M.S.W., Wayne State University.
- John McCarthy**, Teacher Education (*adjunct*); B.S., Lake Superior State University; M.S. State University of New York-Geneseo; Ed.S., Wayne State University.
- Jennifer Tenyer McDonald**, Management and Marketing (*adjunct*); B.S., M.B.A., Madonna University.
- Margaret McGee**, Liberal Studies (*adjunct*); B.S., Bradley University; M.A., Central Michigan University; Ph.D., Wayne State University.
- Colleen Mestdagh**, Literacy Education (*adjunct*); B.S., Eastern Michigan University; M.A.T., Marygrove College.
- Valerie Mierzwa**, Special Education (*adjunct*); B.S.Ed., M.Ed., Ed.S., Wayne State University.
- Bart Miles**, Director, M.S.W. program; Social Work, Sociology; B.A., University of Michigan; M.S.W., Ph.D., Arizona State University.

- Monica Migliorino Miller**, Religious Studies and Philosophy; B.S., Southern Illinois University; M.A., Loyola University; Ph.D., Marquette University.
- Benjamin Miller**, Teacher Education (*adjunct*); B.S., Lake Superior State University; M.A., Loyola University; Ph.D. Marquette University.
- Mary Minock**, Language, Literature, Communication, and Writing (*adjunct*); A.B., University of Detroit; A.M.L.S., A.D., University of Michigan.
- Anne M. Morris**, Director, Institutional Effectiveness ; A.B., University of Michigan; M.S. in Teaching, University of Dayton; Ed.D., University of Michigan - Dearborn.
- Rev. Charles M. Morris**, Pastoral Ministry; B.A., Oakland University; A.M., University of Michigan; M.Div., St. John Seminary; M.U.P., Wayne State University.
- Jaime Moore**, TESOL (*adjunct*); B.A., Wayne State University; MATESOL, Madonna University.
- Carlynn Nichols**, Social Work (*adjunct*); B.A., University of Michigan; M.S.W., Wayne State University; Licensed Masters Social Worker.
- Francis Notturmo**, Marketing; B.B.A, Pennsylvania State University; M.B.A., Fairleigh Dickinson University.
- Carly Nowicki**, Forensic Science; B.S., University of Michigan; Ph.D., Wayne State University.
- Karen L. Obsniuk**, Dean, College of Education; B.A., M.A., Ph.D., Wayne State University.
- Jeanie O'Connor**, Pastoral Ministry; B.A., Central Michigan University; M.A., Assumption University; D.Min, Ecumenical Theological Seminary.
- Phillip Olla**, Management Information Systems; B.A., Huddersfield University; Ph.D., Brunei University.
- Susan Perna**, Catholic School Leadership (*adjunct*); B.A., University of Detroit; M.A.T., Oakland University; Ed.S., University of Detroit Mercy.
- Karen Piper**, Catholic School Leadership (*adjunct*); B.A., Wayne State University; J.D., University of Michigan Law School.
- Phillip Pokorski**, Biology (*adjunct*); B.S. Chem., M.S., Ph.D., Wayne State University.
- Michelle Proctor**, Director, Sociology/Co-Director, Graduate Studies in Humane Studies; B.S.W., M.S.W., University of South Florida; Ph.D., Wayne State University.
- Elizabeth Prough**, Chair, Political and Social Sciences; History; B.A., Saint Mary's College; M.A., Ph.D., Wayne State University.
- Elena Qureshi**, Associate Dean of Online Education, Technology Learning Services/Teacher Education (*adjunct*); B.A., M.A., Volgograd Pedagogical University; M.Ed., Ph.D., University of Windsor.
- Paul Radzilowski**, Director, MA in History program; History; B.A., University of Minnesota, M.A., Ph.D., University of Southern California.
- Christine Rans**, Special Education (*adjunct*); B.S.Ed., M.S. Ed., Indiana University; Ed.S., Wayne State University.
- Bridget A. Regan**, Literacy Education (*adjunct*); B.S., M.A., Eastern Michigan University; Ed.S., Oakland University.
- June Reed**, Literacy Education (*adjunct*); A.B., University of Michigan-Dearborn; M.A., University of Michigan.
- Kelly J. Rhoades**, Chair, Hospice and Palliative Studies; B.A.A., Central Michigan University; M.A., Ph.D., Michigan State University.
- Sandra Richards**, Nursing; M.S., M.S.N., University of Michigan; D.N.P., Madonna University; FNP-BC.
- Joseph Richert**, Teacher Education (*adjunct*); B.A., Wayne State University; M.A., Ed.S., The George Washington University.
- Jennifer Rohrborn**, Nursing; B.S.N., Oakland University; M.S.N., Madonna University; ANP-BC (ANCC).
- Kathleen McKay Said**, Teacher Education (*adjunct*); B.S., M.A., Eastern Michigan University.
- Sue Brancaloneoni Sirianni**, Nursing (*adjunct*); B.S.N., University of Windsor; M.S.N., University of Phoenix.
- Kathryn Schaefer**, Chair, Graduate Studies; Co-director, Master in Accountancy; A.A.B., Oakland Community College; B.S., M.B.A., Oakland University; CPA.
- James Schepper**, Addiction Studies (*adjunct*); B.A., Grace College and Seminary; M.A., University of Detroit Mercy.
- Karen Schmitz**, Director, Graduate Studies in Nutrition; Chair, Nutrition and Biomedical Sciences; B.S., University of Iowa; M.S., Iowa State University; Ph.D., Michigan State University.
- Steven Schwartz**, Special Education; B.A., Oakland University; M.A., J.D., University of Detroit; Nationally Certified School Psychologist.
- Hakim Shahid**, Chair of Teacher Education/Director, Graduate Studies in Teacher Leadership; B.S., M.Ed., Marygrove College; Ph.D., Oakland University.
- Sue Ann Sharma**, Director, Graduate Studies in Literacy; Ed.S., Ph.D., Oakland University.
- Patricia Silveri**, Special Education (*adjunct*); B.S., Eastern Michigan University; M.A.T., Madonna University.
- Jason Siko**, Director, Graduate Studies in Online Teaching, eLearning, and Educational Technology;

M.S.; University of Houston; M.Ed., Ph.D., Wayne State University.

**John P. Sprys**, Teacher Education/Coordinator of Off-Campus Education Master's Programs and Professional Development Program; B.A., University of Detroit; Specialist of Arts, Eastern Michigan University.

**Robert Stevenson**, Criminal Justice (*adjunct*); B.S., Madonna College; M.A., University of Detroit Mercy.

**Todd Symington**, Special Education (*adjunct*); B.S., M.S., Spec. in Psychological Services, Central Michigan University; Certified School Psychologist.

**Kenneth Thiel**, Clinical Psychology; B.S., Wayne State University; M.A., Ph.D., Arizona State University.

**Connie Rose Tingson-Gatuz**, Vice-President for Student Affairs and Mission Integration; Education (*adjunct*); B.A., M.A., Ph.D., Michigan State University

**Mary Tomczyk**, Director, Child Development and Early Childhood Education; B.S., Eastern Michigan University; M.A.T., Madonna University; Ph.D., Michigan State University.

**Deborah A. Trapp**, Educational Leadership (*adjunct*); B.S., Eastern Michigan University; M.Ed., Ed.S., Wayne State University.

**Sarah Twitchell**, Social Work; B.A., University of Toledo, M.S.S.A., Case Western Reserve University; Ph.D., University of Toledo.

**Elaine B. Wagman**, Special Education (*adjunct*); B.S.Ed., M.Ed., Wayne State University.

**Rev. James F. Wieging**, Religious Studies and Philosophy (*adjunct*); B.A., Sacred Heart Seminary; M.Div., St. John's Provincial Seminary, D.Min., St. Mary's Seminary-University (Baltimore, Maryland).

**Diana Wilcox**, Early Childhood Education (*adjunct*); Field Placement Coordinator; B.S., M.A., M.A., Eastern Michigan University; Ed.S., Wayne State University.

**Rachel Williams**, Social Work (*adjunct*); B.A., LaSalle University; M.S.W., University of Michigan.

**Richard Witkowski**, Teacher Education (*adjunct*); B.S., Michigan State University; M.S., Walsh College; M.Ed., M.A., Ph.D., University of Michigan.

**Stewart Wood**, Associate Dean for University Assessment/Teacher Education; B.Ed., Bishop Grosseteste College Lincoln, United Kingdom; M.Ed., University of Sheffield; M.A., Ph.D., University of Michigan.

**Susan E. Woods**, Criminal Justice (*adjunct*); B.S. University of Tennessee Martin; J.D., University of Memphis School of Law.

**Karen Young**, Literacy Education (*adjunct*); B.A., University of Michigan-Dearborn; M.A., Chapman University.

# Index

## A

- Academic Building.....8
- Academic Council/Academic Deans.....170
- Academic Integrity.....32
- Academic Load.....26
- Academic Options
- Graduate and Post-Master's Certificates; Second Master's Degree; Auditing Courses; MIGS (Guest) Program; Study/Work/Travel Abroad.....24-25
- Academic Process
- Advising; Academic Load; Drop/Withdrawal; Attendance; Substitutions; Waivers; Instruction During Emergency; Examinations; Doctoral Plan of Study; Time Limitations; Readmission; Candidacy; Doctoral Qualifying Examinations; Research Integrity; Research Study; Doctoral Capstone Experience; Application for Degree; Graduation Requirements.....26-31
- Academic Probation and Dismissal.....34
- Academic Programs
- Aging Studies.....77-80
  - Business.....106-109
  - Clinical Psychology.....69-72
  - Dual Degree in Nursing Administration and Business Administration.....103-104
  - Education.....51-68
  - Forensic Science.....82
  - History.....68-69
  - Hospice and Palliative Studies.....83-85
  - Humane Studies.....75-76
  - Liberal Studies and Leadership.....46-47
  - Nursing.....85-105
  - Nutrition.....76-77
  - Pastoral Ministry.....49-51
  - Teaching English to Speakers of Other Languages.....47-49
  - Social Work.....80-82
- Academic Progress.....33-34
- Financial Aid.....19-21
- Academic Records.....36-37
- Academic Standards
- Professional Ethics; Standards for Written Work; Grading; Low Courses Grades; Academic Progress; Good Standing; Academic Warning; Academic Probation and Dismissal; Student Appeals.....32-35
- Academic Warning.....34
- Accounting courses.....110-111
- Accreditation and Approvals.....8
- Acute Care NP Programs.....90-92, 94-95
- Addiction Studies .....81-82
- Address Changes.....16
- Administration and Administrative Officers.....170
- Admission
- Application Fees.....14
  - Application Procedure, Conditional Admission, Guest Students, Non-Degree Students, Non-Native Speakers of English, Regular Admission, Second Master's Degree, Special Status, Transfer Students.....10-12
  - International Students (F-1 Visa).....13
  - Undergraduate Students in Graduate Courses.....11
- Admission Requirements—see *listings of individual academic programs*
- Advanced Practice Palliative Care Nursing.....92-95, 99-100
- Advising.....26
- Alumni.....42
- Alumni Tuition Benefit.....20
- Animal Cruelty Investigation Graduate Certificate.....74
- Appeal Process/Grievance Procedure.....34-35
- Application for Degree.....31
- Application Procedure.....10-12
- Application Deadlines:
- general.....10
  - for Nursing programs.....87, 89
  - and individual program listing for Clinical Psychology program.....71
- Applied Forensic Science Research Certificate.....82
- Attendance.....27
- Auditing of Courses.....24
- Autism Spectrum Disorders (MAT).....55-56

## B

Bereavement cognate, Hospice and Palliative Studies.....	84
Bereavement cognate, Pastoral Ministry.....	50
Bereavement, Graduate Certificate.....	85
Billing Error or Dispute.....	16
Biology courses.....	115
Board of Trustees.....	170
Business Programs.....	106-109
Graduate Certificates: Criminal Justice Leadership, International Business Management, Non-Profit Leadership, Quality Management.....	109
Master of Business Administration (MBA).....	106-107
Master of Science: Accountancy.....	107-108
Master of Science: Health Services Administration.....	108-109
Business cognate, Hospice and Palliative Studies.....	84
Business courses	
Accounting.....	110-111
Business Law.....	115
Business Research.....	115
Economics.....	120
Finance.....	129
International Business.....	133
Management.....	135-137
Management Information Systems.....	137
Marketing.....	137
Quality Operations Management.....	148-149

## C

Calendar.....	3
Campus Activities; Campus Description.....	8-9
Campus Locations.....	185-187
Campus Ministry.....	38
Candidacy.....	28
Capstone Experience/Doctoral Programs.....	30-31
Career Development.....	38
Catholic School Leadership (MS).....	63-64
Center for Research.....	9
Center for Study Abroad.....	40
Certificate Policy.....	24

Certificates

Graduate Certificates.....	24
Addiction Studies.....	81-82
Animal Cruelty.....	74
Applied Forensic Science Research.....	82
Bereavement.....	85
Criminal Justice Leadership.....	109
Effective Inclusionary Practices.....	65-66
Elementary Literacy.....	66
Hospice and Palliative Studies.....	85
International Business Management.....	109
Non-Profit Leadership.....	109
Nurse/Health Educator.....	105
Online Instruction.....	66-67
Quality Management.....	109
School Social Work.....	82
Secondary Content Literacy.....	67
Teaching English Language Learners in the K-12 Classroom.....	48-49
Post Master's Certificates	
Adult Advanced Practice Hospice and Palliative Care Nurse Specialty.....	99-100
Adult-Gerontology Acute Care Nurse Practitioner.....	97-99
Adult-Gerontology Primary Care Nurse Practitioner.....	95-97
APRN Gerontology.....	104-105
Emergency Management Leadership.....	73-74
Changes in Policy.....	42
Chaplaincy cognate.....	49-50
Child Development—see <i>Early Childhood Education</i>	
Children/Policy.....	42
Clinical Psychology (MSCP).....	69-72
Commencement.....	31
see also <i>Calendar, inside front cover</i>	
Committee/Doctoral Capstone Experience.....	30-31
Computer Center ( <i>Technology Services</i> ).....	22
Conditional Admission.....	10
Continuing Enrollment/Doctoral Programs.....	28
Counseling.....	38-39
Course Descriptions.....	110-169
Course Fees.....	14
Course Selection policy.....	26
Course Substitutions/Waivers.....	27

Credit Adjustments.....	16
Credit Cards.....	15
Credit Hours—see <i>Semester Hour definition</i>	
Criminal Justice cognate, Pastoral Ministry.....	50-51
Criminal Justice Leadership Certificate.....	109
Curriculum and Instruction (MAT).....	56-57

## D

Dean of the Graduate School.....	2
Degree, Application for.....	31
Deposit to hold seat, MSN NPs and DNP.....	89
DiPonio Building.....	9
Disability Resources, Counseling and.....	38-39
Discounts policy.....	16
Diversity and Inclusion, Office of.....	39
Doctoral Capstone Experience.....	30-31
Doctoral Degree Titles.....	31
Doctoral Leave of Absence.....	29
Doctoral Plan of Study Filing.....	28
Doctoral Qualifying Examinations.....	29
Doctor of Education.....	51-52
Doctor of Nursing Practice (DNP).....	87-89
Drop/Withdrawal from Courses.....	26-27

## E

Early Childhood Education (MAT).....	58-59
Economics courses.....	120
Educational Leadership (MS).....	64-65
Education courses	
Autism Spectrum Disorders.....	113-114
Catholic School Leadership.....	115-116
Early Childhood Education.....	119-120
Education.....	120-127
Learning Disabilities.....	134-135
Reading.....	149-150
Special Education.....	156-157
Teacher Education Institute.....	157-166
Education Programs.....	51-68
Doctor of Education.....	51-52
Graduate Certificates	
Effective Inclusionary Practices.....	65-66

Elementary Literacy.....	66
Online Instruction.....	66-67
Secondary Content Literacy.....	67
Master of Arts (MA)	
Higher Education Administration.....	53-54
Teacher Leadership.....	54-55
Master of Arts in Teaching (MAT)	
Autism Spectrum Disorders.....	55-56
Curriculum and Instruction.....	56-57
Deaf and Hard of Hearing.....	57-58
Early Childhood Education.....	58-59
Educational Technology.....	59-60
Learning Disabilities.....	60-61
Literacy Education.....	61-62
Online Teaching and eLearning.....	62-63
Master of Science (MS)	
Catholic School Leadership.....	63-64
Educational Leadership.....	64-65
Educational Technology (MAT).....	59-60
Effective Inclusionary Practices Graduate Certificate.....	65-66
Email.....	22
Emergency/Continuation of Instruction.....	27
Emeriti, Faculty.....	171-172
English as a Second Language course.....	128
English as a Second Language (NS) endorsement.....	48
English as a Second Language/requirements for non-native speakers.....	11-12, 47-48
English courses.....	128
English TESOL courses.....	166-168
English (TESOL) Program.....	
Master of Arts in Teaching English to Speakers of Other Languages (MATESOL).....	47-48
English Placement Test/Madonna/Non-Native Speakers.....	11-12, 47-48
English Placement Test, TOEFL, TWE, MELAB, IELTS.....	11-12
Ethics.....	32
<i>Ex corde Ecclesiae</i> .....	5
Examinations.....	27
Experiential Learning.....	25

## F

F-1 Visa Requirements.....	13
Faculty listing.....	170-176
Family Educational Rights and Privacy Act.....	36-37
Fees (tuition, general fees, residence hall).....	14
Finance courses.....	128-129
Financial Aid.....	19-21
Food Services.....	39
Forensic Science.....	82, 129
Franciscan Center for Science and Media.....	9
Franciscan Values.....	5

## G

Good Standing.....	34
Grade Reports and Transcripts.....	36
Grading Policies.....	32-33
Grading Policy for the Thesis/Independent Research Study.....	33
Graduate Certificates Policy.....	24
Graduate Certificates—see <i>listing under Certificates</i>	
Graduate Record Examination (GRE).....	10
Graduation Application (Application for Degree).....	31
Graduation Requirements.....	31
Grievance Procedure.....	34-35
Guest Students (MIGS).....	28

## H

Health Educator Certificate—see <i>Nurse/Health Educator Graduate Certificate</i>	
Health services (for students).....	39
Health Services Administration (MS).....	108-109
Health Services Administration courses.....	131-132
Help Desk.....	22
Higher Education Administration (MA).....	53-54
History (MA).....	68-69
Hospice cognate, Pastoral Ministry.....	50
Hospice and Palliative Care Nurse Specialty.....	92-95, 99-100
Hospice and Palliative Studies Program (MSHP).....	83-85
Bereavement Cognate.....	84
Bereavement Graduate Certificate.....	85

Business Cognate.....	84
Education Cognate.....	84
Hospice and Palliative Studies Graduate Certificate.....	85
Nursing Cognate.....	84
Pastoral Ministry Cognate.....	84
Humane Studies (MS).....	75-76
Humanities courses.....	133

## I

I-20.....	13
ID Cards—see <i>Madonna OneCard ID</i>	
Independent Study.....	24
International Business Management Certificate.....	109
International Students (F-1 Visa).....	13
International Students Office.....	39

## K

Kresge Hall.....	9
------------------	---

## L

Leadership and Innovation (Ed.D.).....	51-52
Leadership, Catholic School (MS).....	63-64
Leadership, Educational (MS).....	64-65
Learning Disabilities (MAT).....	60-61
Leave of Absence/Doctoral Programs.....	29
Level of Instruction.....	26
Liberal Studies courses.....	135
Liberal Studies and Leadership (MA-LSL).....	46-47
Library.....	8-9, 39
Literacy Education (MAT).....	61-62
Literacy, Elementary (Certificate).....	66
Literacy, Secondary Content (Certificate).....	67

## M

Madonna OneCard ID.....	23
replacement fee.....	14
Maertens Building.....	9
Management courses.....	135-137
Management Information Systems courses.....	137

Marketing courses.....	138
Master of Arts (MA)	
Higher Education Administration.....	53-54
History.....	68-69
Teacher Leadership.....	54-55
Master of Arts in Liberal Studies and Leadership (MA-LSL).....	46-47
Master of Arts in Pastoral Ministry (MAPM).....	49-51
Master in Arts in Teaching (MAT)	
Autism Spectrum Disorders.....	55-56
Curriculum and Instruction.....	56-57
Deaf and Hard of Hearing.....	57-58
Early Childhood Education.....	58-59
Educational Technology.....	59-60
Learning Disabilities.....	60-61
Literacy Education.....	61-62
Online Teaching and eLearning.....	62-63
Master of Arts in Teaching English to Speakers of Other Languages (MATESOL).....	47-48
Master of Business Administration (MBA).....	106-107
MSN/MBA Dual Degree.....	103-104
Master of Science (MS)	
Catholic School Leadership.....	63-64
Educational Leadership.....	64-65
Health Services Administration.....	108-109
Humane Studies.....	75-76
Master of Science in Clinical Psychology (MSCP).....	69-72
Master of Science in Hospice and Palliative Studies (MSHP).....	83-85
Master of Science in Nursing (MSN)	
Adult-Gerontology Acute Care Nurse Practitioner.....	90-92
Adult-Gerontology Acute Care Nurse Practitioner with AP Hospice and Palliative Care Specialty.....	94-95
Adult-Gerontology Primary Care Nurse Practitioner.....	89-90
Adult-Gerontology Primary Care Nurse Practitioner with AP Hospice and Palliative Care Specialty.....	92-94
Leadership.....	100-102
Nursing Administration Specialty.....	102-103
Nursing/Business Administration Dual Degree...	103-104

Meal Plans.....	14-15
Michigan Intercollegiate Graduate Studies (MIGS).....	24-25
Military Duty.....	18
Mission of Madonna University.....	5
Mission of the Graduate School.....	2
Music course.....	137
my.madonna email.....	15, 22
MY Portal.....	22

## N

Non-Native Speakers of English.....	11-12
Non-Profit Leadership Certificate.....	109
Non-Refundable Fees.....	17
Nurse/Health Educator Graduate Certificate.....	105
Nursing Administration Programs.....	100-104
Nursing cognate, Hospice and Palliative Studies.....	84
Nursing Programs.....	85-100
Master of Science in Nursing (MSN)	
Adult-Gerontology Acute Care Nurse Practitioner.....	90-92
Adult-Gerontology Acute Care Nurse Practitioner with AP Hospice and Palliative Care Specialty.....	94-95
Adult-Gerontology Primary Care Nurse Practitioner.....	89-90
Adult-Gerontology Primary Care Nurse Practitioner with AP Hospice and Palliative Care Specialty.....	92-94
Leadership.....	100-102
Nursing Administration.....	102-103
MSN/MBA, Nursing Administration/Business Administration.....	103-104
Doctor of Nursing Practice (DNP).....	87-89
Graduate Certificate	
Nurse/Health Educator.....	105
Post-Master's (Post-MSN) Certificates	
Adult Advanced Practice Hospice and Palliative Care Nurse Specialty.....	99-100
Adult-Gerontology Acute Care Nurse Practitioner.....	97-99
Adult-Gerontology Primary Care Nurse Practitioner.....	95-97

Second Master of Science in Nursing (2 <sup>nd</sup> MSN).....	104
Nursing Simulation Laboratory.....	9

**O**

Office of Disability Resources.....	38-39
Office of Diversity and Inclusion.....	39
OneCard—see <i>Madonna OneCard ID</i>	
Online course management/Blackboard—see <i>Help Desk</i>	
Online Instruction Certificate.....	66-67
Online Teaching and eLearning (MAT).....	62-63
Outcomes, Madonna Graduate Programs.....	5

**P**

Palliative Care Nursing Specialty.....	92-95, 99-100
Parking Regulations.....	42
Pastoral Ministry (MAPM).....	49-51
Pastoral Ministry cognate, Hospice and Palliative Studies.....	84
Pastoral Ministry cognate, Pastoral Ministry.....	50
Payment Plans.....	15-16
Phone Numbers.....	188
Policies and Procedures	
Academic Load.....	26
Academic progress.....	33-34
Academic Standards and Grading.....	32-35
Academic Warning, Probation, Dismissal.....	34
Advising.....	26
Alumni.....	42
Appeal/Grievance.....	34-35
Attendance.....	27
Auditing Courses.....	24
Candidacy.....	28
Capstone Experience/Doctoral Programs.....	30-31
Changes in Policy.....	42
Children.....	42
Commencement.....	31
Continuing Enrollment/Doctoral Programs.....	28
Course Selection.....	26
Course Waivers/Substitutions.....	27

Credit for Experiential Learning.....	25
Doctoral Capstone and Committee.....	30-31
Doctoral Degree Titles.....	31
Doctoral Plans of Study.....	28
Drop/Withdrawal from Courses.....	26-27
E-mail.....	22
Emergency, Instruction During.....	27
Examinations.....	27
Experiential Learning.....	25
Family Educational Rights and Privacy Act.....	36-37
Good Standing.....	34
Grade Reports and Transcripts.....	36
Grading.....	32-33
Graduate/Post-Master's Certificate Policy.....	24
Graduation Requirements.....	31
Grievance Procedure.....	34-35
Guest Passes (MIGS).....	28
ID Cards (Madonna OneCard).....	23
Independent Study.....	24
Leave of Absence/Doctoral Programs.....	29
Level of Instruction.....	26
Michigan Intercollegiate Graduate Studies (MIGS).....	24-25
Parking Regulations.....	42
Post-Admission Writing Assessment.....	26
Post-Master's Certificates.....	24
Professional Ethics.....	32
Qualifying Examinations/Doctoral Programs.....	29
Readmission.....	28
Research Integrity.....	29
Research Study/Thesis/Project/Practicum.....	29-30
Second Master's Degree.....	11
Study/Work/Travel Abroad.....	25
Thesis.....	29-30
Time Limitations for Degree Completion.....	28
Transcripts.....	36
Tuition discounts.....	16
Waivers.....	27
Withdrawal from Courses.....	26-27
Writing Assessment.....	26
Written Work, Standards for.....	32
Policy Changes.....	42

Post-Admission Writing Assessment.....	26
Post-Master's Certificates Policy.....	24
Post-Master's Certificates—see <i>listing under Certificates</i>	
Primary Care NP Programs.....	89-90, 92-94
Probation and Dismissal.....	34
Professional Development Program, Education.....	67-68
Professional Ethics.....	32
Program Accreditations and Approvals.....	8
Psychology Program.....	69-72
Master of Science in Clinical Psychology (MSCP).....	69-72

## Q

Qualifying Examinations/Doctoral programs.....	29
Quality Management Certificate.....	109

## R

Reading <i>courses</i> .....	149-150
Reading program—see <i>listing under Literacy Education</i>	
Readmission.....	28
Refunds/Credits Adjustments.....	16
Registration fee(s).....	14-18
Research Integrity.....	29
Research Study/Thesis/Project/Practicum (master's).....	29-30
Residence Hall.....	9
Residence Hall Fees.....	14
Residence Hall Policy/International Students.....	13

## S

Sacred Heart Major Seminary Federation.....	85
Scholarships.....	19-21
School Social Work certificate.....	82
Science and Media Building—see <i>Franciscan Center</i>	
Second Master's Degree.....	11
Second MSN.....	104
Semester Hour Definition.....	26
Senior Citizen Tuition Waiver.....	20
Senior undergraduate students.....	11
Social Science <i>courses</i> .....	151

Special Education <i>courses</i> .....	157-158
Standards for Written Work.....	32
Statute of Limitations—see <i>Time Limitations</i>	
Student Appeal Process.....	34-35
Student Life Policies.....	40
Students called to active military duty.....	18
Student Senate.....	40
Study Abroad, Center for.....	40
Study/Work/Travel Abroad.....	25
Substitutions/course requirements.....	27

## T

Teacher Education Institute.....	157-166
Teaching English as a Second Language <i>courses</i> .....	166-168
Teaching and Learning (MAT)—see <i>listings under Curriculum and Instruction (MAT), Early Childhood Education (MAT), Educational Technology (MAT), and Online Teaching and eLearning (MAT)</i>	
Teaching English Language Learners in the K-12 Classroom Graduate Certificate.....	48-49
Teaching English to Speakers of Other Languages, Master of Arts in (MATESOL).....	47-48
Technology Services/Computer Laboratories.....	22
Telephone Directory.....	188
TESOL—see <i>Teaching English to Speakers of Other Languages</i>	
Thesis.....	29-30
Time Limitations (master's, doctorate).....	28
TOEFL Requirements.....	11-12
Transcripts.....	36
Transcultural Nursing Center.....	9
Transfer Students.....	11
Transitions Center.....	40-41
Travel/Study Abroad.....	25
Trustees.....	170
Tuition and Expenses.....	14-18
Billing Error or Dispute; Fees; Non-Refundable Fees; Payment Plans; Payment Policies; Refunds/Credit Adjustments; Military Duty	
Tuition Benefit, Alumni.....	20
TV Studio.....	9

## U

Undergraduate Students/graduate enrollment.....	11
Undergraduate courses paralleled at graduate level.....	26
University Administration.....	170
University Center/Residence Hall.....	9
University Chapel.....	38
University of Detroit Mercy Consortium.....	88
University Microfilms International (UMI).....	30

## V

Video Phone number.....	Title Page/Inside Back Cover
-------------------------	------------------------------

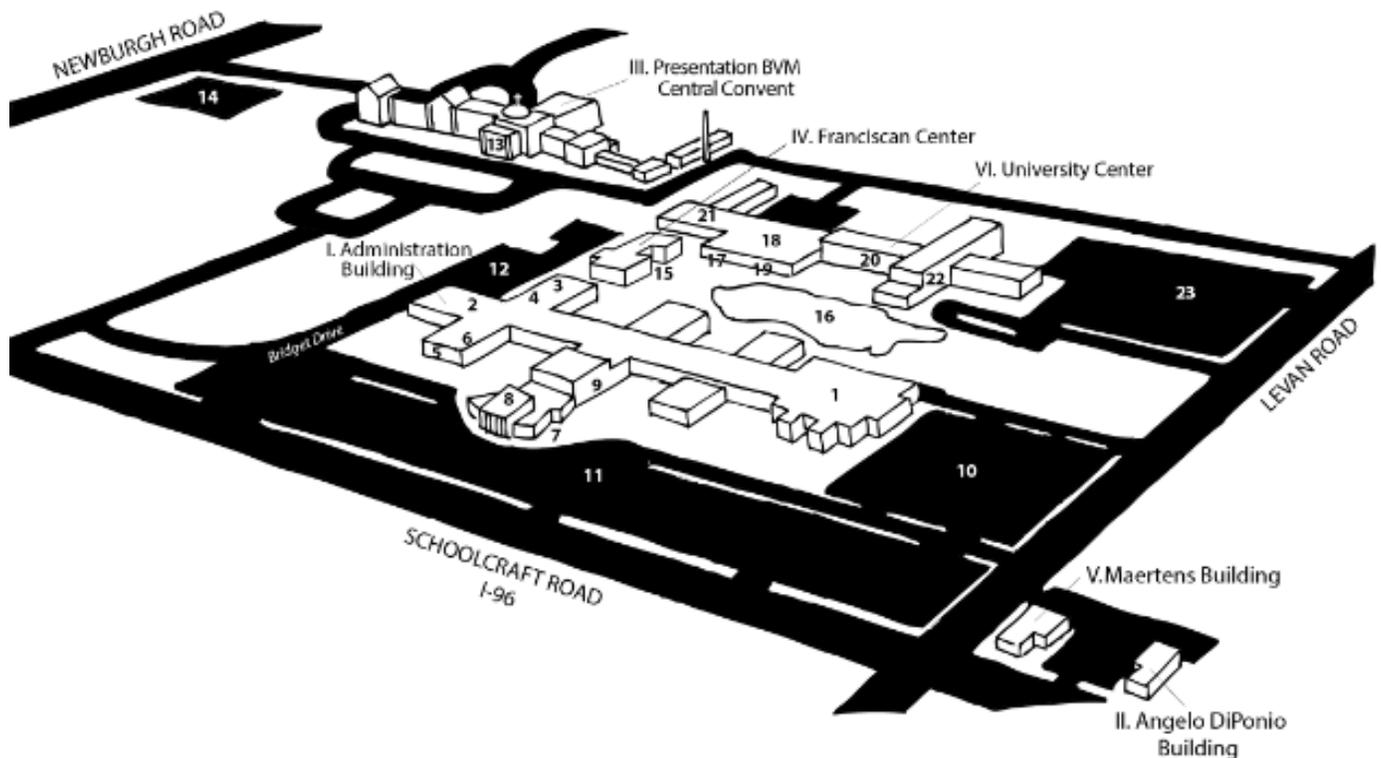
## W

Waivers, Course or Requirement.....	27
Withdrawal from Courses.....	26-27
Writing Assessment—see <i>Post-Admission Writing Assessment</i>	
Writing Center.....	41
Writing courses.....	169
Written Work, Standards for.....	32

# CAMPUS MAPS



36600 Schoolcraft Road  
Livonia, MI 48150-1176  
734-432-5300 • madonna.edu



## I. Administration Building

1. Activities Center
2. Administration & Admissions Offices
3. Alumni Office
4. Bookstore
5. Ford Motor Co. Technology Wing
6. Graduate School
7. Kresge Hall
8. Library
9. Science Lecture Hall
10. Parking Lot – East
11. Parking Lot – South
12. Parking Lot - West

## II. Angelo DiPonio Building

College of Nursing & Health  
Classrooms D100-D175

## III. Felician Sisters Presentation BVM Central Convent

13. Presentation BVM Chapel
14. Parking Lot – Central Convent

## IV. Franciscan Center

Franciscan Studios  
Science Labs  
Sr. Mary Danatha Gathering Center  
Suchyta Lecture Hall  
15. Cardinals Square  
16. St. Francis Pond

## V. Maertens Building

School of Business  
Classrooms M101-M132

## VI. University Center

17. Chapel
18. East/West Dining Room
19. Fitness Center
20. Founders Room
21. Private Dining Room
22. Residence Hall
23. Parking Lot - North

5 Mile Rd

# MADONNA UNIVERSITY

36600 Schoolcraft Rd,  
Livonia, MI 48150

Newburgh Rd

Levan Rd



- ① Madonna University Activities Center Main Entrance
- ② Madonna University Activities Center Team Entrance & Locker Rooms
- ③ Madonna University Activities Center Parking
- ④ University Field
- ⑤ Illitch Ballpark
- ⑥ Soccer/Lacrosse Field
- ⑦ Soccer/Lacrosse/Softball/Baseball Parking
- ⑧ Restroom/Concessions/Team Rooms
- ⑨ Ladywood High School
- ⑩ St. Mary's Hospital

Schoolcraft Rd



Schoolcraft Rd

# Driving Map

## LIVONIA CAMPUS

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

36600 Schoolcraft Road

Livonia, Michigan 48150

(734) 432-5300



# Telephone Directory

All phone numbers are preceded by area code 734

## Deans and Graduate Program Directors

### School of Business **432-5354**

Mr. Nidhal Bouazizi, Interim Dean, School of Business, and Director of International Programs 432-5892

### College of Arts and Humanities **432-5543**

Dr. Kevin Eyster, Dean, and Chair, Language, Literature, Communication, and Writing 432-5307

Liberal Studies Director, Dr. Kathleen M. Edelmayer 432-5659

Pastoral Ministry Director, Dr. Jane Linahan 432-5657

TESOL Director, Dr. Andrew Domzalski 432-5420

### College of Education **432-5655**

Dr. Karen Obsniuk, Dean 432-5648

Autism Spectrum Disorders, Deaf and Hard of Hearing, Learning Disabilities, Effective Inclusionary Practice, and Ed.S. 432-5651

Ed.D., and Educational Leadership, Director, Dr. Michele Harmala 432-5651

Catholic School Leadership, Educational Leadership, Director, Dr. Rick Benedict 432-5855

Early Childhood Education, Director, Dr. Mary Tomczyk 432-5536

Higher Education Administration, Director, Dr. Karen Obsniuk 432-5648

Literacy Director, Dr. Sue Ann Sharma 432-5785

Off-Campus Education Master's Programs Coordinator and Professional Development Program Coordinator, Mr. John Sprys 793-2462

Online Teaching and Educational Technology Director, Dr. Jason Siko 432-5854

Teacher Leadership Director and Chair of Teacher Education, Dr. Hakim Shahid 432-5879

### College of Nursing and Health **432-5717**

Dr. Judith McKenna, Dean 432-5465

Graduate Nursing Programs, Dr. Gail Lis 432-5480

DNP Director, Dr. Diane Burgermeister 432-5472

Hospice and Palliative Studies Chair, Dr. Kelly Rhoades 432-5478

Nurse Practitioner Program Director, Ms. Tracey Chan 432-5479

Nursing Administration Program Director, Dr. Claude Lauderbach 432-5482

Nursing Simulation Laboratory, Academic Building 432-5596

### College of Natural and Social Sciences **432-5570**

Dr. Karen Ross, Dean 432-5529

Aging Studies, Director, Dr. Denise Brothers 432-5531

Clinical Psychology Director, Dr. Dorella Bond 432-5735

Criminal Justice and Leadership Director, Ms. Tara Kane 432-5429

Emergency Management Studies Program Director, Dr. Victor Lauria 432-5438

History Graduate Program Director, Dr. Paul Radzilowski 432-5637

Humane Studies Co-Director, Dr. Michelle Proctor 793-2467

Humane Studies Co-Director, Dr. Andrew Domzalski 432-5420

Nutrition Graduate Studies Director, Dr. Karen Schmitz 432-5534

Social Work (MSW) Director, Dr. Bart Miles 432-5758

## Central Switchboard **(734) 432-5300**

## Graduate School **432-5667**

Dr. Deborah Dunn, Dean 432-5457

## VideoPhone **(734) 259-3796**

## Service Offices

Admissions to Graduate School 432-5667

Alumni Office 432-5811

Bookstore 432-5613

Campus Ministry 432-5839

Career Development 432-5623

Center for Research 432-5666

Center for Study Abroad 432-5669

Director of English as a Second Language 432-5560

Counseling and Disability Services 432-5639

Diversity and Inclusion 432-5308

Financial Aid 432-5663

International Students Office 432-5791

IT Help Desk ([helpdesk@madonna.edu](mailto:helpdesk@madonna.edu)) 432-5800

Library 432-5703

Registrar's Office (*registration and records*) 432-5400

Residence Life 432-5755

Student Accounts 432-5600

Student Affairs, Office of the Vice-President 432-5881

Technology Learning Center 432-5376

Transcultural Nursing Center 432-5470

Writing Center 432-5304