



**MADONNA
UNIVERSITY**

Graduate Bulletin 2001 - 2003

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Mission Statement

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

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

Table of Contents

- Graduate Studies at Madonna University** 3
 - Graduate Education for Working Professional 3
 - Madonna University Tradition 3
 - The Madonna University Campus 4
 - Program Accreditations and Approvals 5
- Application Procedure** 6
 - Second Master’s Degree 7
 - Enrollment in Courses by Senior Students 7
 - Admission Requirements for Foreign Students (I-20 Visa) 7
- Tuition and Expenses** 8
 - Fees 8
 - Student Payment Policies 8
 - Graduate Student Financial Aid 10
- General Policies and Procedures** 11
 - Academic Standards and Grading Policy 11
 - Graduation Requirements 13
 - Student Appeal Process 14
 - Student Life Policies 14
- Academic Programs** 16
 - Business Administration Programs 16
 - Clinical Psychology Program 23
 - Education Programs 25
 - English Program 30
 - Health Services Program 32
 - Hospice Education Department 34
 - Nursing Program 35
- Course Descriptions** 43
- The Madonna University Community** 63
 - Board of Trustees 63
 - Administrative Council 63
 - Administrative Officers 63
 - Academic Council/Academic Deans 63
 - Graduate Studies Administration 64
 - Graduate Faculty 64
- Calendar** 67
- Campus Map** 68
- Academic Building Map** 69
- Phone Numbers** 70
- Index** 71

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

Graduate Studies at Madonna University

Graduate Education for Working Professionals

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

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

Goals of the Madonna University Graduate Programs

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

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

Distinctiveness of the Program

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

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

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

Madonna University

A Tradition of Service/A Tradition of Quality

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

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

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

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

The Madonna University Campus

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

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

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

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

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

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

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

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

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

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

The \$4.1 million library wing is the focal point for the academic life of the campus. Housing more than 105,000 books and other print and non-print materials, the library provides comfortable study and reading areas, in addition to group study and conference rooms. Equipped to meet the student's needs, the library has automated its services, representing the state of the art in library technology. The library expands its resources by subscribing to online retrieval services. It also maintains membership in the Southeastern Michigan League of Libraries Infopass system, which entitles students to borrowing privileges at more than 20 participating university and public libraries. Additionally, books, abstracts, monographs, articles, research and technical reports, and policy manuals can be obtained through the Network-Locator Services of the Michigan Library Association. Through such consortia arrangements students can take advantage of the extensive research resources in the Detroit-Ann Arbor area.

In 1991, the College of Nursing and Health moved to the Angelo DiPonio Building. In addition to the faculty offices, a conference room, and classrooms, the DiPonio Building also

houses the Transcultural Nursing Office and the Instruction Center, comprised of the Helene Fuld Computer Assisted Instruction Center and the Ray A. and Jean S. Shapero Nursing Instruction Center. The Center includes a practice laboratory for clinical instruction. Instructional technology, including computer clinical simulations and interactive videos, utilized within the nursing and hospice education graduate programs are available in the Center.

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

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

Campus Activities

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

Program Accreditations and Approvals

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

- American Bar Association, 1984, 1990, 1994, 2000
- American Dietetic Association Plan IV, 1977, 1982;
Plan V, 1990, 1995
- Council on Social Work Education, 1982, 1988, 1995
- State of Michigan Board of Education:
 - Approval of four-year degrees, 1947
 - Teacher certifications, 1954, 1969, 1996
 - Vocational certification and authorization, 1969, 1974, 1996
 - Learning disabilities certification, 1974, 1999
 - Reading certification, 1977, 1996
 - Master of Science in Administration, 1982, 1996
 - Computer Science, 1984, 1996
 - Master of Science in Nursing, 1987
 - Administrator certification, 1990
 - ESL certification, 2001
- Michigan Board of Nursing, 1967
- Michigan Department of Public Health
- National Council for the Accreditation of Teacher Education, 1972, 1981, 1992, 1996
- National League for Nursing Accreditation Council, 1970, 1978, 1984, 1992, 1993, 1998, 1999 (undergraduate and graduate) NLNAC is a resource for information regarding tuition, fees, and length of program. 350 Hudson Street New York, NY 10014, telephone: 800-669-9656
- North Central Association of Colleges and Schools, 1959, 1968, 1978, 1982 (Graduate Studies), 1988, 1989 (Taiwan Program), 1998
- Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

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



Application Procedure

1. Application forms are available from the Office of Graduate Studies. Prospective students may write or phone the office at (734) 432-5667 to request forms or apply on-line at www.madonna.edu.
2. The completed form must be returned to the Office of Graduate Studies according to the graduate admission calendar. (See below.) (Refer to Clinical Psychology for special application dates.)

For Fall Term - before August 15

For Winter Term - before December 15

For Spring/Summer Term - before April 15

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

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

Conditional Admission: An applicant who does not meet the criteria for regular admission, yet who appears to possess potential for success in graduate study, may be

granted conditional admission to the program. This would include applicants with an undergraduate grade point average of less than 3.0, a low score on the graduate admission test required by the department, insufficient work experience, or an unsatisfactory writing assessment. The applicant will be admitted on the condition that he/she achieves a 3.0 GPA in the first 9 hours of course work approved by the department or on a condition set by the admission committee in the department. The student must qualify for regular admission within one calendar year.

8. **Special Status:** Students in the process of being admitted to a graduate program may register on a pre-admission status with the permission of the Dean of Graduate Studies. The business administration programs will accept for the degree a maximum of 4 semester hours of course work taken on special status. A maximum of 6 semester hours of course work taken on special status will be accepted for the degree by all other departments. Students who apply for admission to the Clinical Psychology program must also have the permission of the Clinical Director before taking classes on a pre-admission basis. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.
9. **Nondegree Students:** Permission to enroll in classes on a nondegree status may be granted by the Dean of Graduate Studies. This category is for those students who do not seek admission to a graduate program.

Transfer Students

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

Transfer courses are accepted on the basis of their equivalency to courses in the Madonna program.

Guest Students

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

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

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

Registrar prior to registering for a course at another institution. The time limit for the guest pass is one semester.

Second Master's Degree

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

Enrollment in Courses by Senior Students

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

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

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



Edith Raleigh, Ph.D., R.N., Dean of Graduate Studies

"In 2002, Madonna University will celebrate 20 years of graduate education. During that time, graduate program offerings have grown from two to twenty and student enrollment has mushroomed. The graduate programs are diverse in size, focus and students. We can celebrate a milestone anniversary as well as a rich academic tradition of providing a high-quality, practical education through personal attention at a most affordable cost."

"Madonna University is committed to providing resources and services consistent with the needs of the 21st Century adult student. Our newly renovated, state-of-the-art technology wing offers opportunities for students to work collaboratively on class projects while using the latest technological resources. With an MU graduate degree, you will be prepared to impact the future both personally and professionally."

Admission Requirements for Foreign Students (I-20 Visa)

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

1. Official undergraduate record(s), translated into English, including the following:
 - a. subjects studied, chronologically or by field
 - b. grades earned
 - c. examinations (school, state, national, passed and date)
 - d. diplomas, certificates, degrees earned and dates
2. Official results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 and the Test of Written English (TWE) with a minimum score of 5. This requirement is waived for applicants from countries in which English is the native language.
2. A \$25.00, non-refundable application fee (U.S. Currency).
3. Financial statement from a bank, government agency, or other financial institution indicating the financial resources of the applicant or the sponsor of the applicant. (Madonna University has no financial aid program for foreign students.)

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

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

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

Tuition and Expenses

Madonna University believes that higher education should be affordable to all who seek it; therefore, tuition is maintained at the lowest possible level. The following schedule is in effect beginning in Term I, 2001. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition for 2001-2002 \$310 per semester hour

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

Fees

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

Readmission to Graduate Program	\$25
Advance Enrollment Deposits for	
Foreign Student	\$2,500
<i>(Deposit refunded to paying party when the student is no longer enrolled in Madonna's programs.)</i>	
Registration Fee (Non-Refundable)	\$50 per term
Deferred or Anticipated Examination	\$25 per test
<i>(The instructor will require a receipt from the Student Billing Department that the fee has been paid.)</i>	
Transcript of Credits	\$7 (issued to student)
	\$5 (mailed)
Billing/Payment Record Replacement	\$5
Deferred Tuition Fee	\$15
Graduation fee	\$50
Late Submission of Application	
for Graduation	\$10
Returned Check Penalty	\$15
Thesis fee	\$165
Copyright fee (optional)	\$45
Thesis (Personal copy)	\$40

Checks should be made payable to Madonna University.

Student Payment Policies

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

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

Payment Plans

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

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

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

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

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

Address Changes

It is the responsibility of the student to inform the University of any address changes by completing a change of address form in the Registrar's Office. Mail returned to the University because of an address change will not defer the assessment of program adjustment and late payment charges.

Penalties

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

Billing Error or Dispute

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

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

Other Penalties

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

Refunds/Credit Adjustments

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

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

Tuition credit adjustments are made according to the following schedule. *At the time of withdrawal only tuition is adjusted. No other fees are changed.*

Full Term

Add/drop week	100%
Drop week	100%
Third week	75%
Fourth week	50%
Fifth week	25%
No credit past the fifth week	

Workshops Seminars/Full Term Courses Less Than 12 Weeks

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

One Week or Less

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

Two to Four Weeks

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

Five to Eight Weeks

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

Nine to Eleven Weeks:

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

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

Refunds vs. Credits

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

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

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

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

Non-Refundable Fees

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

Graduate Student Financial Aid

Financial aid for graduate students is limited, for the most part, to loans. More detailed information and/or application forms are available upon request from the Financial Aid Office. Graduate students who elect undergraduate courses should note that these courses may not be eligible for financial assistance if they are not required for the program or certificate.

General Policies and Procedures

Advising

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

Academic Load

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

For financial aid purposes, the following formula is used:

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

Attendance

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

Auditing Courses

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

Withdrawal From Classes

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

The date that the request for withdrawal is presented to the Registrar's Office or the postmark date of a letter of request will be used to determine the amount of tuition adjustment, if

any, after the classes have begun. A student who does not officially withdraw from classes before the specified date, even though he/she did not attend class(es), is responsible for payment of full tuition and fees for the class(es).

Academic Standards and Grading Policy

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

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

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

Other grades:

S – Satisfactory (B or Better)

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

W – Withdrawal

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

Y – Carry over

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

L – Lapsed

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

T – Audit

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

I – Incomplete

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

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

Credit for Experiential Learning

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

Professional Ethics

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

Examinations, Grade Reports, and Transcripts

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

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

Transcripts are issued within a week after a signed request by the student. Transcripts for completed course work will be mailed after all grades have been posted - usually 4 - 6 weeks after the end of the term. Issuance of the first transcript is free; additional official transcripts mailed to a third party are \$5 each. Transcripts mailed to the student are Student Copy. The fee for student transcripts is \$7.

Academic Warning, Probation, and Dismissal

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

1. The student receives two academic warnings in consecutive semesters of attendance.

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

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

A student who has been dismissed from the graduate program may appeal his/her dismissal by submitting a letter explaining the circumstances that influenced his/her academic performance, which will be sent to the specialty department, along with the student's official file, for review by the graduate faculty. The Dean of Graduate Studies will inform the student of the outcome of the review.

In addition to these standards, degree programs and certificates may require certain minimum grades in the overall program of study or in specific courses. Students who do not make satisfactory progress in their program of study or who fail to demonstrate ability to succeed in their plan of study, may be dismissed from the University upon the recommendation of the academic department.

Grades for all courses taken at Madonna University, once the student has registered as a graduate student, will appear on the graduate transcript, unless the student reappplies and is admitted to the undergraduate program.

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

Candidacy

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

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

Thesis

The thesis is a scholarly manuscript that describes all aspects of an independent investigation of a research problem completed by the master's candidate under the guidance of a graduate faculty member. In addition to the *Research Guide for Graduate Studies*, where the physical specifications are presented, the student is responsible to refer to the *Publication*

Manual of the American Psychological Association and other sources as directed by the faculty advisor to properly prepare a thesis, which will be approved by the faculty advisor for content and by the Director of the Center for Research (or Coordinator of Nursing Research) for format.

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

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

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

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

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

Grading Policy for the Thesis/ Independent Research Study

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

Research Study

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

Research Project or Practicum

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

Application for Degree

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

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

Graduation Requirements

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

Readmission

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

Statute of Limitations

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

Family Educational Rights and Privacy Act

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

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

Excluded from inspection are the following:

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

Records excluded from the provision of the Act:

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

Records may be released without written consent to:

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

A record of requests for information must be kept with each student's file.

All questions or requests for access to graduate records are processed through the Office of Graduate Studies.

Student Appeal Process/Grievance Procedure

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

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

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

Step 3 – If the problem remains unresolved, student presents the problem in writing to the department's Appeal board (graduate faculty and one graduate student representative) within five 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 to the Dean of Graduate Studies for review within five working days. The Dean of Graduate Studies informs the student of the decision in writing.

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

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

Student Life Policies

I.D. Cards

Student identification cards are issued by the office of the Vice President for Student Services at the time of the first registration. The I.D. Card may be replaced for \$3.00. The I.D. Card should be carried at all times; it is used whenever identification is necessary, such as in the library to check out materials. Students carrying thesis registration into a second semester need to contact the Graduate Studies Office for verification of their continued enrollment.

Parking Regulations

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

Alumni

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

Prohibitions

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

Food Service

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

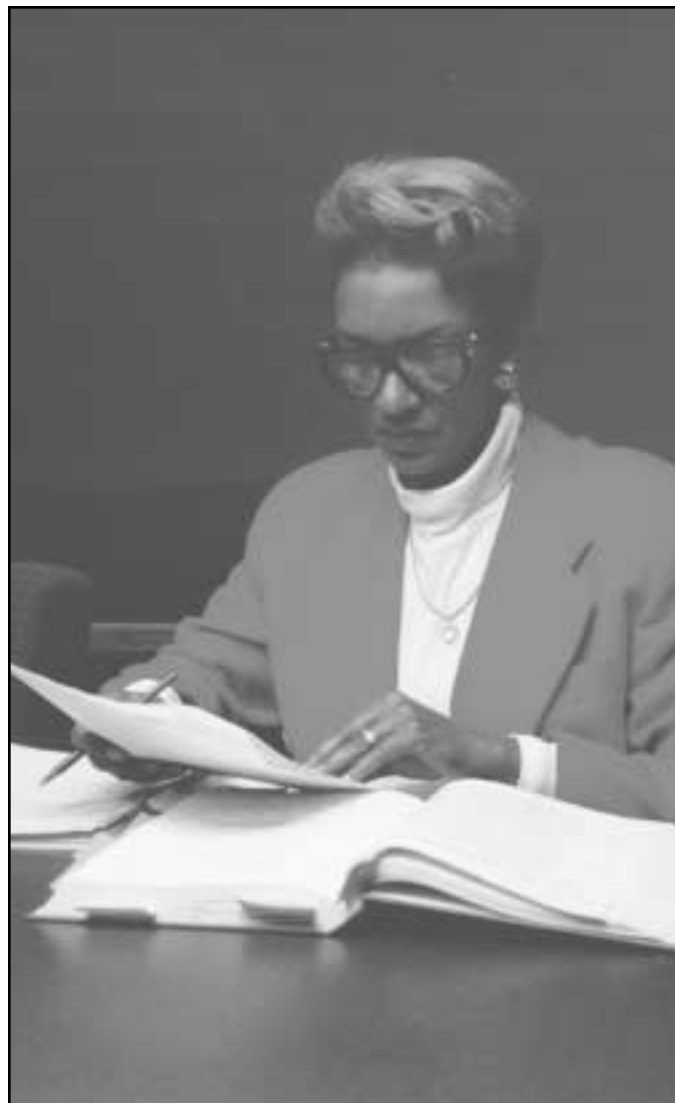
Changes in Policy

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

Children

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

1. through St. Mary Mercy Hospital Childcare Center (734-464-4800) as part of their regular program
2. by a cooperative endeavor between students, the Childcare Network (734-432-5427) or
3. by calling the 4 C's Referral Center (734-422-9210).



Academic Programs

Business Administration Programs

School of Business Mission

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

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

Master Of Business Administration

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

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

Admission Requirements:

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

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

2. Two completed recommendation forms from current employer or professional persons.
3. Submission of a statement of purpose for participating in the M.B.A Program.
4. Admission interview with a member of the School of Business Admission Committee.

Criminal Justice Certificate:

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

Information Technology Management Certificate:

Employment in the information technology field for three years OR a bachelor's degree in information technology OR certification as MCSE or MCP or CNE.

Requirements for Graduation:

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

Pre-Foundation Sequence	Undergraduate Courses
ACC 5150 Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
ECN 5180 Economic Environment (3 s.h.)	One course each in micro and macroeconomics
QS 5170 Quantitative Methods (3 s.h.)	Business Statistics
MKT 5160 Essentials of Marketing (3 s.h.)	An undergraduate course in Marketing
CJ 5010 Criminal Justice Organization & Administration (3 s.h.)	Criminal Justice major

Required Foundation Sequence (28 s.h.)

*ACC 5250 Managerial Accounting for Decision Making	3 s.h.
BL 6040 Legal Issues in Business	2 s.h.
*CIS 5580 Information Systems for Managers	2 s.h.
ECN 6100 Managerial Economics	2 s.h.
FIN 5650 Financial Management	3 s.h.
INB 6080 Perspectives in International Business	2 s.h.
MGT 5550 Ethical Considerations in Leadership	2 s.h.
MGT 6300 Organizational Theory & Behavior	3 s.h.
*MKT 5790 Marketing Strategy	3 s.h.
*QS 6430 Research Design	3 s.h.
*QS 6150 Total Quality Management	3 s.h.

Required Capstone Speciality Course (3 s.h.)

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

General Business:

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

****Criminal Justice:**

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

Human Resources:

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

****Information Technology Management:**

CIS 6250	Advanced Database Concepts	3 s.h.
CIS 6400	Data Communications and Networking	2 s.h.
CIS 6640	e-Business & e-Commerce in the Enterprise	3 s.h.
CIS 6840	Re-designing the Enterprise for e-Business	2 s.h.
CIS 6890	Managing Enterprise Information Systems	3 s.h.
QS 5760	Project Evaluation and Management	2 s.h.

International Business-Financial Operations:

ACC 5700	International Accounting and Taxation	2 s.h.
BL 6260	International Legal Environment	2 s.h.
FIN 6250	International Finance	2 s.h.
INB 5350	International Trade Structure and Systems	3 s.h.

International Business Management:

INB 5450	International Management	3 s.h.
INB 6150	International Marketing	3 s.h.
INB 6270	Import-Export Management	1 s.h.
BL 6260	International Legal Environment	2 s.h.

Marketing Management Certificate:

CIS 6640	e-Business & e-Commerce in the Enterprise	3 s.h.
MKT 6210	Leadership in Marketing Management	3 s.h.
MKT 6310	e-Marketing	3 s.h.
QS 6830	Marketing Research Applications	3 s.h.

Non-Profit Leadership:

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

Quality: Option A

MGT 6210	Total Quality: Building the Infrastructure	3 s.h.
QOM 6230	Quality and Process Improvement Techniques	3 s.h.
QOM 6250	ISO 9000, QS and Organizational Self-Assessment	2 s.h.
QOM 5740:	Forecasting and Planning OR Elective	2 s.h.
QOM 5760:	Project Planning and Evaluation OR Any future QS courses that may be offered.	2 s.h.

Quality: Option B - AQP Certificate

MGT 6210:	Total Quality: Building the Infrastructure	3 s.h.
QS 6230:	Quality and Process Improvement Techniques	3 s.h.
QS 6850:	Quality Certificate and Evaluation	5 s.h.

* Denotes courses with undergraduate prerequisite.

** Denotes certificate admission requirements.

Master Of Science In Business Administration International Business Specialty

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

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

Admission Requirements:

Admission to the M.S.B.A. program in international business is determined on the basis of the following:

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

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

Requirements for Graduation:

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

Required Business Foundation Sequence

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

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

Required International Sequence (36 s.h.)

MGT 5220	Introductory Seminar	1 s.h.
*ACC 5250	Managerial Accounting for Decision Making	3 s.h.
ACC 5700	International Accounting and Taxation	2 s.h.
FIN 6250	International Finance	2 s.h.
MGT 5370	Future Society & Leadership	2 s.h.
MGT 5550	Ethical Considerations	2 s.h.
*INB 5350	International Trade Structure & Systems	3 s.h.
INB 5450	International Management	3 s.h.
*INB 6150	International Marketing	3 s.h.
INB 6260	International Legal Environment	2 s.h.
INB 6270	Import-Export Management	1 s.h.
INB 6350	International Business Experience	2 s.h.
MGT 6370	Multicultural Business Communications & Negotiations	2 s.h.
INB 6730	International Business Research Seminar I	2 s.h.
INB 6750	International Business Research Seminar II	2 s.h.
Electives		4 s.h.

Master of Science in Business Administration Leadership Studies Specialty

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

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

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

Characteristics of the Program

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

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

Admission Requirements:

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

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

4. Current resume.
5. Admission interview with a member of the School of Business Admission Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.

Requirements for Graduation:

The business administration program includes 20 semester hours of required courses, nine semester hours in business specialty electives, and seven semester hours in a capstone sequence, for a total of 36 semester hours:

Prerequisites:

ACC 5150:	Financial Accounting	3 s.h.
CIS 5580:	Information Systems for Managers	1 s.h.
QS 5170:	Quantitative Methods	3 s.h.

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

MGT 5220:	Introductory Seminar in Leadership Studies	1 s.h.
*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
MGT 5300:	Behavior in Organizations	3 s.h.
MGT 5370:	Future Society and Leadership	2 s.h.
MGT 5400:	Organizational Effectiveness & Change Management	3 s.h.
MGT 5470:	Ideas in Leadership: Development and Leadership	2 s.h.
MGT 5550:	Ethical Considerations in Leadership	2 s.h.
MGT 5920:	Seminar in Leadership, Analysis, & Growth	2 s.h.
*CIS 5580:	Information Systems for Managers	2 s.h.

Capstone Specialty Courses (7 s.h.):

*QS 6430:	Research Design	3 s.h.
MGT 6830:	Independent Research Study/Thesis	1 s.h.
MGT 6840:	Independent Research Study/Thesis	2 s.h.
MGT 6930:	Seminar in Leadership Studies	1 s.h.

Elective Specialty Courses (choose 9 s.h.):

Select from the School of Business Graduate Courses

**denotes courses with undergraduate prerequisite*

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

The Master of Science in Business Administration with a specialty in leadership studies in criminal justice offers a planned program of educational experiences for the graduate interested in advancing in a key leadership role in criminal justice. The program emphasizes professional and managerial leadership and the development of human resources within the

framework of social and environmental constraints which ultimately affect human behavior and performance in the work setting. The content of the program is designed to provide the student with the following competencies:

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

Admission Requirements:

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

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

Requirements for Graduation:

The business administration program includes 20 semester hours of required courses, nine semester hours in business specialty electives, and seven semester hours in a capstone sequence, for a total of 36 semester hours:

Prerequisites:

ACC 5150:	Financial Accounting	3 s.h.
CIS 5580:	Information Systems for Managers	1 s.h.
QS 5170:	Quantitative Methods	3 s.h.
CJ 5010:	Criminal Justice Organization	3 s.h.

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

MGT 5220:	Introductory Seminar in Leadership Studies	1 s.h.
*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
MGT 5300:	Behavior in Organizations	3 s.h.
MGT 5370:	Future Society and Leadership	2 s.h.
MGT 5400:	Organizational Effectiveness & Change Management	3 s.h.
MGT 5470:	Ideas in Leadership: Development and Leadership	2 s.h.
MGT 5550:	Ethical Considerations in Leadership	2 s.h.
*MGT 5920:	Seminar in Leadership, Analysis, & Growth	2 s.h.
*CIS 5580:	Information Systems for Managers	2 s.h.

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

*QS 6430:	Research Design	3 s.h.
MGT 6830:	Independent Research Study/Thesis	1 s.h.
MGT 6840:	Independent Research Study/Thesis	2 s.h.
MGT 6930:	Seminar in Leadership Studies	1 s.h.

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

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

**denotes courses with undergraduate prerequisite*

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

Master Of Business Administration Medical and Dental Practice Administration Executive Fellows Program

Mission

The mission of the Medical and Dental Practice Administration Executive Fellows Program is to provide the Fellow with the specialized knowledge and skills to:

- Contribute to the efficiency, productivity and profitability of the medical and dental practitioners' businesses subject to societal changes;
- Encourage delivery of quality patient services;
- Execute vision, initiative, leadership and communication.

Distinctive Features of the Program

The Master of Business Administration degree program in Medical and Dental Practice Administration distinguishes itself as the only one of its kind in the United States to focus exclusively on private practice leadership. In addition, it distinguishes itself in the following ways by providing:

- Opportunities for practitioners to develop a professional network of colleagues and specialists with whom to seek counsel in the leadership of private practice through a computer-based system, team projects and class learning experiences.
- Exposure to faculty professionals and experts in diverse fields associated with the medical and dental professions.
- Multiple methods for learning content and skills, including case analysis, simulations, lectures, instrumented feedback and a computer-based conference method.
- Various media for delivery of learning experiences, including electronic mail discussions, classroom instruction, video tape, and individualized learning.
- Continuous improvement and adaptation of the program content and delivery methods in response to participant needs and changing environmental demands.
- A 31 semester hour program including once-a-week class meetings and some weekend sessions completed within a 20-month period.

The Executive Fellows Program allows the medical and dental executive to step beyond his or her present experience to explore and test personal capabilities for new and greater growth and responsibility in the leadership of a private practice and as leaders in the professional community. This course of study was carefully designed by Madonna University faculty and a peer Advisory Council made up of professional practitioners in the region. Focus groups of alumni and current participants continue to provide input for continuous improvement of the program.

The Master of Business Administration, Medical and Dental Practice Administration Executive Fellows Program, emphasizes the study and application of leadership and administrative methodologies as they apply to the medical and dental entrepreneurial endeavor. The content of the Program is designed to achieve the following objectives:

- An understanding of the entrepreneurial knowledge, skills and attitudes necessary for professional and effective performance as a leader and manager of a private medical or dental practice.
- An exposure to the environmental factors, such as state and federal laws, insurance regulations and public opinion which directly impact private practice administration.
- An understanding and practice of accounting, financial and taxation principles and various analytical methodologies that help practitioners manage for profit improvement and wealth accumulation and select, monitor and interact with professionals who provide services in these fields.
- An understanding of the selection, orientation, evaluation and development of human resources in the efficient administration of a practice.
- A systematic approach to strategic analysis including opportunity identification, problem analysis, marketing and quality assessment and business plan design.
- A principled and ethical approach to the strategic leadership of a private practice.

The Curriculum

The curriculum of the Master of Business Administration for the Medical and Dental Practice Administration Executive Fellows Program stresses participation, class discussion and interaction in study teams. Class members move through the program together and share the same educational experiences.

Various methods of instruction are used with emphasis on experience-based learning, case analysis, instrumented feedback and Fellows interaction. Although business theory serves as the foundation of the program, the application of the theory to the Fellow's practice is the primary focus.

The seminars of study included in the program are:

ACC 5250	Managerial Accounting for Decision Making	3 s.h.
BL 6040	Legal Issues in Business	2 s.h.
CIS 5580	Information Systems for Managers	3 s.h.
ECN 6100	Managerial Economics	3 s.h.
FIN 5650	Financial Management	3 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 6300	Organizational Behavior & Theory	3 s.h.
MGT 6750	The Current Health Care Environment	1 s.h.
MGT 6950	Strategic Management of Business Policy	3 s.h.
MKT 5790	Marketing Strategy	3 s.h.
QOM 6150	Total Quality Management	3 s.h.
QS 6490	Qualitative Research Methods	2 s.h.

Master Of Science In Business Administration Quality and Operations Management Specialty

The Master of Science in Business Administration with a specialty in quality and operations management offers a planned program of educational experiences for the graduate student involved in either manufacturing or non-manufacturing environments. The two areas of instruction include: 1) the process of introducing, implementing and evaluating quality improvement processes in manufacturing or service industries, and 2) the process of producing a product or service from inception and planning through production, implementation, and evaluation. Students have the option of including the certificate program offered jointly with the Association for Quality and Participation (AQP) in lieu of the formal research project. The content of the program is designed to provide the student with the following competencies:

- Demonstration of the specialized knowledge, skills, and attitudes necessary for professional and effective performance as a participant/leader in a total quality environment.
- Describe the process of producing a product or service from inception and planning through production.
- Problem solve for effective decision making. Integrate computerized information in the decision-making process.
- Describe the role of human behavior in the organizational environment, the importance of people, the satisfaction of their needs and objectives, and the integration of these needs with the goals of the organization.
- Identify professional ethics and social responsibility. Develop and maintaining one's own ethical and value system.
- Identify societal and environmental issues and analyze their collective impact on the organization.
- Perform useful research within a professional environment by completing project/thesis, or complete the Certificate in the Systems Approach to Quality.

Admission Requirements:

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

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be considered for conditional admission.)
2. Two completed recommendation forms from current employer or professional persons familiar with the applicant's work or college performance.

3. Interview with member of School of Business Admissions Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.
4. Full-time employment. International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admissions Committee.

Requirements for Graduation:

The quality and operations management program includes a business foundation sequence and a quality/operations management sequence.

Required Business Foundation Sequence (7 s.h.)

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

Business Foundation Sequence	Undergraduate Courses
ACC 5150: Financial Accounting (3 s.h.)	Principles of Accounting I&II
CIS 5580: Information Systems for Managers (1 s.h.)	Introduction to Computers
QS 5170: Quantitative Methods (3 s.h.)	Business Statistics

Required Quality/Operations Management Sequence (36 s.h.)

*ACC 5250: Managerial Accounting for Decision Making	3 s.h.
*CIS 5580: Information Systems for Managers	2 s.h.
MGT 5300: Behavior in Organizations	3 s.h.
MGT 5550: Ethical Considerations	2 s.h.
MGT 6240: Competitive Strategy Analysis and Planning	2 s.h.
QOM 6210: Total Quality: Building the Infrastructure	3 s.h.
QOM 6220: Operations Management	3 s.h.
QOM 6230: Quality & Process Improvement Techniques	3 s.h.
*QOM 5740: Forecasting and Planning	2 s.h.
*QOM 5760: Project Planning and Evaluation	2 s.h.

Track 1

QOM 6150: Total Quality Management	3 s.h.
*QS 6430: Research Design	3 s.h.
MGT 6830: Independent Research Project/Thesis	1 s.h.
MGT 6840: Independent Research Project/Thesis	2 s.h.
MGT 6930: Seminar in Leadership Studies	1 s.h.

OR

Track 2

QOM 6250: ISO, QS, & Organizational Self-Assessment	2 s.h.
QOM 6850: AQP Certificate Program	5 s.h.
QOM 6860: Project in Quality	1 s.h.
MGT 6930: Seminar in Leadership Studies	1 s.h.
QS 6490: Quality Research Methods	2 s.h.

* Denotes courses with undergraduate prerequisite.

Clinical Psychology Program

Master of Science in Clinical Psychology

Overview

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

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

Unique Program Features

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

Accreditation

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

Admissions Requirements

- Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of at least 3.0 on a 4.0 scale.
- Evidence of successful completion of at least 15 undergraduate semester hours in psychology, including abnormal psychology, research methods, physiological psychology, and life-span developmental psychology. (May be waived by Program Directors.)
- Human service experience that has prepared you to work in the mental health field.

Admissions Process

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

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

1. Completed Application for Admission to the Graduate Program form (available online at <http://ww2.madonna.edu.gradstudy>)
2. Two completed recommendation forms from current employers, supervisors or professionals familiar with the applicant's work or college performance. (NOTE: MU students or alumni may not request letters from PSY department faculty, full-time or adjunct.)
3. Personal statement (specific requirements available online at <http://ww2.madonna.edu/woods/personal1.htm> or from the Graduate Studies Office.)
4. Official transcripts sent directly to the Graduate Studies Office from each undergraduate and graduate institution attended.

After all of these materials are in, the file is sent to the Psychology Department for review. (Please note: Applicants often ask how they can shorten the time between application and interview. The only way you can do this is to make sure that all of the required materials are in as quickly as possible, because the department will not receive the file or schedule an interview until the file is complete.)

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

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

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

Important Dates

March 1: Application Deadline**

Interviews in March

April 15: Notification of Admission Decision

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

Guidelines for Completing the Personal Statement

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

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

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

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

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

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

Requirements for Graduation**

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

Knowledge Base (15 s.h.)

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

Research Foundations (7 s.h.)

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

Clinical Skills (18 s.h.)

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

Field Experience (9 s.h.)

PSY 5930:	Clinical Psychology Practicum I	3 s.h.
PSY 6930:	Clinical Psychology Practicum II	3 s.h.
PSY 6990:	Clinical Psychology Practicum III	3 s.h.

Thesis Option (4 s.h.)

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

Special Program Feature

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

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

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

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

**Course descriptions and full- and part-time plans of study are available on the web at <http://ww2.Madonna.edu/woods/masterof.htm>

Education Programs

Master of Science in Administration Catholic School Leadership Specialty

Philosophy

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

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

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

Purpose

The purpose of this program is to provide principals and teachers currently serving in the Archdiocese of Detroit with an opportunity to enhance their leadership skills and in particular to meet the unique challenges of Catholic schools. The program focuses on areas of school effectiveness as well as spiritual health and community.

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

Program Objectives

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

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

Admission Requirements:

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

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

Requirements for Graduation

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

Required Education Foundations Core (4 s.h.)

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

Required Leadership and Supervision (9 s.h.)

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

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

MGT 5220: Introductory Seminar	1 s.h.
EDU 5950: Curriculum Leadership: Elementary or Secondary	2 s.h.
EDU 6930: Seminar in Educational 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 Experiences (3 s.h.)

EDU 6310: Internship/Project in Catholic School Leadership	3 s.h.
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Some courses will be offered only at the Sacred Heart Major Seminary campus.

Master of Science in Administration Educational Leadership Specialty

Philosophy

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

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

Purpose

The Master of Science in Administration with a specialty in educational leadership is designed to meet the need for leaders in diverse educational settings, who will not only be effective managers but also enlightened educators and instructional leaders. This fundamental educational approach enables the leader not only to manage effectively but also to manage with a compelling vision of the future. The program seeks to develop educational leaders who:

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

Program Objectives

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

- Establishing and maintaining a positive and open learning environment that utilizes staff, student, and community efforts to develop and attain program/school goals.
- Developing and delivering an appropriate curriculum reflecting a sensitivity to cultural and environmental differences and leading to the mastery of basic and complex skills as well as enrichment.

- Building strong local, state, and national support for education.
- Developing and implementing effective instructional delivery systems that make effective use of time, staff, technologies, community resources, and financial resources to maximize student learning.
- Creating staff development programs and evaluation systems to enhance the effectiveness of educational and support personnel.
- Managing operations and facilities to ensure successful student learning.
- Utilizing significant research in problem solving and program planning.

Admission Requirements:

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

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

Requirements for Graduation:

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

Required Education Foundation Core (6 s.h.)

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

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

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

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

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

Required Clinical Experience (3 s.h.)

EDU 6310: Internship/Project in Educational Leadership and Seminar (Students select placement: elementary, secondary, or central office.)	3 s.h.
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Master of Arts in Teaching Learning Disabilities Specialty

Philosophy

In keeping with the mission of Madonna University, the Master of Arts in Teaching is viewed as a vehicle for enhancing Christian service to the community through advanced career preparation. Teaching is considered to be a distinguished and time honored profession at Madonna. Advanced training which builds upon undergraduate teacher preparation is necessary for personal renewal and success in meeting the complex and difficult demands of the classroom setting.

The Franciscan ideal places emphasis on the dignity of all human life and service toward the handicapped. At the present time, children and youth identified as Learning Disabled comprise the largest population of handicapped students in public and private schools. In-depth study in this discipline will promote understanding of all mildly handicapped children and youth and prompt reflection of contemporary issues in the field of education.

Purpose

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

- possess the academic scope necessary to understand the field of Learning Disabilities within the context of education.

- demonstrate professional competencies and initiative as a special education teacher by using research-based principles of teaching in thoughtful and creative ways.
- demonstrate advanced practical scholarship necessary to renew the field of special education by advancing the standards of the profession.
- articulate and advocate for the elements of capacity building that will make it possible to meet more exceptional needs in the general education delivery system.

Program Objectives

Students who complete the graduate program in Learning Disabilities will:

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

Unique Features of the Graduate Program in Learning Disabilities

Summer Student Teaching Opportunity

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

Exceptional Adjunct Faculty Members

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

A Highly Relevant Graduate Project Option

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

Admission Requirements:

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

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

Requirements for Graduation

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

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

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

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

EDU 5330: Transition Planning Issues in Learning Disabilities	3 s.h.
PSY 5350: Psychological Issues in Learning Disabilities	3 s.h.

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

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

SED 6500: Student Teaching, LD K-12 (With no prior Spec. Edu. Endorsement)	5 s.h.
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OR

SED 6700: LD K-12 Practicum I (90 hours) (With prior Spec. Edu. Endorsement)	2 s.h.
SED 6720: LD K-12 Practicum II (90 hours)	2 s.h.

SED 6930: LD Seminar	1 s.h.
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Subtotal for endorsement: 36-37 s.h.
Endorsement requires MTTC Test 63: Learning Disabled

LD Research Project (required for degree):

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

Master Of Arts In Teaching Literacy Education Specialty

Philosophy

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

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

Purpose

The Master of Arts in Teaching with a specialty in Literacy Education is a graduate degree program which combines academic and experimental learning and is designed to enable

classroom teachers certified at the elementary level or the secondary level to develop the competencies that qualify them as Reading Specialists according to the criteria of the International Reading Association and the Michigan Department of Education. The program leads to state endorsement in Reading K-12.

Teachers who complete the program will:

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

Program Objectives

Students who complete the graduate program in Literacy Education will:

- Develop and demonstrate knowledge in the nine categories of the knowledge base required of reading professionals by the International Reading Association: philosophy and theories of reading instruction; language development, cognition, and learning; reading process; creating a literate environment, organizing and planning for effective instruction; instructional strategies; assessment principles and techniques; communicating information about reading; and planning and enhancing programs.
- Understand the role of research in theory and practice.
- Understand the role of the Reading Specialist in clinical and school settings.
- Demonstrate competence in teaching in clinical and school settings.
- Demonstrate competence in decision-making in diagnostic and instructional settings.
- Demonstrate the ability to perform the role of Consultant/Coordinator.

Admission Requirements:

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

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

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

Requirements for Graduation:

The 36-semester hour program has three components: 1) the required education foundation core of 4 s.h.; 2) the required reading concentration of 21 s.h. which includes 4 s.h. of supervised practicum; and 3) the required cognates of 11 s.h.

Required Education Foundation Core (4 s.h.)

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

Required Reading Concentration (21 s.h.)

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

Required Cognates (11 s.h.)

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

Completion of the Presentation Portfolio that demonstrates competency in each category listed in the program objectives.

The State of Michigan requires a competency exam, Field 605: Reading, for certification as a Reading Specialist, K-12.

Master of Arts in Teaching Teaching and Learning Specialty

Overview

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

Program Goals

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

Admission Requirements:

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

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

Requirements for Graduation:

30 s.h. of course work, including:

Educational Foundation Core (6 s.h.):

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

Required Concentration (17 s.h.):

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

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

EDU 5950: Curriculum Leadership	2 s.h.
EDU 6250: Multimedia Applications for Learning (Pre-req: EDU 523)	2 s.h.
EDU 6360: Motivation for Achievement	2 s.h.

Seminar (3 s.h.):

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

MTESOL - Master in Teaching English to Speakers of Other Languages

Program Overview

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

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

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

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

Program Objectives

Students who complete the program will:

- master knowledge of language systems, their interrelatedness and apply it to analyze language functioning, learning and teaching.
- apply knowledge of biological, cognitive and societal factors in language functioning to language learning and teaching.
- synthesize knowledge of prominent theories of second or foreign language acquisition and apply it to pedagogical practices.
- synthesize knowledge of prominent educational theories and relate it to English as a second language classroom practices.
- evaluate current research findings in the field and implement them in pedagogical practices.
- utilize various pedagogical methods of teaching English oral, listening, reading, and writing skills to foreign students.
- implement various assessment methods used in the English as a second language classroom.
- demonstrate knowledge of an interface between language and culture and implement it in pedagogical practice.
- master fluency in the oral and written English.
- develop knowledge of ethical considerations in pedagogical practices and apply it to a given cultural context.

Admission Requirements:

For native speakers of English:

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

For non-native speakers of English:

1. A bachelor's degree from an accredited institution or its foreign equivalent as evaluated by World Education Services.
2. TOEFL score of 550 and TWE score of 5. Those candidates who do not meet the proficiency test criteria, but otherwise show potential, may be admitted conditionally to the program.
3. Two letter of recommendation forms from professionals familiar with a candidates academic and/or teaching abilities.
4. An interview with the MTESOL Admission Board to discuss a candidate's relevant past and future professional goals. Those foreign candidates who are unable to attend an interview are required to send a resume and a statement of purpose describing their relevant past experiences and future professional goals.

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

Requirements for Graduation

30 s.h. course work, including:

EDU 5000: Current Developments in Teaching and Learning Theory	2 s.h.
ENG 5410: Language Processes	3 s.h.
ENG 5420: Linguistic Concepts	3 s.h.
TSL 5100: Introductory Seminar	1 s.h.
TSL 5170: Language Testing and Evaluation	2 s.h.
TSL 5190: Second Language Acquisition	3 s.h.
TSL 5210: Teaching of Speaking/Listening to ESL Students	3 s.h.
TSL 5220: Teaching of Reading/Vocabulary to ESL Students	3 s.h.
TSL 5230: Teaching of Writing/Grammar to ESL Students	3 s.h.
TSL 6200: Language and Culture	2 s.h.
TSL 6300: Practicum	2 s.h.
TSL 6900: Final Seminar	3 s.h.

The NS Teaching Endorsement Requirements

24 s.h. of course work, including:

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

Health Services Program

Master Of Science In Health Services

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

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

Purpose

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

Mission

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

The program mission is based upon the following principles:

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

Goals and Objectives

Graduates of this program will:

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

Admission Requirements:

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

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

Requirements for Graduation

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

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

Required Core Courses:

ADM 5180: Information Retrieval and Presentation	1 s.h.
*BIO 5450: Epidemiology and Biostatistics	3 s.h.
BIO 5650: Environmental and Occupational Epidemiology	3 s.h.
*CIS 5580: Information Systems for Managers	2 s.h.
HS 5250: Concepts in Community Health	3 s.h.

Electives:

HS 6800: Selected Topics	1 s.h.
HS 6810: Selected Topics	1 s.h.
HS 6870: Research Strategies	1 s.h.
HS 6880: Proposal Strategies	2 s.h.
HS 6910: Project, OR	2 s.h.
HS 6920: Practicum, OR	2 s.h.
HS 6930: Thesis	3 s.h.

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

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

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

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

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

9 semester hours of credit toward the MS degree in Health Services to be granted to Diplomats of the Michigan School of Health Care

Risk Management:

*HS 5800: Principles of Managed Care	3 s.h.
SOC 5090: Sociology of Health Care Systems (OR)	3 s.h.
SOC 5210: Power, Politics & Health Policy	3 s.h.

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

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

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

* Prerequisites

BIO 5450: One course in statistics and microbiology
CIS 5580: Introductory course in computers or register for 3 s.h.
FIN 5650: One course in finance or AHA 5190
HS 5800: One course in finance, marketing; accounting recommended.

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

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

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

Hospice Education Department

Master Of Science In Hospice

Philosophy

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

Purpose

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

Program Goals and Objectives

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

- Synthesize past hospice history and trends as a means of understanding the past and current hospice movement.
- Analyze hospice models of care that support palliative, interdisciplinary interventions in an advanced hospice practice.
- Analyze advanced bereavement models and relevant interdisciplinary theories that support bereavement counseling and spiritual interventions in advanced hospice practice.
- Evaluate current transcultural, ethical/moral, and legal issues pertaining to hospice patients/families to develop a professional code of conduct in advanced hospice practice.
- Develop expertise in selected cognate area and apply concepts to areas in hospice.
- Apply research methodology to the resolution of problems in advanced hospice practice.

Admission Requirements:

Admission to the M.S. in hospice education is determined on the basis of the following:

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

Requirements for Graduation

The 30 semester hour program has three components: (1) the hospice education foundation core of 15 hours; (2) the research courses of 6 hours; and (3) a cognate which includes 9 hours.

Required Hospice Core Courses (15 s.h.)

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

(Above courses are taken with HSP 5000 as a prerequisite)

Bereavement Cognate (9 s.h.)

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

Business Cognate (9 s.h.)

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

Education Cognate (9 s.h.)

EDU 5000: Current Developments in Teaching & Learning Theory	2 s.h.
EDU 5020: Adult Learners: Approaches to Learning and Instruction	3 s.h.
<i>(Choose one of the above courses)</i>	
EDU 5080: Instructional Research	2 s.h.
EDU 5650: Education and the Community	2 s.h.
EDU 5800: Selected Topics in Educational Leadership	1-3 s.h.
EDU 5950: Curriculum Leadership	2 s.h.

Nursing Cognate (9 s.h.)

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

Pastoral Ministry Cognate (9 s.h.)

Must take one of the following marked with *

*RE 5300: Conversion and Reconciliation	2 s.h.
*MT 5500: Principles of Christian Morality (Prerequisite for MT 550 is THE 274 or equivalent)	2 s.h.
PM 6600: Pastoral Counseling	2 s.h.
PM 7000: Ministry to the Elderly	2 s.h.
PM 7150: Pastoral Care of the Sick (Required)	3 s.h.
PM 7200: Pastoral Care of the Family	2 s.h.

Required Research Courses (6 s.h.)

For Bereavement, Business, Education, Pastoral Ministry Cognate

QS 6430: Research Design (Prerequisite for QS 6430 is QS 5170)	3 s.h.
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HSP 6840: Research Project/Thesis (All hospice core courses must be completed)	3 s.h.
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For Nursing Cognate

NUR 5540: Biostatistics	3 s.h.
HSP 6840: Research Project/Thesis	3 s.h.

Prerequisites

CIS 2250 or CIS 2380 or equivalent (NUR 5540)	2 s.h.
HSP 5000: History & Philosophy of Hospice	3 s.h.
THE 2740: Moral Theology (MT 5500)	2 s.h.
QS 5170: Quantitative Methods for Leadership Role (QS 6430)	3 s.h.

Electives

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

ENG 5050: Communication for the Executive	3 s.h.
HSP 5800-5810: Current Trends and Topics	1-3 s.h.
MGT 6400: Power, Politics and Networking	2 s.h.
MGT 5300: Behavior in Organizations	3 s.h.

Certificate in Hospice Education

Certificate Requirements (15 s.h.-5 core hospice courses)

This certificate provides students with a strong foundation regarding the core concepts and philosophy of interdisciplinary hospice care. Students complete the five core courses within the graduate curriculum.

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

Certificate in Bereavement (9 s.h.)

Like the hospice curriculum, this specialized training in bereavement theory, counseling, and programming is available for college credit and is unique to Madonna University. It includes 3 graduate courses in:

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

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

Madonna University

Sacred Heart Major Seminary Federation

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

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

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

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

Nursing Program

Master Of Science In Nursing

Philosophy

Christian Humanism

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

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

Person

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

Environment

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

Health

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

Nursing

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

Education

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

Baccalaureate And Higher Nursing Education

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

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

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

Conceptual Framework

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

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

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

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

Graduate Program

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

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

Nursing Graduate Level Outcomes

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

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

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

MSN - Adult Health: Clinical Nurse Specialist

This specialty is designed to prepare advanced practice nurses (APN) to serve the needs of adults in a variety of settings. The graduate will be a clinical specialist in the care and management of clients with chronic alterations who will be able to synthesize advanced knowledge of health-illness states of clients to design relevant nursing care, integrate research-based problem solving and decision making in nursing care of the client, family, and community, and implement effective communication strategies in collaborative management of client care. The graduate will also be able to select appropriate nursing therapeutic interventions for client care, design nursing care that integrates principles of Christian humanism, and assume the role of the clinical nurse specialist that reflects nursing standards of practice.

The graduate of this specialty will be prepared to take the certification exam as a clinical specialist in medical-surgical nursing (ANA) after meeting the practice requirements and then be eligible for nurse practitioner specialty certification from the Michigan Board of Nursing.

Admission Requirements

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

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

Requirements for Graduation

The specialty in Adult Health: Clinical Nurse Specialist, which involves 46 - 47 hours of graduate level course work, entails the following:

Nursing Core Courses (18 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 5210:	Power, Politics and Health Policy	3 s.h.
NUR 5400:	Advanced Roles in Nursing (practicum)	3 s.h.
*NUR 5540:	Biostatistics	3 s.h.
NUR 5550:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 6900:	Applied Research Strategies	1 s.h.

Advanced Practice Core (9 s.h.)

BIO 5600:	Advanced Human Pathophysiology	3 s.h.
NUR 5250:	Advanced Health Assessment	3 s.h.
NUR 5350:	Advanced Pharmacology	3 s.h.

Specialty Curricula (17 s.h.)

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

Research Options (2-3 s.h.)

NUR 6910:	Nursing Research: Project OR	2 s.h.
NUR 6920:	Nursing Research: Practicum OR	2 s.h.
NUR 6930:	Nursing Research: Thesis OR	3 s.h.
NUR 6940:	Scholarship for Evidence-Based Nursing Practice	2 s.h.

* Note Specific Prerequisites

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

NUR 5540 Biostatistics - Co-prerequisites: CIS 2250 or CIS 2380 or Basic Computer Skills.

BIO 5600- BIO 3700 or equivalent

MSN - Adult Health: Primary Care Nurse Practitioner

Overview

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

Admission Requirements

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

1. Possession of a Bachelor of Science in Nursing (BSN) degree from an accredited program with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. Satisfactory score on the GRE (Graduate Record Exam) for applicants with less than a 3.25 undergraduate grade point average.
3. Two completed recommendation forms from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide primary health care.

4. Current resume.

5. Employment history: Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program.

6. Current Michigan RN License.

7. Admission interview with the Chair of Nursing Graduate Programs in collaboration with Coordinator of the Adult Health NP Specialty.

8. Statement of goals for graduate education in specialty.

Requirements for Graduation

47-48 s.h. of course work including:

Nursing Core Courses (18 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210:	Power, Politics & Health Policy	3 s.h.
NUR 5400:	Introduction to Advanced Practice Nursing	3 s.h.
*NUR 5540:	Biostatistics	3 s.h.
NUR 5550:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 6900:	Applied Research Strategies	1 s.h.

Advanced Practice Core (9 s.h.)

*BIO 5600:	Advanced Human Pathophysiology	3 s.h.
NUR 5250:	Advanced Health Assessment (practicum)	3 s.h.
NUR 5350:	Advanced Pharmacology	3 s.h.

Specialty Curricula (18 s.h.)

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

Research Options (2-3 s.h.)

NUR 6910:	Nursing Research: Project, OR	2 s.h.
NUR 6920:	Nursing Research: Practicum, OR	2 s.h.
NUR 6930:	Nursing Research: Thesis, OR	3 s.h.
NUR 6940:	Scholarship for Evidence-Based Nursing Practice	2 s.h.

* Note Specific Prerequisites

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

NUR 5540 - Co-requisite CIS 2250 or CIS 2380 or Basic Computer Skills.

BIO 5600 - BIO 3700 or equivalent.

Master Of Science In Nursing Nursing Administration Specialty

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

Admission Requirements

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

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

Requirements for Graduation

The specialty in Nursing Administration, which involves 36 - 38 hours of graduate level course work, entails the following:

Nursing Core Courses (18 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 5210:	Power, Politics and Health Policy	3 s.h.
NUR 5400:	Advanced Roles in Nursing (practicum)	3 s.h.
*NUR 5540:	Biostatistics	3 s.h.
NUR 5550:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 6900:	Applied Research Strategies	1 s.h.

Advanced Core (11-12 s.h.)

*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
MGT 5300:	Behavior in Organizations	3 s.h.
MGT 5400:	Organizational Effectiveness & Change Management	3 s.h.
*CIS 5580:	Information Systems for Managers	2-3 s.h.

Specialty Courses (5 s.h.)

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

Research Options (2-3 s.h.)

NUR 6910:	Nursing Research: Project, OR	2 s.h.
NUR 6920:	Nursing Research: Practicum, OR	2 s.h.
NUR 6930:	Nursing Research: Thesis, OR	3 s.h.
NUR 6940:	Scholarship for Evidence-Based Nursing Practice	2 s.h.

* Note Specific Prerequisites

1. ACC 5250 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 5150 Financial Accounting (3 s.h.).
2. CIS 5580 - CIS 2250 Computer Fundamentals, computer literacy, or registration as 3 s.h.
3. NUR 5540 Biostatistics - Co-prerequisites: CIS 2250 or CIS 2380 or Basic Computer Skills

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

MSN/MSBA Dual Degree Specialty

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

In addition to meeting the nursing graduate level outcomes, the student in the MSN/MSBA specialty is also responsible for achieving the competencies for the Master of Science in Business Administration as stated in the Madonna University Graduate Bulletin, 2001-2003.

Admission Requirements

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

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

Requirements for Graduation

The specialty of MSN/MSBA Dual Degree, which involves 60 - 61 semester hours of graduate level course work, entails the following:

Nursing Core Courses (18 s.h.)

NUR 5000:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 5210:	Power, Politics and Health Policy	3 s.h.
NUR 5400:	Advanced Roles in Nursing (practicum)	3 s.h.
*NUR 5540:	Biostatistics	3 s.h.
NUR 5550:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 5760:	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 6900:	Applied Research Strategies	1 s.h.

Advanced Core (11-12 s.h.)

*ACC 5250:	Managerial Accounting for Decision Making	3 s.h.
*CIS 5580:	Information Systems for Managers	2-3 s.h.
MGT 5300:	Behavior in Organizations	3 s.h.
MGT 5400:	Organizational Effectiveness and Change Management	3 s.h.

Business Specialty Courses (10 s.h.)

MGT 5220:	Introductory Seminar in Leadership Studies	1 s.h.
MGT 5370:	Future Society and Leadership	2 s.h.
MGT 5470:	Ideas in Leadership: Development and Literature	2 s.h.
MGT 5920:	Seminar in Leadership, Analysis & Growth	2 s.h.
*QOM 5740:	Forecasting and Planning	2 s.h.
MGT 6930:	Seminar in Leadership Studies	1 s.h.

Business Specialty Electives (12-13 s.h.)

12 s.h. if completing a thesis
13 s.h. if completing a project, practicum, or NUR6940

Nursing Specialty Courses (6 s.h.)

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

Research Options (2-3 s.h.)

NUR 6910:	Nursing Research: Project, OR	2 s.h.
NUR 6920:	Nursing Research: Practicum, OR	2 s.h.
NUR 6930:	Nursing Research: Thesis, OR	3 s.h.
NUR 6940:	Scholarship for Evidence-Based Nursing Practice	2 s.h.

* Note Specific Prerequisites

1. ACC 5250 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 5150 Financial Accounting (3 s.h.).
2. CIS 5580 - Information System for Managers requires CIS 2250 Computer Fundamentals, computer literacy, or registration as 3 s.h.
3. MGT 5550 - Ethical Considerations in Leadership cannot be substituted for NUR 5550
4. NUR 5540 Biostatistics - Co-prerequisites: CIS 2250 or CIS 2380 or Basic Computer Skills
5. QOM 5740 - Forecasting and Planning: one undergraduate course in statistics or probability or QS 5170 or NUR 5540 and MGT 5370 and CIS 5580

Post-Master's Certificates

Adult Health: Primary Care Nurse Practitioner

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

Outcomes

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

Admission Requirements

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

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

4. Employment history: Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program.
5. Current Michigan RN License.
6. Admission interview with the Chair of Nursing Graduate Programs in collaboration with Coordinator of the Adult Health NP Specialty.
7. Statement of goals for graduate education in advanced practice.

Certificate Requirements

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

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

* *Note Specific Prerequisites*

- NUR 5250: Advanced Health Assessment (3 s.h.) or equivalent.
- NUR 5350: Advanced Pharmacology (3 s.h.) or equivalent.
- NUR 5400: Introduction to Advanced Practice Nursing (3 s.h.) or equivalent.
- BIO 5600: Advanced Human Pathophysiology (3 s.h.) or equivalent.

- Prior to awarding the certificate, a student must have completed a master's degree in nursing.
- Practicum experiences will be scheduled contingent upon availability of resources.

Health Care Educator

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

Admission Requirements

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

- 1 Possession of a master's degree with a grade point average of 3.0 on a 4.0 scale.
2. Two completed recommendation forms from professional associates.

3. Current resume.
4. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the specialty. This will be addressed at the admission interview.
5. Admission interview with the Chair of Nursing Graduate Program.

Requirements For Health Care Educator Certificate

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

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

2. Two completed recommendation forms from professional associates, one of whom must be a nurse.
3. Current resume.
4. Copy of current Michigan or other state RN License.

Requirements For Nurse Entrepreneur Certificate

The Nurse Entrepreneur certificate, which involves 18-19 semester hours of graduate level course work, entails the following:

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

Nurse Entrepreneur

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

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

Admission Requirements

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

1. Possession of a master's degree with grade point average of 3.0 on a 4.0 scale.*

Course Descriptions

Accounting

ACC 5150 - Financial Accounting - 3 s.h.

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

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

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

ACC 5700 - International Accounting - 2 s.h.

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

Administration

ADM 5180 - Information Retrieval/Publication/Presentation - 1 s.h.

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

Biology

BIO 5010- Genetics - 4 s.h.

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

BIO 5170- Invertebrate Zoology - 4 s.h.

Invertebrate Zoology 517 is a four semester hour course in parasitology. There are two, one-hour lecture periods per week and two, three-hour labs per week. Human disease-causing parasites will be the focus of this course. Students will study form, function, and classification of the major groups of parasites: Protozoa, Helminths, and Arthropods. Life cycles, morphology, epidemiology, and control of these parasites will be emphasized. Laboratory exercises will concentrate on the identification of parasites as they are observed in clinical specimen. (Prerequisite: BIO 2260 or equivalent)

BIO 5270-Clinical Bacteriology- 4 s.h.

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

BIO 5280- Immunology- 4 s.h.

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

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

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

BIO 5500-Medical Mycology - 4 s.h.

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

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

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

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

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

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

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

Business Law

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

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

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

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

Catholic School Leadership

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

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

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

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

CSL 6400 - Catechetical Leadership - 2 s.h.

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

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

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

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

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

Childhood Development

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

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

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

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

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

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

CD 6940 - Action Research Project in Early Childhood Education - 3 s.h.
This study applies theoretical understandings gained throughout the Program to practice as students engage in an action research project. Reflective inquiry and demonstration of self-knowledge are articulated into a personal code of professional behavior.

Computer Information Systems

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

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

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

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

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

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

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

This course develops a managerial level of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational, and management people in telecommunications. The course will investigate the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks.

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

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

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

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

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

This course explores the Information Systems (IS) role in transforming organizations and industries. Emphasizes the integrative role of Information Systems and Resources. Three areas of integration will be addressed; integrating the enterprise, integrating the IS function, and integrating IS technologies. The scope of this course will address both the internal and external IS needs of the organization.

Criminal Justice

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

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

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

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

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

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

CJ 5400 - Criminal Justice Operations and Programs in the 21st Century - 2 s.h.

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

Economics

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

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

ECN 6100 - Managerial Economics - 2 s.h.

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

ECN 6240 - Economics of Labor - 3 s.h.

Because prerequisites are not necessary, this course begins with a broad survey of modern macro-economic theory and will introduce the student to the economics of labor by identifying modern theories of labor market behavior, summarizing the empirical evidence for and against each hypothesis, and illustrating the usefulness of theory for organizational policy. The majority of the course will be devoted to a focus on economic approaches to the various topics within the field of Human Resources Management such as Workforce Demographics, Productivity, Employee, Employee Appraisal and Reward, Pay/Compensation Systems, Training and Development, and International HRM considerations. (Prerequisite: ECN 5180 or equivalent)

Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Study of identification of reading and associated problems. Diagnostic and remedial methods presented including the use of informal and formal testing. Practice in modifying reading materials to meet the needs of children and youth. Lecture 2 hours, reading laboratory 2 hours.

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

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

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

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

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

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

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

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

EDU 5950 - Curriculum Leadership - 2 s.h.

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

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

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

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

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

EDU 6310 - Internship/Project in Educational Leadership and Seminar - 3 s.h.

The field experience in an educational setting, which will allow the student to gain experience in leadership activities. The student is supervised by a faculty member and mentored by a staff member of the host institution who is identified collaboratively by the host institution and the University. The nature of the internship is structured collaboratively by the host institution and the University. Experiences may be of the traditional administrative nature; however, the University recognizes that there are roles in many school settings which are of a leadership nature without an administrative title. Other examples might include school improvement, community education, staff development, curriculum development, collective bargaining, budget development, public relations, etc. Typically students log approximately 200 hours in the internship, which may be divided over two terms. Students plan and implement a leadership project and submit an assessment report at its conclusion.

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

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

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

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

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

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

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

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

English

ENG 5050 - Communications for the Executive - 3 s.h.

A communication theory and practice course, with emphasis on developing proficiency in the written and oral communication skills needed by the executive. Study of the communication processes within an organization and the application of effective skills in letters, directives, reports, managerial and large group presentations, and visual aids. Principles and techniques of conducting meetings.

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

Investigation of the body of literature available for students, K-12. Presents criteria for selection, methods of integrating literature into the curriculum at all grade levels, and strategies to provide formalistic and socio-cultural readings of text.

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

Investigation of major theories of language development in the normal child and implications for cognition and literacy acquisition. Attention to the dimensions of oral and written language, including linguistic knowledge, cognition, language performance, and cultural and environmental factors that promote language difference.

ENG 5410 - Language Processes - 3 s.h.

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

ENG 5420 - Linguistic Concepts - 3 s.h.

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

Finance

FIN 5650 - Business Finance - 3 s.h.

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

FIN 6250 - International Finance - 2 s.h.

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

Health Services

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

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

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

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

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

Course provides an overview of the research process as is formalized in health science professions. Research methodology and an introduction to proposal formulation is presented with an overview to selection of appropriate qualitative and quantitative evaluation techniques. Students elect research project, practicum, or thesis. (Prerequisite: Completion of 500-level course work)

HS 6880 - Proposal Strategies - 2 s.h.

The focus of this course is the preparation of the project/thesis proposal and their chapters. Considerable attention is given to rhetorical and grammatical analysis of sample proposals and chapters. Writing assignments consist of work in progress and/or the drafting of the first three chapters, with subsequent documentation appropriate for submission to the Human Subjects Review Committee. (Prerequisite: Completion of 500-level course work)

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

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

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

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

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

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

Hospice Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

International Business

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

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

INB 5450 - International Management - 3 s.h.

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

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

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

INB 6150 - International Marketing - 3 s.h.

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

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

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

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

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

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

(Must be taken within first three semesters of enrollment)

Explores the unique methodological problems of conducting the international business research, such as data availability, reliability, and comparability; major information sources, problems of language, distance, and perceptions. The student will select a specific region of the world and begin a comprehensive study of the geography, culture, government, history, language, economics, and politics of the region. The student will develop a detailed plan and time line for the collection and examination of data and information on the chosen research area. This independent study will continue through INB 6740 & 6750.

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

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

Management

MGT 5220 - Introductory Seminar in Leadership Studies - 1 s.h.

An assessment of the student's leadership and managerial competencies, resulting in an individual plan of development; overview of information sources, including the library and basic graduate research tools; assessment of computer literacy skills.

MGT 5300 - Behavior in Organizations - 3 s.h.

Focus on the types of individual and group behaviors, along with related behavioral problems, experienced by managers. Students develop competencies based on understanding the processes responsible for specific behaviors, especially when compounded by effects of environmental forces and diverse individual differences and perform in-depth analysis of the social and ethical issues which influence managerial constraints.

MGT 5370 - Future Society and Leadership - 2 s.h.

Analysis of the future of society and trends that influence future enterprises. Analysis of perceptions of the future based on present and future value systems; patterns of governance, philosophy, developments in science and technology, international perspective, and social changes.

MGT 5400 - Organization Effectiveness and Change Management - 3 s.h.

Theories, design, structure, systems, process, continuity, and effectiveness of organizations as part of the larger society are studied from a macro perspective. In addition, theories, methods, and practices of organization change and development are introduced as means of addressing organizational ineffectiveness and maximizing organizational health.

MGT 5470 - Ideas in Leadership Development and Literature - 2 s.h.

An overview of the evolution of management thought from its earliest beginnings to the present, with emphasis on pivotal writings in the field. Critical examination of the quantitative approach to management; people-orientation on organizational life; response of management thinkers to scientific and technological change and a growing emphasis on humanism.

MGT 5500 - Human Resource Management and Development - 3 s.h.

Theory and practice of Human Resources Management and Development in proprietary and not-for-profit organizations. Emphasis is placed on the relevant psychological and theoretical foundations for the "technologies" of HRM/D such as staffing, recruitment, selections, performance assessment, career development, education and training, labor relations, reward systems (special emphasis on compensation), employee health and safety. Discussion of contemporary management views and applications clarify the appropriate role of human resources within the organizational and business planning and operations.

MGT 5550 - Ethical Considerations in Leadership - 2 s.h.

Students explore ethical dimensions of the character, roles and functions of the leader; sources of individual and group ethics and their application to behavior of and within organizations, including in students own work situations; values and moral dilemmas in individual and administrative decision-making, corporate ethics, and codes of ethics. Students consider comparative ethical systems as they bear on international business and professional communication and interaction.

MGT 5560 - Cases in Business Ethics - 1 s.h.

Continues MGT 5550 and presumes the background provided in that course. Deals exclusively with current and historic business ethics cases as reported in the professional literature and in the press. (Prerequisites: MGT 5550 or consent of the instructor)

MGT 5920 - Seminar in Leadership: Analysis and Growth - 2 s.h.

The purpose of this course is to assist the student in clarifying and strengthening the student's leadership role in the social responsibility arena in terms of how environmental, political, and social issues affect and are dealt with by the organizational leader. A second goal of this course is to analyze the student's original Plan of Development and to assess the Master of Science in Business Administration goal attainment. Finally, the student further develops team skills through completing class assignments and projects.

MGT 6110 - Entrepreneurial Leadership in Non-Profits - 3 s.h.

Decreasing financial resources have demanded that non-profit leaders approach the marketplace with a competitive perspective. Donors are required non-profit organizations to operate in the spirit of business - carefully planning for competitive advantage, marshaling limited financial, material and human resources and evaluating their performance against stringent criteria. All these characteristics describe the entrepreneurial leader. This course is designed especially to help students launch, re-invent their organizations and help them grow through competitive, strategic processes.

The course will primarily be facilitated around case studies, live case studies brought to class by practicing non-profit entrepreneurs. Visits to location to examine and assess how entrepreneurial leaders stimulate and sustain productivity, efficiency, capacity building and innovation will help students make application of theory to reality.

MGT 6120 - Developing and Deploying Volunteers - 2 s.h.

As one of non-profit's greatest assets, volunteers need to be carefully selected, prepared and fit to the appropriate task. This course centers on recruiting, selecting, developing and deploying volunteers. Students practice using practices which create a motivating environment in which volunteers' self-esteem is enhanced, they are recognized and where corrective feedback is provided in handling performance problems.

MGT 6130 - Developing Partnerships with Boards, Suppliers and Clients - 2 s.h.

The course focuses on the process of building working partnerships with three groups: boards, suppliers and clients. The partnership process includes setting superordinate goals committing to measurable outcomes, kinds, formats, and timing of information exchange, the use of power and the methods for handling differences and conflicts.

MGT 6140 - Obtaining Funding, Program Management and Evaluation - 2 s.h.

This course focuses on development and the raising of funds to support the non-profit vision. At a time when federal government funding is diminishing, non-profits need to look for alternative financial sources. In the course, participants learn how to construct a funding campaign, including direct solicitation and grant writing. Because more donors want evidence of fiduciary responsibility, they expect non-profits to demonstrate how they used their financial support as good stewards. For this reason, students learn how to program manage and evaluate program goal achievement.

MGT 6220 - Operations Management - 3 s.h.

This course is designed to introduce the objectives of operations management in manufacturing and service industries. Historical and current literature relating to the methods employed by managers to plan and control operating systems will be reviewed. Students will examine various problems in operations management. (Prerequisite: QS 5170)

MGT 6240 - Competitive Strategy Analysis and Planning - 2 s.h.

In a team teaching approach, a capstone POM study of the techniques used in industry analysis and in the strategic posturing of a firm within its competitive environment; the integration of the analysis process and planning process. Topics covered will include inventory management, material planning, operations scheduling, project management, and competitive advantage in world-class manufacturing or service environments. (Prerequisite: QS 5740 and QS 5760)

MGT 6300 - Organizational Theory and Behavior - 3 s.h.

A study of theories of organizations from historical and contemporary perspectives, focusing on how they inform our understanding of behaviors in, for, and of small and large for-profit and not-for-profit business organizations, with an emphasis on the images and metaphors of organizations.

MGT 6370 - Multicultural Business Communications and Negotiations - 2 s.h.

Approaches effective multicultural communications as an essential professional skill and as an important function of international management. Discusses the cultural aspects of verbal and nonverbal behaviors of persons from different cultures, the negotiation process with those from differing cultures, and presents techniques and experiences for increasing one's effectiveness.

MGT 6400 - Power, Politics, and Networking - 2 s.h.

An effective leader will understand the organizational culture and the power, political, and networking strategies and how they interact with the culture. The theoretical base for investigating the power structure and its pragmatic use within the organization will be examined.

MGT 6500 - Contemporary Workforce Issues - 3 s.h.

This is a summary survey course this cognate area and serves to identify both futuristic and global issues within Human Resources Management which will most likely impact on strategic planning and management of a firm. (Prerequisites: MGT 5500 and ECN 6240)

MGT 6830 - Independent Research Project/Thesis - 1 s.h.

Independent research study to be completed under guidance of a member of the Graduate Faculty. (Prerequisite: Completion of core courses; taken in final year of program; taken Spring term prior to QS 6430.)

MGT 6840 - Independent Research Project/Thesis - 2 s.h.

Continuation of research started as part of QS 6430 and MGT 6830.

MGT 6930 - Seminar in Leadership Studies - 1 s.h.

Capstone course; emphasis is on the presentation and critique of the independent research study. (Prerequisite: taken concurrently with MGT 6840.)

MGT 6950 - Strategic Management of Business Policy - 3 s.h.

Development and application of business policy using techniques of strategic management of an organization as a whole, both internally and externally and locally and globally, taken primarily from the perspectives of middle and top management. Emphasis is on the long view, but does not neglect short term situation management of operational problems, technology, diversity, change, and ethics. Examines how strategy is developed; considers the respective roles of stakeholders. Employs quantitative and qualitative methods and data, including case studies and simulation. (Prerequisite: upon successful completion of all foundation courses.)

Marketing

MKT 5160 - Essentials of Marketing - 3 s.h.

The study of marketing concepts, terminology, and applications, with special emphasis on the marketing mix relationships: e.g., product, price, promotion, and distribution; global marketing, target marketing, and integrated marketing. Study of the role and operation of marketing functions and their influence on the organization both internally and externally.

MKT 5790 - Marketing Strategy - 3 s.h.

The use of strategic planning as an advancement of traditional marketing management. Students sharpen managerial perspectives and analytical techniques for achieving corporate-wide marketing objectives. (Prerequisite: One course in marketing or MKT 5160)

MKT 6210 - Leadership in Marketing Management - 3 s.h.

Explore and apply marketing tools available to managers and leaders in an organization for the purpose of maximizing the organization potential in consumer and business environments.

MKT 6310 - e-Marketing - 3 s.h.

Explore the integration of electronic marketing strategies with non-electronic strategies to enhance the offering of an organization. Apply marketing principles and practices electronically to marketing situations.

Medical Technology

MTE 5050 - Clinical Hematology I- 4 s.h.

Introduction to clinical hematology with emphasis on normal and abnormal formed elements of human blood. Laboratory practice in enumeration, identification, and interpretation of dyscrasias as they relate to health and disease states.

MTE 5070 - Immunohematology and Serology- 4 s.h.

This course includes principles and theory of medical genetics, immunohematology, component therapy and representative serologic techniques. This class consists of lecture, discussion, demonstration, field experiences, and laboratory exercises aimed at acquisition of competencies required in the clinical setting.

MTE 5090 - Hemostasis and Special Procedures - 3 s.h.

This course investigates the pathophysiology of hemostasis and disorders affecting it. Emphasis also on clinical analysis of body fluids in health and disease.

MTE 5630 - Clinical Chemistry I - 3 s.h.

Physiological chemistry of carbohydrates, lipids, and proteins in health and disease. Laboratory diagnosis of cardiovascular, respiratory, hepatic, and renal disorders.

MTE 5650 - Clinical Chemistry II - 3 s.h.

Continuation of MTE 563 to discuss physiology and pathology of endocrine hematologic, muscular, skeletal and neoplastic disease. Principles of toxicology, TDM, ELISA, RIA and proficiency testing systems are addressed.

Nursing

NUR 5000 - Theoretical Basis for Nursing Practice - 3 s.h.

This course introduces the students to selected conceptual frameworks and middle range theories that are utilized in advanced nursing roles. Students will learn and apply theoretical terminology and design nursing theory based processes appropriate to their selected advanced nursing role. The student will critique the adequacy of the scientific evidence for selected middle range theories.

NUR 5160 Introduction to Entrepreneurship - 1 s.h.

This course provides an introduction to entrepreneurship for nurses to enable them to begin the process of developing their businesses or business ideas. The participants will learn about other nurses in business and how those nurses turned their ideas into successful endeavors. The participants will also analyze their own ideas and begin to create a strategy for developing those ideas into a business.

NUR/SOC 5210 - Power, Politics and Health Policy - 3 s.h.

This course focuses on the historical, cultural, social, ethical, economical, political, and legal factors that impact the present U.S. health care system. The role for advanced practice nurses (APN) to form collaborative interdisciplinary partnerships is addressed. Their professional responsibility to shape just and humane health policy by increasing consumer knowledge and use of the political process is explored.

NUR 5250 - Advanced Health Assessment for Adults - 3 s.h.

This course focuses on the comprehensive assessment and clinical decision-making skills necessary for advanced practice nursing of well adult clients as well as those with episodic and/or chronic health conditions. Students will develop advanced assessment skills necessary to address the holistic appraisal of late adolescent through adult clients including the physical, psychosocial, cultural, and family dimensions of assessment. Clinical decision-making skill development focuses on appropriate interpretation of the holistic data tailored to the individual client. (Prerequisite: MSN/Adult Health Specialty or Adult Nurse Practitioner Specialty or Certificate Student only, NUR 3030 or equivalent and BIO 5600 pre- or co-requisite)

NUR 5300 - Clinical Decision Making in Adult Primary Care - 6 s.h.

This course focuses on the role of the adult nurse practitioner in addressing personal health care needs of late adolescent and adult patients within the context of community. The focus of clinical activities during this course includes initial and low complexity decision making regarding health promotion and health maintenance of the essentially well client who may be experiencing common acute illness. A variety of settings will be used for clinical placements. (Prerequisite course: NUR 5250 or equivalent)

NUR 5350 - Pharmacology for the Advanced Practice Nurse - 3 s.h.

This course is designed to provide the advanced practice nurse (APN) with a broad knowledge of basic pharmacologic principles and the therapeutic application of drug therapy for adults with acute and/or chronic health conditions. Drawing upon knowledge of the pathophysiology of various health conditions, the APN will learn appropriate drug selection, dosing, side effects, adverse drug reactions, drug interaction prevention/management, and client education for selected drug therapies. (Prerequisite or co-requisite courses: NUR 5250, NUR 6230 or equivalent (post-master's certificate)

NUR 5400 - Advanced Roles in Nursing - 3 s.h.

This course focuses on the development of a variety of advanced roles in the profession of nursing. The history, evolution, and current issues affecting advanced roles are examined. Students explore advanced nursing role dimensions, boundaries, and ambiguities in their specialty area in the practicum. (Prerequisite: NUR 5000)

NUR 5430 - Management of Instructional Systems in a Diversified Environment - 3 s.h.

This course will examine and apply efficient cost-effective methods to the development, implementation, and evaluation of instructional, and/or training programs for health care professionals and consumers in a multi-cultural society.

NUR 5460 - Creating and Supporting a Caring Work Environment - 3 s.h.

The focus of this course is the application of the caring philosophy of nursing to the work/business environment. Businesses that are working hard to preserve and support caring in relation to coworkers and customers are experiencing dramatic improvements in their overall success. This dynamic phenomenon will be examined and evaluated with the intent of discovering methods for creating, marketing, and supporting a caring work environment.

NUR 5500 - Clinical Care of Clients - 6 s.h.

This course focuses on the advanced nursing care of adult clients living with their known or predicted health needs. This includes application of theoretical perspectives to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions in health promotion and management of human responses. This course includes a clinical practicum in a variety of settings. (Co/prerequisites: NUR 5250, NUR 5400, BIO 5550, NUR 5760)

NUR 5540 - Biostatistics - 3 s.h.

This course focuses on the study of descriptive and inferential statistics used as tools in nursing and administrative research, with sample populations drawn primarily from health care settings. Students will evaluate statistics used in nursing research samples and apply computer skills to the analysis of data using SPSS. (Co/prerequisite: CIS 2250 or CIS 2380 or basic computer skills)

NUR 5550 - Ethical and Legal Issues in Nursing - 2 s.h.

The course focuses on ethical and legal issues in a variety of advanced roles in nursing and the health care system. Professional codes of ethics, moral concepts, theories, and principles of ethics and law that impact nursing practice roles are explored. Frameworks for issue analysis and ethical decision making are applied and critiqued.

NUR 5760 - Disciplined Inquiry for Nursing Practice - 3 s.h.

This course integrates theory and biostatistics for application to the investigation of nursing problems. A variety of methods of disciplined inquiry for the advanced practice nurse will be explored. The process of scientific inquiry will serve as the basis for critique and critical analysis of research for its clinical significance and its potential for application to practice.(Co/prerequisites: NUR 5000, NUR 5540)

NUR 5800-5810 - Selected Topics in Nursing Administration - 1-3 s.h.

Study of topics, issues, or methodologies of particular relevance to nursing administrators. Courses may be offered on a workshop, seminar, or other format.

NUR 6230 - Advanced Care Strategies - 6 s.h.

This course focuses on the advanced nursing care of adults with known or predicted health conditions. This includes application of theoretical concepts to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions for individuals and family care givers in need of acute, chronic and palliative care. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 5500)

NUR 6300 - Seminar in Nursing Administration - 3 s.h.

This course builds upon multiple nursing and business theoretical perspectives and principles as applied specifically to the practice of nursing administration. Current managerial, organizational, and professional issues and trends will be analyzed with specific attention to the influence of caring theories and diversity on the creation of services/settings conducive to excellence in nursing practice. (Prerequisites: nursing core and business specialty courses; Co/prerequisite: NUR 5550)

NUR 6310 - Practicum in Nursing Administration - 2-3 s.h.

This course focuses on the integration of concepts and theories related to nursing administration. The course will provide both depth and breadth of experiences. Through analysis of the role of a nurse administrator in a variety of health care settings/services, personal synthesis will result. (Prerequisite: NUR 6300)

NUR 6420 - Curriculum Design for Health Related Settings - 3 s.h.

This course integrates various theoretical perspectives with the theoretical concepts of curriculum design. The participant will explore various areas of interest, design, implementation and evaluation strategies for a curriculum in an area of health care interest. (Prerequisites: EDU 5020, NUR 5430)

NUR 6450 - Care Management - 5 s.h.

This course focuses on the role of the advanced practice nurse as a care manager. Health responses of aggregates of clients with long-term care needs are analyzed. Implementation of nursing strategies includes: negotiation, collaboration, and brokering with client aggregates. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 6230)

NUR 6460 - Practicum in Nursing Entrepreneurship - 2 s.h.

This course focuses on the integration of concepts and theories related to entrepreneurship in nursing. The course will provide both depth and breadth of experiences. Through analysis of the role of a nurse entrepreneur in a variety of health care settings/services, personal synthesis will result. (Prerequisites: NUR 5160, NUR 5460, ACC 6030, BL 6060, CIS 5580, MGT 5220)

NUR 6500 - Clinical Management of Chronic Conditions in Primary Care - 6 s.h.

This course focuses on nurse practitioner management of clients with stable chronic illness or those who may be experiencing acute exacerbations of their chronic illness. The student will select and apply mid range theories of chronicity and scientific knowledge from nursing and related disciplines to diagnosis, plan, manage, and evaluate care. Additionally, the focus of clinical activities during this course will include psychiatric primary care and the skill of developing and maintaining sustained partnerships with clients.(Prerequisite: NUR 5300, NUR 5350, NUR 6450, BIO 5600 (prerequisite or co-requisite)

NUR 6520 - Teaching Practicum in Health Related Settings - 3 s.h.

This course focuses on the application of curriculum design theory in selected health care settings. Instructional strategies will be implemented and evaluated in an actual learning environment. This course is planned to allow professionals the opportunity to function in the educator role. This course includes a practicum. (Prerequisites: EDU 5020, NUR 5430, NUR 6420).

NUR 6750 - Clinical Management and Evaluation of Complex Health Problems in Adult Primary Care - 6 s.h.

This course focuses on the role of the adult primary care nurse practitioner (NP) in addressing complex personal health care needs of patients within the context of family. Emphasis is on care of the older adult and those at the end of life. Expertise will be developed in articulating the nursing perspective in multidisciplinary, collegial relationships. Current trends and business practices that affect the NP role will be discussed. A variety of clinical settings will be used. (Prerequisite: NUR 6500)

NUR 6900 - Applied Research Strategies - 1 s.h.

This course provides a focused view of applied research methodologies. Emphasis is on strategies to promote research-based decision making leading to improved quality of care and nursing care practices. (Co/prerequisites: NUR 6230 or NUR 6300)

NUR 6910 - Nursing Research: Project - 2 s.h.

The purpose of the research project is to allow the student to demonstrate proficiency in the evaluation and utilization of research, the identification of appropriate nursing problems, the identification of measurable outcomes, and the application of research findings to facilitate decision making within organizations. (Co/prerequisites: NUR 6900, NUR 6230 or NUR 6300. Note: Students may register for NUR 6910 in increments for 2 s.h.)

NUR 6920 - Nursing Research: Practicum - 2 s.h.

The research practicum is a collaborative investigation of a nursing program using a selected research methodology. The student will work closely with an on-going research study as a means to develop proficiency in basic research skills. (Co/prerequisites: NUR 6900, NUR 6230 or NUR 6300. Note: Students may register for NUR 6920 in various increments for 2 s.h.)

NUR 6930 - Nursing Research: Thesis - 3 s.h.

The thesis is an independent investigation of a nursing problem using a selected conceptual framework and research methodology. The thesis focuses on the generation or testing of knowledge in one's specialty area. (Co/prerequisites: NUR 6900, NUR 6230 or NUR 6300. Note: Students may register for NUR 6930 in various increments for 3 s.h.)

NUR 6940 - Scholarship for Promoting Evidence-Based Practice - 2 s.h.

This course focuses on the scholarship of discovery, integration, and practice through thoughtful and discriminating use of empirical findings in advanced roles in nursing. The student will engage in disciplined inquiry with a small group of peers to facilitate evidence based practice leading to quality care outcomes and innovations for the advancement of the profession of nursing. (Prerequisites: NUR 5760, NUR 6900; pre or corequisites: NUR 6230 or NUR 6300 or NUR 6500)

Psychology

PSY 5100 - Introduction to Clinical Theory I: Psychoanalytic Approaches - 3 s.h.

An introduction to contemporary psychoanalytic theory that will provide an historical review of the development of the theory, grounding in its philosophical underpinnings, and an appreciation for areas of current debate. Overview of the main schools of psychoanalytic thought, including drive, object relations, ego psychology and self psychology approaches. Focus on psychoanalytic concepts of special relevance to clinicians conducting assessments and treatment with child and adult patients: developmental theory, defense mechanisms, transference and countertransference, and brief psychodynamic treatment. Current empirical research concerning psychoanalytic treatment and concepts will be considered.

PSY 5110 - Introduction to Clinical Theory II: Non-Psychoanalytic Approaches - 3 s.h.

An introduction to the major non-psychoanalytic theoretical approaches in clinical psychology, including cognitive-behavioral, person-centered, and family systems. Focus will be on each approach's philosophical assumptions about the individual, historical background, and key theoretical constructs. Research and clinical approaches (both child and adult) consistent with the approach will be described. Efforts will be made to focus on areas of overlap and difference between various approaches.

PSY 5130 - Adolescent Psychology - 4 s.h.

Nature of pre-adolescent and adolescent behavior and its underlying dynamics; systematic study of modern concepts for understanding and dealing with the adolescent and pre-adolescent in our society. Emphasis on normal behavior development as it relates to the physical, emotional, social, and intellectual growth of adolescents.

PSY 5300 - Psychological Assessment I - 4 s.h.

This course will introduce students to the fundamental issues and concepts within assessment, including test validity and reliability, with a focus on the adult patient. The students will learn the administration, scoring and interpretation of those instruments used to assess cognitive and intellectual functioning. Throughout, emphasis will be placed on the development of sophisticated, multi-level interpretations of assessment data, awareness of professional and ethical issues inherent in assessment, and the need for special considerations in assessing diverse groups. (Prerequisite: Admission to the MSCP program)

PSY 5310 - Psychological Assessment II - 4 s.h.

The second semester of the three-semester assessment sequence will broaden the students' exposure to and understanding of psychological tests. The first half of the course will focus on the rationale and development of projective tests, their reliability and validity, and considerations in deciding when to use them, including their applicability to diverse groups. Students will develop a beginning ability to administer and interpret projectives with adults. The second half of the course will introduce students to questionnaire methods of assessment, and provide training in administration and interpretation of the Minnesota Multiphasic Personality Inventory (MMPI-2). While the availability of tests and time limitations preclude training students in the use of a large number of tests, the emphasis will be on teaching an approach to testing that prepares psychologists to evaluate and select tests they need in their practice. (Prerequisite: Assessment I)

PSY 5320 - Psychological Assessment III - 4 s.h.

Using background gained through participation in Assessment I and II, the focus now turns to the assessment of children. This course will provide students with a comprehensive survey of the issues and skills involved in the assessment of children, emphasizing the development of a sophisticated portrait of the child's functioning in all clinically-relevant domains. Tests covered include the WISC, WIAT, Rorschach, CAT, etc. (Prerequisite: Assessment II)

PSY 5350-Psychological Issues in Learning Disabilities-3 s.h.

The primary focus in the review of current psychological research on P- 12 grade students with learning disabilities in speech/language, academic skills, attention, fine motor skills, and other functions. Emphasis will be placed upon stage-related issues in several developmental domains; neurological, cognitive, and socioemotional. Implications for development and learning will be considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions also will be discussed.

PSY 5500 - Psychopathology in Adults - 3 s.h.

An introduction to the nature of psychopathology in adults and an in-depth study of the major diagnostic categories, Issues that arise in the definition of psychopathology in adults will be explored, followed by an explication of several approaches to clinical diagnosis of psychopathological syndromes and instruction in their use. Clinical syndromes will be studied by focusing on their major symptoms, courses and prognoses. In addition, current understandings of the disorder's etiology and phenomenology will be discussed, using biological, psychodynamic and social/cultural frameworks. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes will be considered.

PSY 5550 - Child Psychopathology - 3 s.h.

This course will provide students with a rigorous introduction to both the theoretical content used to comprehend early pathology and the clinical processes employed in diagnosis and formulation. We will eschew simplistic explanations for abnormal behavior in children, in favor of a rigorous examination of the biological, cognitive, affective and relational contributions to childhood psychopathology. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes will be considered.

PSY 5700 - Introduction to Psychotherapeutic Intervention - 2 s.h.

The skills required to intervene psychologically are complex and multi-faceted. The clinician must attend to clinical material on several different levels simultaneously, listening for derivatives and other evidence of conflict. At the same time, he or she must consider the current material in the larger context of the overall case formulation and treatment objectives, and the individual's cultural, economic and racial background. When appropriate, the clinician must make some response: a clarification, question, summation or interpretation. This course will introduce the student to the basic skills required for effective interventions, with an emphasis on pragmatic elements.

PSY 5750 - Psychotherapeutic Interventions with Children and Families - 2 s.h.

Psychotherapeutic intervention with children and families requires a nuanced understanding of child development and psychopathology, as well as the dynamics of the individual child, the parent-child dyad and the larger family unit. In addition, the family's diverse background must be considered. While child and family treatment is uniquely challenging, it also presents opportunities for therapeutic leverage not found in adult therapy. This course will provide students with conceptual and technical frameworks in which to carry out such interventions. (Prerequisite: PSY 5700)

PSY 5800 - Ethics and Professional Practice - 2 s.h.

The practice of professional psychology has become increasingly more complex, with practitioner and patient alike buffeted by multiple influences such as third-party payers, governmental agencies and mental health laws. Conflicting requirements and loyalties are common, as are ethical and moral dilemmas. This course will provide students with an orientation to the ethical dimensions of professional practice, with a focus on sound decision-making processes across varied work settings. Topics covered will include confidentiality, informed consent and privileged communication. Additionally, the various entities that govern practice (licensing boards, etc.) will be discussed, so that the student may understand their role and function.

PSY 5930 - Clinical Psychology Practicum I - 3 s.h.

The first semester of a three-semester sequence. Students will attend a weekly two-hour seminar while completing a 15-hour a week practicum experience in an agency where they will provide clinical services. Students will be supported by their colleagues and the instructor in the seminar as they begin their first clinical experiences. Students will present their cases to provide hands-on learning of case formulation, clinical interaction, and clinical technique. Selected consultants will occasionally attend to respond to case presentations. Topics to be covered this term include: methods to begin treatment or evaluation; assessing suitability for various interventions; making recommendations; developing helpful relationships with supervisors and staff; and elements of clinical listening and ongoing case formulation. (Prerequisites: Admission to the MSCP program and permission of Program Director)

PSY 6100 - Biological Bases of Behavior: Neuropsychology and Psychopharmacology - 3 s.h.

This course surveys two areas within the broad field of neuroscience (the biological bases of behavior). The first half of the semester focuses on neuropsychology, the study of brain-behavior relationships. The second half focuses on psychopharmacology, the study of the behavioral effects of interactions between exogenous chemicals (drugs) and the brain's own neurotransmitters. After a brief overview of fundamentals (e.g., general nervous system structure and function, parts of the brain, neuron structure and function, and the process of synaptic transmission), students will learn about approaches to and methods of neuropsychological testing and pharmacological treatment with both child and adult patients. (Prerequisite: Undergraduate course in physiological psychology, or permission of instructor)

PSY 6300 - Statistics and Research Design - 4 s.h.

Students will develop advanced knowledge and skills related to scientific research in clinical psychology. Basic research designs, univariate and bivariate statistics, and data analysis will be reviewed. Multivariate research design, statistical analysis, and clinical research design and measurement will be introduced. Application and synthesis of these concepts will involve projects that require review, summary and critical analysis of clinical psychology research articles, and projects that involve analysis and interpretation of existing databases. This course will be particularly useful for students who choose the thesis option. (Prerequisite: Undergraduate statistics/research course or permission of instructor)

PSY 6400 - Qualitative Research Methods - 3 s.h.

An introduction to research methods that do not primarily involve quantitative analysis. Topics studied will include the use of life historical materials, psychological biography, case study, and interview methods. Fundamental assumptions of these methods will be explored, and their strengths and weaknesses elaborated. Students will complete their own qualitative research project.

PSY 6930 - Clinical Psychology Practicum II - 3 s.h.

In the second semester of the practicum sequence, students will continue their 15-hour a week clinical experiences while the seminar focuses on issues related to conducting treatment in established cases, with special attention towards clinical listening, identification of transference themes, and making appropriate interventions. In addition, the seminar will focus in particular on appropriate documentation; ethical concerns raised in treatment; and liability issues. Focus will also include developing students' ability to reflect upon themselves and their reactions to clinical interactions so as to develop helpful perspectives on countertransference in clinical work. (Prerequisite: PSY 5930)

PSY 6990 - Clinical Psychology Practicum III - 3 s.h.

In the third semester of the practicum sequence, students will continue their 15-hour a week clinical experiences. The seminar will focus on more advanced clinical listening, intervention, and self-reflection skills. A special focus will be upon issues related to termination and transfer as students complete their practicum. Issues considered will be ways to evaluate treatment progress and the use of termination and transfer as an opportunity to advance and solidify treatment gains. Students will solidify their emerging identities as clinicians. (Prerequisite: PSY 6930)

PSY 7100 - The Psychology of Traumatic Stress: History, Phenomenology and Theory - 3 s.h.

This course—the foundation for the Certificate in the Studies of Psychological Trauma—provides a broad overview of the problem of trauma as it presents itself in clinical work with both children and adults. Beginning with a history of the psychological understanding of traumatic stress, the course will continue with a thorough cataloguing of the various symptoms of traumatic reactions and their underlying dynamics. Theoretical approaches explaining the etiology and persistence of traumatic reactions will be presented, focusing on ideas from psychodynamic, cognitive, and biological perspectives. The newly emerging trauma paradigm in psychopathology will be reviewed. Critical discussion of various approaches will focus on their ability to account for post-traumatic phenomena while respecting the client's autonomy and agency.

PSY 7200 - Intervention with Traumatized Children - 3 s.h.

This course will focus on interventions with children who suffer from exposure to traumatic circumstances, including abuse and neglect, high-conflict divorce, parental loss and abandonment, exposure to violence, and severe injuries, illnesses and accidents. The idiographic particularities of each child's reaction will be emphasized, as well as the interplay between internal (psychic) and environmental factors in determining the psychological outcome of trauma. In addition to examining key technical issues that arise in individual treatment with traumatized children, we will also cover more recently developed interventions such as prevention groups and critical incident de-briefing.

PSY 7300 - Intervention with Traumatized Adults - 3 s.h.

This course will focus on interventions with adults who have experienced either recent traumatic experiences, traumas in childhood, or both. We will first develop a detailed understanding of traumatic reactions in adulthood and the legacy of childhood trauma for the adult. Then, the process of assessment and treatment with such individuals will be explored.

Quality Operations Management

QOM 5740 - Forecasting and Planning - 2 s.h.

Conceptual framework and theoretical knowledge of forecasting methodologies; practical uses of forecasting in common management/administrative situations, via case study and literature review; use of micro and mainframe computer in forecasting. (Prerequisite: One undergraduate course in statistics or probability, or QS 5170, and CIS 5580)

QOM 5760 - Project Planning and Evaluation - 2 s.h.

A study of project evaluation techniques, emphasizing evaluative experimental designs and statistical analysis. Reviews management functions within the evaluative process: PERT charts, computerized management planning software, cost estimating and on-going project management. Computerized components of the course include statistical analysis, and management planning time lines (PERT). (Prerequisite: One statistics course or QS 5170 and CIS 5580)

QOM 6150 - Total Quality Management - 3 s.h.

The course is intended to introduce the student to the development and philosophy of total quality where it is practiced in service and manufacturing settings. Focus is given to studying the interplay of culture, quality, technical tools, and organizational culture. Students are introduced to national and international quality standards. (Prerequisite: MKT 5170 or equivalent)

QOM 6210 - Total Quality: Building the Infrastructure - 3 s.h.

The course is designed to introduce the student to the methods and processes for introducing total quality to an organization. Students will be provided with proven methods for installing the infrastructure to support a total quality process and to evaluate its effectiveness on an on-going basis. (Prerequisite: MGT 5300.)

QOM 6230 - Quality and Process Improvement Techniques - 3 s.h.

This course focuses on the study of continuous process improvement, process management, and quality management systems. Course work includes case studies and group work which explore data analysis tools and methods including SPC, flowcharting and root causes analysis. Students will define, analyze and evaluate a process in a workplace setting. A final report will be produced which will outline a process and recommend process improvement. (Prerequisite: QS 5170 or equivalent)

QOM 6250 - ISO 9000, QS and Self-Assessment - 2 s.h.

Introduces the student to the various quality certification and award programs in the United States. These programs include ISO, QS, and the Malcolm Baldrige Award. The students will become familiar with the criteria for the various programs and will apply critical analysis skills to determine what improvements are needed to be made by organizations seeking quality certifications.

QOM 6850 - Quality Certificate - 5 s.h.

A six-month program providing instruction and training in the field of quality in such areas as team building, long-range planning, international quality improvement, labor involvement in quality, and the Malcolm Baldrige National Quality Award. The student will receive a certificate from the Association of Quality Participation (AQP—a national quality organization) and Madonna University.

QOM 6860 - AQP Certificate Project - 1 s.h.

The student will work with a Madonna University faculty member to develop a project which combines skills acquired in the certificate program to be presented in MGT 6930. (Prerequisite: QOM 6850.)

Quantitative Systems

QS 5170 - Quantitative Methods for Leadership Roles - 3 s.h.

Introduction to the pragmatic uses of statistical methods in business. Emphasis on statistical analysis, statistical software, interpretation of data from printouts, and quantitative/qualitative synergy in business research. (Prerequisite: exemption by examination.)

QS 6430 - Research Design - 3 s.h.

Study of the quantitative and qualitative research processes as used in academic and business environments. Course content includes: research topic development, hypotheses, instrumentation development, sampling, literature review techniques, statistical analysis, computerization of data input and analysis, focus group methodology, graphics construction and report writing. Integral to the course are the statistics and research design tools which are necessary to complete the research project of the M.B.A. capstone course. A statistics competency examination will be given at the first class meeting. (Prerequisite: completion of QS 5170 or exemption by examination.)

QS 6490 - Qualitative Research Methods - 2 s.h.

An introduction to qualitative methodology in research on managerial leadership. Includes historical, biographical, longitudinal, case study, explicative and critical, and field research methods, as distinct from but complementary to, and sometimes including, quantitative research.

QS 6830 - Marketing Research Applications - 3 s.h.

The practice of Marketing Research at the graduate level. Including the conceptualization and identification of audiences/segments. Message and delivery method development and testing.

Reading

RDG 5110 - Foundations of Literacy Education - 3 s.h.

Study of the cognitive, linguistic, sociological, cultural, and psychological bases of the reading/writing process. Emphasis is on developing a reflective philosophy of literacy learning as a foundation for the program and on linking theory and research findings to classroom practice. (Prerequisite or co-requisite: EDU 5000)

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

Study of normal growth and development, birth through late adolescence with attention to the impact of physical, emotional, social, cultural, intellectual, and environmental factors on learning, language development, and literacy.

RDG 5210 - Developing and Assessing Literacy Programs-Elementary and Secondary Schools - 3 s.h.

Study of the organization, planning, management, evaluation, and developmental scope and sequence of effective classroom reading/writing programs. This includes knowledge of state and national standards for reading instruction, requirements for meeting individual learning needs, and criteria for selecting materials to support instruction. (Prerequisite: RDG 5110)

RDG 5250 - Creating Classroom Writers - 2 s.h.

This course will examine theory, research and pedagogy as they apply to effective writing programs at the elementary and secondary levels. Students will explore the writing process, develop strategies for enhancing the skills of individual student writers in the classroom, and learn appropriate assessment practices, as they personally experience the writing workshop approach as a model for effective instruction.

RDG 5310-Content Area Reading-Learning in Elementary and Secondary Schools – 3 s.h.

Study of the teaching, learning, and assessment strategies contained in effective instruction in content area learning in all subjects, at all grade levels. This includes knowledge of contextual factors that influence decision making. (Prerequisite: RDG 5110)

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

(See ENG 5330)

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

(See ENG 5350)

RDG 5410 - Interactive Computer Applications in Literacy Education - 2 s.h.

Investigation of the technology available for literacy instruction in the classroom and the media laboratory. Focus on technological applications for computer-aided instruction to meet individual needs, computer-managed instruction to meet classroom needs, software applications and assessment, and information retrieval.

RDG 6530 - Diagnostic Procedures in Reading - 3 s.h.

Study of the psychology of reading, the nature of reading disability, and the nature of individual differences. Focus on diagnostic techniques, formal and informal assessment procedures, designing remedial programs to meet individual and group needs, preparing case studies and reports. (Prerequisites: RDG 5110, 5210, 5310)

RDG 6930 - Practicum in Remediation - 2 s.h.

A supervised clinical practicum focusing on the evaluation of students with reading/learning problems. Emphasis on the design, implementation, and assessment of remedial programs to meet individual student's needs, and the communication of pertinent information to students, parents and teachers. (Prerequisite: Completion of required course work and permission of instructor.)

RDG 6940 - Practicum in Program Development (School-Based) - 2 s.h.

A supervised school-based practicum designed to prepare classroom teachers as Reading Specialists. Emphasis is on instructional differentiation, implementing learning objectives, organizing and managing programs, assisting classroom teachers, evaluating students, and communicating effectively with all members of the school community. (Prerequisite: Completion of required coursework and permission of instructor.)

RDG 6950 - Seminar: Issues in Literacy Education - 3 s.h.

An in-depth examination of current major issues in theoretical processes and classroom practices that inform the ongoing debate in reading/writing education. Emphasis is on the historical perspective of each issue, its implications for teacher preparation, school program development, and community involvement in diverse populations. (Prerequisites: Completion of required course work and permission of instructor)

Sacred Heart Major Seminary

THE 2740 - Introduction to Moral Theology - 2 s.h.

(Prerequisite for MT 5500) (Sacred Heart Major Seminary)

An introduction to the study of the moral principles and norms in the Catholic Tradition as the foundation for decision making and pastoral ministry. Special emphasis is given to the relationship of Moral Theology to other theological disciplines, the teaching of the Magisterium and the centrality of conscience.

RE 5300 - Conversion and Reconciliation - 2 s.h.

(Sacred Heart Major Seminary)

A study of the personal and social realities of evil, sin, guilt, sickness, alienation in light of the created order in Jesus Christ. Emphasis will be placed on Christian reconciliation and the dynamics of conversion as a life long process and sacramental event. The historical, theological and pastoral aspects of the sacraments of Penance and Anointing will be examined.

MT 5500 - Principle of Christian Morality - 2 s.h.

(Sacred Heart Major Seminary)

A systematic examination of Christian moral teaching, through an analysis of personalist and legal approaches to moral decision making. This analysis includes an investigation into the roles of scripture, human reason, human nature, human experience, and grace. Consideration will be given to the theological notions of virtue and sin, good and evil, the nature and role of conversion, personal conscience, and moral magisterium.

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 overview of the themes and approaches in family counseling from a pastoral perspective: effects of family systems; crisis counseling, problem solving, and referral skills. A practical course on how people in pastoral positions can provide competent care for families.

Special Education

SED 3300-The Exceptional Learner in the Classroom - 3 s.h.

The special needs of exceptional learners have become the shared responsibility of all educators. This course is intended to assist future regular classroom teachers in meeting the diverse needs of the exceptional child in the regular classroom. More specifically, prospective teachers will develop a working knowledge of the historical perspective of present special education programs, the effects of litigation, and the continuum of special education services. This course will assist future regular education teachers in the process of identifying, evaluating, and individualizing instruction for students with special needs. It is anticipated that class participants will acquire an understanding of what the exceptional learner in the general education class currently entails.

SED 5330-Transition Planning Issues & Practices - 3 s.h.

This course addresses the legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. The unique needs of students experiencing learning disabilities and considered in light of the demands posed by various curriculum areas, situations and settings. Course participants will acquire skills and techniques designed to help students experience less dependence on care givers and greater independence in school settings and the broader community.

SED 5450- Learning Disabilities - 3 s.h.

This course provides an introduction to the field of learning disabilities. Initial topics for discussion will include the historical development of the field and theoretical models of learning disabilities. Subsequent topics for discussion will center on the current definitions of learning disabilities which address the etiological factors and characteristics associated with the condition. Finally, research findings concerned with service delivery models and program interventions currently used in public and private schools for learning disabled students will be presented.

SED 5500-Methods of Teaching Students with Mild Disabilities - 3 s.h.

Overview and analysis of special education practices based on current learning theories and research findings related to teaching students who experience high incidence learning and behavior problems. Specific procedures for planning and delivering instruction in both academic and non-academic areas will be reviewed. Specific topics addressed include: social skills development, prevocational and vocational training, general curriculum modification and accommodation strategies.

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

Assessment and remediation of reading problems: Studies methods of assessment and remediation of reading problems. Emphasis will be placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs.

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

This course presents key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis is placed on identifying language disorders, analyzing patterns of language deficits, and determining appropriate intervention strategies and approaches. Specific intervention procedures tailored to patterns of language impairment are presented. Special emphasis is placed on the interrelatedness of disorders of spoken (listening and speaking) and written (reading and writing) language development and disorders.

SED 6090 - Formal and Informal Assessment - 4 s.h.

The purpose of this course is to assist the student in becoming skilled in the administration, interpretation and reporting of educational evaluations. Emphasis is upon the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process. The course of study will examine both formal and informal tests in oral and written language, reading, and mathematics. An understanding of the psychometric properties of assessment methods will be stressed. The content of the course will also familiarize students with the nature and purpose of psychological assessment. This is a course where practitioners will develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

SED 6220 - Consultation and Collaboration - 3 s.h.

This course addresses the staff and parent interaction roles and responsibilities of teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration delineated, and extensive guided practice opportunities are afforded to students in both areas. Inter agency collaboration strategies are presented and students review and discuss selected pieces of broader ranging organizational change literature.

SED 6500-Student Teaching: Learning Disabilities-5 s.h.

300 hours of student teaching and professional practice experience. Student teacher performance is monitored daily by a cooperating teacher who is an experienced professional holding endorsement in learning disabilities. The university supervisor will make three or more on-site visitations to monitor progress. To be taken with the learning disabilities seminar, SED 6930 (1 s.h.) *Prerequisite: Admission to Student Teaching*

SED 6700 & SED 6720-LD Practicum I & II - 2 s.h.

Students who hold previous Michigan endorsement(s) in one or more areas of special education complete 90 hours of classroom teaching or related professional practice. The cooperating teacher or clinician and the university supervisor take an active role in helping students implement best practices recognized in the current professional literature.

SED 6930 - Learning Disabilities Seminar - 1 s.h.

During the past 20 years, an explosion of knowledge about teaching and learning has taken place. Although there is still a great deal of controversy in clearly defining this knowledge base, we are now able to identify teaching behaviors and methods stemming from examples of “best practice” and empirical research. This seminar is designed to support students as they practice and integrate these techniques into their personal teaching style. In addition, students will be given opportunities to evaluate and reflect on the effectiveness of their teaching in the classroom, a critical attribute of good educators. Current issues in education, special education and the field of learning disabilities will be discussed in the traditional seminar format. Students will be given reading assignments to critically analyze and digest. These readings will lay the foundation for class discussions. Addressing these issues through professional discussion and sharing is an integral part of this course.

Sociology

SOC 5090 - Sociology of the Health Care System - 3 s.h.

Development of a sociological perspective on health care institutions in American society; concepts and methods of sociology; emphasis on the ways social organizations and social structure shape the nature of health care in the United States. Cross-comparison of U.S. health care system with those of other countries is a selected learning strategy.

SOC/NUR 5210-Power, Politics & Health Policy - 3 s.h.

Please refer to NUR 5210 for course description.

Teaching English to Speakers of Other Languages

TSL 5100 - Introductory Seminar - 1 s.h.

An overview of practical considerations of concern to teachers of English as a second or foreign language. The curriculum of the program, its objectives, the rationale for its content, requirements, and the ways to assess students are discussed. Students observe ESL classrooms and reflect upon their observations in writing. (Prerequisite: Graduate standing)

TSL 5170 - Language Testing and Evaluation - 2 s.h.

A survey of methods of testing and evaluation in second or foreign language instruction. Focus is on purposes for evaluating as factors determining a choice of a test. Characteristics of a good test are investigated. Various techniques testing specific language skills are analyzed. Students engage in constructing a test, administering it and interpreting its results. (Prerequisite: Graduate standing)

TSL 5190 - Second Language Acquisition - 3 s.h.

A survey of prominent theories and current research findings in the field of second language acquisition. Emphasis is given to the ways these theories and research findings shape pedagogical practices in English as a second language classrooms. Major theoretical concepts and methods of analysis in the field are discussed. Biological, cognitive, personality, and sociocultural factors influencing second language acquisition are investigated. (Prerequisite: Graduate standing)

TSL 5210 - Teaching of Speaking/Listening to ESL Students - 3 s.h.

A survey of contemporary methods of teaching speaking and listening skills to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Several methods along with their strengths and limitations are addressed in details. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring oral skills are presented. Students have an opportunity to conduct various oral language teaching activities. (Prerequisite: Graduate standing)

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

A survey of methods of teaching reading and vocabulary to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Various instructional methods are presented, their theoretical underpinnings and rationales for their use are examined. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring reading skills are presented. An integrated approach is emphasized. Students have an opportunity to conduct an array of teaching activities pertinent to reading and vocabulary instruction. (Prerequisite: Graduate standing)

TSL 5230 - Teaching of Writing/Grammar to ESL Students - 3 s.h.

A survey of methods of teaching writing and grammar to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. The systematic features of the English spelling are addressed. The stages of a writing process are investigated. Students have an opportunity to engage in individual and group writing in various genres. The influence of culture on writing styles is addressed. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring writing skills are presented. (Prerequisite: Graduate standing)

TSL 6200 - Language and Culture - 2 s.h.

A study of interface between language and culture. Various aspects and purposes of culture are analyzed in reference to language. Focus is on cross-cultural communication and acquisition of a foreign culture. The main premises of the American culture are contrasted with the premises of other cultures to exemplify issues in cross-cultural communication.

TSL 6300 Practicum - 2 s.h.

An instructor supervised classroom practicum during which students implement various methods of teaching and assessing learners of English as a second or foreign language. Emphasis is given to guided reflections on teaching skills of students. (Prerequisite: TSL 521, TSL 522 and TSL 523)

TSL 6900 Final Seminar - 3 s.h.

A synthesis of theory and practice relevant to teaching English as a second or foreign language. Focus is on informing instruction through implementation of current research findings. Students evaluate research studies in the field. Students are expected to design an ESL course based on current theories and research findings. Ethical considerations in research and teaching are analyzed in a cross-cultural context. (Prerequisite: To be taken during the last semester of the program.)

OTHER SEMINARS IN SCHOOL OF BUSINESS

6710-6750 SEMINARS

Five categories of seminars have been defined, and each will carry a unique number. A description and the appropriate number for each of the five categories is listed below:

***6710 Brunch with an Expert Seminar - 1 s.h.**

An "expert" from business, government, health care, or other environment will be invited to share experiences, philosophy, industry predictions, or other information that will assist students. The format will consist of one Friday evening class session, followed by two Saturday sessions.

***6720 Literature Review Seminar - 3 s.h.**

A comprehensive review of the library literature on a specific topic. A summary presentation will be prepared which will be suitable for corporate or appropriate audiences. A majority of the time will be spent in individual work rather than in the classroom. Students may recommend topics to faculty or to the dean's office for consideration.

***6730 Research Seminar - 3 s.h.**

Students and faculty will work together on a research project. No limitation to the type of topic and research method that might be used. Topics may be suggested by students to faculty, may emerge as a result of study in a class, or may be an area of interest for the faculty.

***6740 General Topic Seminar - 1-3 s.h.**

Topics will be state-of-the-art or leading edge or applied topics that need to be expanded beyond the courses offered by the School of Business. (1-3 s.h.)

***6750 Leadership Seminar - 1 s.h.**

Seminars will focus on content important to leadership development and will tend to be experiential in format.

***NOTE:** The course prefix will vary, i.e., ACC, CIS, MGT, MKT.



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- William McMillan, Computer Information Systems; B.S., M.S.A., Madonna University; Ph.D., Wayne State University.
- Francis Mioni, Business Administration (Adjunct); B.S., Ferris State College; M.A., Central Michigan University; Certified Internal Auditor.

- Thomas Moga, Business Administration (Adjunct); A.B., A.M., University of Michigan; B.S., Madonna University; J.D., St. Louis University; The Hague Academy of International Law.
- Charlotte Neuhauser, Business Administration; B.A., DePaul University; M.Ed., Ph.D., Wayne State University.
- Thaddeus Nowak, Accounting & Finance (Adjunct); B.S., Wayne State University; M.B.A., University of Michigan; C.P.A.
- Kevin O'Brien, Business Administration (Adjunct); B.S., Suffolk University; Ph.D., University of Michigan.
- Nancy O'Conner, Nursing; B.S.N., Madonna University; M.S.N., Ph.D., Wayne State University; Certificate - Adult Nurse Practitioner.
- Jim O'Neill, Psychology; B.A., University of Michigan - Dearborn; M.A., Ph.D., Wayne State University.
- Karen L. Obsniuk, Chair, Teacher Education; B.A., M.A., Ph.D., Wayne State University.
- Yu-Jo Grace Philson, English as a Second Language; B.A., Fu-Jen University; M.A., University of Hawaii.
- Joseph Posch, Business Administration (Adjunct); B.A., University of Detroit; M.B.A., Xavier University; Ph.D., Wayne State University.
- Edith Raleigh, Dean of Graduate Studies; B.S.N., University of Michigan; M.S.N., Ph.D., Wayne State University; Postdoctoral Fellow, University of Michigan.
- Kelly J. Rhoades, Chairperson, Hospice Education; B.A.A., Central Michigan University; M.A., Ph.D., Michigan State University.
- Jill Robinson, Coordinator, Graduate Studies in Learning Disabilities; B.S., State University of New York; M.Ed., Marymount College; Ed.D., Virginia Polytechnic Institute/State University.
- Stuart Segal, Psychology (Adjunct); B.A., University of Michigan - Dearborn; M.A., Ed.S., Ph.D., University of Michigan - Ann Arbor.
- J. Albert Sensoli, Business Administration (Adjunct); B.A., Wayne State University; J.D., Wayne State University.
- Barry Sherman, Chairperson, Criminal Justice; B.A., Madonna College; M.A., University of Detroit.
- Anne Sullivan Smith, Nursing; B.S., Teachers College, Columbia University; M.P.H., University of Michigan; Ph.D., Wayne State University.
- Ellen Oliver Smith, Biology & Health Science; B.S., Ph.D., Louisiana State University.
- Charles Stahl, Accounting & Tax; B.S., Eastern Michigan University; B.S., M.S., Purdue University; J.D., Detroit College of Law; L.L.M., Wayne State University; C.P.A.
- Jacqueline Stavros, Business Administration; B.A., Wayne State University; M.B.A., Michigan State University; E.D.M., Case Western Reserve University.
- Rita Traynor, Education (Adjunct); A.B., University of Michigan Dearborn; M.A.T., Oakland University; Ph.D., University of Michigan.
- Cynthia van Golen, Health Sciences (Adjunct); B.A., Western Kentucky University; Ph.D., University of Michigan.
- Kenneth van Golen, Health Sciences (Adjunct); B.S., Michigan State University; Ph.D., University of Texas.
- Patricia A. Vint, Director, Health Instruction Center; B.A., University of Detroit; M.A.L.S., University of Michigan; M.A.E.L., Eastern Michigan University; Ed.D., University of Sarasota; Permanent Certificate in Library Science, Wayne State University; Specialist Certificate in Distance Education, University of Wisconsin, Madison.
- Sandra Wahtera, Chair, Undergraduate Nursing Program; B.S.N., M.S.N., Ph.D., University of Michigan.
- Mary Wawrzynski, Dean of the College of Nursing & Health; B.S.N., M.S.N., Ph.D., Wayne State University.
- James Wendt, Biology (Adjunct); B.S., M.S., Eastern Michigan University; MT(ASCP), Registered Medical Technologist.
- Glynette Wolk, Business Administration (Adjunct); B.S., University of Michigan; M.B.A., Lawrence Technological University.
- Stewart Wood, Coordinator of Graduate Studies in Teaching & Learning; B.Ed., University of Nottingham; M.A., University of Sheffield, Ph.D., University of Michigan.
- Edythe Woods, Chairperson, Psychology; B.S., Duke University; M.S.; M.Phil., Ph.D., Yale University.

Calendar

TERM I - FALL

Faculty Conference
 Community Gathering
 Final Registration
 Classes Begin
 Add-Drop Period
 Filing Deadline: Application for Graduation Winter Term - May
 Final Date: Election S Grade
 Mail/Fax-In Registration: Winter Term
 Final Date: Withdrawal from Courses
 *Thanksgiving Recess
 In Person/Walk-In Registration: Winter Term
 Final Examinations
 End of Fall Term
 Grades Due by 12:00 noon

2001-2002

Aug. 27
 Aug. 29
 Aug. 31
 Sept. 4
 Sept. 4-10
 Sept. 28
 Oct. 26
 Oct. 22-Nov. 6
 Nov. 16
 Nov. 22-25
 Nov. 12-Jan. 4
 Dec. 10-15
 Dec. 15
 Dec. 18

2002-2003

Aug. 26
 Aug. 28
 Aug. 30
 Sept. 3
 Sept. 3-9
 Sept. 27
 Oct. 25
 Oct. 21-Nov. 5
 Nov. 15
 Nov. 28-Dec. 1
 Nov. 11-Jan. 3
 Dec. 9-14
 Dec. 14
 Dec. 17

2003-2004

Aug. 25
 Aug. 27
 Aug. 29
 Sept. 2
 Sept. 2-8
 Sept. 26
 Oct. 24
 Oct. 20-Nov. 4
 Nov. 14
 Nov. 27-30
 Nov. 10-Jan. 2
 Dec. 8-13
 Dec. 13
 Dec. 16

TERM II - WINTER

Faculty Conference
 Final Registration
 Classes Begin
 Add-Drop Period
 Filing Deadline: Application for Graduation Spring/Summer-July
 Final Date: Election S Grade
 Mail/Fax-In Registration: Spring/Summer Term
 Spring Vacation
 Final Date: Withdrawal from Courses
 In-Person/Walk-In Registration: Spring/Summer Term
 **Easter Recess
 Final Examinations
 End of Winter Term
 Grades Due by 12:00 noon
 Commencement
 Mail/Fax-In Registration: Fall Term
 In-Person/Walk-In Registration: Fall Term

2001-2002

Jan. 11
 Jan. 4
 Jan. 7
 Jan. 7-12
 Jan. 31
 Mar. 1
 Feb. 25-Mar. 12
 Mar. 4-9
 Mar. 29
 Mar. 18-May 3
 Mar. 29-31
 Apr. 22-27
 Apr. 27
 Apr. 30
 May 4
 Apr. 8-May 3
 May 13-Aug. 30

2002-2003

Jan. 10
 Jan. 3
 Jan. 6
 Jan. 6-11
 Jan. 31
 Feb. 28
 Feb. 24-Mar. 11
 Mar. 3-8
 Mar. 28
 Mar. 17-May 2
 Mar. 18-20
 Apr. 21-26
 Apr. 26
 Apr. 29
 May 3
 Apr. 7-May 2
 May 12-Aug. 29

2003-2004

Jan. 9
 Jan. 2
 Jan. 5
 Jan. 5-10
 Jan. 30
 Feb. 27
 Feb. 23-Mar. 10
 Mar. 1-6
 Mar. 26
 Mar. 15-31
 Apr. 9-11
 Apr. 19-24
 Apr. 24
 Apr. 27
 May 1
 Apr. 5-Apr. 30
 May 10-Sept. 3

*Thanksgiving Recess begins at 4:00 p.m. on Wednesday before Thanksgiving

**Easter Recess begins at 4:00 p.m. on Thursday before Easter

TERM III - SPRING-SUMMER

Final Registration
 Classes Begin
 Filing Deadline: Application for Graduation Fall Term - Dec.
 Add-Drop Period
 Final Date: Withdrawal from Courses
 Memorial Day - No Classes
 Independence Day - No Classes
 Final Examinations
 End of Spring-Summer Term
 Grades Due by 12:00 noon

2001-2002

May 3
 May 6
 May 31
 See Credits/Refunds Section
 No later than 2/3 of Complete Course Work
 May 27
 July 4
 Last Class Session
 July 27
 July 30

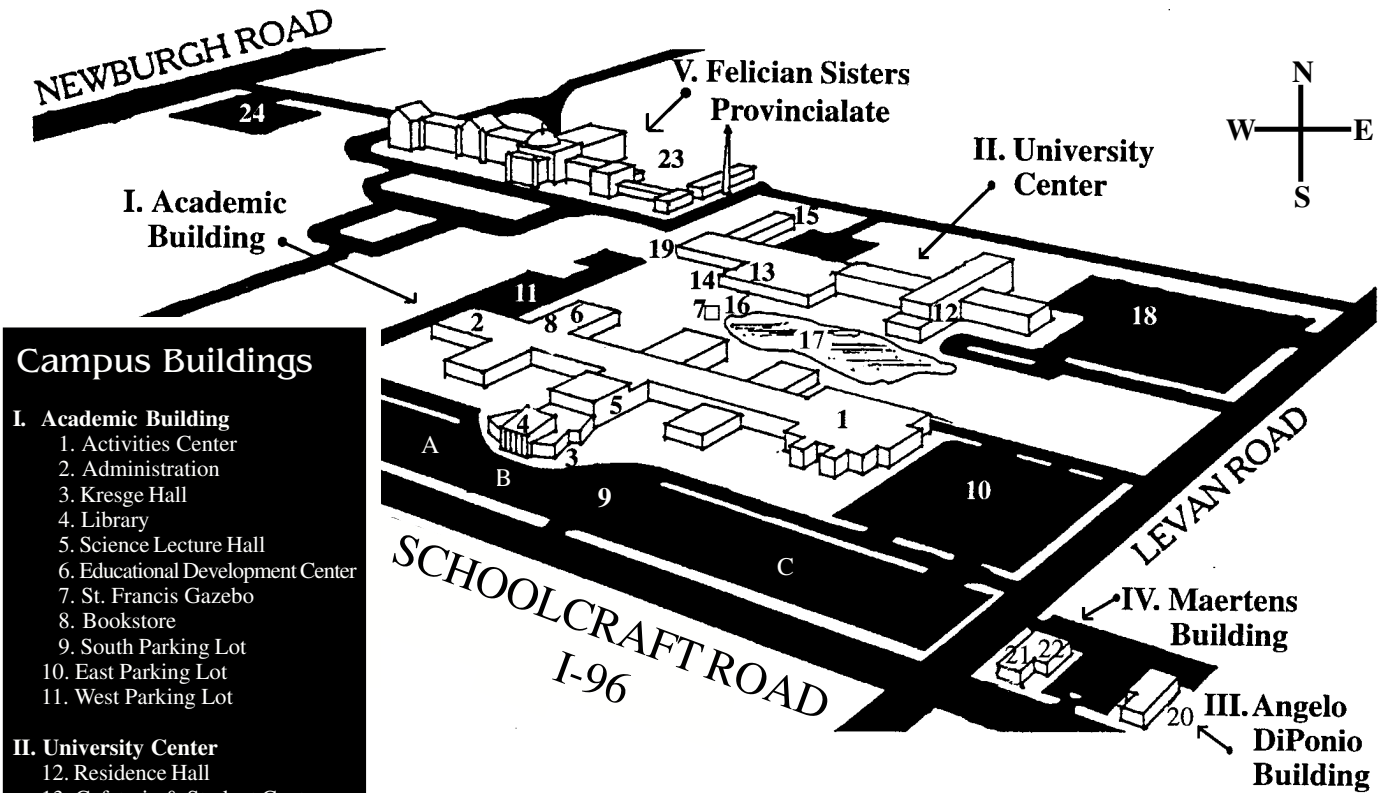
2002-2003

May 2
 May 5
 May 30
 May 26
 July 4
 July 26
 July 29

2003-2004

Apr. 30
 May 3
 May 28
 May 31
 July 4
 July 24
 July 27

Campus Map



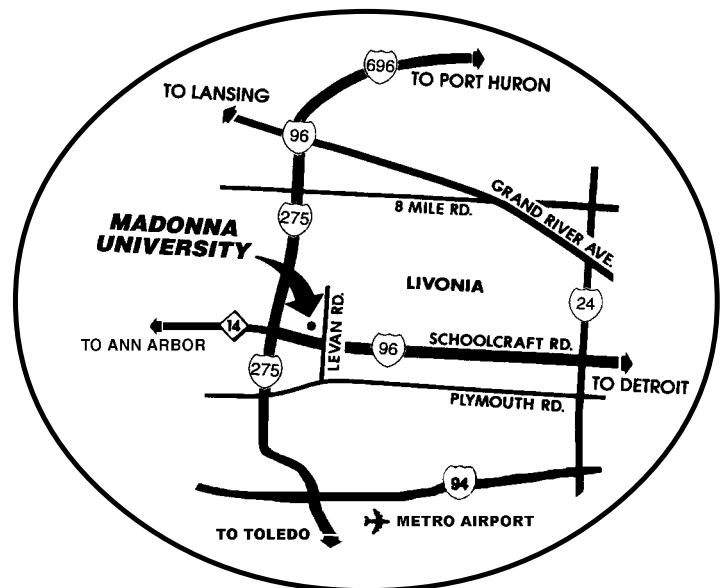
Campus Buildings

- I. Academic Building**
 - 1. Activities Center
 - 2. Administration
 - 3. Kresge Hall
 - 4. Library
 - 5. Science Lecture Hall
 - 6. Educational Development Center
 - 7. St. Francis Gazebo
 - 8. Bookstore
 - 9. South Parking Lot
 - 10. East Parking Lot
 - 11. West Parking Lot
- II. University Center**
 - 12. Residence Hall
 - 13. Cafeteria & Student Center
 - 14. University Chapel
 - 15. Faculty Residence
 - 16. University Center Classrooms
 - 17. St. Francis Pond
 - 18. North Residence Hall Parking Lot
 - 19. Guest House
- III. Angelo DiPonio Building**
 - 20. College Of Nursing & Health
- IV. Maertens Building**
 - 21. School of Business
 - 22. College of Continuing & Professional Studies
- V. Felician Sisters Provincialate**
 - 23. Presentation Chapel
 - 24. West Provincialate Parking Lot

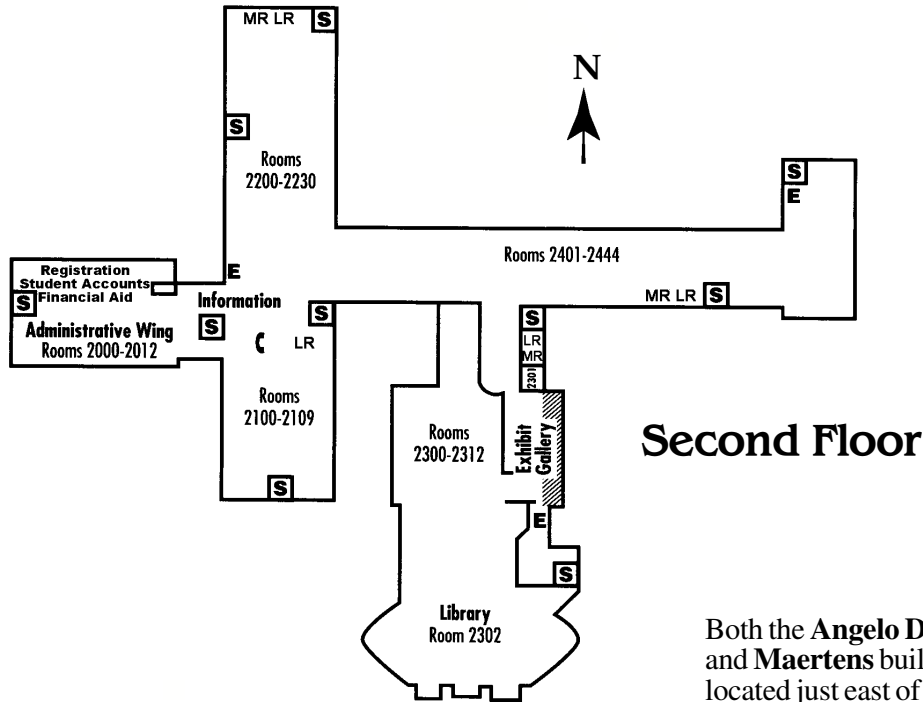
Campus Map

MADONNA UNIVERSITY
LIVONIA, MICHIGAN

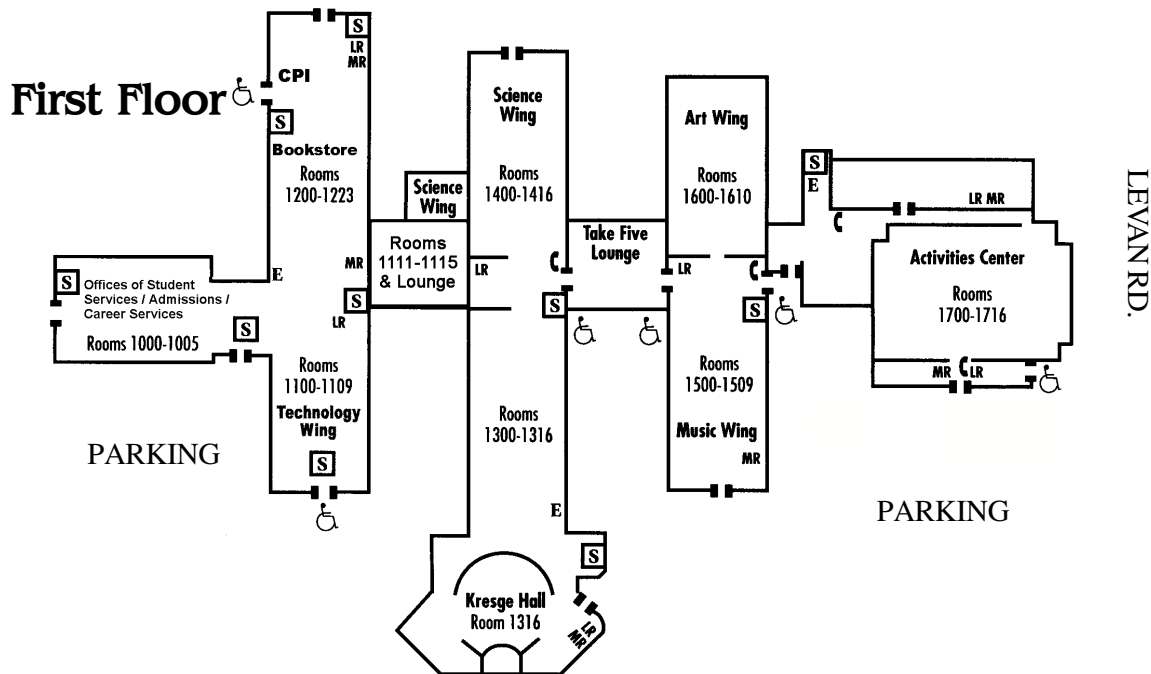
The wooded forty-nine acre campus of Madonna University is located in Livonia, Michigan, a suburb on the western perimeter of metropolitan Detroit. The campus faces Schoolcraft Road and the Jeffries (I-96) Freeway (Exit 173 at Levan or Newburgh Road), with easy access to downtown Detroit, the Detroit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



Academic Building Map



Both the **Angelo DiPonio** and **Maertens** buildings are located just east of Levan Road.



SCHOOLCRAFT RD. / I-96

Madonna University

A Look Inside

Department/Office	Room No.
Academic Advising Center	1111
Academic Computer Services	1104
Admissions	1001
Advancement	2101
Alumni Office/Public Relations	1212
Athletics	1710
Bookstore	1206
Campus Ministry	1209
Career Services	1001
Center for International Studies	1501
Center for Personalized Instruction	1210

Financial Aid	2005
Graduate Studies	2412
Kresge Hall	1316
Library	2300
Media Services/TV Studio	2108
Multicultural Affairs	1115
Office of Disability Resources	1113
Public Safety	1704
Registration	2003
Science Labs	1401-1409
Student Accounts	2005
Student Services/Activities	1001

Colleges/Schools	Room No.
Arts & Humanities	2438
Business (Maertens)	131
Continuing & Professional Studies (Maertens)	102
Education	2230
Nursing & Health (DiPonio)	101
Science & Mathematics	1400
Social Sciences	2202

Phone Numbers

All phone numbers are preceded by area code 734

General Information432-5300 or
(800) 852-4951

Student Services

Admissions Graduate432-5667
Bookstore432-5613
Computer Academic Lab432-5376
Financial Aid432-5663
Library432-5703
Registration432-5400
Student Accounts432-5600
Student Services432-5428

Deans and Graduate Program Coordinators

Office of Graduate Studies

Dr. Edith Raleigh, Dean432-5667

School of Business

Dr. Stuart Arends, Dean432-5366
International Programs, Dr. Stuart Arends432-5366
Graduate Programs Chair, Dr. Betty Jean Hebel . .432-5357
Criminal Justice Chair, Barry Sherman432-5546

College of Arts and Humanities

Dr. Richard Sax, Dean432-5542
MTESOL Director, Dr. Andrew Domzalski432-5420

College of Continuing & Professional Studies

Dr. James Novak, Dean432-5732

College of Education

Dr. Robert Kimball, Dean432-5653
Catholic School Leadership,
Dr. Marjorie Checkoway432-5653
Educational Leadership,
Dr. Marjorie Checkoway432-5653
Learning Disabilities, Dr. Jill Robinson432-5651
Literacy Education, Dr. Ruth Freeman432-5649
Teaching and Learning, Dr. Stewart Wood432-5645

College of Nursing and Health

Dr. Mary Wawrzynski, Dean432-5465
Graduate Nursing Chair, Dr. Mildred Braunstein .432-5461
Hospice Chair, Dr. Kelly Rhoades432-5478

College of Science and Mathematics

Dr. Theodore Biermann, Interim Dean432-5515
Health Services Coordinator, Dr. Mary Hunt432-5511

College of Social Sciences

Department of Psychology Chair,
Dr. Edythe Woods432-5735
Department of Psychology Clinical Director,
Dr. Robert Cohen432-5736



Index

Academic Building Map	69
Academic Council/Academic Deans	63
Academic Load	11
Academic Programs	
Business Administration	16
Clinical Psychology	23
Dual Degree in Nursing and Business	39
Education	25
Health Services	32
Hospice	34
Nursing	35
Teaching English to Speakers of Other Languages	30
Academic Standards and Grading Policy	11
Academic Warning, Probation and Dismissal	12
Address Changes	8
Administrative Council	63
Administrative Officers	63
Admission	
Conditional Status	6
Foreign Students	7
Guest Students	6
Non-Degree Students	6
Regular Status	6
Second Master's Degree	7
Special Status	6
Undergraduate Students, Enrollment	7
Admission Requirements	
Business Administration Programs	16
Dual Degree Program in Nursing and Business Administration	40
Education Programs	25
Foreign Students (I-20 Visa)	7
Health Services	32
Master of Science in Clinical Psychology	23
Master of Science in Hospice Education and Certificate	34
Master of Teaching English to Speakers of Other Languages	31
Nursing Programs	37
Post Master's Certificates in Nursing	41
Advising	11
Alumni	15
Application for Degree	13
Application Procedure	6
Attendance	11
Auditing Courses	11
Billing Error or Dispute	9
Board of Trustees 2001-2003	63
Business Administration Programs	16
Master of Business Administration	16
Master of Science in Business Administration	
Criminal Justice Specialty	19
International Business Specialty	17
Leadership Studies Specialty	18
Medical and Dental Practice Administration	
Executive Fellows Program	21
Quality and Operations Management	22
Calendar	67
Campus	
Activities	5
Description	4
Map	68
Candidacy	12
Certificates	
Post-Bachelor's	
AQP Certificate	17
Bereavement	35
Criminal Justice	17
Hospice	35
Human Resources	17
Information Technology Management	17
International Business - Financial Operations	17
International Business Management	17
Marketing Management	17
Non-Profit Leadership	17
Quality	17
Post-Master's	
Adult Health Primary Care Nurse Practitioner	41
Clinical Psychology	24
Health Care Educator	41
Nurse Entrepreneur	42
Changes in Policy	15
Children	15
Clinical Psychology Program	23
Course Descriptions	
Accounting	43
Administration	43
Biology	43
Business Law	44
Catholic School Leadership	44
Childhood Development	44
Computer Information Systems	45
Criminal Justice	45
Economics	46
Education	46
English	48
Finance	48
Health Services	48
Hospice Education	49
International Business	50
Management	50
Marketing	52
Medical Technology	52
Nursing	53
Other Seminars in School of Business	62
Psychology	55
Quality Operations Management	57
Quantitative Systems	58
Reading	58
Sacred Heart Major Seminary	59
Special Education	60
Sociology	61
Teaching English to Speakers of Other Languages	61
Credit for Experiential Learning	12
Education Programs	25
Master of Arts in Teaching	
Learning Disabilities Specialty	27
Literacy Education Specialty	28
Teaching & Learning Specialty	30
Master of Science Administration	
Catholic School Leadership Specialty	25
Educational Leadership Specialty	26
Master of Teaching English to Speakers of Other Languages	30

English Program

Master of Teaching English to Speakers of Other Languages . . .	30
Examinations, Grade Reports, and Transcripts	12
Family Educational Rights and Privacy Act	14
Fees	8
Food Service	15

General Policies and Procedures

Academic Load	11
Academic Standards and Grading	11
Academic Warning, Probation, Dismissal	12
Advising	11
Alumni	15
Application for Degree	13
Attendance	11
Auditing Courses	11
Candidacy	12
Changes in Policy	15
Children	15
Credit for Experiential Learning	12
Examinations	12
Family Educational Rights and Privacy Act	14
Food Service	15
Grade Reports	12
Graduation Requirements	13
I.D. Cards	14
Parking Regulations	15
Professional Ethics	12
Prohibitions	15
Readmission	13
Research Project / Practicum	13
Research Study	13
Statute of Limitations for Degree Completion	13
One-Year Extension Policy	13
Student Appeal / Grievance	14
Thesis	12
Transcripts	12
Withdrawal from Classes	11

Goals of the Madonna University Graduate Programs	3
Grading Policy for the Thesis/Independent Research Study	13
Graduate Faculty	64
Graduate Student Financial Aid	10
Graduate Studies Administration	64
Graduation Requirements	13
Guest Students	6

Health Services Program

Hospice Education Program

I.D. Cards	14
Master of Arts in Teaching - Learning Disabilities Specialty	27
Master of Arts in Teaching - Literacy Education Specialty	28
Master of Arts in Teaching - Teaching and Learning Specialty	30
Master of Business Administration	16
Master of Science in Administration - Catholic School Leadership Specialty	25
Master of Science in Administration - Educational Leadership Specialty	26
Master of Science in Business Administration - Criminal Justice Specialty	19
Master of Science in Business Administration - International Business Specialty	17
Master of Science in Business Administration - Leadership Studies Specialty	18

Master of Science in Business Administration - Medical and Dental Practice Administration Executive Fellows Program	21
Master of Science in Business Administration - Quality and Operations Management Specialty	22
Master of Science in Health Services	32
Master of Science in Hospice Education	34
Master of Science in Nursing	35
MSN - Adult Health Clinical Health Specialty	37
MSN - Adult Health Primary Care Nurse Practitioner	38
MSN/MSBA/Dual Degree Specialty	39
MSN - Nursing Administration Specialty	39
MSN - Health Care Education Certificate	41
MSN - Nurse Entrepreneur Certificate	42
Master of Teaching English to Speakers of Other Languages	30
Non-Refundable Fees	10

Nursing Programs

Master of Science in Nursing	
Adult Health: Clinical Nurse Specialist	37
Adult Health: Primary Care Nurse Practitioner Specialty.	38
Dual Degree - Nursing Administration / Master in Business Administration	39
Nursing Administration Specialty	39
Post Master's Certificates	
Adult Health: Primary Care Nurse Practitioner	41
Health Care Educator	41
Nurse Entrepreneur	42

Other Penalties	9
Parking Regulations	15
Payment Plans	8
Penalties	9
Phone Numbers	70
Post-Master's Certificates (<i>see index heading for Certificates</i>)	
Professional Ethics	12
Program Accreditations and Approvals	5
Prohibitions	15
Readmission	13
Refunds/Credit Adjustments	9
Refunds vs. Credits	10
Research Project or Practicum	13
Research Study	13
Sacred Heart Major Seminary Federation	35
Second Master's Degree	7
Senior Students	7
Statute of Limitations for Degree Completion	13
Student Life Policies	14
Student Payment Policies	8
Teaching English to Speakers of Other Languages, Master of	30
Thesis	12
Time Limits (<i>see Statute of Limitations</i>)	

Transfer Students

Tuition and Expenses	8
Billing Error or Dispute	9
Fees	8
Financial Aid	10
Non-Refundable Fees	10
Payment Plans	8
Payment Policies	8
Penalties	9
Refunds / Credit Adjustments	9
Refunds vs. Credits	10
Undergraduate Students, Enrollment	7
Withdrawal from Classes	11