Madonna University

Graduate Bulletin

2007-2009

Madonna University Calendar

SEMESTER I — FALL	2007-2008	2008-2009	2009-2010
Faculty Conference	Aug. 27	Aug. 25	Aug. 31
Final Registration	Aug. 31	Aug. 29	Sept. 4
Classes Begin	Sept. 4	Sept. 2	Sept. 8
Add-Drop Period	Sept. 4-10	Sept. 2-8	Sept. 8-14
Deadline: Removal of "I" grade from Spring/Summer semester	Sept. 7	Sept. 5	Sept. 4
Filing Deadline–Application for Graduation Winter Semester, May	Sept. 28	Sept. 26	Sept. 25
Community Gathering	Oct. 12	Oct. 10	Oct. 9
Web Registration Begins–Winter Semester	Oct. 22	Oct. 20	Oct. 26
Final Date, Election of S Grade	Oct. 26	Oct. 31	Nov. 6
Final Date, Withdrawal from courses	Nov. 16	Nov. 14	Nov. 20
In Person/Open Registration Begins–Winter Semester	Nov. 19	Nov. 10	Nov. 16
**Thanksgiving Recess	Nov. 22-25	Nov. 27-30	Nov. 26-29
Final Examinations	Dec. 10-15	Dec. 8-13	Dec. 14-19
End of Fall Semester	Dec. 15	Dec. 13	Dec. 19
Grades Due by 12:00 noon	Dec. 18	Dec. 16	Dec. 22

***Thanksgiving Recess begins at 4:00 p.m. on the Wednesday before Thanksgiving.*

SEMESTER II — WINTER	2007-2008	2008-2009	2009-2010
Final Registration	Jan. 4	Jan. 2	Jan. 8
Classes Begin	Jan. 7	Jan. 5	Jan. 11
Add-Drop Period	Jan. 7-12	Jan. 5-10	Jan. 11-16
Faculty Conference	Jan. 11	Jan. 9	Jan. 8
Deadline: Removal of "I" grade from Fall semester	Jan. 25	Jan. 23	Jan. 29
Filing Deadline–Application for Graduation Spring/Sum. Semester, July	Feb. 1	Jan. 30	Jan. 29
Web Registration Begins–Spring/Summer Semester	Feb. 25	Feb. 23	Mar. 1
Final Date, Election S Grade	Feb. 29	Feb. 27	Mar. 5
Spring Vacation	Mar. 3-8	Mar. 2-7	Mar. 8-13
Final Date: Withdrawal from courses	Mar. 21	Mar. 20	Mar. 26
In Person/Open Registration–Spring/Summer Semester	Mar. 31	Mar. 30	Mar. 29
*Easter Recess	Mar. 21-23	Apr. 10-12	Apr. 2-4
Web Registration Begins–Fall Semester	Apr. 7	Apr. 6	Apr. 5
Final Examinations	Apr. 21-26	Apr. 20-25	Apr. 26-May 1
End of Winter Semester	Apr. 26	Apr. 25	May 1
Grades Due by 12:00 noon	Apr. 29	Apr. 28	May 4
Graduation Liturgy	May 1	Apr. 30	May 6
Commencement	May 3	May 2	May 8

**Easter Recess begins at 4:00 p.m. on the Thursday before Easter.*

SEMESTER III — SPRING-SUMMER	2007-2008	2008-2009	2009-2010
Final Registration	May 2	May 1	May 7
Classes Begin	May 5	May 4	May 10
Add-Drop Period	See Tuition and Fees Section		
In Person/Open Registration–Fall Semester	May 27	May 26	June 1
Memorial Day–No Classes	May 27	May 25	May 31
Filing Deadline–Application for Graduation Fall Semester, December	May 30	May 29	May 28
Deadline: Removal of "I" grade from Winter semester	June 6	June 5	June 11
Final Date, Withdrawal from courses	No later than 2/3 of Complete Course Work		
Independence Day–No Classes	July 4	July 3-4	July 5
Final Examinations	Last Class Session		
End of Spring/Summer Semester	July 26	July 25	July 31
Grades Due by 12:00 noon	July 29	July 28	Aug. 3

MADONNA UNIVERSITY

Graduate Bulletin

Volume 13: 2007-2009

Effective as of Fall Semester, 2007-2008

Quarter Century of Masters
MADONNA UNIVERSITY
1982 - 2007

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

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

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Livonia, Michigan 48150

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Table of Contents

Calendar . . . . . .Inside Front Cover
Phone Numbers . . . . . .Inside Back Cover

Graduate Studies at Madonna University . . .3

Program Accreditations and Approvals 5

Admission: Application Procedure 7
Admission Requirements for International Students on F-1 Student Visa 9

Tuition and Expenses 10
Fees; Student Payment Policies; Payment Plans; Refunds

General Policies and Procedures 13

Academic Process 13
(Advising; Academic Load; Attendance; Withdrawal from Classes, Examinations; Statute of Limitations; Readmission; Candidacy; Research Integrity; Thesis; Research Study; Research Project or Practicum; Application for Degree; Graduation Requirements)

Academic Options 15
Graduate and Post-Master's Certificates; Auditing Courses, Second Master's Degree; Michigan Intercollegiate Graduate Studies (MIGS)

Academic Standards 16
Standards for Written Work; Professional Ethics; Grading; Grading Policy for the Thesis/Independent Research Study; Academic Progress; Academic Warning, Academic Probation and Dismissal; Student Appeal Process/Grievance Procedure

Academic Records 18

Student Services Offices 19
including International Studies, Office of Disability Resources, International Students Office, Library Services, and others

Student Life Policies 21

Academic Programs 22

Business Programs 24
Education Programs 31
English (T.E.S.O.L.) Program 38
Health Services Program 40
Hospice Education Program 42
Liberal Studies Program 44
Nursing Programs 44
Pastoral Ministry Program 60
Psychology Program 61

Course Descriptions 64

Administration and Graduate Faculty 95
Index 99
Campus Maps 103
Driving Maps 104

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

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

Graduate Education for Working Professionals

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

YOU, the prospective graduate student, are looking for a master's program that will offer the best-specialized curriculum to prepare you for the future. Whether you see the graduate degree as a means of advancing in your current position or as a means of effecting a career change, you will want to evaluate each program carefully, match its resources, its faculty, curriculum, and facilities, to your particular objectives.

This process of evaluation and decision making is your first step toward achieving your graduate degree.

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

Madonna University
A Tradition of Service

Madonna University is proud of its commitment to quality co-educational liberal arts education and its history of rendering public service through career education for students of all faiths. Founded by the Felician Sisters in 1947, an outgrowth of Presentation Junior College (1937-1947), Madonna maintains its tradition as an independent Catholic and Franciscan institution of higher learning and adheres to the guidelines set forth in *The Application of* ***Ex corde Ecclesiae*** *in the United States*.

The Madonna University Mission is stated as:

> *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 mission of the University receives its spirit from such Franciscan values as:

- a reverence for the dignity of each person;
- a love of God translated into assisting all people, especially the poor, minority groups, and individuals challenged with disabilities;
- an appreciation of nature and all creation; and
- a conviction that the liberal arts and sciences develop the intellect so as to prepare the individual to render more effective service to humanity.

The Graduate School'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.

Outcomes of the Madonna University Graduate Programs

The Madonna University graduate studies curricula prepare individuals for professional roles in public and private, and profit and nonprofit organizations. Graduates will be able to:

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

Distinctiveness of the Programs

A combination of factors distinguishes graduate study at Madonna University. The curricula, which are professional in nature, guide the student toward learning that is directly applicable to the workplace. Students have access to a broad spectrum of courses and experiences that complement and develop their knowledge and skills so that they can reach their potential and emerge as leaders in their work environments.

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

Madonna University
A Tradition of Quality

The Madonna University undergraduate and graduate programs, serving over 4500 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, Korea in 1999, and Dubai in 2000.

In 2007, the nursing department celebrates its forty-fifth anniversary of preparing baccalaureate nurses. The program is known for its strong emphasis on community-based clinical preparation and its Christian humanistic orientation. The graduate nursing program prepares the professional nurse to assume a variety of advanced roles in nursing.

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

Since its inception in 1984 the nation's first hospice education program at Madonna University has offered a curriculum which enables hospice students to serve diverse client populations during the terminal phase of life, focusing on the physical, psychological, social, emotional, and spiritual needs of the patient and family. The graduate hospice 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 Master of Science in Health Services 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 school has a successful track record of developing marketable programs in business specialties such as financial administration, management, marketing, management information systems, e-commerce, international business, and criminal justice leadership. Articulating with businesses in meaningful and innovative ways, the business program offers weekend workshops, on-site training programs, and continuing education courses that meet specific needs of the business community.

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

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

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

Program Accreditations and Approvals

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

American Bar Association, 1984, 1990, 1994, 2000

American Dietetic Association Plan IV 1977, 1982; Plan V, 1990, 1995; American Dietetic Association Accreditation, 2000.

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

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

State of Michigan Board of Education:
Approval of four-year degrees, 1947
Teacher certifications, 1954, 1969, 1996, 2002
Learning disabilities certification, 1974, 1999, 2002
Reading certification, 1977, 1996, 2002
Master of Science in Administration, 1982, 1996, 2002
Master of Science in Nursing, 1987
Administrator certification, 1990
ESL certification, 2001, 2007

Michigan Board of Nursing, 1967

Michigan Department of Public Health

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

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

North Central Association of Colleges and Schools, 1959, 1968, 1978, 1982 (Graduate Studies), 1988, 1989 (Taiwan Program), 1998;
Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504

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

The Madonna University Campus

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

The two-story **academic building** accommodates a variety of purposes from administrative offices to classrooms and laboratories. Special facilities include the **TV Studio/Graphics facilities** where students and faculty work with media specialists to develop audio-visual materials for instruction or presentation. An **interactive-TV classroom** facilitates the delivery of selected classes worldwide. All classrooms are outfitted with a TV monitor and video cassette/DVD 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 **Ford Motor Company Technology Wing / Computer Center**, also located in the academic building, is newly renovated and expanded. It provides services to all students and faculty members using state of the art equipment and facilities. Graduate students will find software packages to supplement courses in the program as well as statistical packages and self-instructional packages in computer literacy, accounting, statistics, and many related fields. Madonna University has made computer literacy a priority in all its programs so that students learn computer applications in their fields.

The **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 a high-tech 'smart classroom'.

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

Orchard Lake Center

Beautifully situated on the shores of Orchard Lake, Madonna University's Orchard Lake Center shares a 120-acre campus made up of historic and contemporary buildings. Located 20 miles north of the Livonia campus and 5 miles west of Pontiac, the Orchard Lake Center is comprised of offices in the new Welcome Center (at 3735 Commerce Road), classrooms and computer labs in the College Academic Center, and faculty offices in the Barracks.

The Orchard Lake Center houses faculty from a variety of Madonna University's Schools and Colleges, as well as staff representing academic administration, student life, and enrollment management. A number of programs and majors are offered at the Orchard Lake Center.

Downriver Center

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

Campus Activities

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

Twenty-five years ago Madonna University started two graduate programs, business and nursing. In 2007 we celebrate our 25th Anniversary of Graduate Education. Amazingly, this year we have grown to 25 master's programs and created our first doctorate! What a fantastic way to celebrate our 25th anniversary!

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

Dr. Edith Raleigh, Dean,
The Graduate School

Admission: Application Procedure

1. **Application forms** are available from the Graduate School. Prospective students may write or phone the office at (734) 432-5667 to request forms, or apply on-line at ***www.madonna.edu***.
2. The non-refundable **application fee** can be paid online by credit card (American Express, Discover, MasterCard) or in person to the Graduate School (check or cash) or by mail to the Graduate School (check only).
3. The **completed form** must be returned to the Graduate School according to the graduate admission calendar (see below). (Refer to Clinical Psychology for special application dates.)

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

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

   Conditional Admission: An applicant who does not meet the criteria for regular admission, yet who appears to possess potential for success in graduate study, may be granted conditional admission to the program. This would include applicants with an undergraduate grade point average of less than 3.0, a low score on the graduate admission test required by the department, insufficient work experience, or an unsatisfactory writing assessment. The applicant will be admitted on the condition that he/she achieves a 3.0 GPA in the first 9 hours of graduate course work approved by the department, or on a condition set by the admission committee in the department. The student must qualify for regular admission within one calendar year.
9. *Special Status:* Students in the process of being admitted to a graduate program may register on a pre-admission status with the permission of the Dean of the Graduate School. A maximum of 6 semester hours of course work taken on special status will be accepted for the degree. Pre-admis-

sion registration is not permitted in any course required for the Clinical Psychology graduate program. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.

10. *Nondegree Students*: Permission to enroll in classes on a nondegree status may be granted by the Dean of the Graduate School. This category is for those students who do not seek admission to a graduate program. A maximum of 6 semester hours may be taken in any degree program.

Transfer Students

Students may transfer into the program from another regionally-accredited institution. A maximum of 6 semester hours of graduate credit may be applied toward the master's degree.

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

Guest Students

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

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

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 the Graduate School. Credit so earned may be used in only one of the following two ways:

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

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

Non-Native Speakers of English

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

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

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

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

In order to qualify for *regular admission* to the University, applicants who are non-native speakers of English must meet one of the following English language proficiency requirements:

- Baccalaureate degree from an accredited college or university in the United States, Great Britain, Ireland, Canada, Australia, or New Zealand; ***or***
- Full four years of attendance at and graduation from a U.S. high school with standard track English; ***or***
- Test of English as a Foreign Language (TOEFL) with a minimum score of 550 for the paper-and-pencil test or of 213 for the computer based test; either test must be accompanied by the Test of Written English (TWE) with a minimum score of 5; ***or***
- Internet Based TOEFL (iBT) with a minimum score of 80; ***or***
- MELAB score of 80+; ***or***
- IELTS score of 6.5+.

Students who do not meet the listed standards may obtain *conditional admission* to the University, and are required to successfully complete the appropriate number of ESL courses as determined by individual placement testing. During the time students are on ESL conditional status, it is necessary to meet each semester with the ESL advisor before registering for classes.

If the student scores at the advanced level of the Madonna University ESL courses, other content courses may be taken concurrently with the required ESL courses.

Note: All non-native speakers of English who are attending an English-speaking university or college for the first time are required to take ESL 1010, Orientation to Higher Education, 3 s.h.

Admission Requirements for International Students on F-1 Student Visa

In addition to the admissions requirements listed with each program, international students seeking admission to a Madonna University Graduate School program on F-1 student visa status must submit the following documentation before the I-20 is issued:

1. Official undergraduate record(s), translated into English, including the following:
   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 (transcript evaluation by an education evaluation agency, WES or ECE, may be required).
2. Official results indicating English proficiency:
   - Test of English as a Foreign Language (TOEFL) with a minimum score of 550 for the paper-and-pencil test or of 213 for the computer based test; either test must be accompanied by the Test of Written English (TWE) with a minimum score of 5; ***or***
   - Internet Based TOEFL (iBT) with a minimum score of 80; ***or***
   - MELAB score of 80, ***or***
   - IELTS score of 6.5.

   This requirement is waived for applicants from countries in which English is the native language.
3. Two recommendation letters from qualified professionals (e.g., employer, university faculty).
4. A $200.00 non-refundable application fee (US currency).
5. Financial statement, issued within the most recent six months, from a bank, government agency, or other financial institution, indicating the financial resources of the applicant or the sponsor of the applicant. (Madonna University has no financial aid program for foreign students.)
6. Copy of passport identification page.
7. Student health record, for Residence Hall applicants.

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

- Tuition and fees for the first semester. (All international students are required to remit payment in full at the time of registration each semester. Please contact the Student Accounts Department beforehand if wishing to register using web registration).
- Residence Hall contract. Students who are residing in the dorm need to submit $175 to reserve the room before arriving on campus. (International graduate students with no residence in the United States are strongly encouraged to live on campus during the first semester of study.)
- Proof in English of catastrophic health insurance coverage in the United States. Without such proof of health insurance, student insurance must be purchased through Madonna University (2007-2008 cost: $550 per year for students under age 35). The student's account will be charged automatically. After Friday of the first week of semester, no credit for health insurance may be processed. Please send proof of coverage via FAX (734) 432-5344 to Student Accounts Office, and an e-mail (sa@madonna.edu) indicating that the FAX has been sent.
- $100 room damage deposit, if residing in the Residence Hall.

Tuition and 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 Semester I of the academic year **2007-2008**. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition effective as of Fall Semester 2007-2008: $440 per semester hour

Graduate Tuition for International Students (F or J visa) $550 per semester hour

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

Fees

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

General Fees

Admission Application* $25

International Student Admission Application* $200

Course Fees *(non-refundable)**: Required course fees are published in the class schedule each semester.

Deferred Tuition Fee: All tuition and fees are payable in advance, unless the student chooses to participate in one of the available payment plans at an additional cost of $20. *(See Schedule of Classes for available plans.)* . . .$20

Graduation Fee* $50

Late Penalty for unpaid balances: 5% up to a maximum of $75

Late Submission of Application for Graduation* $10

Registration Fee*:
- Open registration prior to first week of classes . . . . . .$ 50
- First Week of Classes, Fall and Winter semesters
  - Returning students $100
  - New students . . . . . .$ 50
- First Week of Classes, Spring/Summer semester
  - All students . . . . . .$ 50

Late Enrollment Fee: $60

Replacement Fees:
- Diplomas $30
- Certificates $30
- Student Account Records . . . . . .$5 per semester
- Student ID Card $5

Returned Check Penalty $25

Study Abroad *(administrative fee)* $60

Thesis*:
- Thesis Fee $165
- Copyright Fee (*optional*) $45
- Thesis (personal copy) $40

Transcript of Credits:
- Issued to Student *(same day)* $10
- Mailed $5

** Indicates non-refundable fees: see explanations on page 12.*

Residence Hall Fees

Room *(rented per semester)*

Double . . . . . .$ 2,700 two semesters / $ 1,350 per semester
Suites . . . . . .$ 3,106 two semesters / $ 1,550 per semester
Private . . . . . .$ 4,416 two semesters / $ 2,208 per semester
Per Night
- Without linens . . . . . .$19 per night
- With linens . . . . . .$24 per night

Room Reservation
- *(non-refundable but applicable to room rent)* $75

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

Board

	Two Semesters	Per Semester
20 Meal/Week Plan	$ 3,392	$ 1,696
15 Meal/Week Plan	$ 3,320	$ 1,660
170 Meal and 100 Points Plan	$ 3,392	$ 1,696
120 Meal and 290 Points Plan	$ 3,392	$ 1,696

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

Incidentals

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

Checks should be made payable to Madonna University.

Student Payment Policies

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

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

Students whose accounts are past due for a current semester's enrollment, or who are in debt to the University at the end of any semester, are not entitled to register, receive transcripts, or receive a diploma or certificate until the account is settled.

Payment Plans

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

   An on-line payment system is available at ***www.madonna.edu*** (click on **Campus Web/Registration** and enter your ID and PIN).

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

     Madonna University uses a third-party payment vendor, CASHNet®. (The Student Accounts Office is no longer able to process credit card payments at the service window or over the phone.)
   - Payment may also be **by mail**; however, the university is not responsible for lost or delayed mail. The assessment of registration adjustments and late penalty charges is determined by the postmarked date. No statements are mailed. Due dates are available on the web: ***www.madonna.edu > Students > Registrar's Office > Class Schedule Information > page 7.*** Please *mark your personal calendars* each semester. If your e-mail address is accurate in our system, an e-mail notification is sent. ***To review and print your own invoice***: using your ID number and PIN, go to **Campus Web/Registration>Official Statements.**

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

2. Students who do not pay in full in advance may choose to participate in one of the available payment plans, at an additional cost of $20 (see Schedule of Classes for available plans). The deferred payment plan is denied to students whose accounts have in the past been referred to a collection agency because of the student's failure to pay the university.

3. Failure to meet the required minimum advance payment due date results in cancellation of the student's registration. Prior to the end of Add Week, students are required to remit at least $50% of all fees. In order to reinstate the registration after Add Week, the student is required to pay a $60 late enrollment 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.

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

   NOTE: 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, do not serve to release the student from the obligation of required minimum payments when due: veteran benefits and special department awards.

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

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

Address Changes

It is the responsibility of the student to inform the University of any address changes both by completing a change of address form in the Registrar's Office *and* by e-mailing the Graduate School at ***grad@madonna.edu***. Mail returned to the University because of an address change does not defer the assessment of program adjustment and late payment charges.

Billing Error or Dispute

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

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

Other Fees

1. Checks returned for any reason constitute non-payment and are subject to a $25 penalty per check. Program adjustment or late payment charges are be assessed when applicable.
2. A penalty of 5%, up to a maximum of $75, is assessed if the second payment is not received by the final invoice date.
3. Record Replacement Fee: Requests to duplicate billing records and to verify payments are assessed a $5 replacement fee per semester.

Tuition Credit Adjustments

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

case of a withdrawal form sent by US Mail, the postmark date, determines the amount of any adjustment of tuition after classes have begun.

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

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

Full Semester

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

No credit past the fifth week

Workshops/Seminars/Courses Less than 12 Weeks

The Drop/Withdrawal Policy for courses with start and end dates that differ from those of full-semester courses is defined by the following schedule:

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

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

Refunds

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

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

Student accounts that have a credit balance from financial aid/loans are automatically refunded. Checks are mailed within 14 days from the date the financial aid/loan has been applied with the exception of the first disbursement of aid each semester. A credit balance of $1 or less is not refunded unless specifically requested and is not credited against future registration charges after the end of the semester in which the credit is generated.

Refunds for Books or Living Expenses

Madonna University has outsourced the refund disbursement process. All degree-seeking students are issued a MadonnaOne card.

Refunds

Upon receipt of the MadonnaOne card, students choose their method of receiving disbursements:

- **The MadonnaOne card is the fastest, easiest way to receive a financial aid or student loan refund.** The MadonnaOne-Card form of disbursement is encouraged but not mandatory.
- A student may choose online to receive a refund as an electronic deposit to a current bank account (approximately 3 days).
- A student may choose online to receive a refund via check mailed to the home address (5 days or more).

Purchasing Books

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

Non-Refundable Fees

1. Admission Application fee or International Student Admission Application fee.
2. Graduation fee: A non-refundable graduation fee of $50 is charged each student who applies for graduation. The application is valid for one year from the semester for which the student is applying. Graduate students may obtain an Application to Graduate form from the Graduate School, the Student Accounts Office, or on the Madonna University website at ***www.madonna.edu***. The application form must be completed, signed by the student's advisor, and presented to the Graduate School after the fee is paid. See the University Calendar for deadlines.
3. Registration fee: This fee covers the cost of enrolling in and reserving a seat in classes. This fee is not refundable even with complete withdrawal from or non-attendance in classes.
4. Room and Board fees: These fees are refundable in accordance with the full-semester tuition credit adjustment schedule. Rooms are rented for a semester. After the 4th week of school, no refund can be given because of contractual arrangements relating to services provided.
5. Thesis fee: Students are required to pay a thesis fee at the time an Intent to Submit and Present Thesis form is filed with the Graduate School. This is assessed to cover the cost of binding two copies of the thesis for the University and the publication fee for University Microfilms International. Students have the option of paying for copyright service and for the binding of a personal copy of the thesis.

General Policies and Procedures

Academic Process

Advising
The specialty departments provide academic advisement to ensure that students understand the goals of the program and follow a plan of study. Students are encouraged to contact the 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, to avoid errors from self-advising.

Academic Load
The full-time credit load is 9 to 12 semester hours per semester; 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 the Graduate School, whose signature must appear on the student's registration form.

For financial aid purposes, the following formula is used:

Full-time status:	9 or more semester hours
3/4 time status:	6-8 semester hours
Half-time status:	4-5 semester hours
Less than half-time student:	less than 4 semester hours

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

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 results in an F grade, which is 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, is used to determine the amount of tuition adjustment, if any, after the classes have begun (see chart on page 12 of this Bulletin or near the front of the current Schedule of Classes). A student who does not officially withdraw from classes before the specified date, even though he/she did not attend class(es), is responsible for payment of full tuition and fees for the class(es).

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

Statute of Limitations
Students must complete all requirements, including thesis or research study, within six years after admission to the program. An extension of one year may be granted by the Dean of the Graduate School.

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 School for a period of two years following that semester. After this period, nonregistered applicants must apply for readmission. Incomplete files of nonregistered applicants are not kept beyond one year.

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

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

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

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

In conjunction with the faculty thesis advisor, a student conducting research that involves use of human subjects is responsible to examine the criteria for review by the Human Subjects Review Committee. Requirements for review appear in the

Research Guide as does the application form at: ***www.madonna.edu/gradstdy/center_for_research.htm***. The completed form and supporting documents are to be submitted to the Director of the Center for Research.

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

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

Students must submit acceptable copies of the final thesis by the official ending date of the semester of graduation. Otherwise, the student is awarded a Y grade. Students who have not submitted final copies of their thesis have not fulfilled degree requirements and their graduation is postponed.

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

Research Study

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

Research Project or Practicum

Students in health services or hospice education 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* (found at ***www.madonna.edu/gradstdy/center_for_research.htm)***.

Application for Degree

Students must file an Application to Graduate with the Graduate School according to the dates published by the Registrar's Office. Applications for graduation may be obtained at the Student Accounts Office or online at ***www.madonna.edu/pages/graduatestudiesforms.cfm***. The form must be stamped by the Student Accounts Office upon payment of the graduation fee. The endorsed form is returned to the Graduate School. 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 School. 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 semester 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 semester.

Academic Options

Graduate and Post-Master's Certificates

A graduate certificate or post-master's certificate is a minimum of 9 graduate-level semester hours in a concentrated area of study, as designed by the academic department and approved by the Graduate School Committee. Graduate certificates may be earned pre-master's unless they are specifically designated post-master's certificates. The post-master's certificates are awarded and transcripted after the master's degree is earned.

All courses within either kind of graduate certificate must be graduate level courses (5000 and higher). The graduate certificate consists of the approved plan of study for the certificate. Substitutions may be made on the recommendation of the department faculty and at the discretion of the Dean of the Graduate School. Transfer of credit from another institution may be permitted and may be applied towards the graduate certificate provided that the transfer credit is for graduate level course work. Not more than 50% of the required course work (or a maximum of 6 s.h., whichever is smaller) for the graduate certificate may be transferred into Madonna University.

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

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.

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.

Michigan Intercollegiate Graduate Studies (MIGS) Program

Graduate students who are in good standing in a degree program are eligible to elect courses at several graduate schools in Michigan with the approval of both Host and Home faculty. This program for guest scholars enables graduate students to take advantage of unique educational opportunities throughout the state. Contact the Graduate School for a list of participating institutions and MIGS liaison officers. (The Home Institution is where the student is currently enrolled in a graduate degree program; the Host Institution is where the student wishes to be a guest.)

Procedure: MIGS

- The student and academic advisor decide if the course(s) are appropriate to the student's program of study and are not available at his/her Home Institution.
- The advisor discusses the plan with appropriate faculty members at the Host Institution. The Host department is consulted to ensure that space is available for enrollment.
- The student obtains a MIGS application from the Home Institution. When signatures of the Academic Advisor and MIGS Liaison Officer have been obtained, signifying the student is qualified and eligible, the student forwards the application to the Host Institution for completion.
- Once the admission has been approved by the Host Department, the MIGS Liaison Officer at the Host Institution issues enrollment documents and provides registration instructions.
- After completing the course(s), the student is responsible for arranging to have *one official transcript* of MIGS studies sent to Madonna University Graduate School. The student should also contact that office to indicate that a transcript is being sent for posting on the academic record as MIGS graduate credit.

Additional Information: MIGS

FEES: Students on a MIGS enrollment pay tuition and other fees normally charged by the Host Institution for the services rendered.

RESIDENCY STATUS is the same as at the Home Institution.

CREDIT: All credit earned under a MIGS enrollment will be accepted by a student's Home Institution as if offered by that institution.

GRADES earned in MIGS courses will not be applied toward the Home Institution grade point average.

PART-TIME: A student may combine a part-time enrollment at the Home Institution with a part-time MIGS enrollment with approval of the student's academic advisor.

FELLOWSHIPS: MIGS participation does not necessarily modify fellowship commitments made by a Home Institution for a given period, therefore, specific arrangements for individual cases should be negotiated with the appropriate officials.

ENROLLMENTS are limited to six (6) credit hours for master or specialist degree students or nine (9) credit hours for doctoral degree students.

TRANSCRIPTS: The student is responsible for arranging to have transcripts certifying completion of work under a MIGS enrollment forwarded to the Home Institution.

Credit for Experiential Learning

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

Academic Standards

Standards for Written Work

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

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.

Grading

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

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

A	Exceptional	4.00 honor points per semester hour
A-	Greatly exceeds expectations	3.66 honor points per semester hour
B+	Exceeds expectations	3.33 honor points per semester hour
B	Meets Expectation for Graduate Work	3.00 honor points per semester hour
B-	Below Graduate Standard	2.66 honor points per semester hour
C+	Fair	2.33 honor points per semester hour
C	Lowest Acceptable Level of Attainment	2.00 honor points per semester hour
D	Unacceptable Level of Attainment	1.00 honor points per semester hour
F	Failure	0 honor points

Other grades:

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

W – Withdrawal
A student who withdraws from a class is awarded a W on the transcript.

Y – Carry over
For a course that carries over into a subsequent semester. For the thesis, research project, 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 is given a T on the transcript.

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

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

Grading Policy for the Thesis/ Independent Research Study

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

Academic Progress

Academic progress is determined by three factors:

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

Enrollment Status		Minimum Graduate Course Completion
Full-Time	18+ s.h./a.y.* 9+ s.h./semester	14 s.h./a.y.
Three-Quarter-Time	12+ s.h./a.y. 6-8 s.h./semester	9 s.h./a.y.
Half-Time	8+ s.h./a.y. 4-5 s.h./semester	6 s.h./a.y.
Less than Half-Time	Fewer than 4 s.h./ semester	One course per semester

* s.h./a.y. = semester hours per academic year.

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

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

Academic Warning

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

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

Academic Probation and Dismissal

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

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

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 the Graduate School 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 academic progress in their program of study or who fail to demonstrate ability to succeed in their plan of study may be dismissed from the University upon the recommendation of the academic department and/or the decision of the Dean of the Graduate School.

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

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

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 semester in which the grievance exists, whichever is sooner. The following steps define the appeals procedure:

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

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

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

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

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

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

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

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

Academic Records

Grade Reports and Transcripts

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

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

Transcripts are issued at $5 each. Same day requests are available for $10 per copy.

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

Requests may be *mailed* with a check or money order to the Registrar's Office, Attn: Transcripts, Madonna University, 36600 Schoolcraft Road, Livonia, Michigan 48150-1173; or faxed to the Registrar's Office, Attn. Transcripts, at (734) 432-5405. If ordering *via fax*, your payment can be made online at ***www.madonna.edu***. With an ID number and PIN click on ***Campus Web/Registration***. If you do not have an ID and PIN, click first on ***Parents and Friends***.

- Pay **by e-check**: no service fee.
- Pay by credit card: credit card payments are charged a service fee of 2.90% for payment from $0.01 to $3,000.

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

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

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 Graduate School office.

Student Services Offices

Campus Ministry

Campus Ministry at Madonna University is dedicated to the service of individuals and the total University community. Campus Ministry seeks to encourage the practical application of Christian moral principles through student participation.

Among the activities sponsored by the Ministry are: weekday celebrations of the Eucharist, at both Livonia and Orchard Lake; a weekly holy hour; Reconciliation services; prayer group meetings; lectures on current issues; annual student retreats; and opportunities to serve in soup kitchens, give assistance to people in need, and participate in alternative spring break trips to South Carolina, Mexico, and other areas.

The University Chapel is located on the ground floor of the University Center in Livonia. A prayer room, room 1211 in the academic building, is also available for students to spend time in quiet reflection. In Orchard Lake, the Chapel of Our Lady of Orchard Lake is located at the northeast end of the campus and another chapel is located in the seminary building, just south of Marian Hall.

Career Services

Career Services, in room 1001 on the lower level of the administration wing, provides career development activities, employment services, and career counseling to students and alumni of the University. The office provides job fair and employment information and resources for career decision making. Many students and alumni utilize DISCOVER, a computer-based assessment and career exploration tool, to assist them in their career decision making. Students needing more assistance may schedule an appointment for career counseling.

The Career Services website is updated regularly with current job announcements, job fair information, scheduled activities, and links to employment sites.

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

Center for International Studies

The Center for International Studies (CIS) is maintained as a clearing house for all international programs. The focus of the Center is to promote and facilitate a wide range of study and travel abroad opportunities for both students and faculty, as well as to assist in the recruitment of and services for students coming from abroad.

Madonna University has agreements with a number of institutions around the world. These agreements allow Madonna students and faculty to pursue studies overseas and allow international students from those universities to pursue studies at Madonna University.

In many cases, credit can be given for various types and durations of overseas study and students may opt to go on individual arrangements to other countries, for credit or not, with previous approval from their advisors. Some projects can be, and indeed have been, supported by grants and scholarships (such as the FATE fund).

Counseling

Individual counseling is available for educational, career, social, or personal concerns. Students whose academic performance is being disturbed by personal problems due to stress may contact the Vice President for Student Services or a member of the Campus Ministry team for assistance. A brochure of available counseling services is updated each semester and available in the Office of Student Life, Room 1001. The *Psychological Services Clinic* is available to students, who can schedule appointments by calling (734) 432-5493. Referrals to community professionals are made in cases where problem resolution is beyond the realm of University resources.

Disabled Student Services

Established in 1976, the Office of Disability Resources (ODR) at Madonna University creates an accessible, positive learning environment for all students.

The ODR assists students with disabilities as they fully participate in their university experience without confronting architectural, communication, or attitudinal barriers. Madonna University's successful integrated learning environment results from mutual cooperation and support of the faculty, staff, and administration.

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

- Experienced advisors, who counsel students in their assimilation to college life;
- A Notetaker Coordinator, who manages notetakers and facilitates a positive working relationship among student, notetaker, and instructor;
- An Interpreter Coordinator, who manages and schedules interpreting services and supervises interpreters.

The ODR team works closely together to continually provide an accessible learning environment through services such as:

- sign language interpreting
- oral interpreting
- in-class notetaking
- student/instructor liaison
- counseling (career and personal)
- academic advising
- alternative testing
- reading and transcribing
- computer with voice synthesizer, enlarged text, CD crea tion from text, and braille printing capabilities
- tutoring referrals.

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

Food Service

Graduate students in Livonia are invited to use the food service in the Madonna University cafeteria located in the University Center or in the Take Five Lounge at Grill 155 or the vending machines. In Livonia, the campus cafeteria is in the upper level of the University Center adjacent to the Residence Hall and is open to the entire Madonna Community: students

in residence and commuters, faculty, staff, and guests to the University. Non-residents have wide selections of meal purchase options including Meal Cards that offer five meals at substantial savings over individual meal rates.

Grill 155, located in the Take 5 Lounge, is open only when classes are in session in the fall and winter semesters. Because of attendance fluctuations, Grill 155 hours are subject to change near major holidays or at the start or end of each semester. Advance posting of any changes is provided.

At the Orchard Lake Center, the cafeteria is located just north of the main chapel.

Health Services

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

Instruction Center

The Instruction Center, designed to serve laboratory and practice needs of students in the Nursing program, is comprised of the Helene Fuld Computer Assisted Instruction Center and the Ray A. and Jean S. Shapero Nursing Instruction Center, and is located in the Angelo DiPonio Building. The Instruction Center consists of an auto-tutorial area equipped with computers, interactive videos, and practice lab. Courses requiring advanced clinical skills or practicums utilize the practice lab for class sessions. The lab provides clinical equipment for student practice or faculty-planned simulations. The practice lab maintains evening hours for the convenience of students and faculty.

International Students Office

The International Students Office (ISO, Room 1207) strives to provide quality services to international students, including information on international admission requirements and F-1 student status, orientation, advising and counseling, and coordination of extracurricular and cultural exchange activities, such as American host family visits and English conversation partners. International students are always welcome to contact the ISO to seek assistance.

Library Services

Madonna Library has a print collection of 110,000 books as well as extensive non-print, periodical, and electronic resources. The MAC catalog is our digital record of library holdings. MAC, the electronic database collection (partial full-text), and full-text e-book and e-journal collections are available to students, faculty, and staff both on and off-campus. Madonna librarians provide assistance at the reference desk, by phone or e-mail (at ***www.madonna.edu*** select Library, then Ask a Librarian), or by appointment in private research consultations.

Additional library services include comfortable study areas and conference rooms suitable for group work, an audiovisual room, and card-operated printers, copy machines, and microform reader-printers.The library also houses the University Archives.

When withdrawing books, students are asked to show a valid, current Madonna University ID card.

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

Monday-Thursday	8:00 a.m.-10:30 p.m.
Friday	8:00 a.m.-7:00 p.m.
Saturday	9:00 a.m.-5:30 p.m.
Sunday	1:00 p.m.-5:00 p.m.

Spring and summer semester, intersession, and holiday hours vary. They are posted in advance at the library and on our library Web page.

Office of Multicultural Affairs

The Office of Multicultural Affairs works to foster an appreciation of diversity within our society, University, and the general community, in addition to advocating for the special needs of students of color. All activities are open to all members of the University. In addition, community members are often invited to OMA activities, which include many multicultural/diversity awareness activities. Related activities, such as multicultural forums, faculty roundtable discussion groups, cultural activities, and faculty and staff training, round out the OMA's programming.

Technology Services

Madonna University places a high priority on information technology. Most labs and classrooms are equipped with DVD, video, and computer projection, and the Internet can be accessed from all computers on campus. Wi-Fi (wireless access) is also available in designated areas throughout the campus. The Ford Technology Wing on the Livonia campus provides the latest in computer technology and training for educational and programming needs.

The Center's four computer labs provide access to networked systems, including PCs, Mac's, multimedia equipment, scanners, and laser printers, all of which are available for students, faculty, and staff. The labs accommodate walk-in students, scheduled classes, and testing services. Many software programs are available on all computers, such as the Microsoft Office Suite, which includes Word, Excel, PowerPoint, and Access. Image and video editing software, such as Adobe Photoshop, Adobe Illustrator, Adobe Premier, and Apple Final Cut Pro, is available on many lab computers.

During the fall and winter semesters the labs are open Monday through Sunday. A friendly support staff is available to help with most computer problems. The free workshop "How to Thrive in an Online Course" is offered every semester for students in online courses. In addition, the IT Help Desk provides one point of contact for technology assistance for

Madonna University faculty, staff, and students. Phone (734) 432-5800 or send an e-mail to ***helpdesk@madonna.edu*** for technology assistance.

Through the Madonna University website ***www.madonna.edu***, students can access information and online services such as online registration, student billing, grades, and Blackboard learning management software. Other facilities and services include student email, a TV Studio, editing, streaming media, satellite videoconferences, audio conferencing, web-based conference, podcasting, campus video network, and an interactive television classroom where courses are offered through two-way video to off-campus sites.

Madonna Magazine, a regionally syndicated public service **television program**, is produced and crewed by television and video communications students and watched by 40,000 people in metro Detroit and throughout Michigan. Also, you can tune into Madonna University **Radio** on the Internet at ***www.Live365.com/stations/madonnauniversity2***, where students in the radio classes broadcast their favorite music and special events.

University Center/ Residence Hall

Madonna University maintains separate residence halls for male and female students in Livonia. Room and board are provided as part of the residence contract. Admitted students apply for residence through the Director of Residence. A Residence Handbook is available for students and explains policies for life in the residence hall.

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

Orchard Lake Center

An array of student services and campus ministry activities are also offered at the Orchard Lake Center. Call the Coordinator of Orchard Lake Center Student Services at (248) 683-9709 for more information.

Student Life Policies

Changes in Policy

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

I.D. Cards

Student identification cards are issued by the Student Life Office, Room 1001, at the time of the first registration. The I.D. Card may be replaced for $5.00. The I.D. Card should be carried at all times; it is used whenever identification is necessary, such as in the library to check out materials. Students carrying thesis registration into a second semester need to contact the Graduate School for verification of their continued enrollment in order to preserve their library privileges.

Parking Regulations

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

Children

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

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

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.

Alumni Tuition Benefit

Alumni may enroll in a master's degree program and pay the current undergraduate tuition rate if they:

- have completed an undergraduate degree from Madonna University and have been admitted to a Madonna University master's degree program;
- have completed initial State of Michigan teacher certification at Madonna University and have been admitted to a Madonna University master's degree program;
- have completed a master's degree from Madonna University and have been admitted into a second master's degree or post-master's certificate program.

The Alumni Tuition Benefit Program does not apply to individuals who have completed only an undergraduate or graduate certificate program. The student must be admitted by the end of the first week of classes for the discount to take effect that semester.

Graduate Programs

Business Programs . . . . . page 24

Master of Business Administration (MBA)
- Graduate Certificate in General Business
- Graduate Certificate in Cost Management
- Graduate Certificate in Criminal Justice Leadership
- Graduate Certificate in e-Commerce
- Graduate Certificate in Human Resources Management
- Graduate Certificate in Information Technology Management
- Graduate Certificate in International Business Financial Operations
- Graduate Certificate in International Business Management
- Graduate Certificate in Marketing Management
- Graduate Certificate in Non-Profit Leadership
- Graduate Certificate in Project Management
- Graduate Certificate in Quality Management

Master of Science in Business Administration (MSBA)
- International Business Specialty
- Leadership Studies Specialty
- Leadership Studies in Criminal Justice Specialty
- Quality Specialty

Master of Science (MS)
- e-Commerce
- Project Management

Education Programs . . . . . page 31

Master of Science (MS)
- Catholic School Leadership
- Educational Leadership

Graduate Certificate in Educational Leadership

Master of Arts in Teaching (MAT)
- Autism Spectrum Disorders
- Learning Disabilities
- Literacy Education
- Teaching and Learning
- Teaching and Learning with Early Childhood (ZA) Concentration/Endorsement
- Teaching and Learning with Educational Technology (NP) Endorsement
- Teaching and Learning with Online Instruction Concentration

Professional Development Program for Practicing Education Professionals

English (T.E.S.O.L.) Program . . . . . page 38

Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)

English as a Second Language (NS) Teaching Certificate Endorsement

Health Services Program . . . . . page 40

Master of Science in Health Services (MSHS)

Graduate Certificates
- Community Health
- Clinical Laboratory Services
- Health Care Risk Management Services
- Managed Care Services
- Microbiological Health Services

Hospice Education Program . . . . . .page 42
Master of Science in Hospice (MSH)
Graduate Certificate in Hospice Education
Post-Master's Certificate in Bereavement

Liberal Studies Program . . . . . .page 44
Master of Arts in Liberal Studies (MA-LS)

Nursing Programs . . . . . .page 44
Master of Science in Nursing (MSN)
Adult Primary Care Nurse Practitioner (NP)
Adult Acute Care Nurse Practitioner (NP)
Adult Primary and Palliative Care Nurse Practitioner (NP): Dual Track
Adult Acute and Palliative Care Nurse Practitioner (NP): Dual Track
Adult Health: Clinical Nurse Specialist (CNS)
Nursing Administration

Master of Science in Nursing / Master of Business Administration (MSN/MBA) Dual Degree Program

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

Graduate Certificate
Health Care Educator

Post-Master's (Post-MSN) Nursing Certificates
Adult Primary Care Nurse Practitioner (NP)
Adult Acute Care Nurse Practitioner (NP)
Adult Advanced Practice Palliative Care Nursing Specialty
Business Strategies for Nurses in Advanced Practice and Role Specialties

RN to MSN Pathway

Pastoral Ministry Program . . . . . .page 60
Master of Arts in Pastoral Ministry (MAPM)

Psychology Program . . . . . .page 61
Master of Science in Clinical Psychology (MSCP)
Post-Master's Certificate: Studies in Psychological Trauma

Business Programs

Master of Business Administration (MBA)
12 certificate options within MBA program

Master of Science in Business Administration (MSBA)
International Business Specialty
Leadership Studies Specialty
Leadership Studies in Criminal Justice Specialty
Quality Specialty

Master of Science (MS)
e-Commerce
Project Management

School of Business Mission

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

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

Characteristics of the Programs

The programs focus on professional and managerial leadership, providing:

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

Master of Business Administration

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

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

Unique Features: In addition to the core curriculum, students select an area of concentration culminating in a certificate, and may earn additional certificates after program completion as desired.

Admission Requirements

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

1. Possession of a bachelor degree from an accredited college or university, with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be considered for conditional admission.)
2. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
3. Submission of a statement of purpose for participating in the MBA program.
4. Admission interview with a School of Business faculty advisor.

Criminal Justice Leadership Certificate:

1. Employment in the criminal justice field *or* a bachelor degree in criminal justice.
2. An interview with the Criminal Justice Department Chair.

Information Technology Management Certificate:

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

Program Requirements (40-48 s.h.)

The MBA program, 40-48 semester hours of course work beyond the prerequisite sequence, includes 28-29 s.h. in the required core, 9-16 s.h. in a selected graduate certificate, and 3 s.h. in the capstone.

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

Required Prerequisite Sequence		Undergraduate Courses
ACC 5150	Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
BR 5170	Quantitative Methods for Leadership Roles (3 s.h.)	*Waived by examination only*
ECN 5180	Economic Environment and Business Activity (3 s.h.)	One course each in micro-and macroeconomics
MKT 5160	Essentials of Marketing (3 s.h.)	An undergraduate course in Marketing
Prerequisite to Criminal Justice Leadership Certificate courses:		
CJ 5010	Criminal Justice Organization and Administration (3 s.h.)	Criminal Justice major

Required Core Sequence (28-29 s.h.)

ACC 5250*	Managerial Accounting for Decision Making	3 s.h.
BL 6040	Legal Issues in Business	2 s.h.
BR 6450*	Addressing Business Problems with Research ***or***	
BR 6490	Qualitative Research Methods	3 s.h.
ECN 6100*	Managerial Economics	2 s.h.
FIN 5650	Business Finance	3 s.h.
INB 6080	Perspectives in International Business	2 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 6150*	Quality Management	3 s.h.
MGT 6300	Organizational Theory and Behavior	3 s.h.
MIS 5580*	Information Systems for Managers	2-3 s.h.
MKT 5790*	Marketing Strategy	3 s.h.
Required Graduate Certificate *(see below)*		9-16 s.h.

Required Capstone Course (3 s.h.)

MGT 6950	Strategic Management of Business Policy	3 s.h.
	Total MBA	**40-48 s.h.**

** Denotes courses with prerequisite.*

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

At least one graduate certificate in a specialized area of business, of at least nine (9) semester hours, is required in the MBA program. Select one or more certificate programs from the following list:

General Business Certificate (9 s.h.):
9 s.h. from School of Business graduate course offerings.

Cost Management Certificate (12 s.h.):

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

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

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

e-Commerce Certificate (9 s.h.)

BL 6210	e-Commerce Cyber Law and Ethics	3 s.h.
MIS 5640	e-Business & e-Commerce in the Enterprise	3 s.h.
MIS 6840	Redesigning the Enterprise for e-Business	3 s.h.

Human Resources Management Certificate (9 s.h.):

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

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

MGT 5780	Project Management Practices	3 s.h.
MIS 6250	Advanced Database Concepts	3 s.h.
MIS 6400	Data Communications and Networking	2 s.h.
MIS 5640	e-Business & e-Commerce in the Enterprise	3 s.h.
MIS 6840	Redesigning the Enterprise for e-Business	2 s.h.
MIS 6890	Managing Enterprise Information Systems	3 s.h.

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

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

International Business Management Certificate (9 s.h.):

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

Marketing Management Certificate (12 s.h.):

BR 6830	Marketing Research Applications	3 s.h.
MIS 5640	e-Business and e-Commerce in the Enterprise	3 s.h.
MKT 6210	Leadership in Marketing Management	3 s.h.
MKT 6310	e-Marketing	3 s.h.

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

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

Project Management Certificate (9 s.h.):

Required Certificate Prerequisite:

MIS 5150*	Project Management Technology	1 s.h.

* Students may apply for a waiver of MIS 5150 by documenting mastery of the course skills with the program coordinator.

Required Certificate Courses:

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

Quality Management Certificate (9 s.h.):

QOM 6210	Total Quality: Building the Infrastructure	3 s.h.
QOM 6230	Quality and Process Improvement Techniques	3 s.h.
QOM 6250	Baldrige Award and Organizational Self-Assessment	3 s.h.

*** Denotes certificate having admission requirements and additional prerequisite.*

Master of Science in Business Administration: International Business Specialty

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

- Demonstrate specialized knowledge, skills, and attitudes necessary for professional and effective performance in the international business area.
- Integrate professional ethics and social responsibility within the global community. Beyond the required course dealing with ethical considerations, the program stresses the importance of developing and maintaining an ethical value system.
- Apply a systematic approach to problem solving for effective decision making and integration of computerized information into the decision making process.
- Recognize societal and environmental issues and analyze their collective impact on human behavior and the global community. The methodologies of futures research allow the student to place him/herself in a proactive position, rather than a reactive one.
- Apply theory and skills needed to perform useful research within the international area.
- Demonstrate a sense of personal discipline to pursue lifelong learning for professional growth.

Admission Requirements

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

1. Possession of a bachelor 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 reviewed for conditional admission.)
2. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
3. Interview with a School of Business faculty advisor. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.
4. Full-time employment. *Note:* International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admission Committee.
5. Current résumé.

Program Requirements (36 s.h.)

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

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

Required Prerequisite Sequence		Undergraduate Courses
ACC 5150	Financial Accounting (3 s.h.)	Principles of Accounting I and II
MIS 5580	Information Systems for Managers (2-3 s.h.)	Introduction to Computers
ECN 5180	Economic Environment and Business Activity (3 s.h.)	One course each in micro- and macroeconomics
MKT 5160	Essentials in Marketing (3 s.h.)	One undergraduate marketing course

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

Required International Sequence (36 s.h.)

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

** Denotes course with prerequisite.*

Combined Baccalaureate/ MSBA in International Business

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

Required Graduate Courses (36 s.h.)

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

** Taken as part of undergraduate major.*

Master of Science in Business Administration: Leadership Studies Specialty

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

- Demonstrate specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role. The content of the program was determined by gathering information from a variety of sources on what managers need to be and how they need to change to meet the challenges of the 21st century.
- Interpret the role of human behavior in the organizational environment. The program stresses the importance of people, the satisfaction of their needs and objectives, and the integration of these needs with the goals of the organization.
- Integrate professional ethics and social responsibility. Beyond the required course dealing with managerial ethical considerations, the program stresses the importance of developing and maintaining an ethical value system.
- Apply a systematic approach to problem solving for effective decision making. Methods of integrating computerized information into the decision making process are stressed in the program.
- Recognize the contribution of the traditional liberal arts disciplines to the current and future practice of management. Faculty with strong backgrounds in disciplines such as psychology, history, philosophy, ethics, mathematics, communications, and the humanities have been carefully selected to bring the liberal arts context to the study of leadership.
- Recognize societal and environmental issues and analyze their collective impact on human behavior and especially on the manager. The methodologies of futures research allow the manager to place him/herself in a proactive position rather than a reactive one, and to lead others in the 21st century.
- Apply theory and skills needed to perform useful research within a professional environment. In order to be a dynamic force, a manager must take charge. Reading and carrying out research provides the manager with a base from which to launch change.
- Demonstrate a sense of personal discipline to pursue lifelong learning for professional growth.

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

Admission Requirements

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

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

Program Requirements (30-31 s.h.)

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

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

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

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

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

Leadership Specialty Course Electives (9 s.h.)

Select 9 s.h. from the following:

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

Capstone Course (2 s.h.)

BR 6840	Project Research Study	2 s.h.
		30-31 s.h.

** Denotes courses with prerequisite*

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

The Master of Science in Business Administration (MSBA) with a specialty in leadership studies in criminal justice offers a planned program of educational experiences for the graduate interested in advancing in a key leadership role in criminal justice. The program emphasizes professional and managerial leadership and the development of human resources within the framework of social and environmental constraints which ultimately affect human behavior and performance in the work setting.

The content of the program is designed to provide the student with the following competencies:

- Demonstrate specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role in criminal justice.
- Interpret the role of human behavior in the criminal justice organizational environment.
- Integrate professional ethics and social responsibility.
- Apply problem solving for effective decision making.
- Recognize societal and environmental issues and analyze their collective impact on human behavior, especially on the manager.
- Apply theory and skills needed to perform useful research within a professional environment.
- Demonstrate a greater sense of personal discipline to pursue lifelong learning for professional growth.

Admission Requirements

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

1. Possession of a bachelor degree from an accredited institution with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)
2. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
3. Full-time employment, or substantiated prior full-time work experience, in the criminal justice field is recommended. In the absence of this, a bachelor degree specifically in the field of criminal justice, from an accredited institution, is required.
4. Current résumé.
5. Admission interview with a School of Business faculty advisor.
6. Interview with the Criminal Justice Department Chairperson.

Program Requirements (30-31 s.h.)

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

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

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

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

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

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

CJ 5100	Legal and Ethical Issues in Criminal Justice Administration	2 s.h.
CJ 5200	Labor Law Issues in Criminal Justice Management	2 s.h.
CJ 5300	Advanced Criminal Justice Administration	3 s.h.

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

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

BR 6840	Project Research Study	2 s.h.
		30-31 s.h.

** Denotes courses with prerequisite*

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

Master of Science in Business Administration: Quality Specialty

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

The objectives of the program are to enable the student to:

- Describe the constructs which support quality in both manufacturing and non-manufacturing settings (whether in the U.S. or globally);
- Synthesize the dimensions of quality into an integrated plan for introducing, monitoring, evaluating, and improving quality in the organization;
- Utilize quantitative and computerized methods in the quality process;
- Demonstrate leadership and management skills;
- Use effective and efficient strategic management processes;
- Analyze, apply, and evaluate quality management methods in manufacturing, government, education, and other non-manufacturing sectors;
- Put the Malcolm Baldrige process into action.

Admission Requirements

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

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

Program Requirements (30 s.h.)

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

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

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

Required Administration Core Sequence (17 s.h.)

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

Required Quality Sequence (12 s.h.)

MGT 6220	Operations Management	3 s.h.
MGT 6250	Procurement and Contract Management	2 s.h.
QOM 6230	Quality and Process Improvement Techniques	3 s.h.
QOM 6700	Current Issues in Quality	4 s.h.

Required Capstone (1 s.h.)

QOM 6840	Project in Quality	1 s.h.
		30 s.h.

** Denotes course with prerequisite.*

Master of Science: e-Commerce

The Master of Science (MS) in e-Commerce, an interdisciplinary program offered jointly by the faculties of the School of Business and the Computer Science department of the College of Science and Mathematics, is a unique academic degree that blends course work and research to give students a broad overview of this emerging area of business.

Students in the program learn how to effectively identify, develop, and implement e-Commerce business strategies in various types of organizations. Competencies and skills are developed throughout the program in the areas of technology-driven change; dynamic innovation and creativity; globalization of commerce; ethics, social responsibility, and cultural sensitivity; and integrative systems thinking and practice.

Program Outcomes

Upon successful completion of the program graduates will be able to:

- Analyze, design, and construct e-commerce solutions that address the complex needs of businesses and organizations.
- Apply appropriate application software tools and methods for business and organizational solutions.
- Communicate complex ideas through oral presentations and written documents.
- Effectively lead and manage IT professionals.
- Take an active role in establishing an organizational culture that embraces the ethical use of information technologies.
- Thrive professionally in a business environment that is constantly undergoing technological change.

Admission Requirements

The Master of Science (MS) program in e-Commerce is open to any student with the desire and interest to acquire the knowledge necessary for applying the e-Commerce paradigm to succeeding in business. Admission is determined on the basis of the following:

1. A bachelor degree in computer science, computer or management information systems, or equivalent with a grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission).

   If the applicant's undergraduate degree is not in CIS, MIS, or CS, then consideration may be given to having a background of either (a) at least three years experience in business and either computer literacy or MIS 5580, or (b) at least one year of web language programming experience.
2. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
3. Current résumé.
4. Interview with a School of Business faculty advisor.

Program Requirements (30 s.h.)

BL 6210	e-Commerce Cyber Law and Ethics	3 s.h.
CSC 5350	Advanced Web Programming	3 s.h.
ECM 5220	Seminar in e-Commerce	2 s.h.
ECM 5300,	e-Commerce Applications and Operations	3 s.h.
ECM 6100	e-Commerce Website Design	3 s.h.
ECM 6440	e-Commerce Information Security	3 s.h.
MIS 5640	e-Business & e-Commerce in the Enterprise	3 s.h.
MIS 6840	Redesigning the Enterprise for e-Business	3 s.h.
MKT 6310	e-Marketing	3 s.h.
Capstone:		
ECM 6900	Masters Project in e-Commerce	4 s.h.
		30 s.h.

Master of Science: Project Management

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

The objectives of the program are to enable the student to:

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

Admission Requirements

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

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

Program Requirements (30 s.h.)

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

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

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

Required Administration Core Sequence (15 s.h.)

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

Project Management Sequence (12 s.h.)

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

Required Capstone (3 s.h.)

MGT 6960	Enterprise Project Management	3 s.h.
		30 s.h.

** Denotes course with prerequisite.*

Education Programs

Master of Science (MS)

- Catholic School Leadership
- Educational Leadership

Graduate Certificate in Educational Leadership

Master of Arts in Teaching (MAT)

- Autism Spectrum Disorders
- Learning Disabilities
- Literacy Education
- Teaching and Learning
  - Teaching and Learning
  - T&L with Early Childhood (ZA) Endorsement
  - T&L with Educational Technology (NP) Endorsement
  - T&L with Online Instruction Concentration

Professional Development Program for Practicing Education Professionals

Teachers are also referred to the MATESOL program under English Program, page 38.

Master of Science: Catholic School Leadership

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

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

In line with this mission, the master's degree program in educational leadership with a specialization in Catholic school leadership prepares graduates who not only possess the competencies to meet State of Michigan Standards for the Preparation of School Principals, but are also prepared for the distinctive role of leadership in Catholic schools, including the particular financial, legal, pastoral, and spiritual issues faced by administrators in these schools.

Purpose

The purpose of this program is 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 aims to strengthen Catholic School education and the promotion of Catholic values and community.

Program Objectives

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

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

Admission Requirements

Admission to the MS in Catholic school leadership is determined on the basis of the following criteria:

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

Program Requirements (34 s.h.)

Recognizing the need for Catholic school administrators to be prepared not only as curriculum, personnel, and financial leaders but also as leaders in the religious education ministry, Madonna University collaborates with the Archdiocese of Detroit Office for Catholic Schools and Sacred Heart Major Seminary to offer this graduate program leading to the Master of Science degree in Catholic School Leadership.

Following the guidelines for administrator preparation, this interdisciplinary program is designed for pursuit by part-time students with a full-time work commitment.

Required Education Foundations Core (4 s.h.)

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

Required Leadership and Supervision (8 s.h.)

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

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

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

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

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

Required Clinical Experiences (4 s.h.)

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

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

See also listing under Certificate in Educational Leadership on page 33.

Master of Science: Educational Leadership

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

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

Purpose

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

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

Program Objectives

Students who complete the graduate program in educational leadership will be able to demonstrate the following competencies, which are aligned with the Michigan and the national Interstate School Leadership Licensure Consortium (ISLLC) standards:

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

Admission Requirements

Admission to the MS in educational leadership is determined on the basis of the following criteria:

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

Program Requirements (30 s.h.)

The 30-semester-hour program culminates in a two-semester supervised clinical experience and seminar which provides integration of learning across curricular areas below and leadership experience in an authentic setting.

Required Education Foundation Core (6 s.h.)

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

Required Leadership and Supervision Courses (13 s.h.)

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

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

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

Required Clinical Experience (4 s.h.)

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

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

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

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

Master of Arts in Teaching: Autism Spectrum Disorders

In line with the Madonna University mission, the master's degree program in autism spectrum disorders (ASD) is founded on intellectual inquiry, a respect for diversity, and a commitment to serving others. The MAT in ASD prepares certified teachers to effectively facilitate learning for students with ASD. Because autism is a spectrum of disorders, this program is founded on an interdisciplinary approach, integrating research and theory from developmental, behavioral, educational, and medical areas into best practice, to treat all symptoms of this disorder and all aspects of the child. The program also emphasizes understanding ecological forces on the child.

Purpose

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

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

Program Outcomes

The MAT in autism spectrum disorders is designed to develop teachers who are able to:

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

Unique Features of the Graduate Program in Autism Spectrum Disorders

Summer Student Teaching Opportunity

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

Graduate Project

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 autism spectrum disorders is determined on the basis of the following criteria:

1. Possession of a bachelor degree from an accredited institution, with an undergraduate grade point average of 3.0 on

a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)

2. Two completed recommendation forms from current supervisor or professional persons.
3. Valid Michigan teaching certificate, current or expired. An expired certificate must be renewed to be endorsed.
4. Prior or concurrent teaching experience.
5. Admission interview with the Coordinator of the Autism Spectrum Disorders Program.

Program Requirements (41-42 s.h.)

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

Special Education Core (13 s.h.)*
(required for endorsement and degree):

SED 5330	Transition Planning Issues and Practices	3 s.h.
SED 6090	Formal and Informal Assessment	4 s.h.
SED 6220	Consultation and Collaboration	3 s.h.
SED 5500	Methods of Teaching Students with Mild Disabilities	3 s.h.
		13 s.h.

Autism Spectrum Disorders Specialty (15 s.h.)*
(required for endorsement and degree):

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

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

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

ASD 6500	Student Teaching Autism K-12 ***or***	
ASD 6700 *and* 6720	Autism K-12 Practicum I *and* II	4-5 s.h.
ASD 6930	Autism Seminar	1 s.h.
		5-6 s.h.
	Subtotal for endorsement	33-34 s.h.

Endorsement requires MTTC Test 64: Autistic.

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

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

ASD Research Project (2 s.h.)
(required for degree):

ASD 6960	ASD Research Project	2 s.h.
	Total for degree	**41-42 s.h.**

Master of Arts in Teaching: Learning Disabilities

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

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

Purpose

The program prepares certified teachers to understand the field of LD as it relates to general education issues and practices as well as other exceptionalities in special education from inception to current practice. Candidates learn to effectively administer, interpret, and report formal and informal assessments to accurately identify disabilities and current levels of performance. Candidates also learn to develop and employ research-based instructional strategies to address individual needs in all school learning environments. Course work and field experiences emphasize consultation and collaboration with parents and allied service providers in light of inclusion and transition planning. The MAT in LD provides a comprehensive program of study to address the needs of students with LD so that they may reach their fullest potential in an academic setting.

The Master of Arts in Teaching with a specialty in learning disabilities is a rigorous program designed for teachers who possess a valid Michigan teaching certificate. Teachers who successfully complete the program are well prepared for the state proficiency test in the area of learning disabilities and eligible for K-12 endorsement in LD. Candidates may opt for the LD endorsement alone or incorporate it into a master's degree.

Program Goals

The MAT in learning disabilities is designed to develop teachers who are able to:

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

Unique Features of the Graduate Program in Learning Disabilities

Summer Student Teaching Opportunity

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

Graduate Project

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

Admission Requirements

Admission to the MAT program in learning disabilities is determined on the basis of the following criteria:

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

Program Requirements (38-39 s.h.)

The MAT with a specialty in learning disabilities reflects requirements of the Michigan Department of Education for K-12 endorsement in learning disabilities.

Special Education Core (13 s.h.)*

(required for endorsement and degree):

SED 5330	Transition Planning Issues and Practices	3 s.h.
SED 6090	Formal and Informal Assessment	4 s.h.
SED 6220	Consultation and Collaboration	3 s.h.
SED 5500	Methods of Teaching Students with Mild Disabilities	3 s.h.
		13 s.h.

Learning Disabilities Specialty (12 s.h.)*

(required for endorsement and degree):

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

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

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

(required for endorsement and degree):

LD 6500	Student Teaching, LD K-12 ***or***	
LD 6700 *and* 6720	LD K-12 Practicum I *and* II	4-5 s.h.
LD 6930	LD Seminar	1 s.h.
		5-6 s.h.
	Subtotal for endorsement	30-31 s.h.

Endorsement requires MTTC Test 63: Learning Disabled.

Required Education Foundation Core (6 s.h.)

(required for degree):

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

LD Research Project (2 s.h.)

(required for degree):

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

Master of Arts in Teaching: Literacy Education

The literacy education program leading to the Master of Arts in Teaching reflects the mission of Madonna University and the commitment of the College of Education to excellence in teacher preparation. The program enables certified classroom teachers to enhance their knowledge and experience and to perform at the mastery level in language and literacy education. The program prepares teachers to assume leadership roles as Reading Specialists/Literacy Coaches. To achieve these outcomes, course work is combined with clinical application and school-based experience.

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

Purpose

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

Teachers who complete the program:

- develop and refine their beliefs about the nature of literacy, the uses for literacy in our society, and the way it is taught in our schools.
- demonstrate knowledge of student development and abilities along with knowledge of the reading process, reading

instruction, the role of research, and the importance of continuing professional development.

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

Program Objectives

Students who complete the graduate program in literacy education are able to:

- Demonstrate knowledge in the five categories of the knowledge base required of reading professionals by the International Reading Association: Foundational Knowledge and Dispositions; Instructional Strategies and Curriculum Materials; Assessment, Diagnosis, and Evaluation; Creating a Literate Environment; and Professional Development.
- Analyze the role of research in theory and practice.
- Analyze the role of the Reading Specialist/Literacy Coach in clinical and school settings.
- Demonstrate competence in teaching in clinical and school settings.
- Demonstrate competence in decision making in diagnostic and instructional settings.
- Demonstrate the ability to perform the role of Reading Specialist/Literacy Coach.

Admission Requirements

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

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

Program Requirements (32 s.h.)

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

Required Reading Concentration (21 s.h.)

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

Required Cognates (11 s.h.)

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

Program Assessment

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

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

Master of Arts in Teaching: Teaching and Learning

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

In addition to the main program, there are three alternate tracks in the Teaching and Learning specialty, one incorporating advanced level early childhood course work, with the early childhood (ZA) endorsement also available, one incorporating the educational technology (NP) endorsement, and one preparing teachers to adapt their teaching to an online environment. See below for details.

Program Objectives

To develop teachers who are able to:

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

Admission Requirements

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

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

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

Program Requirements (31 s.h.)

Educational Foundation Core (6 s.h.)

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

Required Concentration (22 s.h.)

EDU 5240	Application of Technology in P-12 Schools	3 s.h.
EDU 5510	Innovations in Classroom Literacy	3 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5710	Change in Educational Organizations	3 s.h.
EDU 5820	Diversity in the Classroom	2 s.h.
EDU 5950	Curriculum Leadership	2 s.h.
EDU 6240	Information Management in the Classroom	3 s.h.
EDU 6360	Motivation for Achievement	2 s.h.
EDU 6610	Best Practice Classrooms	2 s.h.

Seminar (3 s.h.)

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

Teaching and Learning with Early Childhood Concentration/Endorsement

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

Program Requirements (30 s.h.)

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

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

Educational Foundation Core (6 s.h.)

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

Teaching and Learning Concentration (15 s.h.)

EDU 5240	Application of Technology in P-12 Schools	3 s.h.
EDU 5510	Innovations in Classroom Literacy	3 s.h.
*EDU 5650	Education and the Community	2 s.h.
EDU 5710	Change in Educational Organizations	3 s.h.
EDU 5820	Diversity in the Classroom	2 s.h.
EDU 6610	Best Practice Classrooms	2 s.h.

Advanced Early Childhood Core (6 s.h.)

*CD 5120	Trends in Early Childhood Curriculum	2 s.h.
*CD 5160	Assessment of the Young Child	2 s.h.
*CD 5520	Leadership in Early Childhood	2 s.h.

Seminar (3 s.h.)

*CD 6950	Action Research Project in Early Childhood	3 s.h.
		30 s.h.

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

Teaching and Learning with Educational Technology Endorsement

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

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

Program Requirements (34 s.h.)

Educational Foundation Core (6 s.h.)

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

Teaching and Learning Core (10 s.h.)

EDU 5510	Innovations in Classroom Literacy	3 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5710	Change in Educational Organizations	3 s.h.
EDU 5820	Diversity in the Classroom	2 s.h.

Educational Technology Endorsement Requirements (18 s.h.)

*EDU 5240	Application of Technology in P-12 Schools	3 s.h.
*EDU 5250	Hardware Configurations in P-12 Schools	3 s.h.
*EDU 5260	Best Practice Teaching with Technology	3 s.h.
*EDU 6240	Information Management in the Classroom	3 s.h.
*EDU 6260	Instructional Design and Multimedia	3 s.h.
*EDU 6270	Leadership in Technology	3 s.h.
		34 s.h.

* The educational technology (NP) endorsement is earned by successful completion of these 18 s.h. of course work. The endorsement is defined by the Michigan Department of Education not as a subject that the teacher teaches, but as a body of skills the teacher employs to teach a discipline. There is no MTTC examination for this endorsement.

Teaching and Learning with Online Instruction Concentration

The 2007 revision of the State of Michigan high school curriculum requires high school graduates to have an online course or learning experience. The MAT: Teaching and Learning with Online Instruction program prepares teachers to teach in the online environment.

Program Requirements (34 s.h.)

Educational Foundation Core (6 s.h.)		
EDU 5000	Current Developments in Teaching and Learning Theory	2 s.h.
EDU 5050	American Education: Historical, Social, and Political Perspectives, or	
EDU 5070	Schooling in Comparative and International Perspectives	2 s.h.
EDU 5080	Instructional Research and Evaluation	2 s.h.
Teaching and Learning Core (10 s.h.)		
EDU 5510	Innovations in Classroom Literacy	3 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5710	Change in Educational Organizations	3 s.h.
EDU 5820	Diversity in the Classroom	2 s.h.
Online Instruction Concentration (15 s.h.)		
EDU 5410	Instructional Design for Online Learning	3 s.h.
EDU 5430	Media Production for Online Instruction	3 s.h.
EDU 6410	Management and Evaluation of Online Learning Platforms	3 s.h.
EDU 6430	Online Assessment Practices	3 s.h.
EDU 6450	Best Practice in Teaching Online	3 s.h.
Practicum (3 s.h.)		
EDU 6880	Online Teaching Project and Practicum	3 s.h.
		34 s.h.

Professional Development Program for Practicing Education Professionals

This program assists administrators and other education professionals to earn graduate credit toward their professional development requirement of renewal of Administrative and Professional Education certificates or for salary increases. Participants may earn one hour of credit for every 15 actual clock hours taken at pre-approved workshops, seminars, or conferences at either the local, state, or national level. The student must complete a scholarly paper that includes a log of activities and application of content to work situations.

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

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

SEMESTER	REGISTRATION WINDOW	DEADLINE TO SUBMIT LOG
Fall	Sept. 1 through Nov. 1	December 1
Winter	Jan. 1 through March 1	April 1
Spring/Summer	May 1 through July 1	August 1

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

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

The cost for one hour of graduate credit in the Professional Development Program is $125.

English Program

Master of Arts in Teaching English to Speakers of Other Languages

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

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

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

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

Program Objectives

Students who complete the program are able to:

- apply knowledge of language systems and their interrelatedness to analyze language functioning, learning, and teaching.

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

Admission Requirements

For native speakers of English:

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

For non-native speakers of English:

1. A bachelor degree from an accredited institution, or its foreign equivalent as evaluated by World Education Services.
2. Acceptable test scores:
   - TOEFL score of 550 or higher or its equivalent CBTOEFL (computer based) score of 213 or higher *and* TWE score of 5 or higher; ***or***
   - Internet Based TOEFL (iBT) with a minimum score of 80; ***or***
   - MELAB score of 80 or higher on all parts; ***or***
   - IELTS score of 65 or higher.

   Those candidates who do not meet the proficiency test criteria, but otherwise show potential, may be admitted conditionally to the program.
3. Two letter of recommendation forms from professionals familiar with a candidate's academic and/or teaching abilities.
4. An interview with the MATESOL Admission Board to discuss a candidate's relevant past and future professional goals. Those foreign candidates who are unable to attend an interview are required to send a résumé and a statement of purpose describing their relevant past experiences and future professional goals.

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

Program Requirements (32-33 s.h.)

EDU 5000	Current Developments in Teaching and Learning Theory *(adult education track)*	
	or	
EDU 5150	Human Development and Schooling (RDG*) *(K-12 track)*	2-3 s.h.
ENG 5410	Issues in Psycholinguistics and Sociolinguistics	3 s.h.
ENG 5420	General Linguistics	3 s.h.
TSL 5110	Issues in TESOL: Adult Education or	
TSL 5120	Issues in TESOL: K-12 Education	1 s.h.
TSL 5140	Applications of Language Assessment to Instruction	2 s.h.
TSL 5190	Second Language Acquisition	3 s.h.
TSL 5210	Teaching of Speaking/Listening to ESL Students	3 s.h.
TSL 5220	Teaching of Reading/Vocabulary to ESL Students	3 s.h.
TSL 5240	Teaching of Writing to ESL Students	3 s.h.
TSL 5250	Teaching of Grammar to ESL Students	2 s.h.
TSL 6200	Language and Culture	2 s.h.
TSL 6300	Practicum	2 s.h.
TSL 6900	Research Seminar in T.E.S.O.L.	3 s.h.
		32-33 s.h.

Optional additional course

TSL 6930	Research Thesis in Teaching English to Speakers of Other Languages	3 s.h.

English as a Second Language (NS) Teaching Certificate Endorsement Requirements (28 s.h.)

EDU 5150	Human Development and Schooling (RDG*)	3 s.h.
ENG 5410	Issues in Psycholinguistics and Sociolinguistics	3 s.h.
ENG 5420	General Linguistics	3 s.h.
TSL 5120	Issues in TESOL: K-12 Education	1 s.h.
TSL 5140	Applications of Language Assessment to Instruction	2 s.h.
TSL 5190	Second Language Acquisition	3 s.h.
TSL 5210	Teaching of Speaking/Listening to ESL Students	3 s.h.
TSL 5220	Teaching of Reading/Vocabulary to ESL Students	3 s.h.
TSL 5240	Teaching of Writing to ESL Students	3 s.h.
TSL 6200	Language and Culture	2 s.h.
TSL 6300	Practicum	2 s.h.
		28 s.h.

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

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

Health Services Program

Master of Science in Health Services

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

Mission

The program's mission is to provide a master's level educational experience which will prepare graduates to assume leadership roles in the evolving field of health services. The mission is based upon the following principles:

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

Goals and Objectives

Graduates of this program are able to:

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

Admission Requirements

Applicants for admission to the health services graduate program are evaluated on the basis of the following criteria:

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

Program Requirements (37-44 s.h.)

The Master of Science in Health Services includes 22-24 credits in core courses and 15-20 credits in the student-elected cognate, for a total of 37-44 s.h. Students with limited experience in microbiology and statistics are required to demonstrate competency prior to course work in epidemiologic sciences.

Program Core in Community Health (22-24 s.h.)

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

Required Core Courses

HS 5150	The Health Services Experience	1 s.h.
BR 5170	Quantitative Methods for Leadership Roles (QS)	3 s.h.
MIS 5230	Nursing and Health Care Informatics ***or***	
MIS 5580*	Information Systems for Managers	2-3 s.h.
HS 5250	Concepts in Community Health	3 s.h.
BIO 5450*	Epidemiology	3 s.h.
BIO 5460*	Health Services Biostatistics	1 s.h.
BIO 5650	Environmental and Occupational Epidemiology	3 s.h.
BIO 5660	Biostatistical Applications	1 s.h.
HS 6870	Research Strategies	1 s.h.
HS 6880	Proposal Strategies	2 s.h.
HS 6910	Project ***or***	
HS 6920	Practicum ***or***	
HS 6930	Thesis	2-3 s.h.
		22-24 s.h.
Required Cognate *(see below)*		15-20 s.h.
		37-44 s.h.

Electives

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

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

**Note prerequisites:*

Prerequisite to BIO 5450-5460: one course each in statistics and microbiology and MIS 5580.

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

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

Cognate 1: Clinical Laboratory Services (18 s.h.)
This cognate offers learners competencies in the disciplines of hematology, blood banking, hemostasis, and clinical chemistry, with research applications in the college laboratories and related clinical affiliates. Undergraduate credit is available for those wishing to obtain the internship experience prerequisite for certification.

Required Cognate Courses

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

Cognate 2: Health Care Risk Management Services (15 s.h.)
This cognate is especially appropriate for physicians, nurses, respiratory and physical therapists, athletic trainers, medical social workers, emergency personnel, professionals in occupational safety, environmental health, school health, public safety, and others involved in health care advocacy. Course work in managed care and in the sociology of health care systems, together with the practicum/project, leads to applications of principles of health care law to the employment situation.

Required Cognate Courses

HCRM 5350**	Essentials of Health Care Risk Management*	3 s.h.
HCRM 5550**	Strategies in Health Care Risk Management	3 s.h.
HCRM 5750**	Applications: Health Care Risk Management	3 s.h.
HS 5090	Sociology of Medicine and Health Care ***or***	
NUR 5210	Influencing Power and Politics in Health Care	3 s.h.
HS 5800*	Principles of Managed Care	3 s.h.
		15 s.h.

** Note prerequisites:*

Prerequisite or corequisite to HCRM 5350: AHA 4250 or equivalent.

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

***Through the end of 2008, graduates of the former Michigan School of Healthcare Risk Management may request transfer credit for HCRM 5350, 5550, and 5750 through the Coordinator of the Health Services graduate program.*

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.

Required Cognate Courses

FIN 5320	Essentials of Health Care Financial Decision Making (ACC) ***or***	
FIN 5650*	Business Finance ***or***	
HS 5740	Health Care Finance	3 s.h.
HS 5090	Sociology of Medicine and Health Care ***or***	
NUR 5210	Influencing Power and Politics in Health Care	3 s.h.
HS 5800*	Principles of Managed Care	3 s.h.
MGT 5400	Organizational Effectiveness and Change Management	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
		15 s.h.

** Note prerequisites:*

Prerequisite to FIN 5650: one course in finance.

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

Cognate 4: Microbiological Health Services (20 s.h.)
This cognate provides the learner with competencies in advanced microbiology, as well as in parasitology, genetics, immunology, or mycology, requisite for applied practice in these areas or in positions such as infection control or surveillance officer. A research project is completed in the college laboratories in conjunction with appropriate agencies. Practice experience applicable to certification earns undergraduate credit. Students completing this cognate and required work experience are eligible to sit for the American Society for Microbiology certification exam (20 s.h. of microbiology required).

Required Cognate Courses

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.
		20 s.h.

Graduate Certificates in Health Services

Graduate certificates are available in Community Health (the core, **22-24 s.h.**), Clinical Laboratory Services (**18 s.h.**), Health Care Risk Management Services (**15 s.h.**), Managed Care Services (**15 s.h.**), or Microbiological Health Services (**20 s.h**.).

Hospice Education Program

Master of Science in Hospice

Hospice provides support and care for persons in the last phases of incurable disease so that they may live as fully and as comfortable as possible.

Hospice recognizes dying as part of the normal process of living and focuses on maintaining the quality of remaining life. Hospice affirms life and neither hastens nor postpones death.

Hospice exists in the hope and belief that through appropriate care, and the promotion of a caring community sensitive to their needs, patients and their families may be free to attain a degree of mental and spiritual preparation for death that is satisfactory to them.

Hospice offers palliative care to terminally ill people and their families without regard for age, gender, nationality, race, creed, sexual orientation, disability, diagnosis, availability of a primary care giver, or ability to pay (National Hospice and Palliative Care Organization).

Purpose

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

Program Goals and Objectives

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

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

Admission Requirements

Admission to the MSH is determined on the basis of the following:

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

Program Requirements (30-32 s.h.)

The program, 30-32 semester hours beyond the prerequisite sequence, has three components: (1) the hospice education foundation core of 15 semester hours; (2) the research courses of 6 semester hours; and (3) a cognate of 9-10 semester hours.

Prerequisite Sequence (5-6 s.h.):

CIS 2250 *or* CIS 2380 *or* equivalent		2-3 s.h.
BR 5170	Quantitative Methods for Leadership Roles (*for* BR 6430)	3 s.h.

Required Hospice Core Courses (15 s.h.)

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

Required Cognate (9-11 s.h.)

Choose one or more cognate(s) from Bereavement, Business, Education, Nursing, *or* Pastoral Ministry *(see below)* 9-11 s.h.

Required Research Courses (6 s.h.)

(All hospice core courses must have been completed)

BR 6430*	Managerial Research Design	3 s.h.
HSP 6840	Research Project/Thesis	3 s.h.
		30-32 s.h.

** HSP 5000 is a prerequisite or corequisite for any of HSP 5010, 6000, 6010, 6020.*
BR 5170 is strongly recommended as a prerequisite for BR 6430.

Bereavement Cognate (9 s.h.)

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

Business Cognate (9 s.h.)

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

Education Cognate (9-11 s.h.)

EDU 5000	Current Developments in Teaching and Learning Theory ***or***	
NUR 5020	Adult Learners: Approaches to Learning and Instruction	2-3 s.h.
EDU 5080	Instructional Research and Evaluaton	2 s.h.
EDU 5650	Education and the Community	2 s.h.
EDU 5800	Selected Topics in Educational Leadership	0-3 s.h.
EDU 5950	Curriculum Leadership	2 s.h.

Nursing Cognate (9 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care	3 s.h.
NUR 5760	Disciplined Inquiry for Nursing Practice	3 s.h.

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

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

EV 5300	Conversion and Reconciliation ***or***	
MT 6750*	Foundations of Christian Moral Life	2-3 s.h.
PM 7150	Pastoral Care of the Sick	3 s.h.
Choose two from:		4 s.h.
	PM 6600 Pastoral Counseling (2 s.h.)	
	PM 7000 Ministry to the Elderly (2 s.h.)	
	PM 7200 Pastoral Care of the Family (2 s.h.)	

** Undergraduate prerequisite for MT 6750: THE 2740, Moral Theology (2 s.h.)*

Electives

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

ENG 5050	Writing for Professional and Personal Effectiveness	3 s.h.
HSP 5800	Current Trends and Topics	3 s.h.
MGT 6400	Power, Politics, and Networking	2 s.h.
MGT 5300	Leadership Behavior in Organizations	3 s.h.

Certificates in Hospice

Graduate Certificate in Hospice Education

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

This certificate provides students with a strong foundation regarding the core concepts and philosophy of interdisciplinary hospice care.

Certificate Requirements (15 s.h.)

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

** HSP 5000 is a prerequisite or corequisite for any of HSP 5010, 6000, 6010, 6020.*

Post-Master's Certificate in Bereavement

This certificate is recommended for graduate students who wish to supplement an existing graduate degree in counseling, psychology, or social work (or related field) with clinical knowledge and expertise in their work with grieving persons and families. It is also available as a cognate for students pursuing the Master of Science in Hospice. All three courses may be scheduled online, as well as on campus.

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

Certificate Requirements (9 s.h.)

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

Madonna University / Sacred Heart Major Seminary Federation

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

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

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

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

Liberal Studies Program

Master of Arts in Liberal Studies

The MA-LS is currently under review; therefore, new student admissions to the program have been suspended until January 2008, when the review will be completed. Inquiries may be directed to the Graduate School.

The Master of Arts in Liberal Studies (MA-LS) is an interdisciplinary and multidisciplinary program designed to examine issues of social significance for the 21st Century. Throughout the program, students develop their communication, critical thinking, and research skills; learn strategies to adapt to new settings and interact with a variety of people; and develop contrasting approaches to addressing complex problems.

The Liberal Studies focus provides an opportunity for graduate education for those who desire to broaden their undergraduate focus, earn a broad-based master's degree, or expand their liberal arts knowledge.

The Master of Arts in Liberal Studies at Madonna University incorporates knowledge from the Humanities, Social Sciences, and Natural Sciences to address contemporary issues that challenge humanity. The program contains a common core of courses for all students and provides a number of concentrations that enable students to focus their program. Some students may choose to design a more individualized program based on their needs and interests.

Aligned with the Franciscan mission of the University, students in the MA-LS program will experience opportunities to serve the community throughout the program.

Nursing Programs

Master of Science in Nursing (MSN)
- Adult Primary Care Nurse Practitioner (NP)
- Adult Acute Care Nurse Practitioner (NP)
- Adult Primary and Palliative Care Nurse Practitioner (NP)
- Adult Acute and Palliative Care Nurse Practitioner (NP)
- Adult Health: Clinical Nurse Specialist (CNS)
- Nursing Administration

Master of Science in Nursing / Master of Business Administration (MSN/MBA)
- Dual Degree Program

Second Master of Science in Nursing (2nd MSN)
- Primary/Palliative Care Nurse Practitioner (NP)

Graduate Certificate
- Health Care Educator

Nursing Post-Master's (Post-MSN) Certificates
- Adult Primary Care Nurse Practitioner (NP)
- Adult Acute Care Nurse Practitioner (NP)
- Adult Advanced Practice Palliative Care Nursing Specialty
- Business Strategies for Nurses in Advanced Practice and Role Specialties

RN to MSN Pathway

At the time of printing this edition of the Graduate Bulletin, the College of Nursing and Health is seeking approval for the Doctor of Nursing Practice (DNP) degree with the expectation that the University will enroll the program's first class of students in May 2009. Inquiries may be directed to the Graduate School.

Philosophy

Christian Humanism

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

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

Person

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

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

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

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

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

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

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

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

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

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

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

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

Graduate Program

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

The course of study provides a theoretical foundation and supervised opportunities for acquiring necessary abilities for a variety of advanced roles within the profession. The curriculum promotes the development of an appropriate knowledge and experiential base for the assumption of advanced roles in a variety of settings as advanced practice nurses or as nurse administrators.

Additionally, the graduate is prepared to contribute to both the profession and discipline of nursing, through advocating for and assuring the delivery of quality health care. Program experiences are designed to stimulate the student's commitment to lifelong learning, in a variety of settings, appropriate to meet the goals of the learner and the needs of the profession.

Nursing Graduate Level Outcomes

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

1. Demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of roles as advanced practice nurses and as nurse administrators.
2. Integrate theory, critical thinking skills, and habits of the mind in preparation for professional decision making responsibilities that the master's-prepared nurse will face in the present and future delivery of health care.
3. Engage in advanced nursing practices that are ethically based and guided by Christian humanistic values.
4. Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making and personal and professional growth.

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

Master of Science in Nursing: Adult Primary Care Nurse Practitioner (NP)

This specialty prepares the advanced practice nurse to diagnose and manage primary health needs of adolescents and adults, especially those of the vulnerable, the underserved, and diverse populations.

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

Certification Eligibility

The curriculum meets the content and clinical requirements for eligibility for national certification as an Adult Nurse Practitioner and NP specialty certification by the State of Michigan.

Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult primary care nurse practitioner role.
2. Integrate theory, critical thinking skills, and habits of mind into comprehensive clinical decision making responsibilities in caring for diverse populations, including adolescents and adults, in complex health care systems, through independent and collaborative primary care practice.
3. Engage in community-based primary care, viewed through the constellation of the family system, which assures quality primary health care that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective, quality care to assure improved health outcomes for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

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

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

Program Requirements (48 s.h.)

Nursing Core (15 s.h.)

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

Advanced Practice Core (15 s.h.)

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

Specialty Curriculum (18 s.h.)

NUR 5300	Community-Based Primary Care of Adolescents and Adults *(includes practicum)*	6 s.h.
NUR 6500	Clinical Management of Chronic Health Problems *(includes practicum)*	6 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Primary Care *(includes practicum)*	6 s.h.
		48 s.h.

Additional Research Option (4 s.h.)

NUR 6930	Nursing Research: Thesis	4 s.h.

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

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

Master of Science in Nursing: Adult Acute Care Nurse Practitioner (NP)

Certification Eligibility

The curriculum meets the content and clinical requirements for eligibility for national certification as an Acute Care Nurse Practitioner and NP specialty certification by the State of Michigan.

Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult acute care nurse practitioner role.
2. Integrate theory, critical thinking skills, and habits of mind into comprehensive clinical decision making responsibilities in caring for diverse populations in complex health care systems.
3. Engage in community-based care, viewed through the constellation of the family system, which assures quality health care that is ethically based and guided by Christian humanistic values in complex health care systems.
4. Apply research and theory to promote access to cost-effective quality care to assure improved health outcomes for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

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

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

Program Requirements (48 s.h.)

Nursing Core (15 s.h.)

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

Advanced Practice Core (15 s.h.)

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

Specialty Curriculum (18 s.h.)

NUR 5310	Clinical Decision Making in Acute Care *(includes practicum)*	6 s.h.
NUR 6500	Clinical Management of Chronic Health Problems	2 s.h.
NUR 6510	Clinical Management of Chronic Health Problems in Acute Care *(includes practicum)*	4 s.h.
NUR 6751	Clinical Management and Evaluation of Complex Health Problems in Acute Care *(includes practicum)*	6 s.h.
		48 s.h.

Additional Research Option (4 s.h.)

NUR 6930	Nursing Research: Thesis	4 s.h.

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

This dual specialty prepares the advanced practice nurse to diagnose and manage primary health needs of adults, especially those of the vulnerable, the underserved, and diverse populations.

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

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

Certification Eligibility

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

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

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

Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the roles of adult primary care and palliative care nurse practitioner.
2. Integrate theory, critical thinking skills, and habits of the mind into comprehensive clinical decision making responsibilities in caring for diverse populations including adolescents, adults, and persons facing life-limiting illnesses in complex health care systems, including palliative and hospice care settings, through independent and collaborative primary and palliative care practices.
3. Engage in community-based primary and palliative care practice, viewed through the constellation of the family system, which assures quality care across the health-illness continuum that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective, quality care to assure improved health outcomes and quality of life for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Applicants for admission to the dual primary/palliative nurse practitioner specialty are evaluated on the basis of the following criteria:

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

Program Requirements (55 s.h.)

Nursing Core (15 s.h.)

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

Advanced Practice Core (15 s.h.)

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

Specialty Curricula (25 s.h.)

Adult Primary Care (13 s.h.)

NUR 5300	Community-Based Primary Care of Adolescents and Adults *(includes practicum)*	4 s.h.
NUR 6500	Clinical Management of Chronic Health Problems *(includes practicum)*	5 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Primary Care *(includes practicum)*	4 s.h.

Adult Palliative Care (12 s.h.)

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

Additional Research Option (4 s.h.)

NUR 6930	Nursing Research: Thesis	4 s.h.

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

Certification Eligibility

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

- Acute Care Nurse Practitioner (ANCC: American Nurses Credentialing Center)
- Advanced Practice Palliative Care Nurse (NBCHPN: National Board for Certification of Hospice and Palliative Care Nurses)

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

Program Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the roles of adult acute care and palliative care nurse practitioner.
2. Integrate theory, critical thinking skills, and habits of the mind into comprehensive clinical decision making responsibilities in caring for adult populations in complex health care systems, including persons facing life-limiting illnesses.
3. Engage in community-based care, viewed through the constellation of the family system, which assures quality health care in complex health care systems that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective quality care to assure improved health outcomes and quality of life for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Applicants for admission to the dual ACNP/palliative 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 overall undergraduate grade point average.
3. Two completed recommendation forms from people who directly supervise the applicant's work in a nursing role or from health professionals who can assess the applicant's potential to provide palliative or acute care at an advanced level.
4. Current résumé.
5. Employment history. Significant work experience provides a basis for course assignments. It is recommended that applicants 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 Program. Prerequisite course work will be determined at this time.
8. Statement of goals for graduate education in dual specialty.
9. Criminal background clearance.

Program Requirements (55 s.h.)

Nursing Core (15 s.h.)

NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care	3 s.h.
NUR 5600	Professional Responsibilities in Health Care Systems	3 s.h.
NUR 5760*	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 5850	Bridging Evidence and Practice	3 s.h.

Advanced Practice Core (15 s.h.)

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

Specialty Curricula (25 s.h.)

Adult Acute Care (13 s.h.)

NUR 5310	Clinical Decision Making in Acute Care *(includes practicum)*	4 s.h.
NUR 6500	Clinical Management of Chronic Health Problems	2 s.h.
NUR 6510	Clinical Management of Chronic Health Problems in Acute Care *(includes practicum)*	3 s.h.
NUR 6751	Clinical Management and Evaluation of Complex Health Problems in Acute Care *(includes practicum)*	4 s.h.

Adult Palliative Care (12 s.h.)

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

Additional Research Option (4 s.h.)

NUR 6930 Nursing Research: Thesis 4 s.h.

**Note Course Prerequisites:*

For NUR 5250: Admission to an Advanced Practice Nursing specialty track; NUR 3040 or equivalent within past five years; prerequisite or co-requisite: BIO 5600.

For BIO 5600: Completion of BIO 3700 or equivalent.

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

Master of Science in Nursing: Adult Health: Clinical Nurse Specialist (CNS)

Because of low interest at this time in clinical nurse specialist preparation by the southeastern Michigan nursing community, this program has suspended admissions. However, please contact Dr. Nancy O'Connor at noconnor@madonna.edu to express your interest and obtain the current status regarding this program.

This specialty is designed to prepare the advanced practice nurse (APN) to serve the needs of adults in a variety of settings. The graduate will specialize in the care and management of adult clients with diverse health and illness concerns. The CNS synthesizes advanced knowledge of health-illness states of clients to design relevant nursing care, integrates research-based problem solving and decision making in nursing care of the client, family, and community, and implements effective communication strategies in collaborative manage-

ment and improvement of client care. The graduate will also be able to select appropriate nursing therapeutic interventions for client care, design nursing care that integrates principles of Christian humanism, and assume the role of the Clinical Nurse Specialist that reflects nursing standards of practice.

Certification Eligibility

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

Outcomes

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

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

Admission Requirements

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

1. Possession of a Bachelor of Science in Nursing (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. Statement of goals for graduate education in specialty.
5. Current résumé.
6. Copy of current Michigan RN license.
7. Current employment status: significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.
8. Interview with the Chair of Nursing Graduate Program. Prerequisite course work will be determined at this time.
9. Criminal background clearance.

Program Requirements (47 s.h.)

Nursing Core (15 s.h.)		
NUR 5000	Theoretical Basis for Nursing Practice	3 s.h.
NUR 5210	Influencing Power and Politics in Health Care	3 s.h.
NUR 5650	Professional Responsibilities in Health Care Organizations	3 s.h.
NUR 5760*	Disciplined Inquiry for Nursing Practice	3 s.h.
NUR 5850	Bridging Evidence and Practice	3 s.h.
Advanced Practice Core (15 s.h.)		
BIO 5600*	Advanced Human Pathophysiology	3 s.h.
NUR 5250*	Health Assessment and Promotion in Advanced Practice *(includes laboratory and practicum)*	6 s.h.
NUR 5350	Pharmacology for the Advanced Practice Nurse	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.
Specialty Curriculum (17 s.h.)		
NUR 5500	Clinical Care of Clients *(includes practicum)*	6 s.h.
NUR 6230	Advanced Care Strategies *(includes practicum)*	6 s.h.
NUR 6450	Care Management *(includes practicum*	5 s.h.
		47 s.h.
Additional Research Option (4 s.h.)		
NUR 6930	Nursing Research: Thesis	4 s.h.

** Note Course Prerequisites*

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

Master of Science in Nursing: Nursing Administration Specialty

The Nursing Administration specialty is developed within the framework of the graduate nursing program. This specialty is designed to prepare the nurse as an administrator who will be able to synthesize advanced knowledge from nursing and related disciplines, integrate organizational and administrative theories into research-based problem solving and decision making, and implement effective communication related to collaborative and conflict management strategies.

The graduate will also be able to incorporate the nursing leadership role by designing strategies to impact policies that influence the delivery of health care, apply principles of Christian humanism to the process of nursing administrative decision making, and develop and implement standards of nursing practice and policies with a stated philosophy and mission congruent with health care settings.

Certification Eligibility

Graduates of the Nursing Administration Specialty may elect to become certified by the American Nurses Credentialing Commission (ANCC) as either Nurse Administrators or Advanced Nurse Administrators, depending on their administrative experience.

Outcomes

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

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

Admission Requirements

Applicants for admission to the specialty in nursing administration are evaluated on the basis of the following criteria:

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

Program Requirements (41-42 s.h.)

Nursing Core (15 s.h.)

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

Advanced Core (20-21 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
MIS 5230*	Nursing and Health Care Informatics	2 s.h.
MGT 6300	Organizational Theories and Behavior	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5230	Applied Nursing Informatics	1 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.
NUR 5950	Applied Managerial Decision Making *(includes practicum)*	5-6 s.h.

Specialty Curriculum (6 s.h.)

NUR 6300	Nursing Administration Theories and Practice *(includes practicum)*	3 s.h.
NUR 6310	Nursing Administration Integration *(includes practicum)*	3 s.h.
		41-42 s.h.

Additional Research Option (4 s.h.)

NUR 6930	Nursing Research: Thesis	4 s.h.

** Note Course Prerequisites*

For MIS 5230: Completion of CIS 2380, Introduction to Computers, and experience in a health care field.

For NUR 5760: One undergraduate or graduate course in statistics (equivalent to MTH 2350). BR 5170 is recommended for students not possessing the prerequisite.

MSN/MBA Dual Degree Specialty

The Master of Science in Nursing/Master of Business Administration Dual Degree specialty is developed within the structures of the Department of Nursing and the School of Business. The MSN/MBA course of study is designed for the baccalaureate-prepared nurse whose career goals are in upper management in health care facilities, business, or other complex service organizations.

Graduates of this specialty will be able to synthesize advanced knowledge from nursing and related disciplines to manage client care and human and fiscal resources, integrate organizational and administrative theories into research-based problem solving and decision making in nursing, and implement effective communication related to collaborative and conflict management strategies within the practice environment. The graduate will also be able to incorporate the nursing leadership role by designing strategies to impact policies that influence the delivery of health care, apply principles of Christian humanism to the process of nursing administrative decision making, and develop and implement standards of nursing practice and policies with a stated philosophy and mission congruent with health care settings.

In addition to meeting the nursing graduate program outcomes, the student in the MSN/MBA specialty is also responsible for achieving the competencies for the Master of Science in Business Administration as stated in the Business Administration section of this Graduate Bulletin.

Certification Eligibility

Graduates of the Nursing Administration Specialty may elect to become certified by the American Nurses Credentialing

Commission (ANCC) as either Nurse Administrators or Advanced Nurse Administrators, depending on their administrative experience.

Outcomes

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

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

Admission Requirements

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

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

Program Requirements (60-61 s.h.)

Nursing Core (15 s.h.)

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

Advanced Core (14-15 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.
NUR 5950	Applied Managerial Decision Making *(includes practicum)*	5-6 s.h.

Specialty Curricula (31 s.h.)

Business Administration (24 s.h.)

ACC 6320	Management Control Systems in Health Care	4 s.h.
BL 6040	Legal Issues in Business	2 s.h.
INB 6080	Perspectives in International Business	2 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 6150	Total Quality Management	3 s.h.
MGT 6300	Organizational Theories and Behavior	3 s.h.
MGT 6950	Strategic Management of Business Policy	3 s.h.
MIS 5230*	Nursing and Health Care Informatics	2 s.h.
MKT 5790	Marketing Strategy	3 s.h.

Nursing Administration (7 s.h.)

NUR 5230	Applied Nursing Informatics	1 s.h.
NUR 6300	Nursing Administration Theories and Practice *(includes practicum)*	3 s.h.
NUR 6310	Nursing Administration Integration *(includes practicum)*	3 s.h.
		60-61 s.h.

Additional Research Option (4 s.h.)

NUR 6930	Nursing Research: Thesis	4 s.h.

** Note Course Prerequisites*

For MIS 5230, completion of CIS 2380, Introduction to Computers, and experience in a health care field.

For NUR 5760, one undergraduate or graduate level statistics course equivalent to MTH 2350 or BR 5170.

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

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

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

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

Certification Eligibility

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

- Adult Nurse Practitioner (ANCC: American Nurses Creden-

tialing Center or AANP: American Academy of Nurse Practitioners)

- Advanced Practice Palliative Care Nurse (NBCHPN: National Board for Certification of Hospice and Palliative Care Nurses)

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

Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the roles of adult primary care and palliative care nurse practitioner.
2. Integrate theory, critical thinking skills, and habits of the mind into comprehensive clinical decision making responsibilities in caring for diverse populations including adolescents, adults, and persons facing life-limiting illnesses in complex health care systems, including palliative and hospice care settings, through independent and collaborative primary and palliative care practices.
3. Engage in community-based primary and palliative care practice, viewed through the constellation of the family system, which assures quality care across the health-illness continuum that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective quality care to assure improved health outcomes and quality of life for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Applicants for admission to the primary/palliative care 2nd MSN are evaluated on the basis of the following criteria:

1. Possession of a Master of Science in Nursing (MSN) from an accredited program with a graduate grade point average of 3.0 on a 4.0 scale.
2. Two letters of recommendation from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide primary and palliative care.
3. Current résumé.
4. Employment history. Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program (evaluated in admission interview).
5. Copy of current Michigan RN License.
6. Admission interview with the Chair of Nursing Graduate Programs. Prerequisites are evaluated during this time.
7. Statement of goals for graduate education in advanced practice primary/palliative care nursing.
9. Criminal background clearance.

Program Requirements (31 s.h.)

The Primary/Palliative Care Nurse Practitioner: Accelerated Dual Track 2nd MSN requires 31 semester hours beyond the prerequisite sequence.

Advanced Practice Prerequisite Sequence:

*BIO 5600**	*Advanced Human Pathophysiology*	*3 s.h.*
NUR 5350	*Pharmacology for the Advanced Practice Nurse*	*3 s.h.*
NUR 5400	*Integration of Advanced Nursing Knowledge and Roles in Practice*	*3 s.h.*

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

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

Specialty Curricula (25 s.h.)

Adult Primary Care (13 s.h.)

NUR 5300	Community-Based Primary Care of Adolescents and Adults *(includes practicum)*	4 s.h.
NUR 6500	Clinical Management of Chronic Health Problems *(includes practicum)*	5 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Primary Care *(includes practicum)*	4 s.h.

Adult Palliative Care (12 s.h.)

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

** Note Course Prerequisites*

For BIO 5600: BIO 3700 or equivalent.

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

Graduate Certificate:

Health Care Educator

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

Outcomes

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

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

Admission Requirements

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

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

Certificate Requirements (12 s.h.)

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

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

Adult Primary Care Nurse Practitioner (NP)
Adult Acute Care Nurse Practitioner (NP)
Adult Advanced Practice Palliative Care
Business Strategies for Nurses in Advanced Practice and Role Specialties

Post MSN Certificate: Adult Primary Care Nurse Practitioner (NP)

The focus of this post-master's certificate is to prepare nurses in advanced practice to diagnose and manage primary health care needs of adults, especially those of the vulnerable, the underserved, and diverse populations. The curriculum addresses comprehensive health assessment of clients, disease management, health promotion, guidance and counseling of individuals and families, and multi-disciplinary collaboration and referral.

Certification Eligibility

Upon completion of this specialty, graduates are prepared to practice autonomously or collaboratively in a variety of settings across the care continuum. The curriculum meets the content and clinical requirements for eligibility for national certification as an Adult Health: Primary Care Nurse Practitioner, and NP specialty certification by the State of Michigan.

Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult primary care nurse practitioner role.
2. Integrate theory, critical thinking skills, and habits of mind into comprehensive clinical decision making responsibilities in caring for diverse populations, including adolescents and adults, in complex health care systems, through independent and collaborative primary care practice.
3. Engage in community-based primary care, viewed through the constellation of the family system, which assures quality primary health care that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective quality care to assure improved health outcomes for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

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 (MSN) degree from an accredited program with a graduate grade point average of 3.0 on a 4.0 scale. Applicants may be considered for admission to the graduate certificate prior to completion of the MSN degree; however, the certificate will be awarded only upon completion of the MSN degree.
2. Two completed recommendation forms from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide primary health care.
3. Current résumé.
4. Employment history. Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program. This will be addressed during the admission interview.
5. Copy of current Michigan RN license.
6. Statement of goals for post-graduate education as an Adult Primary Care Nurse Practitioner.
7. Admission interview with the Chair of Nursing Graduate Program. (Prerequisites are determined at this time.)
8. Criminal background clearance.

Certificate Requirements (24 s.h.)

The Adult Health: Primary Care Nurse Practitioner certificate requires 24 semester hours of graduate level course work beyond the prerequisite sequence.

Prerequisite Sequence:

*BIO 5600**	*Advanced Human Pathophysiology*	*3 s.h.*
NUR 5350	*Pharmacology for the Advanced Practice Nurse*	*3 s.h.*

NUR 5400	*Integration of Advanced Nursing Knowledge and Roles in Practice*	*3 s.h.*

Certificate Requirements (24 s.h.)

NUR 5250*	Health Assessment and Promotion in Advanced Practice *(includes laboratory and practicum)*	6 s.h.
NUR 5300	Community-Based Primary Care of Adolescents and Adults *(includes practicum)*	6 s.h.
NUR 6500	Clinical Management of Chronic Health Problems *(includes practicum)*	6 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Primary Care *(includes practicum)*	6 s.h.
		24 s.h.

** Note Course Prerequisites*

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

Post MSN Certificate: Adult Acute Care Nurse Practitioner (NP)

Certification Eligibility

Graduates are prepared to take the national certification examination as an Acute Care Nurse Practitioner offered by the American Nurses Credentialing Center (ANCC). This renders the graduate eligible for nurse practitioner specialty certification by the Michigan Board of Nursing.

Outcomes

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

1. Demonstrate the specialized body of knowledge and clinical competencies needed to assume the adult acute care nurse practitioner role.
2. Integrate theory, critical thinking skills, and habits of mind into comprehensive clinical decision making responsibilities in caring for diverse populations in complex health care systems.
3. Engage in community-based care, viewed through the constellation of the family system, which assures quality health care in complex health care systems that is ethically based and guided by Christian humanistic values.
4. Apply research and theory to promote access to cost-effective quality care to assure improved health outcomes for patients, communities, and systems and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Admission to the ACNP Post-MSN Certificate is based upon evaluation of the following:

1. Possession of a Master of Science in Nursing (MSN) degree from an accredited program with a graduate grade point average of 3.0 on a 4.0 scale. Applicants may be considered for admission to the graduate certificate prior to completion of the MSN degree; however, the certificate will be awarded only upon completion of the MSN degree.
2. Current national certification in Advanced Practice Nursing as: Adult NP, Family NP, Gerontological NP, Women's Health NP, or Adult Health CNS. Length of plan of study and additional required course work depends on assessment of competency attainment via previous NP specialty preparation and current clinical experience.
3. Copy of current Michigan RN license and Board of Nursing Specialty Certification as a Nurse Practitioner. MSN degree holders who are not currently certified as NPs in the State of Michigan will require individualized plans of study, including completion of the advanced practice core courses. This plan will be developed at the admission interview.
4. Two completed recommendations from people who directly supervise the applicant's work in a nursing role or from health professionals who can assess the applicant's potential to provide high acuity advanced nursing care.
5. Current résumé.
6. Employment history. Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program. Prior clinical experience in advanced practice acute care (not required) will be evaluated and may be applied to the clinical hours required for the certificate. This is addressed during the admission interview. A maximum of 180 clinical hours may be granted with verification.
7. Statement of goals for post-graduate education in advanced practice acute care.
8. Admission interview with the Chair of Nursing Graduate Program.
9. Criminal background clearance.

Certificate Requirements (11-18 s.h.*)

NUR 5310	Clinical Decision Making in Acute Care *(includes practicum)*	4-6 s.h.
NUR 6500**	Clinical Management of Chronic Health Problems	2 s.h.
NUR 6510	Clinical Management of Chronic Health Problems in Acute Care *(includes practicum)*	3-4 s.h.
NUR 6751	Clinical Management and Evaluation of Complex Health Problems in Acute Care *(includes practicum)*	2-6 s.h.
		11-18 s.h.

* Any prior clinical experience in acute care advanced clinical practice (not required) will be evaluated at admission interview, and may be applied to clinical hours required for the certificate. A maximum of 180 hours (4 s.h. clinical, validated by supervisor) can be applied to the certificate requirements.

**Not required for currently certified Adult NP or Gerontological NP.

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

Post MSN Certificate:

Adult Advanced Practice Palliative Care

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

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

Certification Eligibility

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

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

Outcomes

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

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

Admission Requirements

Admission to the Adult Health: Advanced Practice Palliative Care Certificate is based upon evaluation of the following criteria:

1. Possession of a Master of Science in Nursing (MSN) degree from an accredited program with a graduate grade point average of 3.0 on a 4.0 scale. Applicants may be considered for admission to the graduate certificate prior to completion of the MSN degree; however, the certificate will be awarded only upon completion of the MSN degree.
2. Current national certification in Advanced Practice Nursing as: Adult NP, Family NP, Gerontological NP, Acute Care NP, or Adult Health CNS.
3. Current Michigan RN license and Board of Nursing Specialty Certification as Nurse Practitioner.
4. Two completed recommendation forms from people who directly supervise your work in a nursing role or from health professionals who can assess your potential to provide palliative care.
5. Current résumé.
6. Employment history. Significant work experience provides a basis for course assignments. It is recommended that students have meaningful professional nursing experience prior to and concurrent with enrolling in the program. Prior clinical experience in advanced practice palliative care (not required) will be evaluated and may be applied to the clinical hours required for the certificate. This is addressed during the admission interview.
7. Statement of goals for post-graduate education in advanced practice palliative care.
8. Admission interview with the Chair of Nursing Graduate Program.
9. Criminal background clearance.

Certificate Requirements (12-17 s.h.)

The Adult Health: Advanced Practice Palliative Care certificate requires 12-17 semester hours of graduate level course work beyond the prerequisite sequence:

Prerequisite Sequence:

(usually met by current certification as APN)

*BIO 5600**	*Advanced Human Pathophysiology*	*3 s.h.*
*NUR 5250**	*Health Assessment and Promotion in Advanced Practice*	*6 s.h.*
NUR 5350	*Pharmacology for the Advanced Practice Nurse*	*3 s.h.*
NUR 5400	*Integration of Advanced Nursing Knowledge and Roles in Practice*	*3 s.h.*

Certificate Requirements (12-17 s.h.)

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

** Note Course Prerequisites*

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

Post MSN Certificate:

Business Strategies for Nurses in Advanced Practice and Role Specialties

The focus of this post-master's certificate is to prepare nurses in advanced practice and role specialties to gain business knowledge in developing and managing independent or interdisciplinary nursing services/programs. The certificate is meant to supplement clinical knowledge of nurses in a variety of advanced practice and role specialties. The curriculum focuses on theories in marketing, informatics, financial decision making in health care, and applied managerial decision making.

Outcomes

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

1. Demonstrate essential knowledge and an experiential base for the assumption of various clinical service/program management roles.
2. Demonstrate critical thinking in preparation for clinical programmatic decision making responsibilities that master's-prepared nurses in advanced practice and role specialties will face in the present and future delivery of health care.
3. Assume managerial/operational responsibilities that are based on ethical business principles that are guided by Christian humanistic values.
4. Develop, implement, and evaluate the effectiveness of quality clinical/program services in achieving desired outcomes and to foster personal and professional growth in collaborative, interdisciplinary practices.

Admission Requirements

Applicants to the post-master's certificate in Business Strategies for Nurses in Advanced Practice and Role Specialties 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. Satisfactory score on the 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.
4. Current résumé.
5. Employment history: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the specialty. This will be addressed at the admission interview.
6. Admission interview with the Chair of Nursing Graduate Programs.
7. Criminal background clearance.
8. Current RN licensure in the State of Michigan.

Certificate Requirements (13 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
MIS 5230*	Nursing and Health Care Informatics	2 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5950	Applied Managerial Decision Making *(includes practicum)*	5 s.h.
		13 s.h.

** Note Course Prerequisites*

For MIS 5230: Completion of CIS 2380, Introduction to Computers, and experience in a health care field.

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

RN-MSN Accelerated Pathway

The College of Nursing and Health offers an accelerated RN-MSN pathway for currently practicing and experienced Registered Nurses (RNs) who are not prepared with the baccalaureate degree in nursing (BSN) and are seeking career mobility. Students in this program earn:

- a Bachelor of Science in Nursing (BSN) *and*
- a Master of Science in Nursing (MSN), with a major in
  Nursing Administration, *or*
  Dual MSN/MBA, *or*
  Adult Primary Care Nurse Practitioner, *or*
  Adult Acute Care Nurse Practitioner, *or*
  Dual Adult Primary/Palliative Care Nurse Practitioner, *or*
  Dual Adult Acute/Palliative Care Nurse Practitioner, *or*
  Adult Health: Clinical Nurse Specialist.

Admission Requirements for the Accelerated RN-MSN Pathway

1. RNs need official transcripts from high school (if not holding an associate or higher degree) and from all colleges or post-secondary institutions attended.
2. Minimum cumulative GPA of 3.0 on a 4.0 scale.
3. Applicant provides photocopy of RN license.
4. Applicant provides résumé of professional work experience.
5. Evidence of physical and emotional health to perform professional nursing responsibilities (submission of required College of Nursing health forms).
6. Two completed recommendations from professional associates who can assess the potential of the applicant for graduate study.
7. Interview with the RN-Degree Completion Coordinator and the Chair of Nursing Graduate Program.
8. Criminal background clearance.

Progression in the Accelerated RN-MSN Pathway

1. Once admitted to the Accelerated RN-MSN Pathway, students receiving two grades of D or F in science or nursing courses will be automatically dismissed from the Accelerated Pathway and from the Nursing major.
2. Students must earn a grade of C or higher in all Nursing courses while in the undergraduate phase of the program.
3. Students who participate in this accelerated pathway must satisfy all undergraduate nursing degree requirements and complete a minimum of 124 s.h. prior to being awarded the BSN degree.
4. Students must maintain an overall GPA of 3.0 in order to progress seamlessly into the graduate phase of the program.
5. Students must achieve a grade of B or higher in each of the graduate classes taken in the undergraduate phase of the program in order to progress into the graduate phase of the program.
6. Nursing students in the RN-MSN Accelerated Pathway may earn their MSN degree with a minimum of 30 graduate

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

RN to MSN Degrees

1. Both BSN and MSN degrees will be awarded by Madonna University.
2. The MSN degree requires a minimum of 30 credits beyond the BSN.

Additional details regarding the RN-to-MSN pathway are listed in the Madonna University Undergraduate Bulletin. For more information contact: Degree Completion Coordinator at Madonna University, (800) 852-4951, ext. 5482.

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

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

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

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

*** MTH 2350 or equivalent is a prerequisite to NUR 5760.*

RN to MSN Specialties

The MSN segment of all specialties of the RN to MSN assume the completion within the BSN of NUR 5000, NUR 5210, NUR 5650, and NUR 5760.

RN to MSN / Adult Primary Care Nurse Practitioner (NP)

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

Nursing Core (3 s.h.)

NUR 5850 Bridging Evidence and Practice 3 s.h.

Advanced Practice Core (15 s.h.)

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

Specialty Curriculum (18 s.h.)

NUR 5300 Community-Based Primary Care of Adolescents and Adults *(includes practicum)* 6 s.h.
NUR 6500 Clinical Management of Chronic Health Problems *(includes practicum)* 6 s.h.
NUR 6750 Clinical Management and Evaluation of Complex Health Problems in Primary Care *(includes practicum)* 6 s.h.

36 s.h.

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

RN to MSN/ Adult Acute Care Nurse Practitioner (NP)

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

Nursing Core (3 s.h.)

NUR 5850 Bridging Evidence and Practice 3 s.h.

Advanced Practice Core (15 s.h.)

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

Specialty Curriculum (18 s.h.)

NUR 5310 Clinical Decision Making in Acute Care *(includes practicum)* 6 s.h.
NUR 6500 Clinical Management of Chronic Health Problems 2 s.h.
NUR 6510 Clinical Management of Chronic Health Problems in Acute Care *(includes practicum)* 4 s.h.
NUR 6751 Clinical Management and Evaluation of Complex Health Problems in Acute Care *(includes practicum)* 6 s.h.

36 s.h.

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

Nursing Core (3 s.h.)

NUR 5850 Bridging Evidence and Practice 3 s.h.

Advanced Practice Core (15 s.h.)

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

Specialty Curricula (25 s.h.)

Adult Primary Care (13 s.h.)

NUR 5300 Community-Based Primary Care of Adolescents and Adults *(includes practicum)* 4 s.h.

NUR 6500	Clinical Management of Chronic Health Problems *(includes practicum)*	5 s.h.
NUR 6750	Clinical Management and Evaluation of Complex Health Problems in Primary Care *(includes practicum)*	4 s.h.

Adult Palliative Care (12 s.h.)

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

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

RN to MSN/ Adult Acute and Palliative Care Nurse Practitioner

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

Nursing Core (3 s.h.)

NUR 5850	Bridging Evidence and Practice	3 s.h.

Advanced Practice Core (15 s.h.)

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

Specialty Curricula (25 s.h.)

Adult Acute Care (13 s.h.)

NUR 5310	Clinical Decision Making in Acute Care *(includes practicum)*	4 s.h.
NUR 6500	Clinical Management of Chronic Health Problems	2 s.h.
NUR 6510	Clinical Management of Chronic Health Problems in Acute Care *(includes practicum)*	3 s.h.
NUR 6751	Clinical Management and Evaluation of Complex Health Problems in Acute Care *(includes practicum)*	4 s.h.

Adult Palliative Care (12 s.h.)

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

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

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

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

Nursing Core (3 s.h.)

NUR 5850	Bridging Evidence and Practice	3 s.h.

Advanced Practice Core (15 s.h.)

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

Specialty Curriculum (17 s.h.)

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

** Note Course Prerequisites*

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

For BIO 5600: Completion of BIO 3700 or equivalent.

RN to MSN / Nursing Administration

Courses Needed for MSN segment (30 s.h.)

Nursing Core (3 s.h.)

NUR 5850	Bridging Evidence and Practice	3 s.h.

Advanced Core (21 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
MIS 5230*	Nursing and Health Care Informatics	2 s.h.
MGT 6300	Organizational Theories and Behavior	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5230	Applied Nursing Informatics	1 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.
NUR 5950	Applied Managerial Decision Making *(includes practicum)*	6 s.h.

Specialty Curriculum (6 s.h.)

NUR 6300	Nursing Administration Theories and Practice *(includes practicum)*	3 s.h.
NUR 6310	Nursing Administration Integration *(includes practicum)*	3 s.h.
		30 s.h.

** Note Course Prerequisite*

For MIS 5230, Nursing and Health Care Informatics: completion of CIS 2380 and experience in a health-related field.

RN to MSN/MBA Dual Degree (49-50 s.h.)

Nursing Core (3 s.h.)

NUR 5850	Bridging Evidence and Practice	3 s.h.

Advanced Core (14-15 s.h.)

ACC 5320	Essentials of Health Care Financial Decision Making	3 s.h.
MKT 5160	Essentials of Marketing	3 s.h.
NUR 5400	Integration of Advanced Nursing Knowledge and Roles in Practice	3 s.h.

NUR 5950	Applied Managerial Decision Making *(includes practicum)*	5-6 s.h.

Specialty Curricula (31 s.h.)

Business Administration Specialty (24 s.h.)

ACC 6320	Management Control Systems in Health Care	4 s.h.
BL 6040	Legal Issues in Business	2 s.h.
MIS 5230*	Nursing and Health Care Informatics	2 s.h.
INB 6080	Perspectives in International Business	2 s.h.
MGT 5550	Ethical Considerations in Leadership	2 s.h.
MGT 6150	Total Quality Management	3 s.h.
MGT 6300	Organizational Theories and Behavior	3 s.h.
MGT 6950	Strategic Management of Business Policy	3 s.h.
MKT 5790	Marketing Strategy	3 s.h.

Nursing Administration Specialty (7 s.h.)

NUR 5320	Applied Nursing Informatics	1 s.h.
NUR 6300	Nursing Administration Theories and Practice *(includes practicum)*	3 s.h.
NUR 6310	Nursing Administration Integration *(includes practicum)*	3 s.h.
		49-50 s.h.

** Note Course Prerequisite*

For MIS 5230, Nursing and Health Care Informatics: completion of CIS 2380 and experience in a health-related field.

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

NUR 6930	Nursing Research: Thesis	4 s.h.

Pastoral Ministry Program

Master of Arts in Pastoral Ministry

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

The academic means through which this mission is realized include:

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

Program Purpose and Design

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

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

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

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

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

Program Outcomes

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

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

Admission Requirements

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

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. Undergraduate courses in Old and New Testament and an Introduction to Philosophy. Students lacking these prerequisites may test out or be required to take the appropriate courses prior to beginning the MAPM program.
3. Two letter of recommendation forms from current employers or professional persons who recognize the applicant's aptitude for this program.
4. Submission of a statement of purpose with projected goals and objectives to be realized through the MAPM program.
5. Admission interview with a member of the Pastoral Ministry Department, with personal background clearance of any past criminal record.

Program Requirements (34 s.h.)

Pastoral Ministry Core (14 s.h.)

MPM 5000	Prophets and Preprophetic Ministry	2 s.h.
MPM 5050	Gospel Writers: Gospel Writings	2 s.h.
MPM 5100	Ministerial Identity and Pastoral Skills	3 s.h.
MPM 5225	Franciscan Themes: Justice, Peace, and Christian Conscience	2 s.h.
MPM 6010	Bioethics and Sexuality ***or***	
MPM 6020	Public Issues and Christian Morality ***or***	
MPM 6030	Values: Biblical and Modern	2 s.h.
MPM 6600	Praxis: Colloquy and Defense *(capstone: final 1-2 semesters)*	3 s.h.

Required Cognate (20 s.h.)

Choose one of Pastoral Ministry, Hospice, Bereavement, *or* Criminal Justice *(see below)* — 20 s.h.

34 s.h.

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

Pastoral Ministry core *(see above)*		14 s.h.
MPM 5440	Grief Ministry	2 s.h.
MPM electives, which may include topic courses and independent study courses		18 s.h.
		34 s.h.

MAPM with Hospice cognate (34 s.h.)

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

** HSP 5000 is a prerequisite or corequisite for any of HSP 5010, 6000, 6010*

MAPM with Bereavement cognate (34 s.h.)

Note: candidates completing the MAPM with one of the other cognates may wish to consider the post-master's certificate in Bereavement described on page 42.

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

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

Pastoral Ministry core *(see above)*		14 s.h.
CJ 5010	Criminal Justice Organization and Administration	3 s.h.
CJ 5020	The Criminal Justice System	3 s.h.
CJ 5210	Corrections Process	3 s.h.
CJ 5230	Juvenile Justice	3 s.h.
MPM electives, which may include topic courses and independent study courses		8 s.h.
		34 s.h.

Psychology Program

Master of Science in Clinical Psychology

The Master of Science in Clinical Psychology (MSCP) program trains students to conduct clinical assessments and treatment with children, adolescents, and adults. Through a combination of classroom and practicum-based learning, the program prepares students to apply for the limited license in psychology from the State of Michigan.

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

Additional detailed information about the MSCP is available at ***www.madonna.edu***.

Unique Program Features

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

Accreditation

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

Application Requirements

Admission to the Master of Science in Clinical Psychology is based on the faculty's evaluation of the applicant's suitability for clinical training, as reflected in the following elements:

1. Possession of a bachelor degree from an accredited institution, with an overall undergraduate grade point average of at least 3.0 on a 4.0 scale. Strong preference is given to applicants whose undergraduate GPA is at least 3.5.
2. Evidence of successful completion of at least 15 undergraduate semester hours in psychology, including abnormal psychology, research methods, physiological psychology, and life-span developmental psychology. (May be partially waived by Program Directors.)
3. Human service experience that has prepared you to work in the mental health field, on a volunteer or paid basis.

4. Submission of a personal statement written using the directions found on page 62 of this Bulletin.
5. For selected applicants, an admissions interview to assess personal and intellectual maturity, compatibility with program goals and objectives, and the capacity for professional conduct. At the time of the interview, an extemporaneous writing sample is completed, to determine whether the applicant's writing skills meet or exceed standards for beginning master's-level students. Applicants should note that the interview is an element in the admissions process and is factored into the faculty's decision; an invitation to interview is not a guarantee of admission.
6. Two letters of recommendation from faculty, current employer/supervisor and/or professionals familiar with the applicant's college performance or work. Academic recommendation sources are preferred. Personal recommendations are not acceptable.
7. Completed Criminal Background Information form.

Admission Process

New students begin the program only in the Fall semester. Although applications are accepted at any time, the review process begins on February 1st for the following Fall. Students who apply after the new entering class is full may request that their names be placed on a waiting list if they are admitted. 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 School Office:

1. Completed Application for Admission to the Graduate Program form, with the application fee.
2. Two letters of recommendation from faculty, current employer/supervisor and/or professionals familiar with the applicant's college performance or work. Academic recommendation sources are preferred. Personal recommendations are not acceptable. (NOTE: MU students or alumni may not request letters from PSY department faculty, full-time or adjunct.)
3. Personal statement (specific requirements follow on this page, 62).
4. Official transcripts sent directly to the Graduate School Office from every undergraduate and graduate institution attended.
5. Completed Criminal Background Information form.

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

After reviewing the completed files, the department then invites applicants who meet threshold criteria to campus for an application interview.

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

The Dean of the Graduate School sends a letter regarding the decision, usually 2-3 weeks after the interview.

An applicant receiving an offer of admission must respond to that offer within the time frame specified in the Dean's letter. An applicant accepting an offer of admission must pay a non-refundable admissions deposit equal to one semester hour of tuition; this deposit is applied to the first semester's tuition. Until this deposit is paid, a seat will not be held and may be given to another incoming student. Seats are limited in number.

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

Important Dates

Early Decision Application Deadline: October 31

An option for applicants with a cumulative undergraduate GPA of at least 3.4 on a 4.0 scale. Those using this option will receive the University's decision by the end of December.

Regular Application Deadline: February 1**

Interviews in March, April, May, June, and July

***Applications will be accepted after the February 1 deadline at the discretion of the MSCP directors, if spaces remain in the program.*

Guidelines for Completing the Personal Statement

Applicants to the Master of Science in Clinical Psychology (MSCP) are required to submit a personal statement. To be most helpful to the admission committee, the statement should explain the student's rationale for pursuing clinical training. What led to your decision to become a psychotherapist? What experiences have led you to seek training in this field? Describe any human service experience or field placement that has prepared you to work in mental health or social services. This information will help the committee assess whether an individual appears well-suited to work in this field.

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

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

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

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

Criminal Background Check Process

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

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

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

Program Requirements (50 s.h.)**

Course descriptions are available on the web at* ***www.madonna.edu.

Knowledge Base (15 s.h.)

PSY 5100	Introduction to Clinical Theory I: Psychoanalytic Approaches	3 s.h.
PSY 5110	Introduction to Clinical Theory II: Non-Psychoanalytic Approaches	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 (4 s.h.)

PSY 6300	Statistics and Research Design	4 s.h.

Clinical Skills (22 s.h.)

PSY 5300	Psychological Assessment I	4 s.h.
PSY 5310	Psychological Assessment II	4 s.h.
PSY 5320	Psychological Assessment III	4 s.h.
PSY 5700	Introduction to Psychotherapeutic Intervention	2 s.h.
PSY 5750	Psychotherapeutic Interventions with Children and Families	2 s.h.
PSY 5800	Ethics and Professional Practice	3 s.h.
PSY 6450	Advanced Clinical Methods	3 s.h.

Field Experience (9 s.h.)

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

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

Thesis Option (4 s.h.)

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

PSY 6840	Thesis	4 s.h.

Post-Master's Certificate

Studies in Psychological Trauma

This certificate program provides training to enhance 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 acute and chronic traumas.

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 an applied master's degree program or who already hold the master's degree in a clinical field from another accredited institution are encouraged to apply to the certificate program.

Certificate Requirements (9 s.h.)

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

Course Descriptions

Course Descriptions

Accounting

ACC 5150 Financial Accounting 3 s.h.
Fundamental principles of external reporting emphasizing the accounting concepts, procedures, and standards that guide the preparation, interpretation and reporting of financial accounting information. Prerequisite: none.

ACC 5250 Managerial Accounting for Decision Making 3 s.h.
The development and use of accounting information used to make improved managerial decisions in the areas of planning, controlling, and performance evaluation. Emphasis is placed on analyzing cost management systems and improving organizational performance in order to enhance the administrative and leadership functions. Prerequisite: ACC 5150 and MIS 5580 or equivalent.

ACC 5320 Essentials of Health Care Financial Decision Making (FIN) 3 s.h.
Essential knowlege of economics, finance, and budgeting for health care professionals in a variety of settings. Emphasis placed on the skills needed to obtain, justify, and manage fiscal resources to influence day-to-day performance and decision making to assure long-term survival of health care organizations.

ACC 5530 Financial Statement Analysis 3 s.h.
The analysis of externally reported financial statements for any organization with financial resources. Topics include analysis of profitability, dividend policy, long and short-term debt payment ability, and cash flow. Prerequisite: ACC 5250.

ACC 5550 Accounting Information Systems Design 3 s.h.
The applicable skills in the design and implementation of an effective accounting information system. Emphasis placed on the role accountants play as designer, user, and evaluator of information systems. Topics include accounting information technologies, with special emphasis on ethics, fraud and business environment, enterprise resource planning systems, resource events agents approach, electronic commerce, and new internal control techniques such as CORBIT, as well as system design and documentation techniques. Prerequisite: ACC 5250.

ACC 5700 International Accounting 2 s.h.
A study of accounting and taxation in an international environment. Topics include accounting and taxation issues of transactions denominated in a foreign currency, translation/remeasurement issues, accounting for forward exchange contracts, management planning, control and performance evaluation of a foreign nation-state, and international taxation issues. A comparative analysis of U.S., foreign nation-states, and international accounting standards is conducted. Prerequisite: ACC 5250.

ACC 6030 Accounting, Finance, and Taxation for Health Care Entrepreneurs 6 s.h.
Using the case study approach, health care entrepreneurs study and apply the basic principles and concepts of accounting, finance, and taxation, including financial statements interpretation and analysis and tax issues affecting entity selection.

ACC 6300 Advanced Management Accounting 3 s.h.
Advanced managerial accounting topics such as cost-based management techniques, including activity-based costing, target costing, and life cycle costing. Other topics include decentralization, incentive compensation systems, and financial and non-financial measures of performance, including balanced score card, ROI, and economic value added. Prerequisite: ACC 5250.

ACC 6320 Management Control Systems in Health Care 4 s.h.
Issues pertinent to health care, including advanced financial and economic topics such as financial and non-financial measurement of performance; incentive compensation systems, Kaplan's Balanced Scorecard, capital structures in various health care settings, and financial risk assessment. Includes the role that individual components of the economy play as they work together in competitive markets. Economic models such as EVA and return on investment (ROI) are studied and analyzed. Although not a case-study course, health care cases are used to illustrate and apply health care concepts. Prerequisite: ACC 5320 or two undergraduate courses in accounting.

ACC 6500 Contemporary Issues in Cost Management 3 s.h.
Exploration of current issues in management accounting practice and theory. Topics include activity-based management techniques, performance motivation and evaluation issues, and cost of quality. Prerequisites: ACC 5250 and ACC 6300.

ACC 7030 Entrepreneurial Accounting, Finance, and Taxation 6 s.h.
Using the case study approach, Fellows study and apply the basic principles and concepts of accounting, finance and taxation, including financial statement interpretation and analysis, and tax issues affecting entity selection. Content areas include: capital and incentive budgeting; lease/buy analysis; entity capitalization issues; personal financial planning; contemporary issues in taxation; fringe benefits planning; and financial aspects of the business plan.

Autism Spectrum Disorders

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

ASD 5400 Interdisciplinary Perspectives of ASD 2 s.h.
Examines the theoretical underpinnings of Autism Spectrum Disorders. The behavioral, developmental, educational, and medical research relative to ASD is explored to develop an understanding of this disorder from a interdisciplinary perspective. Students learn to identify the ecological forces in a child's life to maximize intervention.

ASD 5410 Foundations of ASD: Educational Implications 4 s.h.
An overview of the ASD field to include history, etiology, policy, conditions, characteristics, and diagnosis. Learning characteristics and sensory integration patterns are addressed with a focus on critical analysis of intervention research, theory, and practice. Sociocultural issues such as the impact of the legal system and resources for independent living are explored, with an emphasis on collaboration with general educators, families, and allied service providers.

ASD 6410 Behavioral and Social Issues in ASD 3 s.h.
Examines the educational implications of the diverse behavioral and social characteristics associated with autism spectrum disorders. Procedures for identification and research-based interventions; team based assessments and behavioral supports; sensory needs and behavior; and designing environments for preventing sensory overload. Research-based interventions are examined to maximize behavioral and social skills for students with ASD. Prerequisite: ASD 5400 or ASD 5410.

ASD 6420 Communication and Language in ASD 3 s.h.
An overview of expressive and receptive language development, patterns, and difficulties with ASD. Traits and characteristics of language and communication are explored. Students learn the functions of communication and language and their relationships to behavior and social skills, and to align student needs to skill-based interventions and treatment programs, including use of assistive technology. Prerequisite: ASD 5400 or ASD 5410.

ASD 6430 ASD: Educational Interventions 3 s.h.
Assessment, teaching, and modifying curricula and instruction for children and youth with ASD. Current assessment instruments and tying assessment outcomes to curricular planning, selecting best practice educational intervention programs, treatments and instructional strategies, adapting individualized programs to the general education curriculum, and utilizing various data keeping systems to monitor and evaluate interventions. A focus on collaboration with parents and service providers is embedded. Prerequisite: ASD 5400 or ASD 5410.

ASD 6500 Student Teaching: Autism 5 s.h.
Required when ASD is the initial special education endorsement. Student teachers apply theory to practice with a focus on formal and informal assessments, instructional planning and implementation, behavioral assessments and supports, and collaborative partnerships with parents and allied service providers. 300 hours of professional field experience required. Prerequisite: admission to student teaching. *To be taken with the autism spectrum disorders seminar, ASD 6930.*

ASD 6700 Autism Practicum I 2 s.h.
ASD 6720 Autism Practicum II 2 s.h.
Required when the ASD endorsement candidate has prior special education endorsement(s). Applying theory to practice, emphasizing academic and behavioral assessments, instructional planning and implementation, and professional competencies of special education teachers. Students complete 90 hours of practice in each of ASD 6700 and ASD 6720. Prerequisite: admission to student teaching. *To be taken with the autism spectrum disorders seminar, ASD 6930.*

ASD 6930 Autism Spectrum Disorders Seminar 1 s.h.
Seminar to support students as they practice and integrate teaching behaviors stemming from "best practice" and empirical research. Students evaluate and reflect on the effectiveness of their teaching, a critical attribute of effective educators. Current issues in education, special education and the field of autism spectrum disorders are discussed in the traditional seminar format. Student critiques of associated research lay the foundation for class discussions. *To be taken with ASD 6500 or ASD 6700-6720.*

ASD 6960 Autism Spectrum Disorders Project 2 s.h.
Students propose and complete a project demonstrating significant scholarly work in the field autism spectrum disorders, or related area of professional inquiry. The project is developed under the guidance of a member of the faculty and is necessary for completion of the Master of Arts in Teaching. Prerequisite: completion of Autism specialty; taken in last year of program.

Biology

BIO 5010 Genetics 4 s.h.
Lecture/laboratory course in basic genetics for science majors. Provision of a working knowledge of genetics, both theory and problem solving: molecular genetics, bacterial genetics, mitosis and meiosis, Mendelian genetics, statistics, sex-linkage, gene linkage and recombination, the role of genetics in metabolism, development and behavior, population genetics, and genetic engineering. Prerequisite: BIO 2260 or equivalent, CHM 3610 or equivalent, MATH 2350 or equivalent.

BIO 5170 Invertebrate Zoology (Parasitology) 4 s.h.
Lecture/laboratory course in parasitology, focusing on human disease-causing parasites. Students study form, function, and classification of the major groups of parasites, Protozoa, Helminths, and Arthropods, emphasizing life cycles, morphology, epidemiology, and control of these parasites. Laboratory exercises concentrate on the identification of parasites as they are observed in clinical specimens. Prerequisite: BIO 2260 or equivalent.

BIO 5270 Clinical Bacteriology 4 s.h.
Lecture/laboratory course introducing the student to the principles and procedures involved in the collection, handling, and identification of the major groups of pathogenic bacteria. Prerequisite: BIO 2260 or equivalent; BIO 3280 or equivalent recommended.

BIO 5280 Immunology 4 s.h
Lecture/laboratory course providing a basic foundation in immunology: the history of immunology, immuno-

globulin 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 3010 or equivalent recommended.

BIO 5450 Epidemiology 3 s.h.
A study of the scientific method as applied to the nature of etiology, control, and determinants of disease/ illness/ disability frequency and distribution in human populations. Assessment of community health control measures, prevention strategies, clinical interventions on disease, and related factors impacting the health status of a population. Prerequisite: BIO 2260, MTH 2350; and MIS 5580; corequisite: BIO 5460.

BIO 5460 Health Services Biostatistics 1 s.h.
Introduction of study designs applicable to human populations including randomized clinical trials and four types of observational studies. Causal inferences, bias, and effect modification emphasize relationships between genetic, environmental, and lifestyle factors in human health. Prerequisites: MTH 2350, MIS 5580; corequisite: BIO 5450.

BIO 5500 Medical Mycology 4 s.h.
Lecture/laboratory study of clinically significant fungi that plague humankind: clinical features, distribution, etiology, and current treatments. Emphasis placed on the 100 species of the 200,000-plus species that consistently produce infection in humans, as well as a complete overview of other genera and species, both clinically significant and insignificant fungi. Prerequisite: BIO 2260 or equivalent.

BIO 5550 Advanced Human Physiology 3 s.h.
An advanced course in human physiology examining, in detail, the physical and chemical principles of the human body, regulatory systems, metabolism, excretory systems, and the variances that can be found in patients with chronic conditions. Prerequisites: BIO 2430 and 2440.

BIO 5600 Advanced Human Pathophysiology 3 s.h.
Focus on advanced pathophysiologic concepts over the adult life span using a research-based, system-focused approach, including developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/seen altered health states. Acquisition of knowledge to guide the Advanced Practice Nurse (APN) in clinical assessment, differential diagnosis, decision making, and the management of adults with various health conditions. Prerequisite: BIO 3710 or equivalent.

BIO 5650 Environmental and Occupational Epidemiology 3 s.h.
Overview of epidemiologic sciences with a view to acquisition of knowledge critical to development of health policy based on strategies which promote health and safety practices in the environment and the workplace. Prerequisite: MTH 2350, MIS 5580, and BIO 5450; corequisite: BIO 5660.

BIO 5660 Biostatistical Applications 1 s.h.
Methods and techniques for design, implementation, and analysis of observational studies. Procedures for design and analysis of experimental and clinical trials and other randomized studies are presented as models for graduate health services research. Prerequisite: MIS 5580 and BIO 5460; corequisite: BIO 5650.

Business

6710-6750 SEMINARS

Five categories of seminars are defined to be offered as topics and presenters are available. Each offering within a category has a number unique by its decimal extension. The course prefix may also vary to other School of Business rubrics: e.g., ACC, MGT, MIS, MKT.

BUS 6710 Brunch with an Expert Seminar 1 s.h.
An "expert" from business, government, health care, or other environment is invited to share experiences, philosophy, industry predictions, or other information that will assist students.

BUS 6720 Literature Review Seminar 3 s.h.
A comprehensive review of the literature on a specific topic. Students prepare a summary presentation which would be suitable for corporate or appropriate audiences.

BUS 6730 Research Seminar 3 s.h.
Students and faculty work together on a research project. 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.

BUS 6740 General Topic Seminar 1-3 s.h.
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.)

BUS 6750 Leadership Seminar 1 s.h.
Focus on content important to leadership development.

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 underlying issues as they relate to the decision functions of management. Topics include the adjudicatory process, antitrust, contract law, entity selection issues, and other contemporary issues.

BL 6060 The Legal and Risk Aspects of Health Care Entrepreneurship 3 s.h.
An overview of the law and its impact on the health care entrepreneurial practice. An assessment of risk management factors and actions to employ in managing insurance issues.

BL 6100 Contract Administration 1 s.h.
Introduction to the legal environment which governs the methods and processes in the negotiation and administration of operational contracts. Topics include the negotiation process, operational and financial concerns, and the remedies available for breach of contract.

BL 6210 e-Commerce Cyber Law and Ethics 3 s.h.
A detailed review and investigation of the new legal challenges that changes in technology have created for business managers in the e-commerce and e-business arena. A study of the critical elements essential to success in dealing with contracting for software development, business organization of cyber companies, e-commerce contract law, cyber torts, and ethical considerations. Prerequisite: ECM 5300.

BL 6260 International Legal Environment 2 s.h.
Introduction to the legal environment in which a multinational enterprise must operate. Exploration of private versus public international customary practices, treaties including NAFTA, GATT (WTO), APEC, and Maastricht, the international dimensions of litigation, CISG issues, documentary letters of credit and various trade actions and regulations.

BL 6710 Brunch with an Expert Seminar 1 s.h.
An "expert" from business, government, health care, or other environment is invited to share experiences, philosophy, industry predictions, or other information that will assist students.

BL 6720 Literature Review Seminar 3 s.h.
A comprehensive review of the literature on a specific topic. Students prepare a summary presentation which would be suitable for corporate or appropriate audiences.

BL 6730 Research Seminar 3 s.h.
Students and faculty work together on a research project. 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.

BL 6740 General Topic Seminar 1-3 s.h.
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.)

BL 6750 Leadership Seminar 1 s.h.
Focus on content important to leadership development.

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

Business Research

BR 5170 Quantitative Methods for Leadership Roles 3 s.h.
Introduction to the pragmatic uses of statistical methods in business. Emphasis on statistical analysis, statistical software, interpretation of data from printouts, and quantitative/qualitative approaches in business research. Prerequisite: waived by examination only.

BR 6430 Managerial Research Design 3 s.h.
Study of the quantitative and qualitative research processes as used in academic and business environments. Course content includes: research topic development, hypotheses, instrumentation development, sampling, literature review techniques, statistical analysis, computerization of data input and analysis, focus group methodology, graphics construction and report writing. Integral to the course is a research topic of the student's choosing; in many cases this topic will be expanded in the following semester to become the capstone MSBA project or thesis. Prerequisite: BR 5170 (waived by examination only). *Must be taken the semester before BR 6840*.

BR 6450 Addressing Business Problems with Research 3 s.h.
Introduction to research processes and applications in business, both qualitative and quantitative methods. Students gain experience designing and conducting research and interpreting research findings. Prerequisite: BR 5170, waived by examination only. *(Must be taken the semester before MGT 6950.)*

BR 6490 Qualitative Research Methods 3 s.h.
An introduction to qualitative methodology in research on managerial leadership. Includes historical, biographical, longitudinal, case study, explicative and critical, and field research methods, as distinct from but complementary to, and sometimes including, quantitative research.

BR 6830 Marketing Research Applications 3 s.h.
The practice of marketing research at the graduate level, including the conceptualization and identification of audiences/segments. Message and delivery method development and testing. Prerequisite: BR 5170 (waived by examination only).

BR 6840 Project Research Study 2 s.h.
Continuation and completion of research started as part of BR 6430. Completed research is presented at the conclusion of the course. Prerequisite: BR 6430.

Catholic School Leadership

CSL 5400 Leadership in Catholic Identity 3 s.h.
Focus on the doctrinal foundation of Catholicism, especially the nature and mission of Catholic education (its history and philosophy) as part of the larger nature and mission of the Church and the content and use of multiple documents and resources for leadership in Catholic identity.

CSL 5450 Leadership in Christian Development 2 s.h.
Explores the responsibilities of leadership in nurturance of spiritual development, particularly moral and faith development, including the role of the leader in facilitating conversion, discipleship, and prayer as well as practices of various prayer forms and theological reflection. Attention is given to the challenges of cultural influence in the developmental process.

CSL 6400 Catechetical Leadership 2 s.h.
The four dimensions of catechesis—message, community, worship (including liturgy and sacraments), and service—and their relationship to the responsibilities of the catechetical leader. Includes an examination of the major catechetical documents and current forms and methods.

CSL 6450 Formation of Christian Community 2 s.h.
The characteristics of leadership necessary for developing Christian community. Examination of the Christian Community as a social reality, rooted in the Bible and tradition, and exploration of 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.

Chemistry

CHM 5630 Clinical Chemistry I (MTE*) 3 s.h.
See listing under MTE 5630.

CHM 5650 Clinical Chemistry II (MTE*) 3 s.h.
See listing under MTE 5650.

Child Development

CD 5120 Trends in Early Childhood Curriculum 2 s.h.
The in-depth study of innovations, research, and controversies in early childhood curricula. The emphasis is on learning to integrate best practice with community curricula expectations and to adapt learning tasks in light of learning styles and developmental challenges.

CD 5160 Assessment of the Young Child 2 s.h.
The study of theoretical foundations and procedures appropriate for evaluating the development and learning of the young child. Special consideration 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 6950 Action Research Project in Early Childhood Education 3 s.h.
Students engage in an action research project designed to apply to practice theoretical understandings gained throughout the program. Reflective inquiry and demonstration of self-knowledge are articulated into a personal code of professional behavior. Prerequisite: permission of program coordinator.

Computer Information Systems

See listings under Management Information Systems.

Computer Science

CSC 5350 Advanced Web Programming 3 s.h.
Creating (designing and developing) database-driven web programs using server-side programming languages such as ASP, ColdFusion and PHP; creating web pages by linking to an ODBC database of the MS-Access or SQL-type. Students learn to hand-code programs as well as to use code generators such as Visual Interdev or Macromedia UltraDev. Prerequisite: MIS 5640.

Criminal Justice

CJ 5010 Criminal Justice Organization and Administration 3 s.h.
The organization and management of the various criminal justice agencies throughout the United States. Includes systems of management, substance abuse as a management problem, and systems analyses and their relationships.

CJ 5020 The Criminal Justice System 3 s.h.
An overview of the criminal justice system in the United States. Topics include the history of law enforcement, the political, sociological, and philosophical background of police functions, and the courts and corrections system. Constitutional problems as they relate to the police function are surveyed, and the use of recent technology in criminal justice is explored. Each student conducts a seminar on an issue related to our changing criminal justice system as a result of the terrorist attack of September 11, 2001, and follow-up legislation.

CJ 5100 Legal and Ethical Issues in Criminal Justice Administration 2 s.h.
An examination of the nature of the legal environment and issues that confront managers and administrators in a criminal justice agency: the underlying legal process and issues as related to the decision functions of managers and administrators; the adjudicatory process (civil, administrative, and criminal); contract law; and other contemporary issues. Emphasis is given to the operation of our legal system, including an examination of employment issues, such as discrimination, administrative agencies, civil liability, and vicarious liability. Emphasis on the ethical administration and application of authority to both internal and external entities.

CJ 5200 Labor Law Issues in Criminal Justice Management 2 s.h.
Examination of various labor law issues as they relate to law enforcement/criminal justice management. Focus on public sector labor relations, specifically the Public Employment Relations Act (PERA), with some historical references to general labor laws on a national level, i.e., National Labor Relations Act. The course also includes applicable arbitration decisions.

CJ 5210 Corrections Process 3 s.h.
Examination of the adult corrections component of the criminal justice system, its history, philosophy and practice at the local, state, and federal levels of government. Discussion of alternatives to incarceration, such as parole, probation, and community corrections. A research project is assigned and the student must lead a class discussion related to the issues researched.

CJ 5230 Juvenile Justice 3 s.h.
Study of the legal and philosophical basis of the juvenile justice process, along with a review of the juvenile court procedures in Michigan and an examination of theories related to juvenile delinquency. A field assignment within the juvenile justice system is required, and students must document their experiences and share them with fellow students in an oral presentation.

CJ 5300 Advanced Criminal Justice Administration 3 s.h.
An examination of the functions of the police, court, and corrections in the Criminal Justice System; concepts

and principles of organizational structure; concepts and principles of administration; and management with an emphasis on budgets, change, conflict, strategy, and evolution.

CJ 5400 Criminal Justice Operations and Programs in the 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.

e-Commerce

ECM 5220 Seminar in e-Commerce 2 s.h.
Developing a framework for the e-commerce and e-business environment and introducing the synergy that must take place between technology and such business management issues as organization structure, marketing, law, ethics, cost structures, and managerial leadership. *Must be taken in first year of program.*

ECM 5300 e-Commerce Applications and Operations 3 s.h.
An extensive overview of e-commerce applications and operations. Technical topics (the Internet, intranets, extranets, portals), Enterprise Resource Planning (ERP) as the e-business backbone, the fundamental applications associated with electronic end-to-end business (messaging technologies, electronic document management, workflow, data warehousing and data mining, knowledge management, decision support systems), flow analysis of e-business transactions, and the role of the various software servers in executing e-commerce business-to-business transactions. Prerequisite: MIS 5640.

ECM 6100 e-Commerce Website Design 3 s.h.
Designing and implementing a functional comprehensive e-commerce website: database driven, visually attractive, and easily navigated. Students follow a process that includes preliminary requirements documentation; a website proposal that includes time constraints, scope of project, and cost; a preliminary website template; and a final demonstration, including a user evaluation. Prerequisite: ECM 5300.

ECM 6440 e-Commerce Information Security 3 s.h.
Evaluations of various e-commerce security policies. Students learn to analyze the business requirements for security that balances access, protection, and cost; and best practices in security including controlling access to resources, auditing access to resources, authentication, and encryption. Security topics include: security threats, security tools, system security, firewalls, virtual private networks, digital signatures, authentication, and non-repudiation. Prerequisite: ECM 5300.

ECM 6900 Masters Project in e-Commerce 4 s.h.
Capstone course covering advanced strategies and techniques of e-commerce systems development and project management. Each student demonstrates competency in the core discipline of e-commerce systems, using industry-standard software to complete project assignments. Course continues over two consecutive terms under the guidance of an approved advisor. *Must be taken within final 6 hours of program.*

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, the study of individual segments of the economy, as applied to business problems: consumers, workers, owners of resources, individual firms, and industry and markets as they work together to solve business problems. Prerequisite: ECN 5180 and BR 5170.

ECN 6240 Labor Economics 3 s.h.
Beginning from a broad survey of modern macroeconomic theory and introduction to the economics of labor, the course focuses on economic approaches to the various topics within the field of human resources management such as workforce demographics, productivity, employees, employee appraisal and reward, pay/compensation systems, training and development, and international HRM considerations.

ECN 6300 Managerial Perspectives on Economics 2 s.h.
Examination and application of theoretical and analytical tools economists use. Determination of the significance of macro- and microeconomic principles on the management of organizations. Emphasizes the applications of economic analysis through examination of empirical studies and cases involving actual managerial situations at many levels of commerce, for profit, non-profit and government. Areas of analysis include unemployment, inflation, monetary and fiscal policy, the pricing system, capital structure strategies, and government regulations.

ECN 7020 Economics and US Health Care Policies 2 s.h.
An introduction to the basic theories of microeconomics and macroeconomics coupled with their integrative aspects to the current U.S. health care policy and proposed changes therein. Content areas include: microeconomics, macroeconomics, overview of the history of U.S. health care policies, current U.S. health care policy, and review of proposed changes in policy, if any.

Education

EDU 5000 Current Developments in Teaching and Learning Theory 2 s.h.
A critical analysis of the major principles of teaching and classroom learning. An investigation of the theoretical, sociological, and philosophical foundations of various theories of learning as applied to effective instruction; recent trends and traditional theories which contribute to excellence in the teaching and learning process.

EDU 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 American education in international context, and to inquiring about developments around the world that may have important implications for the improvement of American schools.

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

EDU 5150 Human Development and Schooling (RDG*) 3 s.h.
See listing under RDG 5150.

EDU 5240 Application of Technology in P-12 Schools 3 s.h.
Exploration of the historical and social context of current technology and projection of future roles and trends based on published research. Discussion of issues relating to professional development, resources evaluation, professional empowerment, and diversity. Examination of social and ethical issues facing P-12 schools. Students survey the software and hardware available to support teaching, communication, and multimedia.

EDU 5250 Hardware Configurations in P-12 Schools 3 s.h.
Key elements of system design, installation, and configuration, including security and data integrity. Students survey current adaptive/assistive technology and explore issues related to the promotion of health and safety. Students manage and evaluate hardware assets in the context of school-level and district-level decision making.

EDU 5260 Best Practice Teaching with Technology 3 s.h.
Strategies for integrating technology into instructional units to promote creativity and higher order thinking. Emphasis is placed on aligning instruction with the Michigan Curriculum Framework while facilitating secondary behaviors such as collaboration, problem solving, and communication. A 20-hour field experience is required.

EDU 5300 Organizational Behavior in Schools 2 s.h.
Theories and models of leadership in organizations; design, structure, and the behavior of organizations within the larger community; and models and strategies of change and conflict management within the political, social, cultural, and economic contexts of schools.

EDU 5400 Human Resource Management and Organizational Development 2 s.h.
Theories and models of organizations and the principles of organizational development, human resource management and development; and operational designs and procedures to achieve the vision and goals of the school.

EDU 5410 Instructional Design for Online Learning 3 s.h.
Evaluation and application of instructional design theories and principles for online course delivery. Examination of fully online, hybrid, self-paced, and facilitated e-learning experiences delivered via learning management systems. Focus on the authorship of instructional units that include information retrieval, web site construction and evaluation, and the integration of video and multimedia. Application of accessibility and usability guidelines in web-based course design.

EDU 5430 Media Production for Online Instruction 3 s.h.
Students learn techniques and strategies for creating new instructional media for use with online instruction, and ways to convert conventional resources into appropriate electronic formats. Technical issues related to balancing media quality and user bandwidth limitations are analyzed.

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 complete a theory-to-practice study of literacy that demonstrates 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.
Important components of educational change and collaborative leadership are explored. The course emphasizes methods for fostering analysis and communication necessary for changing standards of practice. A field component encouraging participating as an educational change agent is a vital part of this experience, enabling students to make connections to holistic evaluation, program improvement, and community involvement. *Recommended to be taken early in the master's program.*

EDU 5750 Financing of Education 2 s.h.
The development of the knowledge and skills needed by educational leaders to provide leadership in the debate over appropriate financial support of education and how to implement a fiscally sound school program. Focus on

the sources and nature of funding for public education, budget development, expenditure control, and current state and national trends in the financing of public education.

EDU 5760 Financing Public and Private Education 2 s.h.
Development of the knowledge and skills needed by education leaders to provide leadership in the debate over appropriate financial support of education, and to implement a fiscally sound school program. Focus on the sources and nature of funding for public and private education, budget development, expenditure control, and current state and national trends in the financing of public and private education.

EDU 5800-5810 Selected Topics in Educational Leadership 1-3 s.h.
Study of issues, trends, and topics relevant to educational leaders. Courses may be offered on a workshop, seminar, or independent research format.

EDU 5820 Diversity in the Classroom 2 s.h.
The study of factors which contribute to diversity in modern classrooms and the implications for practice. The course focuses on a critical theory interpretation of inclusion, multiculturalism, power relations, and changing demographics. Connections are made to wider sociological issues. A field component consisting of a classroom case study is integrated into the course.

EDU 5830-5840 Teacher Education Institute courses.
For these course numbers, see listings under Teacher Education Institute.

EDU 5890 Legal and Ethical Issues in Educational Leadership 2-3 s.h.
Emphasizes the knowledge needed by educational leaders to carry out professional responsibilities mindful of the legal and ethical implications of educational decisions. A study of educational policy and governance, the role of the governor, legislature, State Board of Education, boards, courts, and business/community organizations in determining educational policy; mechanisms for enforcing policy; the relation of fiscal resources to policy direction; major educational policy issues and decisions that have shaped the delivery of education; legal and ethical parameters of educational policy initiatives; student rights, legal status of teachers, administrators, boards of education, the State Tenure Act, and teacher certification. Examines how educational leaders can understand, respond to, and influence the larger political, social, economic, legal, ethical, and cultural context of education.

EDU 5950 Curriculum Leadership 3 s.h.
Examines a broad perspective of leadership in instructional areas, current issues in the educational field, and processes of change and reculturing in teaching and learning based on the latest research. Focus on leaders in the field of educational change and curriculum theory; managing change within the committee infrastructure and collaborative process to improve student instruction; communication processes; the restructuring movement; and leadership qualities of teachers and administrators involved in systemic change. Emphasis on the concept of the coherent curriculum and the interconnection of teaching and learning standards, as well as the "best practices" research. Learning opportunities are kept flexible to reflect current issues in instructional leadership, student growth, and staff professional development.

EDU 5960 Teacher Education Institute courses.
For these course numbers, see listings under Teacher Education Institute.

EDU 6240 Information Management in the Classroom 3 s.h.
The study of technology-based strategies for the collection, management, and analysis of classroom information to enhance learning and increase teacher productivity. Students learn to develop web-based resources for instruction and for communication with parents. Emphasizes the use of both generic and education-specific applications for data management and statistical computation. Connections are made to student motivation, holistic evaluation, program improvement, and parental involvement.

EDU 6260 Instructional Design and Multimedia 3 s.h.
How learning principles and research can be used to guide the development of computer-based instruction. Emphasis on the authorship of instructional units that include information retrieval, web site construction, distance learning, and the integration of video and multimedia. Students are required to become familiar with professional authoring packages. Emphasis on strategies for assessing the efficacy of different media with different types of learning.

EDU 6270 Leadership in Technology 3 s.h.
Prepares students to provide technology leadership, including strategic planning, purchasing, and evaluation at the district level. Design and delivery of professional development opportunities for in-service teachers. Emphasis on district- level curriculum alignment, program evaluation, and resource management. Social and ethical issues are addressed.

EDU 6320 Internship/Project in Educational Leadership and Seminar 2 s.h.
The first of a two-semester internship and seminar designed to provide a field experience in a school setting which allows the student to gain experience in leadership activities. The course addresses the proposal and initial planning phases of a school improvement project. Experiences may fall within traditional administrative roles and/or extend to other areas of leadership, including extended school services, staff development, curriculum development, school improvement, collective bargaining, budget development, and community relations.

EDU 6330 Internship/Project in Educational Leadership and Seminar 2 s.h.
The second of a two-semester internship and seminar designed to provide a field experience in a school setting which allows the student to gain experience in leadership activities. The course focuses on effective implementation and assessment of a school improvement initiative. Prerequisite: EDU 6320.

EDU 6360 Motivation for Achievement 2 s.h.
The study of contemporary motivation theories and the potential application of this knowledge in educational settings. The course stresses the costs of competitive learning environments that emphasize performance goals and the benefits of learning environments that maximize learning goals and students' intrinsic interest in learning. The relationships among achievement goals, social goals, cognition, and assessment are highlighted throughout.

EDU 6410 Management and Evaluation of Online Learning Platforms 3 s.h.
Examination and comparison of various online learning plat-

forms for content, communication, and management. Scenario-based simulations and online platforms case study analysis. Ethical considerations in teaching online. Examination of best practices in the management of e-learning and development of strategies for integrating OLP into institutional policies. Prerequisites: EDU 5410 and 5430.

EDU 6430 Online Assessment Practices 3 s.h.
Construction of a valid assessment plan for online courses. The assessment plan incorporates the standards embodied in The Michigan Curriculum Framework using a web-based course management system. Principles of valid assessment are enacted through technology tools that include online assignments, pod casts, threaded discussions, test preparation tools, secure tests, and differentiated assessment strategies. Prerequisites: EDU 5410 and 5430.

EDU 6450 Best Practice in Teaching Online 3 s.h.
Best practices in online teaching and learning. Participants analyze exemplary models of fully online and blended methods of instruction. Activities include hands-on experience with free online surveys, rubrics, quizzes, blogs, search tools, and discussion systems. Analysis and application of best practices for grading procedures, prevention of plagiarism in the digital environment, electronic evaluation tools, time-saving methods for evaluating e-portfolios, discussion postings, and group projects. Active facilitation of questioning skills, conflict resolution, netiquette, and collaborative learning through problem-based scenarios, simulations, and hands-on practice moderating online discussions. Prerequisites: EDU 5410 and 5430.

EDU 6610 Best Practice Classrooms 2 s.h.
The study of best practice in classrooms involves a critical analysis of current best instructional practices. The course emphasizes an investigation of the research and theoretical foundations of each practice, as they relate to practical applications in the classroom. A field component, consisting of classroom observations focusing on comparative analyses of each practice is a vital part of the experience. Connections are made to student motivation, program improvement, and enhanced pedagogy.

EDU 6880 Online Teaching Project and Practicum 3 s.h.
Students design a teaching unit for online instruction and field test the lessons with a sample of age appropriate students. Prerequisites: EDU 6410, 6430, and 6450.

EDU 6930 Seminar in Educational Leadership 3 s.h.
Capstone course intended to provide a synthesis of course work and professional experiences as students near the completion of the program, with the central focus on examination of concepts of leadership in education. Development and articulation of a professional vision of high standards for learning supported by the school community. Final preparation and evaluation of professional portfolio based on the Michigan Program Standards for the Preparation of School Principals.

EDU 6950 Project in Teaching and Learning Seminar 3 s.h.
Provides a synthesis of course work and professional experiences as students near completion of their program. Action research topics will be classroom-centered and drawn from the professional experiences of the students. The culminating portfolio assignment consists of an oral presentation and a written report of a classroom-based or school district-based action research project.

English

ENG 5050 Writing for Professional and Personal Effectiveness 3 s.h.
Provides preparation for written communication as both a graduate student and workplace professional. Introduction to the principles of advanced academic writing in the disciplines, with special emphasis on research at the graduate level. Fundamentals of effective writing in work settings of all economic sectors; examination and creation of documents ranging from abstracts and summaries to formal proposals.

ENG 5410 Issues in Psycholinguistics and Sociolinguistics 3 s.h.
A survey of issues focused on language: its systematic nature, acquisition, and functioning. Current theories and research findings pertinent to biological, cognitive, sociocultural, and political aspects of language acquisition and language functioning are reviewed. Knowledge of sociolinguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism are analyzed. Practical applications of psycholinguistic and sociolinguistic knowledge are addressed. Prerequisite: graduate standing.

ENG 5420 General Linguistics 3 s.h.
An in-depth survey of language systems: phonology, morphology, syntax, semantics, pragmatics, and discourse. The dynamic nature of the systems is emphasized. The main schools of thought in theoretical linguistics and various methods of analysis are discussed. Students have an opportunity to engage in the systematic analysis of linguistic data on the basis of the structure, historical development, and dialects of the English language and other languages. Prerequisite: graduate standing

Evangelization

See listing under Sacred Heart Major Seminary.

Finance

FIN 5320 Essentials of Health Care Financial Decision Making (ACC*) 3 s.h.
See listing under ACC 5320.

FIN 5650 Business Finance 3 s.h.
Study of the financial management of non-financial entities and the analysis of the principle financial decisions of a firm. Topics include present value concepts, short-term cash budgeting and working capital needs, capital budgeting, long-term capital needs, long-term capital structure planning and dividend policies. Prerequisites: ACC 5250.

FIN 6250 International Finance 2 s.h.
Examines the systems, methods, and institutions for investing, financing and managing international enterprises. Emphasis is on the analysis and financial decision making function of international activities including foreign currency futures and options, managing exchange risk and operating

and transaction exposure, financing sources, capital budgeting and working capital management. Prerequisites: ACC 5700 and INB 5350.

Health Care Risk Management

HCRM 5350 Essentials of Health Care Risk Management 3 s.h.
Study of risk management program components, focusing on exposures relating to general, program, and professional liability. Identification and management of risk in healthcare, community, and workplace environments. Prerequisite or corequisite: AHA 4250 or equivalent.

HCRM 5550 Strategies in Health Care Risk Management 3 s.h.
Strategies applicable in identification and controlling of risk for health care providers and consumers. To include the use of quality measures in a variety of settings.

HCRM 5750 Applications: Health Care Risk Management 3 s.h.
Contemporary applications of risk management in health care: implementation, cost allocations, due diligence, and emerging trends in technology.

Health Services

HS 5090 Sociology of Medicine and Health Care 3 s.h.
Development of a social epidemiology of health and illness as addressed by formal and information organizations. Emphasis on traditional, non-traditional, allopathic, and holistic paradigms in provision of health services to the multiculture.

HS 5150 The Health Services Experience 1 s.h.
Examination of community health: careers, impact on society, health services programs, advocacy, agency and government resources. Review of library research, the APA format, survey sampling methods.

HS 5250 Concepts in Community Health 3 s.h.
A foundation for the study of principles of community health as examined from the context of Healthy People 2010 goals and objectives. Concepts from undergraduate courses in the natural and physical sciences combined with professional practice competencies are incorporated in the examination and evaluation of those occurrences affecting the overall health of the community. Key problems facing the national and international publics are described and an outlook for the twenty-first century is given. Each learner considers a personal and agency approach to pragmatic accomplishment of the Healthy People 2010 objectives.

HS 5740 Health Care Finance 3 s.h.
To assist the health care professional in understanding health care financial information and its use in the decision making processes of the changing health care environment: the languages of reimbursement, provider models, regulatory guidelines, and budgetary objectives. Includes investigation and evaluation of the ethical implications of health care issues and their impacts on health care.

HS 5800 Principles of Managed Care 3 s.h.
Managed health care plans are made up of a spectrum of health delivery systems which focus on cost control, maintenance of the quality of health service while limiting direct access to specialist services care. Management functions under a system of models are examined and a strategic plan is developed using one of the models. Prerequisites: one course in finance; one course in marketing; accounting recommended.

HS 6800 Selected Topics 1 s.h.
Examines the process of preparation, composition, and completion of the project, practicum, or thesis. Student elects research guided by the advisor and then develops chapters one and two according to the research guidelines of Madonna University. NOTE: This course is an elective for students who are unable to complete their proposal requirements in one semester. Prerequisite or corequisite: completion of all 5000-level course work.

HS 6810 Selected Topics 1 s.h.
Continuation of HS 6800: the preparation of chapter three (methodology) for the research paper, including documents for submission of proposal to the Human Subjects Review Committee (if needed). NOTE: Student may elect the accelerated course, HS 6880, if acceptable drafts are completed and the Human Subjects Review proposal has been submitted and approved. Prerequisites: HS 6800, HS 6870.

HS 6870 Health Services Research Strategies 1 s.h.
An overview of the research process as formalized in health science professions: research methodology and selection of appropriate qualitative and quantitative evaluation methods. Students elect research project, practicum, or thesis. Prerequisite: completion of 5000-level course work, including BR 5170.

HS 6880 Proposal Strategies 2 s.h.
The preparation of the project/thesis proposal and their chapters. Considerable attention is given to rhetorical and grammatical analysis of sample proposals and chapters. Writing assignments consist of work in progress and/or the drafting of the first three chapters, with subsequent documentation appropriate for submission to the Human Subjects Review Committee. Prerequisite: completion of 5000-level course work.

HS 6910 Health Services Research: Project 2 s.h.
An individual research project allowing 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 6920 Health Services Research Practicum 2 s.h.
Collaborative investigation of a health services agency or laboratory problem using selected research methodology. The student works 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.
An independent investigation of a research problem related to the student's area of expertise. A selected conceptual framework and research methodology is used. The thesis focuses on the generation or testing of knowledge. Prerequisites: HS 6870 and 6880.

Hospice Education

HSP 5000 History and Philosophy of Hospice 3 s.h.
The historical events, religious, cultural, and social forces that have shaped the global hospice systems from inception to the present time. Emphasis is on the hospice philosophy of care with its humanistic and interdisciplinary approach by team members.

HSP 5010 Dimensions of Bereavement: Theory, Research, and Practice 3 s.h.
An in-depth examination of the bereavement process. Existing and developing bereavement models are reviewed and current research in bereavement is evaluated within a multi-disciplinary, life-span orientation, as preparation for professional roles that involve, primarily, assisting bereaved individuals and families as they learn to cope with and grow from the significant losses in their lives. The course is intended for persons desiring to work in a multitude of health care and human service settings. Corequisite or prerequisite: HSP 5000.

HSP 5200 Grieving Family Systems 3 s.h.
The application of knowledge about the complexity of dynamics as they occur in grieving families following the death of a loved one, preparing students to be effective helpers in the field of hospice bereavement. 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 explore their own family-of-origin loss experiences through analysis of case studies, popular cultural portrayal of loss in videos and music, and selected experimental activities such as relaxation, meditation, and journaling.

HSP 5300 Complicated Grief and Related Disorders 3 s.h.
Examination of the many facets of complicated grief, with special attention to assessment, diagnosis, intervention, current research, and community referral resources. The factors involved in the increased number of individuals and families experiencing complicated or unresolved grief are 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.
Examination of the wide range of services that may be offered to the community, ranging from basic bereavement support, to professional grief therapy and patient hospitalization, so as to prepare students to develop a comprehensive bereavement program that takes into consideration limited resources while delivering quality grief services. Content includes 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 in a workshop, seminar, or independent research format. Corequisite or prerequisite: HSP 5000.

HSP 6000 Advanced Holistic Palliative Care 3 s.h.
Focus on comprehensive holistic palliative care for the terminally ill and their families. Examination of the interrelatedness between the various types of pain experienced by the dying patient and the impact on the family and hospice staff. Multidimensional aspects of pain are discussed in theoretical and practical perspectives. A research-based approach is used to synthesize palliative care within the hospice care delivery system. Prerequisite or corequisite: HSP 5000.

HSP 6010 Ethical and Legal Issues in End-of-Life Care 3 s.h.
Development of a framework, in seminar/discussion, for analyzing ethical and legal issues in the delivery of end-of-life care and making end-of-life care decisions. Includes the examination of cross-cultural beliefs and practices related to end-of-life care as a basis for ethical decision making in hospice care.

HSP 6020 Hospice Seminar/Practicum 3 s.h.
Concurrent seminar and practicum experience. The synthesis of hospice concepts and theories related to selected hospice functions and roles of the team members, with examination of a variety of issues which impact on the team members' roles in a hospice agency. In the practicum, the student observes and further examines the impact of various strategies of role enactment. The seminar is focused on student-centered topics from the practicum experience and allows for communication, discussion, and sharing among students and professor. Corequisite or prerequisite: HSP 5000.

HSP 6840 Research Project Thesis 3 s.h.
Preparation, composition, and completion of a project or thesis related to hospice education. Discussion of legal and ethical issues related to research within a hospice setting. Research procedures and requirements specific to Madonna University discussed. Students work with a thesis advisor to assure agreement as to goals. Prerequisite: all core courses, cognates, and electives must have been completed and a thesis advisor selected.

Humanities

HUM 5080 The Nature and Scope of Inquiry 4 s.h.
Theme-based, highly interactive interdisciplinary course designed to enable students to explore the different approaches and ways of knowing that contribute to understanding and resolving complex issues, problems, or dilemmas of contemporary life. Utilizing the different modes of inquiry which characterize the various disciplines, the course involves students in readings, discussions, works of art, lectures by expert informants, team collaboration, and independent research focused on a compelling theme and designed to develop the commitment to intellectual inquiry, humanistic values, and service to others embodied in the mission of the University.

HUM 5090 Holocaust: Issues and Themes in the Genocide of European Jewry 4 s.h.
Examination of the social and political forces and actions that enabled the Nazi regime to plan and carry out the systematic extermination of European Jewry. Analysis of the Nazi genocidal agenda, utilizing materials from history, literature, film, music, and the fine arts. An overview of the roots of anti-Semi-

tism and of how a modern authoritarian regime employed historic stereotypes and prejudices in effectively enlisting a majority of its citizens in active or passive criminal complicity. Examination of the institutions of mass murder, the silence of church and state, and, despite this silence, the forces of resistance. Prerequisite: graduate standing.

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 is placed on trade issues, which are analyzed within political, economic, social/cultural, and historical contexts.

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. Emphasis on 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 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 is 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.*

INB 6730 International Business Research Seminar I 2 s.h.
(Must be taken within first three semesters of admission) Explores the unique methodological problems of conducting international business research, such as data availability, reliability, and comparability; major information sources, problems of language, distance, and perceptions. The student begins an independent study that will continue through INB 6750 by selecting a specific region of the world for a comprehensive study of the geography, culture, government, history, language, economics, and politics, and developing a detailed plan and timeline for the collection and examination of data and information on the chosen research area.

INB 6750 International Business Research Seminar II 2 s.h.
Building on research begun in INB 6730, the student prepares a comprehensive research paper on a specific region of the world following program guidelines. Prerequisite: INB 6730.

Learning Disabilities

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

LD 5350 Psychological Issues in Learning Disabilities 3 s.h.
Review of current psychological research on P-12 grade students with learning disabilities in speech/language, academic skills, attention, fine motor skills, and other functions. Emphasis on stage-related issues in several developmental domains: neurological, cognitive, and socioemotional. Implications for development and learning are considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions are also discussed.

LD 5450 Learning Disabilities 3 s.h.
An introduction to the field of learning disabilities: the historical development of the field and theoretical models of learning disabilities; current definitions of learning disabilities which address the etiological factors and characteristics associated with the condition; the components of the IEP document, including associated regulatory mandates; research findings regarding service delivery models; and program interventions currently used in public and private schools for learning disabled students.

LD 5720 Diagnostic and Remedial Techniques in Reading 3 s.h.
Study of methods of assessment and remediation of reading problems and the causes and correlates of reading disabilities. Emphasis placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs for students with disabilities.

LD 6010 Language Problems in the Learning Disabled Student 3 s.h.
Key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis on identifying language disorders, analyzing patterns of language deficits, and determining appropriate intervention strategies and approaches. Specific intervention procedures tailored to patterns of language impairment are presented. Special emphasis

on the interrelatedness of disorders of spoken (listening and speaking) and written (reading and writing) language development and disorders.

LD 6500 Student Teaching: Learning Disabilities 5 s.h.
Required when LD is the initial special education endorsement. Student teachers apply theory to practice with a focus on instructional planning and implementation, formal and informal assessments, behavioral assessments and supports, and collaborative partnerships with parents and allied service providers. 300 hours of professional field experience required. Prerequisite: admission to student teaching. *To be taken with the learning disabilities seminar, LD 6930*.

LD 6700 LD Practicum I 2 s.h.
LD 6720 LD Practicum II 2 s.h.
Required when the LD endorsement candidate has prior special education endorsement(s). Applying theory to practice, emphasizing academic and behavioral assessments, instructional planning and implementation, and professional competencies of special education teachers. Students complete 90 hours of practice in each of LD 6700 and LD 6720. Prerequisite: admission to student teaching. *To be taken with the learning disabilities seminar, LD 6930*.

LD 6930 Learning Disabilities Seminar 1 s.h.
Seminar to support students as they practice and integrate teaching behaviors stemming from "best practice" and empirical research. Students are given opportunities to evaluate and reflect on the effectiveness of their teaching in the classroom, a critical attribute of good educators. Current issues in education, special education and the field of learning disabilities are discussed in the traditional seminar format. Student critiques of associated research lay the foundation for class discussions. *To be taken with LD 6500 or LD 6700-6720.*

LD 6960 Learning Disabilities Project 2 s.h.
Students propose and complete a project demonstrating significant scholarly work in the field of learning disabilities, or related area of professional inquiry. The project is developed under the guidance of a member of the faculty and is necessary for completion of the Master of Arts in Teaching. Prerequisite: completion of LD specialty; taken in last year of program.

Liberal Studies

MALS 5020 Knowing the World: Logic and Scope of Human Inquiry 3 s.h.
Introduces students to interdisciplinary thinking, analysis, and research. Through an examination of appropriate disciplinary theories and methodologies students consider how the social sciences, humanities, and natural sciences come to know about and understand social structure, culture, as well as biological and physical realms. Using a liberal studies/interdisciplinary approach, students investigate some of humanity's most profound questions, including: How and why do societies change? What are the central ethical concerns of individuals and groups in society? What is the relationship between values, the individual, and society? What does it mean to be human? (*To be taken the first year enrolled.)*

MALS 5021 Social Science Seminar 3 s.h.
Introduces students to interdisciplinary thinking, analysis and research in the social sciences. Through an examination of appropriate theories and methodologies in sociology and psychology, students consider how the social sciences know and understand the nature of society and the individual. Throughout the course, students explore the ethical dimensions of individual and collective action. As a primary focus, students consider the transactional interplay of society and individual in addressing several basic questions: How and why do societies and individuals change? How are problems in society and the individual identified, studied and solved? Prerequisite: MALS 5020.

MALS 5022 Humanities Seminar 3 s.h.
Introduces students to interdisciplinary thinking, analysis, and research in the humanities. Students use the humanities to explore the relevance of Detroit and southeastern Michigan as a frame of reference and a storehouse of example and illustration. Students review historical methodology with reference to three centuries of settlement in southeastern Michigan and explore critical approaches and methodologies through the study of classical rhetoric and philosophical concepts. Students study examples of literary, musical and fine art work in North America which serve as case studies of cultural and social change. Students consider the ethical dimensions of human behavior as they affect cultural, social, and scientific change. Prerequisite: MALS 5020.

MALS 5023 Natural Science Seminar 3 s.h.
Introduces students to interdisciplinary thinking, analysis, and research in the natural sciences. Examines the role of science in a rapidly changing society. Explores the ethical dimensions of scientific change in the 21st century. Students integrate social and scientific events which create public policies that affect society at large. Students and faculty consider questions such as: How does science affect social and political policies? How will new technologies and ease of technology transfer affect world peace? How can technology, developed for one purpose, and be used by others who have not developed that technology? Prerequisite: MALS 5020.

MALS 5950 Capstone Seminar 3 s.h.
Provides an opportunity for students to review, synthesize, and assess course work and knowledge gained in the MALS curriculum. Portfolio materials establish the basis from which students engage in an interdisciplinary analysis of the relationship between social structural change, changing cultural expressions, as well as scientific and technological change. A Capstone Seminar paper addresses the complexity and contradictions of American society, within the context of a changing, world-wide culture and social structure. Students appraise how Liberal Studies methodology enables them to assess social change in America, evaluate the ethical dimensions of individuals and collective behavior, and imagine improvement of the human condition. *(To be taken in the last semester enrolled, after the completion of the required and elective classes.)*

Management

MGT 5220 Issues in Leadership Studies 1 s.h.
An assessment of the student's leadership and managerial competencies, resulting in an individual plan of development; overview of information sources, including the

library and basic graduate research tools; assessment of computer literacy skills. *(Must be taken as the first course in programs requiring this course.)*

MGT 5300 Leadership Behavior in Organizations 3 s.h.
Focus on the types of individual and group behaviors, along with related behavioral problems, experienced by managers. Students develop competencies based on understanding the processes responsible for specific behaviors, especially when compounded by effects of environmental forces and diverse individual differences, and perform in-depth analysis of the social and ethical issues which influence managerial constraints.

MGT 5400 Organization Effectiveness and Change Management 3 s.h.
Theories, design, structure, systems, process, continuity, and the behavior of organizations as part of the larger society studied from a macro perspective. Theories, methods, and practices of organization change and development introduced as means of addressing organizational ineffectiveness and maximizing organizational health.

MGT 5470 Ideas in Leadership Development and Literature 2 s.h.
An overview of the evolution of management thought from its earliest beginnings to the present, with emphasis on pivotal writings in the field. Critical examination of the quantitative approach to management; people-orientation on organizational life; response of management thinkers to scientific and technological change, and a growing emphasis on humanism.

MGT 5500 Human Resource Management and Development 3 s.h.
Theory and practice of Human Resources Management and Development in proprietary and not-for-profit organizations. Emphasis is placed on the relevant psychological and theoretical foundations for the "technologies" of HRM/D such as staffing, recruitment, selections, performance assessment, career development, education and training, labor relations, reward systems (special emphasis on compensation), employee health and safety. Discussion of contemporary management views and applications clarify the appropriate role of human resources within the organizational and business planning and operations.

MGT 5550 Ethical Considerations in Leadership 2 s.h.
Students explore ethical dimensions of the character, roles, and functions of the leader; sources of individual and group ethics and their application to behavior of and within organizations, including in students' own work situations; values and moral dilemmas in individual and administrative decision making, corporate ethics, and codes of ethics. Students consider comparative ethical systems as they bear on international business and professional communication and interaction. Each student does a written ethical analysis of a work-based ethical dilemma.

MGT 5560 Cases in Business Ethics 1 s.h.
Continues MGT 5550 and presumes the background provided in that course. Deals exclusively with current and historic business ethics cases as reported in the professional literature and in the press. Prerequisites: MGT 5550 or consent of the instructor.

MGT 5570 Strategic Management: A Leader's Perspective 3 s.h.
The fundamentals of the strategic management process; tools and techniques to efficiently and effectively implement the process; an emphasis is on the visioning and forecasting steps of the process.

MGT 5780 Project Management Practices 3 s.h.
The foundation of project management from a managerial point of view. Emphasis on managing each stage of the project life cycle through an overview of the ten knowledge areas of project management. A research project that begins with an introduction to the meta-analysis methodology. Prerequisite: MIS 5580 and BR 5170.

MGT 5920 Seminar in Leadership: Analysis and Growth 2 s.h.
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. Analysis of the student's original Plan of Development and assessment of the Master of Science in Business Administration goal attainment. Development of team skills through class assignments and projects.

MGT 6110 Entrepreneurial Leadership in Non-Profits 3 s.h.
A study, primarily through live case studies, of ways non-profits can re-invent their organizations and grow through competitive, strategic processes: carefully planning for competitive advantage, marshaling limited financial, material, and human resources, and evaluating resource performance against stringent criteria. Class presentations by practicing entrepreneurs and location visits, designed to help students make application of theory to reality.

MGT 6120 Developing and Deploying Volunteers 2 s.h.
Recruiting, selecting, developing, and deploying one of non-profit's greatest assets: volunteers. Students practice strategies which create a motivating environment, one 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 process of building working partnerships with three groups: boards, suppliers, and clients. The partnership process includes setting superordinate goals, committing to measurable outcomes, the 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.
Development and the raising of funds to support the non-profit vision. Participants learn how to construct a funding campaign, including direct solicitation and grant writing, and how to program manage and evaluate program goal achievement so that a non-profit can demonstrate how it used its financial support as good stewards.

MGT 6150 Quality Management 3 s.h.
Introducing the student to the development and philosophy of total quality and performance excellence from a systems approach. Focus is given to studying the interplay of culture, quality, technical tools, and organizational culture.

Students are introduced to national and international quality standards. Prerequisite: BR 5170, waived by examination only.

MGT 6160 Project Management: Scheduling and Cost Control 2 s.h.
Measures for scheduling and controlling projects, including estimating, forecasting, budgeting, monitoring, controlling, analyzing, and reporting schedules and costs, and interpreting the meaning of earned-value data. Prerequisite: ACC 5250.

MGT 6170 Project Management: Risk Analysis 2 s.h.
Examination of threat and opportunity from a top-down and bottom-up perspective. Evaluation of and response to risk at the project and task levels. Prerequisite: BR 5170 (waived by examination only).

MGT 6220 Operations Management 3 s.h.
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. Students examine various problems in operations management. Prerequisite: BR 5170 (waived by examination only).

MGT 6240 Competitive Strategy Analysis and Planning 2 s.h.
Using 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 include inventory management, material planning, operations scheduling, project management, and competitive advantage in world-class manufacturing or service environments. Prerequisite: QOM 5740 and MGT 5780.

MGT 6250 Procurement and Contract Management 2 s.h.
Introduction to the environment in which procurement contracts are negotiated and administered. Topics include all phases of procurement and contracting, from requirements development to closeout. Studies of procurement and contract administration are analyzed as part of a meta-analysis of project management literature.

MGT 6300 Organizational Theory and Behavior 3 s.h.
A study of theories of organizations from historical and contemporary perspectives, focusing on how they inform our understanding of behaviors in, for, and of small and large for-profit and not-for-profit business organizations, with an emphasis on the images and metaphors of organizations.

MGT 6370 Multicultural Business Communications and Negotiations 2 s.h.
Approaches effective multicultural communications as an essential professional skill and as an important function of international management today. Discusses the cultural aspects of verbal and nonverbal behaviors of persons from different cultures, the negotiation process with those from differing cultures, and presents techniques and experiences for increasing one's effectiveness.

MGT 6400 Power, Politics, and Networking 2 s.h.
Examination of the theoretical base for investigating the power structure and its pragmatic use within the organization.

MGT 6500 Contemporary Workforce Issues 3 s.h.
Summary survey course to the human resource cognate area, serving 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 6710 Brunch with an Expert Seminar 1 s.h.
An "expert" from business, government, health care, or other environment is invited to share experiences, philosophy, industry predictions, or other information that will assist students.

MGT 6720 Literature Review Seminar 3 s.h.
A comprehensive review of the literature on a specific topic. Students prepare a summary presentation which would be suitable for corporate or appropriate audiences.

MGT 6730 Research Seminar 3 s.h.
Students and faculty work together on a research project. 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.

MGT 6740 General Topic Seminar 1-3 s.h.
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.)

MGT 6750 Leadership Seminar 1 s.h.
Focus on content important to leadership development.

MGT 6950 Strategic Management of Business Policy 3 s.h.
Development and application of business policy using techniques of strategic management of an organization as a whole, both internally and externally and locally and globally, taken primarily from the perspectives of middle and top management. Emphasis is on the long view, but does not neglect short term situation management of operational problems, technology, diversity, change, and ethics. Examines how strategy is developed; considers the respective roles of stakeholders. Employs quantitative and qualitative methods and data, including case studies and simulation. Prerequisite: successful completion of all foundation courses.

MGT 6960 Enterprise Program Management 3 s.h.
Implementing business strategy through a portfolio of projects involving the management of teams of professionals and executive-level stakeholders. Conclusion of the meta-analysis research project conducted throughout the project management concentration. Must be the final course taken in the program.

MGT 7020 The Principle Medical and Dental Entrepreneur 3 s.h.
The personal, social, technological and organizational aspects of entrepreneurial actions which initiate and sustain the practice. Self-assessment and key developmental understandings are created in this seminar and used throughout the program which help the practitioner sustain an entrepreneurial environment in the practice. Content areas include: organizational and individual components of entrepreneurship; impact of the founder in shaping the culture of the practice; self-assessment of entrepreneurial orientation and skills; adaptation to the various stages of practice growth.

MGT 7040 Leading and Managing for High Performance and Productivity 4 s.h.
The development of a comprehensive performance manage-

ment system is introduced and each of the major components of the system is developed. Fellows are provided opportunity for practicing skills in selection, appraising and developing staff. Content areas include: recruiting, selecting and orienting staff; setting performance expectations, monitoring and evaluating performance; addressing performance problems, correctives and dismissal practices; developing and training staff.

Management Information Systems

MIS 5150 Project Management Technology 1 s.h.
Developing competency in the use of industry-standard project management software and the methodology for use of the software in the development and management of projects in the organization.

MIS 5230 Nursing and Health Care Informatics 2-3 s.h.
Presentation of applications of informatics systems to nursing and healthcare practitioners: hardware, software, databases, communications applications, computer developments, and associated legal and ethical issues. Students learn to assess, develop, and use nursing and health information systems to work more efficiently, allocate resources more effectively, and improve client care. *Nursing administration students register for 2 s.h.; non-nursing students register for 3 s.h.* Prerequisite: CIS 2380 or equivalent and experience in the health care field. Corequisite for nursing administration students: NUR 5230.

MIS 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.

MIS 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: MIS 5580 or equivalent.

MIS 5640 e-Business and e-Commerce in the Enterprise 3 s.h.
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 website implementation and management. Applying the systems approach to examine some of the radically new business models emerging from web-based businesses. Prerequisite: MIS 5580 or equivalent or CS/IS degree.

MIS 6250 Advanced Database Concepts 3 s.h.
Students explore the concepts of active databases using both the relational and the object oriented database model. The Object Oriented (OO) model introduced through an explanation of the shortcomings of the relational database model. Issues involved in transaction processing are also discussed. Prerequisite: MGT 6300.

MIS 6400 Data Communications and Networking 2 s.h.
Development of a managerial level of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational, and management people in telecommunications. Investigation of the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Prerequisite: MIS 5580 or CIS/MIS/CS bachelor degree, and MGT 6300.

MIS 6710 Brunch with an Expert Seminar 1 s.h.
An "expert" from business, government, health care, or other environment is invited to share experiences, philosophy, industry predictions, or other information that will assist students.

MIS 6720 Literature Review Seminar 3 s.h.
A comprehensive review of the literature on a specific topic. Students prepare a summary presentation which would be suitable for corporate or appropriate audiences.

MIS 6730 Research Seminar 3 s.h.
Students and faculty work together on a research project. 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.

MIS 6740 General Topic Seminar 1-3 s.h.
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.)

MIS 6750 Leadership Seminar 1 s.h.
Focus on content important to leadership development.

MIS 6840 Redesigning the Enterprise for e-Business 3 s.h.
Investigating and applying e-business and enterprise resource planning (ERP) concepts and methods at both the enterprise and supply chain level, to take advantage of Internet connectivity. Application of ERP software to develop and implement new business models to effect the change. Prerequisite: MIS 5640.

MIS 6890 Managing Enterprise Information Systems 3 s.h.
Exploration of the Information Systems (IS) role in transforming organizations and industries. Emphasizes the integrative role of information systems and resources, addressing three areas of integration: integrating the enterprise, integrating the IS function, and integrating IS technologies. Addresses both the internal and external IS needs of the organization. Prerequisite: MIS 5580 or CIS/MIS undergraduate degree, MGT 6300, and BL 6040. *(This is a capstone course. All required ITM courses must have been completed.)*

MIS 7010 Computer Applications Seminar 3 s.h.
An introduction to the application of computer hardware and software for use in the practice and particularly for use in the Executive Fellows Program. Content areas include: the use of IBM compatible computers, printers, and modems; the use of the computer network system, E-mail, and "Brainstorm"; overview of spreadsheet, word processing, and database management.

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.
Exploring and applying 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.
Exploring the integration of electronic marketing strategies with non-electronic strategies to enhance the offering of an organization. Applying marketing principles and practices electronically to marketing situations. Prerequisite: MKT 5790 and completion of 75% of the MBA foundation courses.

MKT 6710 Brunch with an Expert Seminar 1 s.h.
An "expert" from business, government, health care, or other environment is invited to share experiences, philosophy, industry predictions, or other information that will assist students.

MKT 6720 Literature Review Seminar 3 s.h.
A comprehensive review of the literature on a specific topic. Students prepare a summary presentation which would be suitable for corporate or appropriate audiences.

MKT 6730 Research Seminar 3 s.h.
Students and faculty work together on a research project. 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.

MKT 6740 General Topic Seminar 1-3 s.h.
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.)

MKT 6750 Leadership Seminar 1 s.h.
Focus on content important to leadership development.

MKT 7050 Managing for Patient Satisfaction and Quality Service 4 s.h.
Through the study of selected cases, each Fellow should better understand marketing principles from an executive point of view and applications of accepted techniques to marketing problems. Methods for introducing continuous improvements as applied to small organizations to assure quality and patient service are introduced. Content areas include: analysis of the market environment; marketing process planning and management; improving the public image of the practice; introducing and sustaining continuous improvement processes.

Medical Technology

MTE 5050 Clinical Hematology I 4 s.h.
Introduction to clinical hematology with emphasis on normal and abnormal formed elements of human blood. Laboratory practice in enumeration, identification, and interpretation of dyscrasias as they relate to health and disease states. Prerequisite: Department approval.

MTE 5070 Immunohematology and Serology 4 s.h.
Principles and theory of medical genetics, immunohematology, component therapy, and representative serologic techniques. Lecture, discussion, demonstration, field experiences, and laboratory exercises aimed at acquisition of competencies required in the clinical setting. Prerequisite: Department approval.

MTE 5090 Hemostasis and Special Procedures 4 s.h.
A study of molecular interactions involving cells, vessel walls, and biochemicals in promotion of balance between procoagulant and fibrinolytic activity. Screening and differential diagnosis of primary and secondary disorders of hemostasis. Overview of molecular diagnostics in renal and body fluid anomalies and their clinical correlates. Laboratory exercises in component and special procedures. Prerequisite: Department approval.

MTE 5630 Clinical Chemistry I (CHM) 3 s.h.
Physiological chemistry of carbohydrates, lipids, and proteins in health and disease. Laboratory diagnosis of cardiovascular, respiratory, hepatic, and renal disorders. Prerequisite: Department approval.

MTE 5650 Clinical Chemistry II (CHM) 3 s.h.
Continuation of MTE 5630 to discuss physiology and pathology of endocrine, hematologic, muscular, skeletal, and neoplastic disease. Principles of toxicology, TDM, ELISA, RIA, and proficiency testing systems are addressed. Prerequisite: Department approval.

Moral Theology

See listing under Sacred Heart Major Seminary.

Natural Science

NSC 5080 The Nature and Scope of Inquiry 4 s.h.
Theme-based, highly interactive, interdisciplinary course designed to enable students to explore the different approaches and ways of knowing that contribute to understanding and resolving complex issues, problems, or dilemmas of contemporary life. Utilizing the different modes of inquiry which characterize the various disciplines, the course involves students in readings, discussions, works of art, lectures by expert informants, team collaboration, and independent research focused on a compelling theme and designed to develop the commitment to intellectual inquiry, humanistic values, and service to others embodied in the mission of the University.

Nursing

NUR 5000 Theoretical Basis for Nursing Practice 3 s.h.
Selected conceptual frameworks and middle-range theories that are used in advanced nursing roles; theoretical and operational definitions of critical thinking in nursing as a basis for nursing practices in advanced roles. Students analyze the usefulness of middle range theories to promote evidence-based practices.

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

NUR 5011 Multidimensional Assessment in Palliative Care: Psychosocial and Bereavement Issues 3-6 s.h.
Practicum course focusing on the assessment of physiological, psychosocial, cultural, spiritual, and bereavement aspects of caring within an interdisciplinary palliative care system. Through analysis of clinical data, students design plans of care and implement quality-of-life interventions that meet the needs of clients and families across the continuum of palliative care.

NUR 5110 Foundations of Transcultural Nursing: Concepts, Theories, and Research 2 s.h.
Focus on the synthesis of the concepts, issues, teaching strategies, clinical practices, phenomenon of transcultural nursing, and theories of culture care. Research methods and theoretical approaches are examined to analyze transcultural nursing from a local and global perspective.

NUR 5210 Influencing Power and Politics in Health Care 3 s.h.
To develop an understanding of contextual factors and their influence on health policy. The student proposes strategies to advocate for priority needs of a vulnerable population and acquires knowledge and skills necessary to shape just and humane health policies. Selected theoretical perspectives are examined for their utility to inform the health policy development process.

NUR 5230 Applied Nursing Informatics 1 s.h.
Practicum in putting into practice theoretical knowledge of information systems/technology to bring to the forefront the value-added component of nursing to the health care enterprise. To be taken with MIS 5230.

NUR 5250 Health Assessment and Promotion in Advanced Practice 6 s.h.
Comprehensive and episodic health assessment and health promotion practice with adolescent and adult clients in both laboratory and clinical settings. Students analyze models of clinical decision making, and demonstrate use of logical reasoning to interpret health assessment data and tailor health promotion interventions for the individual within the context of family and community. 3 credits for the theory portion and 3 credits for laboratory-and-field based practicum. Prerequisite: admission to an Advanced Practice Nursing specialty track; NUR 3040 or equivalent within past five years. Prerequisite or corequisite: BIO 5600.

NUR 5300 Community-Based Primary Care of Adolescents and Adults 2-6 s.h.
Analysis of personal health care needs of clients within community-based primary care settings, including clinical decision making related to low-complexity preventive clinical services and problem-oriented services for common acute illnesses. Analysis of the relationship between clinical judgment and critical thinking. Includes a clinical practicum. Prerequisite: NUR 5250 or equivalent; prerequisite or corequisite: NUR 5400.

NUR 5310 Clinical Decision Making in Acute Care 2-6 s.h.
Analyses of foundational and complex care of clients within acute and critical settings, including diagnostic reasoning and managing complex health problems, in order for the client to return to an optimal state of wellness. The relationship between clinical judgment and critical thinking. Includes a clinical practicum. Prerequisite: NUR 5250 and 5350; prerequisite or corequisite: NUR 5400.

NUR 5350 Pharmacology for the Advanced Practice Nurse 3 s.h.
Broad knowledge for the advanced practice nurse (APN) of pharmacotherapeutics. Examination of the evidence-based standards of care pertaining to the prescribing practices in the care of adult clients across the health care continuum. Prerequisite or corequisite courses: NUR 5250, NUR 6230 or equivalent (for CNS specialty).

NUR 5400 Integration of Advanced Nursing Knowledge and Roles in Practice 3 s.h.
Processes of role development, socialization, ethical comportment, and legal decision making are examined. Students explore innovations and emerging issues in a variety of advanced nursing roles. Prerequisite or corequisite: NUR 5000.

NUR 5430 Management of Instructional Systems in a Diversified Environment 3 s.h.
Examining and applying efficient cost-effective methods to the development, implementation, and evaluation of instructional and/or training programs for health care professionals and consumers in a multicultural society.

NUR 5500 Clinical Care of Clients 6 s.h.
The advanced nursing care of adult clients living with their known or predicted health needs: application of theoretical perspectives to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions in health promotion and management of human responses. Includes a clinical practicum. Corequisites or prerequisites: NUR 5250, NUR 5400, NUR 5760.

NUR 5650 Professional Responsibilities in Health Care Organizations 3 s.h.
Analysis of the conceptual and operational basis of the US health care system, with a focus on a variety of health care organizations. Examination of strategies to promote ethical decision making and guide the analysis of legal issues of concern to organizations in the US health care system.

NUR 5760 Disciplined Inquiry for Nursing Practice 3 s.h.
The relationship of research to theory and the development of the knowledge and skills necessary to conduct, critique, and utilize research required for nursing practice; standards of critique and statistical analysis applied to

various research methodologies. Prerequisite: NUR 5000 and MTH 2350.

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 in a workshop, seminar, or other format.

NUR 5850 Bridging Evidence and Practice 3 s.h.
The advanced roles of nurses in bridging evidence with practice, using a variety of models promoting the scholarship of application and integration. Theoretical perspectives and methodological strategies related to these and other models, such as continuous quality improvement, translational processes, and typologies of evidence, are explored as a foundation for examining clinical questions relevant to nursing practice. Prerequisite: NUR 5760.

NUR 5950 Applied Managerial Decision Making 5-6 s.h.
For the professional nurse, examination of managerial/operational responsibilities in a variety of settings. Students analyze management processes, factors that contribute to operational constraints, and the appropriateness of interventions that promote positive organization outcomes. Includes a clinical practicum. Prerequisites: ACC 5320, MKT 5160, NUR 5400, NUR 5650.

NUR 6230 Advanced Care Strategies 6 s.h.
The advanced nursing care of adults with known or predicted health conditions: 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. Includes a clinical practicum in a variety of settings. Prerequisite: NUR 5500.

NUR 6300 Nursing Administration Theories and Practice 3 s.h.
Nursing and business theories and principles related to nursing administration practice within complex health care environments. Organizational leadership and professional issues and trends are analyzed related to the responsibilities for providing a professional work environment conducive to excellence in nursing practice, including caring theories and cultural diversity. Includes a practicum focused on effective quality and cost conscious outcomes in the creation of services and settings.

NUR 6310 Nursing Administration Integration 3 s.h.
Examination and development of knowledge and competencies in relation to critical roles and responsibilities of nurse administrators. Practicum focused on synthesizing knowledge in the design of well-planned work environments that achieve patient safety and quality of care.

NUR 6420 Curriculum Design for Health Related Settings 3 s.h.
Integration of various theoretical perspectives with the theoretical concepts of curriculum design. The participant explores various areas of interest, design, implementation, and evaluation strategies for a curriculum in an area of health care interest. Prerequisites: NUR 5020, NUR 5430.

NUR 6450 Care Management 5 s.h.
The role of the advanced practice nurse as a care manager. Health responses of aggregates of clients with long-term care needs are analyzed. Implementation of nursing strategies include negotiation, collaboration, and brokering with client aggregates. Includes a clinical practicum. Prerequisite: NUR 6230, and all 5000 level nursing courses.

NUR 6500 Clinical Management of Chronic Health Problems 2-6 s.h.
The diagnosis of health status and clinical management of clients with commonly-occurring chronic illnesses and their complications, including management of common psychological/mental health concerns. Clinical activities include clinical decision making related to moderately complex health concerns with application of middle-range theories of chronicity and other related theories. Includes a clinical practicum. Prerequisite: NUR 5300, NUR 5350.

NUR 6510 Clinical Management of Chronic Health Problems in Acute Care 2-4 s.h.
The care of patients with complex acute, critical, and chronic conditions within acute care settings, including diagnostic reasoning and management of exacerbations of chronic illness as well as acute and unstable complex health care problems. Includes a clinical practicum. Prerequisite: NUR 5310; prerequisite or corequisite: NUR 6500.

NUR 6520 Teaching Practicum in Health Related Settings 3 s.h.
The application of curriculum design theory in selected health care settings. Instructional strategies are implemented and evaluated in an actual learning environment. Course planned to allow professionals the opportunity to function in the educator role. Includes a practicum. Prerequisites: NUR 5020, NUR 5430, NUR 6420.

NUR 6750 Clinical Management and Evaluation of Complex Health Problems in Primary Care 2-6 s.h.
The implementation and evaluation of treatment plans for clients experiencing complex chronic and/or multisystem health problems. Emphasis on the care of the older adult and those at the end of life. Expertise developed in articulating the nursing perspective in multidisciplinary, collegial relationships. Current trends and business/organizational practices and opportunities to impact on quality of care and efficient use of resources. Includes a clinical practicum in a primary care setting. Prerequisite: NUR 6500.

NUR 6751, Clinical Management and Evaluation of Complex Health Problems in Acute Care 2-6 s.h.
The implementation and evaluation of treatment plans for clients experiencing complex, chronic and/or multisystem health problems. Emphasis on care of the older adult and those at the end of life. Expertise developed in articulating the nursing perspective in multidisciplinary, collegial relationships. Current trends and business/organizational practices and opportunities to impact on quality of care and efficient use of resources. Includes a clinical practicum in an acute care setting. Prerequisite: NUR 6510.

NUR 6800 Advanced Clinical Management of Complex Symptoms and Syndromes in Palliative Care 2-8 s.h.
Discriminating plans of care and implementing treatment plans for clients experiencing complex symptoms and syndromes of terminal illness. Emphasis is on care of the client and family who are on a palliative care trajectory. Develop-

ment of expertise in reflecting the nursing perspective and its contribution to transforming palliative care practice. Analysis of current trends and business practices that affect provision of quality care at the end of life and compassionate use of resources. Includes a clinical practicum.

NUR 6930 Nursing Research: Thesis 4 s.h.
An independent investigation of a nursing problem using a selected conceptual framework and research methodology. The thesis focuses on the generation or testing of knowledge in one's specialty area. Prerequisites: NUR 5760, NUR 5850; prerequisites or corequisites: NUR 6230, NUR 6300, NUR 6500. *Note: Students may register for NUR 6930 in various increments for 4 s.h.*

Pastoral Ministry

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

MPM 5000 Prophets and Preprophetic Ministry 2 s.h.
A review of Old Testament prophets, their role and impact on the transmission of God's message to His people over the ages. Study includes literary, historical, and spiritual dimensions of the role of "prophet" as conveyor of truth; challenges and obstacles faced and overcome; and the evaluation of prophecy authenticity over the span of time.

MPM 5025 Contemporary Prophets: Their Lives and Their Message 2 s.h.
Vibrant examples of men and women of today whose lives testify that prophets are not a thing of the past. A challenging course in which students review the lives of contemporary "prophets" as they search their own minds and lives to discover the gifts and opportunities that beset them in their efforts to put their faith into action.

MPM 5050 Gospel Writers, Gospel Writings 2 s.h.
Examination of the presentations of the Life and Mission of Jesus Christ through the works of the four gospel writers, from the Old Testament fulfillment through the ascension. The Synoptic Question through the study of witness, ministry, and faith is compared to Johanine Christological and eschatological revelation and examined from diverse approaches, including rabbinical teaching, tradition, and canonical/noncanonical works.

MPM 5060 Models of Ministry in the Pauline Corpus 2 s.h.
An exploration of the historical Paul beginning with a reconstruction of his life, the series of events that contributed to his conversion, his writings, his ministerial efforts, and his reception by the early church in the first two centuries. A critical study of ancient texts as well as the introduction and use of numerous contemporary methodologies exploring themes such as law and liberty, leadership and service, justice and mercy, and freedom and license.

MPM 5100 Ministerial Identity and Pastoral Skills 3 s.h.
Introduction to the role of ministerial discipleship: the requirements for effective leadership, beginning with required background history of the minister, development of skills in effective communication techniques, personal integrity, psychological preparation, respect for diversity, response to needs of special groups, team approaches to community dilemmas, and involvement of professional services to support and broaden effectiveness of ministerial service. A minimum of 30 hours of mentored field experience is required.

MPM 5125 Spirituality and Faith Development 2 s.h.
Focus on the need for ongoing faith development throughout life as applied to service and ministry. Study of practical examples of types of cross-cultural ministerial service through teaching, counseling, empathetic listening, liturgy, and prayer.

MPM 5140 Christian Spiritualities 2 s.h.
A study of past and contemporary Christians whose lives have served to inspire and direct others to a greater love of God and neighbor: Augustine, John Vianney, Dietrich Bonhoffer, Teresa of Calcutta, Dr. Tom Dooley, John Bosco, et. al.

MPM 5225 Franciscan Themes: Justice, Peace, and Christian Conscience 2 s.h.
Based on the life and ideals of Francis of Assisi: a study of the foundations for social morality, major social issues (e.g., peace, war, poverty, reconstruction of social structures, effects of violence/prejudice/racism, etc.), and the ministerial response of the informed Christian conscience.

MPM 5440 Grief Ministry 2 s.h.
Introduction to "Pastoral Care of the Sick", with emphasis on ministry to grieving persons as a result of illness, death, domestic/personal violation, or criminal behavior. Presentation of the role of the minister in situations that involve cooperative communication and support of health care and law enforcement agencies.

MPM 5510 Women and Ministry 2 s.h.
The impact of women like Francis Cabrini, Corrie and Betsie ten Boom, Edith Stein, Teresa of Calcutta, Cicely Saunders, et. al. who by their commitment to others lived the mandate of love. Application of their contributions to contemporary challenges faced in ministry.

MPM 5560 Pastoral Care Across Cultures 2 s.h.
Practical preparation for cross-cultural ministry. Study of the impact of culture on tradition, prayer styles and worship, language, role of the sick/elderly, disenfranchised, as well as gender, education, and economics. Exposure to local practices of employment and service opportunities, and development of profiles for future use are included.

MPM 5730 Independent Study 1-2 s.h.
Students either individually or in colleague groups, under the direction of a faculty member, design and carry out investigative independent studies of approved topics. Prerequisites: MPM 5000, 5025, and 5100. *(may be repeated for credit)*

MPM 5750 Special Topics 1 s.h.
Electives offered for persons in any of the chosen formats of the MPM program. *(may be repeated for credit)*

MPM 6010 Bioethics and Sexuality 2 s.h.
Contemporary issues of bioethics and human sexuality, including health care dilemmas, the beginning and end of life; genetics, human experimentation, artificial reproduction, et. al., examined in the light of principles and norms of Sacred Scripture. Prerequisites: MPM 5000, 5050, 5100.

MPM 6020 Public Issues and Christian Morality 2 s.h.
Study of the relationship between Christian ethics and daily life, following a review of major ethical themes: e.g., conscience, sin, Scripture and the moral life, natural law, authority, and fidelity. Prerequisites: MPM 5000, 5050, and 5100.

MPM 6030 Values: Biblical and Modern 2 s.h.
Modern ethical principles studied against Scriptural backgrounds. Demonstration of the underlying value of the Decalogue and discussion of Absolutism and Subjectivism; Social Convention and Natural Law. Prerequisites: MPM 5000, 5050, and 5100.

MPM 6040 Leadership and Authority 2 s.h.
A study of diverse dimensions of occasional offices that minister to life's journeys and passages: initiation, conscience formation, reconciliation, counseling/direction, and other forms of spiritual mentoring, to persons of all ages and backgrounds, including the disenfranchised, the incarcerated, and the alienated.

MPM 6600 Praxis: Colloquy and Defense 3 s.h.
The capstone course, centered on a mentored onsite praxis (140 hours) in one's chosen field. The praxis may span one or two semesters and concludes with the presentation and defense of a written work of original systematic research which includes the substantive exposition of the theoretical basis and rationale of the subject, together with a demonstration of familiarity with the appropriate scholarly and professional dimensions of the chosen ministry. The written work may be rendered in one of three forms: detailed and structured empirical field work; or a development of ministry praxis; or an original creative artifact. *To be taken in the final semester of program.*

MPM 6730 Independent Study 1-2 s.h.
Students either individually or in colleague groups, under the direction of a faculty member, design and carry out investigative independent studies of approved topics. Prerequisites: MPM 5000, 5025, and 5100. *(may be repeated for credit)*

MPM 6750 Special Topics 1 s.h.
Electives offered for persons in any of the chosen formats of the MAPM program. *(may be repeated for credit)*

Psychology

PSY 5100 Introduction to Clinical Theory I: Psychoanalytic Approaches 3 s.h.
An introduction to contemporary psychoanalytic theory: an historical review of the development of the theory, grounding in its philosophical underpinnings, and an appreciation for areas of current debate. Overview of the main schools of psychoanalytic thought with a focus on psychoanalytic concepts of special relevance to clinicians conducting assessments and treatment with child and adult patients. Current empirical research concerning psychoanalytic treatment and concepts is considered. Prerequisite: admission to MSCP program.

PSY 5110 Introduction to Clinical Theory II: Non-Psychoanalytic Approaches 3 s.h.
An introduction to the major non-psychoanalytic theoretical approaches in clinical psychology, including cognitive-behavioral, person-centered, and family systems. Focus is on each approach's philosophical assumptions about the individual, historical background, and key theoretical constructs. Discussion of research and clinical approaches (both child and adult) consistent with each approach, with efforts to focus on areas of overlap and difference among various approaches. Prerequisite: PSY 5100.

PSY 5300 Psychological Assessment I 4 s.h.
The fundamental issues and concepts within assessment, including test validity and reliability, with a focus on the adult patient. Students learn the administration, scoring. and interpretation of those instruments used to assess cognitive and intellectual functioning. Emphasis on the development of sophisticated, multi-level interpretations of assessment data, awareness of professional and ethical issues inherent in assessment, and the need for special considerations in assessing diverse groups. Prerequisite: admission to MSCP program.

PSY 5310 Psychological Assessment II 4 s.h.
The second semester of the three-semester assessment sequence. The rationale and development of projective tests, their reliability and validity, and considerations in their use, including their applicability to diverse groups; training in administering and interpreting projectives with adults. Questionnaire methods of assessment, with training in administration and interpretation of the Minnesota Multiphasic Personality Inventory (MMPI-2). Emphasis is on teaching an approach to testing that prepares psychologists to evaluate and select tests they need in their practice. Prerequisite: PSY 5300.

PSY 5320 Psychological Assessment III 4 s.h.
Using background gained through participation in Assessment I and II, Assessment III is a comprehensive survey of the issues and skills involved in the assessment of children, emphasizing the development of a sophisticated portrait of the child's functioning in all clinically-relevant domains. Tests covered include the WISC, WIAT, Rorshach, CAT, etc. Students complete a comprehensive assessment with a child patient. Prerequisite: PSY 5310.

PSY 5500 Psychopathology in Adults 3 s.h.
An introduction to the nature of psychopathology in adults and an in-depth study of the major diagnostic categories: issues in the definition of psychopathology in adults; approaches to clinical diagnosis of psychopathological syndromes; clinical syndromes: their major symptoms, courses, prognoses, with current understandings of each disorder's etiology and phenomenology. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes is considered. Prerequisite: admission to MSCP program.

PSY 5550 Child Psychopathology 3 s.h.
A rigorous introduction to both the theoretical content used to comprehend early pathology and the clinical processes employed in diagnosis and formulation: biological, cognitive, affective, and relational contributions to childhood psychopathology. The impact of multicultural factors upon diagnosis and the clinical presentation of the various syndromes is considered. Prerequisite: PSY 5500.

PSY 5700 Introduction to Psychotherapeutic Intervention 2 s.h.
The basic skills required for effective interventions, with an emphasis on pragmatic elements: attending to clinical material on several different levels simultaneously, listening for derivatives and other evidence of conflict; consideration of the current material in the larger context of the overall case formulation and treatment objectives and the individual's cultural, economic, and racial background; basic clinical technique. Prerequisite: PSY 5100.

PSY 5750 Psychotherapeutic Interventions with Children and Families 2 s.h.
Conceptual and technical frameworks for psychotherapeutic intervention with children and families, which requires a nuanced understanding of child development and psychopathology, as well as of the dynamics of the individual child, the parent-child dyad, the larger family unit, and the family's diverse background. Prerequisite: PSY 5700.

PSY 5800 Ethics and Professional Practice 3 s.h.
A thorough examination and analysis of the ethical dimensions of professional practice, with a focus on sound decision making processes across varied work settings. Topics covered include confidentiality, informed consent, and privileged communication. Additionally, the various entities that govern practice (licensing boards, etc.) are discussed, so that the student may understand their role and function. Prerequisite: admission to MSCP program.

PSY 5930 Clinical Psychology Practicum I 3 s.h.
The first semester of a three-semester sequence. Students attend a weekly two-hour seminar while completing a 15-hour per week practicum experience in an agency where they provide clinical services. Hands-on learning of case formulation through presentation of their cases, clinical interaction, and clinical technique. Selected consultants may attend seminars to respond to case presentations. Topics to be covered this term include: methods to begin treatment or evaluation; assessing suitability for various interventions; making recommendations; developing helpful relationships with supervisors and staff; and elements of clinical listening and ongoing case formulation. Prerequisites: PSY 5110, PSY 5300, PSY 5310, PSY 5500, PSY 5700, and permission of program co-director.

PSY 6100 Biological Bases of Behavior: Neuropsychology and Psychopharmacology 3 s.h.
Two areas within the broad field of neuroscience (the biological bases of behavior): neuropsychology, the study of brain-behavior relationships, and psychopharmacology, the study of the behavioral effects of interaction between exogenous chemicals (drugs) and the brain's own neurotransmitters. Approaches to and methods of neuropsychological testing and pharmacological treatment with both child and adult patients. Prerequisite: admission to MSCP program, PSY 5700, or permission of instructor.

PSY 6300 Statistics and Research Design 4 s.h.
Advanced knowledge and skills related to quantitative research in clinical psychology: basic research designs, univariate and bivariate statistics, and data analysis. Introduction to multivariate research design, statistical analysis, and clinical research design and measurement. Application and synthesis of these concepts through review, summary and critical analysis of clinical psychology research articles, and through analysis and interpretation of existing databases. Prerequisite: admission to MSCP program or permission of instructor.

PSY 6450 Advanced Clinical Methods 3 s.h.
Advanced interpretation of projective tests; the theory and process of clinical inference and reasoning; advanced psychotherapy skills and concepts, such as countertransference, enactments, and resistance analysis; techniques for working with more challenging patients; psychological approaches to substance abuse; advanced discussion of work with diverse populations; and advanced topics in risk management. Prerequisite: PSY 6930.

PSY 6840 Thesis 4 s.h.
Original research on a topic of significance in clinical psychology, to be approved by the thesis advisor: a thorough literature review, formulating a research question or hypothesis, selecting the appropriate research design and methods, collecting and analyzing data, interpreting results in light of the hypothesis, and drawing conclusions. Preparation of the written thesis. Optional oral presentation and defense of findings to the thesis committee. Prerequisite: permission of instructor.

PSY 6930 Clinical Psychology Practicum II 3 s.h.
The second semester of the three-semester practicum sequence, with 15-hour per week clinical experiences. The seminar focuses on issues related to conducting treatment in established cases, with special attention towards clinical listening, identification of transference themes, and making appropriate interventions. Additional focus on appropriate documentation, ethical concerns raised in treatment, and liability issues, as well as students developing the ability to reflect upon themselves and their reactions to clinical interactions. Prerequisite: PSY 5930.

PSY 6940 Clinical Psychology Practicum III 3 s.h.
The third semester of the practicum sequence, with 15-hour per week clinical experiences. The seminar focuses on more advanced clinical listening, intervention, and self-reflection skills, with a special focus upon issues related to termination and transfer as students complete their practicum: ways to evaluate treatment progress and the use of termination and transfer as an opportunity to advance and solidify treatment gains. Prerequisite: PSY 6930.

PSY 7100 The Psychology of Traumatic Stress: History, Phenomenology, and Theory 3 s.h.
A broad overview of the problem of trauma as it presents itself in clinical work with both children and adults. A history of the psychological understanding of traumatic stress followed by a thorough cataloging of the various symptoms of traumatic reactions and their underlying dynamics. Theoretical approaches explaining the etiology and persistence of traumatic reactions, focusing on ideas from psychodynamic, cognitive, and biological perspectives. Review of the trauma paradigm in psychopathology. Critical discussion of various approaches as to their ability to account for post-traumatic phenomena while respecting the client's autonomy and agency. Prerequisite: admission to MSCP program.

PSY 7200 Intervention with Traumatized Children 3 s.h.
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. Discussion of the idiographic particularities of each child's reaction as well as the interplay between internal (psychic) and environmental factors in determining the psychological outcome of trauma. Coverage of key technical issues that arise in individual treatment with traumatized children and more recently developed interventions such as prevention groups and critical incident de-briefing. Prerequisite: admission to MSCP program.

PSY 7300 Intervention with Traumatized Adults 3 s.h.
Interventions with adults who have experienced either recent traumatic experiences, traumas in childhood, or both. Development of a detailed understanding of traumatic reactions in adulthood and the legacy for the adult of childhood trauma followed by exploration of the process of assessment and treatment with such individuals. Prerequisite: admission to MSCP program.

Quality Operations Management

QOM 5740 Forecasting and Planning 2 s.h.
Conceptual framework and theoretical knowledge of forecasting methodologies; practical uses of forecasting in common management/administrative situations, via case study and literature review; use of micro- and mainframe computer in forecasting. Prerequisite: one undergraduate course in statistics or BR 5170, and MIS 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 timelines (PERT). Prerequisites: MIS 5580 and BR 5170 *(waived by examination only)*.

QOM 6210 Total Quality: Building the Infrastructure 3 s.h.
Introducing the methods and processes for bringing total quality to an organization. Students are provided with proven methods for installing the infrastructure to support a total quality process and to evaluate its effectiveness on an ongoing basis. Prerequisite: MGT 5300.

QOM 6230 Quality and Process Improvement Techniques 3 s.h.
The study of continuous process improvement, process management, and quality management systems. Course work includes case studies and group work which explore data analysis tools and methods, including SPC, flowcharting, and root causes analysis. Students define, analyze, and evaluate a process in a workplace setting. A final report is produced which outlines a process and recommends process improvement. Prerequisite: BR 5170.

QOM 6250 Baldrige Award and Organizational Self-Assessment 3 s.h.
Introduces the student to the Malcolm Baldrige Award, systems thinking, fact-based management, and continuous quality improvement methods that have application in service, manufacturing-assembly, nonprofit, and municipal organizations. Examination of the seven Baldrige Award Criteria through case studies. Field study analysis to determine changes to be made within organizations seeking Award certification.

QOM 6700 Current Issues in Quality 4 s.h.
Instruction in the field of quality, including current trends and evolving practices. Special topics include areas such as quality auditing, customer-focused satisfaction measures, supplier certification strategies, and implementation plan development for measuring supply chain efficiency and effectiveness.

QOM 6840 Project in Quality 1 s.h.
The student works with a Madonna University faculty member to develop a project which combines skills acquired in the certificate program to be presented during this course. Prerequisite: QOM 6830.

Reading

RDG 5110 Foundations of Literacy Education 3 s.h.
Study of the cognitive, linguistic, sociological, cultural, and psychological bases of the reading/writing process. Emphasis is on developing a reflective philosophy of literacy learning as a foundation for the program and on linking theory and research findings to classroom practice.

RDG 5150 Human Development and Schooling (EDU) 3 s.h.
Study of normal growth and development, birth through late adolescence with attention to the impact of physical, emotional, social, cultural, intellectual, and environmental factors on learning, language development, and literacy.

RDG 5210 Developing and Assessing Literacy Programs in Elementary and Secondary Schools 3 s.h.
Study of the organization, planning, management, evaluation, and developmental scope and sequence of effective classroom reading/writing programs. This includes knowledge of state and national standards for reading instruction, requirements for meeting individual learning needs, and criteria for selecting materials to support instruction. Prerequisite: RDG 5110.

RDG 5250 Creating Classroom Writers 2 s.h.
Theory, research, and pedagogy as they apply to effective writing programs at the elementary and secondary levels. Students explore the writing process, develop strategies for enhancing the skills of individual student writers in the classroom, and learn appropriate assessment practices, as they personally experience the writing workshop approach as a model for effective instruction.

RDG 5310 Content Area Reading-Learning in Elementary and Secondary Schools 3 s.h.
Study of the teaching, learning, and assessment strategies contained in effective instruction in content area learning in all subjects, at all grade levels. This includes knowledge of contextual factors that influence decision making. Prerequisite: RDG 5110.

RDG 5330 Literature in the Context of Teaching Across the Curriculum 3 s.h.
Investigation of the body of literature available for students, K-12. Presents criteria for selection, methods of integrating literature into the curriculum at all grade levels, and strategies to provide formalistic and sociocultural readings of text.

RDG 5350 Language Development: Linguistic Foundations of Literacy 3 s.h.
Investigation of major theories of language development in the normal child and implications for cognition and literacy acquisition. Attention to the dimensions of oral and written language, including linguistic knowledge, cognition, language performance, and cultural and environmental factors that promote language difference.

RDG 5410 Interactive Computer Applications in Literacy Education 2 s.h.
Investigation of the technology available for literacy instruction in the classroom and the media laboratory. Focus on technological applications for computer-aided instruction to meet individual needs, computer-managed instruction to meet classroom needs, software applications and assessment, and information retrieval.

RDG 6530 Diagnostic Procedures in Reading 3 s.h.
Study of the psychology of reading, the nature of reading disability, and the nature of individual differences. Focus on diagnostic techniques, formal and informal assessment procedures, designing remedial programs to meet individual and group needs, preparing case studies and reports. Prerequisites: RDG 5110, 5210, 5310.

RDG 6930 Practicum in Remediation 2 s.h.
A supervised clinical practicum focusing on the evaluation of students with reading/learning problems. Emphasis on the design, implementation, and assessment of remedial programs to meet individual students' needs, and the communication of pertinent information to students, parents, and teachers. Prerequisite: completion of required course work and permission of instructor.

RDG 6940 Practicum in Program Development (School-Based) 2 s.h.
A supervised school-based practicum designed to prepare classroom teachers as Reading Specialists. Emphasis is on instructional differentiation, implementing learning objectives, organizing and managing programs, assisting classroom teachers, evaluating students, and communicating effectively with all members of the school community. Prerequisite: completion of required course work and permission of instructor.

RDG 6950 Seminar: Issues in Literacy Education 3 s.h.
An in-depth examination of current major issues in theoretical processes and classroom practices that inform the ongoing debate in reading/writing education. Emphasis is on the historical perspective of each issue, its implications for teacher preparation, school program development, and community involvement in diverse populations. Prerequisites: Completion of required course work and permission of instructor.

Sacred Heart Major Seminary

THE 2740 Introduction to Moral Theology 2 s.h.
(undergraduate prerequisite for MT 6750) (Sacred Heart Major Seminary) An introduction to the study of the moral principles and norms in the Catholic Tradition as the foundation for decision making and pastoral ministry. Special emphasis is given to the relationship of Moral Theology to other theological disciplines, the teaching of the Magisterium, and the centrality of conscience.

EV 5300 Conversion and Reconciliation 2 s.h.
(Sacred Heart Major Seminary) A study of the personal and social realities of evil, sin, guilt, sickness, alienation in light of the created order in Jesus Christ. Emphasis will be placed on Christian reconciliation and the dynamics of conversion as a life long process and sacramental event. The historical, theological, and pastoral aspects of the sacraments of Penance and Anointing will be examined.

MT 6750 Foundations of Christian Moral Life 3 s.h.
(Sacred Heart Major Seminary) A systematic examination of the Christian moral life and the virtues, moral principles, and norms necessary for living that life. The course investigates Sacred Scripture, human reason, human nature, the Magisterium, sin and grace, the different methods of moral decision making, and Catholic social teaching. (Co- or prerequisite: THE 2740 or equivalent)

PM 6600 Pastoral Counseling 2 s.h.
(Sacred Heart Major Seminary) A study and practice of the elements of the counseling relationship including confidentiality, listening skills, counselor-client agreement. Special attention is paid to the distinction between pastoral counseling and spiritual direction and the process of assessment and referral.

PM 7000 Ministry to the Elderly 2 s.h.
(Sacred Heart Major Seminary) A study of ministry to the aging: the aging process and the death and dying process and their personal, relational, theological, sacramental, and pastoral dimensions; some ethical questions posed by modern medical technology.

PM 7150 Pastoral Care of the Sick 3 s.h.
(Sacred Heart Major Seminary) A study of the spiritual, sacramental, and physical needs of the sick and terminally ill; introduction to the Catholic Rite "Pastoral Care of the Sick"; ministry to the sick in their home and institutional setting with special attention to various religious and cultural customs; communication and helping skills. Each student will participate as a presenter and facilitator in theological reflection.

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

Social Science

SSC 5080 The Nature and Scope of Inquiry 4 s.h.
Theme-based, highly interactive interdisciplinary course designed to enable students to explore the different approaches and ways of knowing that contribute to understanding and resolving complex issues, problems, or dilemmas of contemporary life. Utilizing the different modes of inquiry which characterize the various disciplines, the course involves students in readings, discussions, works of art, lectures by expert informants, team collaboration, and independent research focused on a compelling theme and designed to develop the commitment to intellectual inquiry, humanistic values, and service to others embodied in the mission of the University.

Special Education

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

SED 5330 Transition Planning Issues and Practices 3 s.h.
The legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. Given the unique needs of students with disabilities in light of the demands posed by various curriculum areas, situations, and settings, course participants acquire skills and techniques designed to help students experience less dependence on care givers and greater independence in school settings and the broader community.

SED 5500 Methods of Teaching Students with Mild Disabilities 3 s.h.
Overview and analysis of special education practices based on current learning theories and research findings related to teaching students who experience high incidence learning and behavior problems. Review of specific procedures for planning via IEPS and delivering instruction in both academic and non-academic areas. Specific topics addressed include social skills development, prevocational and vocational training, general curriculum modification, and accommodation strategies.

SED 6090 Formal and Informal Assessment 4 s.h.
Students become skilled in the administration, interpretation and reporting of educational evaluations. Emphasis on the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process, examining formal and informal tests in oral and written language, reading, and mathematics and emphasizing an understanding of the psychometric properties of assessment methods. The content of the course familiarizes students with the nature and purpose of psychological assessment. Practitioners develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

SED 6220 Consultation and Collaboration 3 s.h.
An overview of the staff and parent interaction roles and responsibilities of the teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration are delineated, and extensive guided practice opportunities are afforded to students in both areas. Inter-agency collaboration strategies are presented and students review and discuss selected pieces of broader ranging organizational change literature.

Teacher Education Institute (TEI)

The following courses are offered online by the Teacher Education Institute and granted credit by Madonna University.

Note that registration is through the TEI website and that these courses are not incorporated in any Madonna University master's degree program. They are intended for the recertification of veteran teachers, primarily those with expiring Professional Education certificates.

You may visit ***www.teachereducation.com*** *to review the FAQ, obtain more detailed course descriptions, and register for any of these courses.*

EDU 5830.03 Teacher Effectiveness Training 3 s.h.
Gain more confidence as a teacher. Presents Dr. Thomas Gordon's communications model. Both research and experience show that the teachers who use the model increase the teaching/learning time in their classroom. The communication model provides teachers a systematic approach to conflict resolution. The model focuses on three major concepts: active listening, win/win problem solving, and resolving value collisions. During the course, the model is constructed by participants and is consistently applied to the inevitable conflicts that occur in the classroom.

EDU 5830.05 Self-Esteem for Educators 3 s.h.
Enhance your self-esteem and that of your students. Teachers learn skills and principles for integrating a model to enhance student self-esteem and performance in the classroom. A four-phase intervention model for enhancing self-esteem is applied to classroom situations. Instructional theories and models concerning self-esteem and related research are examined. Hands-on experience allows students to customize assignments for their specific grade level and curriculum specialty.

EDU 5830.08 Discipline with Dignity 3 s.h.
Prevent discipline problems. Presents a flexible program for effective school and classroom management that teaches responsible thinking, cooperation, mutual respect, and shared decision-making. Educators are provided with a sound theoretical basis followed by an exploration of personal values, attitudes, and beliefs so that they can examine their beliefs and biases pertaining to behavior management. Practical application with an emphasis on specific strategies followed by practice is a frequent sequence of instruction.

EDU 5830.09 Resolving Conflicts in Schools and Classrooms 3 s.h.
Resolve conflicts effectively. Presents a proven and innovative approach to creating safer, more productive classroom environments based on creating "Peaceable Classrooms." This model emphasizes the classroom and the school as communi-

ties of caring and respect where six themes are emphasized: cooperation, communication, emotional expression, responsible decision-making, appreciation for diversity, and conflict resolution. This approach was developed out of classroom teachers' practice and has been tested in schools across the United States and Canada.

EDU 5840.04 Inclusion: Including Students with Disabilities in Public Education 3 s.h.
Focuses on inclusion as it relates to children with disabilities and how to include them into public education. Current issues and trends, parent/professional relationships, legislation and legal rights, and other related topics are covered. In addition, current resources available on the World Wide Web are explored and utilized.

EDU 5840.05 Reaching Today's Students 3 s.h.
Building the community circle of caring. Synthesis of the most current theories, strategies, and practices to comprehensively address the needs of children and youth at risk within educational settings. Building upon traditional philosophy and educational commitment with current research and proven strategies, strives to fulfill the promise that all children and teachers can succeed. Explores the motives and dynamics surrounding misbehavior and the desire to learn, how to create a Community Circle of Caring—a healthy and positive environment—that meets children's basic needs. Presents specific interventions, strategies, and techniques to avoid and to defuse potential conflict situations.

EDU 5840.06 Teaching With WebQuests 3 s.h.
How to use the Internet in the classroom. Teachers learn to create a web-based lesson that engages students in higher order thinking and cooperative learning. The WebQuest model is applicable to a wide range of topics, goals, classroom environments, and learners. Participants learn how to develop attractive web pages, locate useful information on the web, work collaboratively with other teachers at remote sites, and evaluate complex achievement by students. Teaching for understanding and developing a set of teaching and assessment strategies to be used with or without the Internet are covered.

EDU 5840.07 Preventing School Violence 3 s.h.
What classroom teachers need to know. Teachers learn a comprehensive and proven theoretical model for explaining, predicting, and preventing violence. They acquire the skills and methods necessary to design and develop violence prevention strategies, effectively evaluate violence prevention programs. They also learn how to use a model to compile baseline data for predicting violence in their schools and classrooms.

EDU 5840.08 Integrating Technology into the Reading and Language Arts Curriculum K-8 3 s.h.
Exposes teachers to a variety of ways that technology can promote the development of reading, writing, spelling, and mechanics of English language. Rationales for integration of technology into the reading and language arts classroom are explained and translated into actual classroom practice. Guides teachers through a series of research activities through which they can learn the basic use of the Internet and other electronic tools to support literacy, word processing, and the publishing of students' works. The role of the teacher as a facilitator of learning is examined. Teachers complete the course by designing and completing a multimedia integration project, ready to use in their teaching.

EDU 5960.03 Bully Prevention in Schools 3 s.h.
Creating a safe climate for all students. Focus on creating a classroom climate in which all students feel safe. One child in four is bullied at school. One in five admits bullying. In schools where fear and anxiety are the norm, students cannot learn and achieve. In this course, teachers review the research on the causes and effects of bullying, as well as study best practices. In addition, they learn strategies for meeting the underlying needs of bullies.

EDU 5960.04 Teachers and Parents 3 s.h.
Winning and keeping parent support. Presents proven and innovative methods to gain and keep parent support. Emphasizes interventions through a cooperative team approach between teachers and parents. Based on research endorsed by the National PTA, the skills and procedures taught in this course and practiced in applied assignments enable educators to maintain supportive involvement from parents of even the most challenging students.

EDU 5960.05 Teaching Gifted and Talented Students 3 s.h.
Tested practical approaches to challenging the most able students. Examines the strategies and techniques classroom teachers can use to meet the academic and emotional needs of the gifted and talented. Course content includes practical approaches for challenging the most able students in the regular classroom, pull-out, or full-time classes for gifted students. Examines ways of knowing (epistemology) unique to gifted students and an appropriate pedagogy to specifically enhance each student's giftedness.

EDU 5960.06 Teaching and Learning With Groups 3 s.h.
Keys to success. Presents proven methods for teaching students through group projects. Based on research and years of practice, this model helps teachers avoid the pitfalls and capitalize on the many benefits of cooperative learning. The skills and procedures taught in this course and practiced in applied assignments enable educators to motivate students to develop important life skills for working in teams while learning subject matter more completely.

EDU 5960.07 Teachers Discovering and Integrating Multimedia 3 s.h.
How to integrate multimedia content in your curriculum. An introduction to multimedia integration in educational settings for teachers who wish to learn how to integrate multimedia content into their present teaching practices. Guides teachers through a series of research activities in which they learn the basic vocabulary of multimedia and integration. They develop an understanding of the basic operations of the software program Microsoft PowerPoint and then apply skills learned towards developing a multimedia project. Teachers finish the course with a completed multimedia integration product ready for use in their teaching. They also conduct research to better understand appropriate forms of assessment for these types of projects.

EDU 5960.08 Stress Management for Teachers 3 s.h.
Minimize the negative effects of stress in the classroom. Teachers learn an operational definition of stress, study the major research findings on the nature of stress, learn the major theories explaining its impact upon teaching and learning, and conduct a thorough assessment of stress factors operating in their classrooms. This knowledge is then integrated, by applying strategies to identify and address specific sources of stress that undermine effective teaching and learning in their classrooms. Teachers learn to identify specific

students experiencing debilitating stress and take actions to address these problems and help the student restore personal equilibrium and enhance their performance.

EDU 5960.09 The Personally Intelligent Teacher 3 s.h.
Learn and apply a model for developing personal intelligence. Teachers learn to apply a model for developing personal intelligence that includes research, theory, and practical skills for developing the five dynamics of personality. Based on the research and theories of Howard Gardner and William James, PIT teaches teachers how to become master coaches in the classroom and bring out the best in themselves and their students.

EDU 5960.10 Effective Classroom Management 3 s.h.
Develop skills to effectively manage challenges in the classroom. Designed to assist teachers and administrators in public and private schools to develop skills to help them effectively manage the behavior problems that today's students bring to school. Students participate in several assignments that reinforce the concepts and strategies related to classroom management. Most of the assignments require access to a classroom and are designed for currently employed teachers. Special provisions are made for participants who do not have access to a classroom.

EDU 5960.13 Teaching Creativity, Creatively 3 s.h.
A guide to enhancing creativity in both teaching and learning. Examines creativity and analyzes behaviors most often associated with creative behavior. Systematically applies a model that teachers may use to develop creative lessons. Examines each part of the model by adding and covering topics that range from finding problems to critical thinking. Each topic is functionally related to model components. Emphasizes the application of the model to lesson development and teaching creatively.

EDU 5960.14 Action Research in the Classroom 3 s.h.
Using action research to improve teaching and learning in the classroom. Action research is a specific process for problem solving, verification, and discovery. The process can be used by an individual, teacher or student, but experience indicates the process works best through cooperation and collaboration. The participants employ the process to answer prescribed questions, and discover solutions to persistent problems.

EDU 5960.15 Whole Brain Learning 3 s.h.
Actively experience the process of whole brain learning. Provides teachers with the brain-based tools and understanding necessary to assist students in reaching their full potential for test-taking, increasing overall focus, enhancing reading and math skills, improving general study skill techniques, and building self-confidence in today's classrooms. The brain's developmental stages and how they affect learning and behavior are examined along with body and brain integration and the physical components of learning. Teachers are presented with specific movements that can assist with balancing the vestibular system in the brain and the knowledge of how these movements can be easily assimilated into the lessons as part of the learning process and the overall school day.

EDU 5960.16 Educating Special Needs Students 3 s.h.
Provide tools and strategies to develop a clinical eye toward all students. Designed for all educators and related providers who work with students that have learning disabilities, attention deficits (with or without hyperactivity), developmental delays, behavior problems, or other distinctive disorders. Participants also gain understanding of students with dyslexia, autism, and multiple disabilities. Federal laws are explored along with many required applications to the classroom. Participants develop a clinical eye towards all students (with or without an IEP) as they learn about differentiated instruction and apply various curriculum adaptations to their specific educational setting.

EDU 5960.17 Preparing for the National Board and Beyond 3 s.h.
Understand elements of National Board portfolio. Designed to prepare teachers to achieve National Board Certification by introducing them to the standards and core propositions of the National Board for Professional Teaching Standards. Course participants are asked to develop reflective practices by writing about their classrooms, their lessons, and their involvement in the community and profession. Participants gain knowledge of the National Board process as they read and reflect on standards and on elements of the national board portfolio.

EDU 5960.18 Character Education in the Classroom 3 s.h.
Develop moral and ethical behavior in students. Examines the role of educators in developing moral and ethical behavior in students. Educators explore different theories of moral development and identify skills that can be integrated into the classroom. Practical application of the concepts shared is emphasized. Educators prepare lessons/vignettes that they will use in their classrooms. Avenues to involve the entire school, parents, and the community are addressed.

EDU 5960.19 Study Strategies for School Success 3 s.h.
Research based techniques to maximize student potential. Teachers learn research-based learning strategies. Examines widely-tested educational theories regarding the relationship between teaching efficient strategies and its impact upon student learning and achievement. The results of research empirically document that students who effectively utilize learning strategies in the classroom are better able to learn and retain information. As students develop learning efficiency, they also develop a better attitude toward school and a greater belief in their ability to succeed.

EDU 5960.20 Effects of Poverty on Education 3 s.h.
Removing the barriers of poverty to learning. Considers the impact of poverty on academic achievement. Course content includes effective ways teachers may empower students to overcome the barriers to learning that result from enduring the impact of poverty. Course emphasis is to develop a minimal, error-free, instructional system classroom teachers may use to teach all disadvantaged students. Equal emphasis upon the sociology of American schools and the cultural "trap" of poverty. The innovative feature of this course is bringing together the framework for understanding poverty and the sociology (social context) that traps so many bright and capable students in a self-fulfilling dead end.

EDU 5960.21 Preventing Gang Activity in Schools 3 s.h.
A new approach for teachers and students. Gangs are found within practically every major urban high school in the country. So much of what teachers and administrators think about gangs is embedded in popular myth and inconsistent with factual knowledge about the reality of gangs. The need for accurate analysis of the realities of various aspects of gangs is important for all educators to know. This course brings together several theories along with several longitudinal studies to compose a strategy educators may use to prevent

gang formation, curb gang activity in the school, and to confront gang expansion.

EDU 5960.22 School Law: Knowing the Issues 3 s.h.

Framework for educators to understand legal issues. School personnel are often faced with issues such as student freedom of expression, teacher freedoms, dress and appearance, religious expression, home schooling, academic freedom, special education, teacher tenure, sexual harassment, search and seizure, and gang organization. These issues are volatile and if not handled correctly often lead to litigation. This course serves as a framework for educators to understand legal issues that could occur related to student and teacher freedoms. District policies and best practices in educational settings are explored as related to constitutional issues. Rulings in cases are discussed as applicable to case law and the impact for the teacher and the administrator. Students have the opportunity to develop sample policies and procedures.

EDU 5960.23 Engaging Students in Critical Thinking 3 s.h.

Reasonable and reflective thinking. Presents a framework for engaging students in active, critical thinking through content area subjects within the regular classroom. Blends theory and practical application so teachers can ready their students for the lifelong journey of being critical thinkers. Incorporates material from experts in the field as baseline resources for curriculum strategies. Works from Lauren Resnick, Arthur Costa, Robert Ennis, Robert Marzano, Robert Swartz, Richard Paul, and Robert Sternberg are but a few of the resources discussed.

EDU 5960.24 Integrating Technology in the Classroom 3 s.h.

Enhance student learning with technology. Designed for educators and administrators with activities appropriate for students at both the introductory and intermediate level. Examines the integration of technology that facilitates student learning. Includes evaluating online resources and designing learning activities with new technologies. Hands-on experience allows students to customize assignments for their specific grade level and curriculum specialty. Involves participant learning strategies for technology integration, assessment in technology integrated lessons, and teaching cyber ethics. The course curriculum earned the International Society for Technology in Education (ISTE) Seal of Alignment for National Educational Technology Standards for Teachers (NETS-T).

EDU 5960.25 Accelerated Learning 3 s.h.

Using brain research in the classroom. Examines the unique relationship between the body and the brain (Hart, 1998), and between students and teachers. Based on current brain research, emphasizes and creates opportunities for a balanced approach between traditional teaching approaches and new approaches. Examines techniques and strategies of Accelerated Learning that will improve student curiosity and satisfaction with the learning process. A working knowledge of the brain is essential. Not weighted with complex terminology. Students who have completed the Teacher Education Institute's Whole Brain Learning class will benefit from this course; however it is not necessary to have completed WBL to enroll in the Accelerated Learning.

EDU 5960.26 Dropout Prevention: A Strategic Approach 3 s.h.

Based on the assumption that antecedents to a decision to drop out of school are more amendable to intervention than "end" attributes, the course begins with various ways to identify antecedents. There is abundant research on school dropouts, but there is no indisputable solution to the dropout problem. A need is to review the research and develop an explanation of school dropout. Once an explanation is developed, the explanation will be used to evaluate existing dropout programs, to use as a basis in developing dropout prevention strategies, to provide a reference for identified antecedents, and to develop an appropriate pedagogy for potential dropouts.

EDU 5960.27 Mastering Grantsmanship 3 s.h.

Gain an edge in the competition for grant funds. Grantsmanship requires the successful mastery of various techniques, processes, and procedures. Assists teachers and school administrators to not only know the techniques, processes, and procedures, but have the knowledge and skill to gain an edge in the competition for grant funds. There is intense competition for grant money. Provides an edge in the competition for "limited" funds available from potential grantors. Designed for those who have little or no experience in grantsmanship; however, anyone working as a grantsperson in the field of education will discover many useful ideas presented during the course.

EDU 5960.28 New Faces: Immigrant Education 3 s.h.

Meeting the challenge of immigrant education. Teachers across America are looking into the eyes of new faces. Demographic shifts are both informing and alarming, and assure that classroom teachers will be seeing "new" faces in ever growing numbers. This will be true as long as this great country offers hope and opportunity to the world; they will keep coming, both legally and illegally. The children of immigrants are bringing to our classrooms new and formidable challenges and now is the time to prepare to meet those challenges. This course has been designed to provide skills and knowledge that will empower the classroom teacher to meet the needs of "new faces," and at the same time improve the educational opportunity for all students.

EDU 5960.29 Innovative Testing Tools 3 s.h.

Merging assessment and instruction. Assessment is the key element in any restructuring of the educational system. This course will deal directly with the issue of integrating instruction with assessment or what has been popularly referred to as teaching to the test. The focus will be on creating the skills necessary to make classroom exercises and activities so compelling and powerful that the two separate fields of instruction and assessment will merge into a single domain. Teachers will begin instructional planning, with the end (assessment) in mind, then address how evidence is gathered through a variety of formal and informal assessments to effectively gauge student performance. Related issues such as classroom management, motivation and test anxiety will be addressed. Alternative methods of assessment will be introduced and incorporated into practical and classroom-friendly activities.

Teaching English to Speakers of Other Languages

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

An overview of practical considerations of concern to teachers of English as a second or foreign language to adults. Past and current second and foreign language teaching

methodologies are surveyed. Student advocacy is discussed in the context of social, political, and legal ramifications governing the lives of foreign students, workers, and immigrants in the United States. Students observe ESL classrooms and evaluate their experiences based on the criteria drawn from the course material. Prerequisite: graduate standing.

TSL 5120 Issues in TESOL: K-12 Education 1 s.h.
An overview of practical considerations of concern to teachers of English as a second language in K-12 settings. Past and current second language teaching methodologies are surveyed. The standards and benchmarks of the Michigan English Language Proficiency Standards, Michigan Curriculum Framework, and ESL Standards for Pre-K-12 Students are discussed and their applications to curricular planning, instruction, and assessment are analyzed. Student advocacy is discussed in the context of building partnership with students' families and communities. Students observe ESL classrooms and evaluate their experiences based on the criteria drawn from the course material. Prerequisite: graduate standing.

TSL 5140 Applications of Language Assessment to Instruction 2 s.h.
An in-depth survey of the applications of language testing methods to second or foreign language instruction. Focus is on the ongoing nature of assessment and multiple ways to assess that are age and level appropriate. Various assessment techniques are analyzed and applied to an array of instructional settings representing diverse pedagogical, cultural, and political contexts.

TSL 5190 Second Language Acquisition 3 s.h.
A survey of prominent theories and current research findings in the field of second language acquisition. Emphasis is given to the ways these theories and research shape pedagogical practices in English as a second language classrooms. Major theoretical concepts and methods of analysis in the field are discussed. Biological, cognitive, personality, and socio-cultural factors influencing second language acquisition are investigated.

TSL 5210 Teaching of Speaking/Listening to ESL Students 3 s.h.
A survey of contemporary methods of teaching speaking and listening skills to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Several methods, along with their strengths and limitations, are addressed in detail. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring oral skills are presented. Students have an opportunity to conduct various oral language teaching activities.

TSL 5220 Teaching of Reading/Vocabulary to ESL Students 3 s.h.
A survey of methods of developing literacy skills in learners of English as a second or foreign language, based on the knowledge of linguistic systems. Current research findings in the field are analyzed and evaluated. Various instructional methods are presented; their theoretical underpinnings and rationales for their use are examined. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring reading skills are presented. An integrated approach is emphasized. Students have an opportunity to conduct an array of teaching activities pertinent to reading and vocabulary instruction.

TSL 5240 Teaching of Writing to ESL Students 3 s.h.
A survey of methods of teaching writing to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. The systematic features of the English spelling are addressed. The stages of a writing process are investigated. Students have an opportunity to engage in individual and group writing in various genres. The influence of culture on writing styles is addressed. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring writing skills are presented. Prerequisite: graduate standing.

TSL 5250 Teaching of Grammar to ESL Students 2 s.h.
A survey of methods of teaching grammar to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Pedagogically relevant grammatical structures of the English language are reviewed and the instructional challenges they pose are addressed. Students have an opportunity to prepare and conduct grammar lessons. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring grammar skills are presented.

TSL 6200 Language and Culture 2 s.h.
A study of interface between language and culture. Various aspects and purposes of culture are analyzed in reference to language. Focus is on cross-cultural communication and acquisition of a foreign culture. The main premises of the American culture are contrasted with the premises of other cultures to exemplify issues in cross-cultural communication. Prerequisite: graduate standing.

TSL 6300 Practicum 2 s.h.
An instructor-supervised classroom practicum during which students implement various methods of teaching and assessing learners of English as a second or foreign language. Emphasis is given to guided reflections on teaching skills of students. Prerequisite: prior completion of or simultaneous enrollment in TSL 5210, TSL 5220, TSL 5240, and TSL 5250.

TSL 6900 Research Seminar in T.E.S.O.L. 3 s.h.
A survey of current research approaches and techniques used in the field of Teaching English to Speakers of Other Languages. Focus is on informing instruction through implementation of current research findings. Students evaluate research studies in the field and are expected to design their own research projects. Ethical considerations in research and teaching are analyzed in a cross-cultural context

TSL 6930 Research Thesis in Teaching English to Speakers of Other Languages 3 s.h.
The thesis is an independent investigation of a theoretical or practical issue in the area of learning or teaching English as a foreign or second language. The student chooses conceptual framework and research methodology appropriate to the issue being researched. Corequisites or prerequisites: completion of the 30 semester hours of the MATESOL program and an approved thesis proposal. Students have two consecutive semesters to complete their thesis.

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Index

A

Academic Council/Academic Deans 95
Academic Load 13
Academic Process
Advising, Academic Load, Attendance, Withdrawal from Classes, Examinations, Statute of Limitations, Readmission, Candidacy, Research Integrity, Thesis, Research Study, Research Project or Practicum, Application for Degree, Graduation Requirements . . .13-14
Academic Options
Graduate and Post-Master's Certificates; Auditing Courses; Second Master's Degree; Michigan Intercollegiate Graduate Studies (MIGS) Program; Experiential Learning 15
Academic Probation and Dismissal 17
Academic Programs
Business Administration 24-31
Dual Degree in Nursing and Business Administration 51-52
Education 31-38
Health Services 40-41
Hospice Education 42-43
Liberal Studies 44
Nursing 44-60
Pastoral Ministry 60-61
Psychology 61-63
Teaching English to Speakers of Other Languages . . .38-39
Academic Progress 16
Academic Records 18
Academic Standards
Standards for Written Work, Professional Ethics; Grading; Grading Thesis/Research Study; Academic Progress; Academic Warning; Academic Probation and Dismissal; Student Appeal/Grievance 16-17
Academic Warning 17
Accounting *courses* 65
Accreditations and Approvals 5
Address Changes 11
Admission
Application Fees 7, 10
Application Procedure, Conditional Admission, Guest Students, Non-Degree Students, Non-Native Speakers of English, Regular Admission, Second Master's Degree, Special Status, Transfer Students . . .7-8
International Students (F-1 Visa) 9
Undergraduate Students in Graduate Courses 8
Admission Requirements *(see listings of individual academic programs)*
Advising 13
Alumni 21
Alumni Tuition Benefit 21
Appeal Process / Grievance Procedure 17
Application for Degree 14
Application Procedure 7-8
Application Deadlines: *general* 7
for Clinical Psychology program 62
Attendance 13
Auditing of Courses 15
Autism Spectrum Disorders (MAT) 33-34, 65-66

B

Bereavement cognate, Hospice Education 42
Bereavement cognate, Pastoral Ministry 61
Bereavement, Post-Master's Certificate 43
Billing Error or Dispute 11
Board of Trustees 95
Business Programs 24-31
Master of Business Administration (MBA) 24
Master of Science in Business Administration (MSBA)
International Business Specialty 26
Leadership Studies Specialty 27
Leadership Studies in Criminal Justice Specialty 28
Quality Specialty 29
Master of Science (MS)
e-Commerce 29
Project Management 30
Business cognate, Hospice Education 42
Business *courses*:
Accounting 65
Business 67
Business Law 67-68
Business Research 68
Computer Science 69
e-Commerce 70
Economics 70
Finance 73-74
International Business 76
Management 77-80
Management Information Systems 80
Marketing 81
Quality Operations Management 87

C

Calendar . . . . . .Inside Front Cover
Campus Activities; Campus Description 6
Campus Locations 104
Campus Ministry 19
Candidacy 13
Career Services 19
Catholic School Leadership (MS) 31-32, 68
Center for International Studies 19
Center for Research 6
Certificates
Graduate Certificates 15
Clinical Laboratory Services 41
Community Health 40-41
Cost Management 25
Criminal Justice Leadership 25
e-Commerce 25
Educational Leadership 33
General Business 25
Health Care Educator 53
Health Care Risk Management Services 41
Hospice Education 43
Human Resources Management 25
Information Technology Management 25
International Business Financial Operations 25
International Business Management 25

Managed Care Services .41
Marketing Management .25
Microbiological Health Services .41
Non-Profit Leadership .25
Project Management .25
Quality Management .25
Post Master's Certificates .15
Adult Acute Care Nurse Practitioner .55
Adult Advanced Practice Palliative Care .56
Adult Primary Care Nurse Practitioner .54-55
Bereavement .43
Business Strategies for Nurses .56-57
Studies in Psychological Trauma .63
Changes in Policy .21
Child Development *courses* .69
Children .21
Clinical Laboratory Services/Cognate of MSHS/Certificate .41
Clinical Psychology (MSCP) .61-63
Community Health/Core of MSHS/Certificate .40, 41
Computer Center .6, 20
Computer Science *course* .69
Cost Management Certificate .25, 65
Counseling .19
Psychological Services .Inside Back Cover
Course Descriptions .65-93
Criminal Justice cognate, Pastoral Ministry .61
Criminal Justice Leadership Certificate .24, 25, 69
Criminal Justice, Leadership Studies in (MSBA) .28

D

Dean of the Graduate School .7
Degree, Application for .14
DiPonio Building .6, 103
Disabled Student Services .19
Downriver Center .6, 104

E

e-Commerce (MS) .29-30, 70
e-Commerce Certificate .25
Early Childhood/Teaching and Learning (MAT) .37
Educational Leadership (MS) .32-33
Educational Leadership Certificate .33
Education cognate, Hospice Education .43
Education *courses*
Autism Spectrum Disorders .65-66
Catholic School Leadership .68
Child Development .69
Education .70-73
Learning Disabilities .76-77
Reading .87-88
Special Education .89
Teacher Education Institute .89-92
Education Programs .31-38
Educational Leadership Certificate .33
Master of Arts in Teaching (MAT)
Autism Spectrum Disorders .33-34
Learning Disabilities .34-35
Literacy Education .35-36
Teaching and Learning .36-38
with Early Childhood (ZA) endorsement .37
with Educational Technology (NP) endorsement .37
with Online Instruction concentration .38
Master of Science (MS)
Catholic School Leadership .31-32
Educational Leadership .32-33
Professional Development Program .38
English as a Second Language (NS) endorsement .39
English *courses* .73
English TESOL *courses* .92-93
English Placement Test/Madonna/Non-Native Speakers .8, 39
English Placement Test, TOEFL, TWE, MELAB, IELTS .8, 39
English (T.E.S.O.L.) Program
Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) .38-39, 73, 93-94
Ex corde Ecclesiae .4
Examinations .13, 63
Experiential Learning .15

F

F-1 Visa Requirements .9
Faculty .96-98
Family Educational Rights and Privacy Act .18
Fees (tuition, general fees, residence hall) .10-12
Finance *courses* .73
Food Service .19-20
Franciscan Values .4

G

General Business Certificate .25
Grade Reports and Transcripts .18
Grading Policy .16
Grading Policy for the Thesis/Independent Research Study .16
Graduate Certificates Policy .15
Graduate Certificates *(see listing under Certificates)*
Graduate Faculty .96-98
Graduate Record Examination **(GRE)** .7
Graduate Student Financial Aid .11
Graduation Application (Application for Degree) .14
Graduation Requirements .14
Grievance Procedure .17
Guest Students (MIGS) .8,15

H

Health Care Risk Management Services/Cognate of MSHS/Certificate .41, 74
Health Services *courses*
Biology .66-67
Chemistry .69
Health Care Risk Management .74
Health Services .74
Medical Technology .81
Health Services Program (MSHS) .40-41, 74
Clinical Laboratory Services .41, 81
Community Health .40, 41
Health Care Risk Management Services .41, 74
Managed Care Services .41
Microbiological Health Services .41, 66-67
Health Services for Students .20
Hospice cognate, Pastoral Ministry .61

Hospice Education Program (MSH) 42-43, 75
Bereavement Cognate 42
Post-Master's Certificate in Bereavement 43
Business Cognate 42
Education Cognate 43
Hospice Education Certificate 43
Nursing Cognate 43
Pastoral Ministry Cognate 43
Human Resources Management Certificate 25

I

ID Cards 21
Information Technology Management Certificate 25
Instruction Center, College of Nursing 6, 20
International Business (MSBA) 26-27, 76
International Business Financial Operations Certificate 25
International Business Management Certificate 25
International Student Tuition 10
International Students (F-1 Visa) 9
International Students Office 20

L

Leadership Studies (MSBA) 27
Leadership Studies in Criminal Justice (MSBA) 28
Leadership, Catholic School (MS) 31
Leadership, Educational (MS) 32
Learning Disabilities (MAT) 34-35, 76-77
Liberal Studies *courses* 73, 75, 77, 81, 89
Liberal Studies (MA-LS) 44
Library 6, 20
Literacy Education (MAT) 35-36, 87-88

M

Maertens Building 6, 103
Managed Care Services/Cognate of MSHS/Certificate 41
Management *courses* 77-80
Management Information Systems *courses* 80
Marketing *courses* 81
Marketing Management Certificate 25
Master of Arts in Liberal Studies (MA-LS) 44
Master of Arts in Pastoral Ministry (MAPM) 60-61
Master of Arts in Teaching (MAT)
Autism Spectrum Disorders 33-34
Learning Disabilities Specialty 34-35
Literacy Education Specialty 35-36
Teaching and Learning 36-38
Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) 38-39
Master of Business Administration (MBA) 24-25
Master of Science (MS)
Catholic School Leadership 31-32
e-Commerce 29-30
Educational Leadership 32-33
Project Management 30-31
Master of Science in Business Administration (MSBA)
International Business Specialty 26-27
Leadership Studies Specialty 27-28
Leadership Studies in Criminal Justice Specialty 28-29
Quality Specialty 29
Master of Science in Clinical Psychology (MSCP) 61-63
Master of Science in Health Services (MSHS) 40-41
Master of Science in Hospice (MSH) 42-43
Master of Science in Nursing (MSN) 46-54, 57-60
Adult Acute and Palliative Care Nurse Practitioner . .48, 59
Adult Acute Care Nurse Practitioner 46-47, 58
Adult Health: Clinical Nurse Specialist 49, 59
Adult Primary and Palliative Care Nurse Pract. . .47, 52, 58
Adult Primary Care Nurse Practitioner 46, 58
Nursing Administration Specialty 50, 59-60
MSN/MBA Dual Degree 51-52, 59
Master of Science in Nursing, Second (2nd MSN) 52-53
Medical Technology 41, 81
Michigan Intercollegiate Graduate Studies (MIGS) 8, 15
Microbiological Health Services/Cognate of MSHS/ Certificate 41, 66-67
Mission of Madonna University 4
Multicultural Affairs 20

N

Non-Native Speakers of English 8, 39
Non-Profit Leadership Certificate 25
Non-Refundable Fees 12
Nursing cognate, Hospice Education 43
Nursing Programs 44-60, 82-84
Master of Science in Nursing (MSN)
Adult Acute and Palliative Care Nurse Pract. . .48-49, 59
Adult Acute Care Nurse Practitioner 46-47, 58
Adult Health: Clinical Nurse Specialist 49-50, 59
Adult Primary and Palliative Care NP .47-48, 52-53, 58
Adult Primary Care Nurse Practitioner 46, 58
Nursing Administration Specialty 50-51, 59
Dual Degree: Nursing Administration / Business Administration 51-52, 59-60
Graduate Certificate
Health Care Educator 53-54
Post Master's (Post-MSN) Certificates
Adult Acute Care Nurse Practitioner 55
Adult Advanced Practice Palliative Care 56
Adult Primary Care Nurse Practitioner 54-55
Business Strategies for Nurses 56-57
RN to MSN Accelerated Pathway 57-60
Second Master of Science in Nursing
Primary/Palliative Care Nurse Practitioner 52-53

O

Office of Disability Resources 19
Office of Multicultural Affairs 20
Online Instruction/Teaching and Learning (MAT) 38
Orchard Lake Center 6, 21, 103, 104
Outcomes, Madonna Graduate Programs 4

P

Parking Regulations 21
Pastoral Ministry (MAPM) 60-61, 84-85
Pastoral Ministry cognate, Hospice Education 43
Pastoral Ministry cognate, Pastoral Ministry 61
Payment Plans 11
Phone Numbers . . . . . .Inside Back Cover

Policies and Procedures
Academic Load 13
Academic Progress 16
Academic Standards and Grading 16
Academic Warning, Probation, Dismissal 17
Advising 13
Alumni 21
Application for Degree 14
Attendance 13
Auditing Courses 15
Candidacy 13
Changes in Policy 21
Children 21
Credit for Experiential Learning 15
Examinations 13, 63
Experiential Learning 15
Family Educational Rights and Privacy Act 18
Food Service 19-20
Grade Reports and Transcripts 18
Grading 16
Graduate/Post-Master's Certificate Policy 15
Graduation Requirements 14
Grievance Process 17
ID Cards 21
Parking Regulations 21
Professional Ethics 16
Readmission 13
Research Integrity 13
Research Project/Practicum 14
Research Study 14
Second Master's Degree 15
Standards for Written Work 16
Statute of Limitations for Degree Completion 13
One-Year Extension Policy 13
Student Appeal/Grievance 17
Thesis 13-14
Transcripts 18
Withdrawal from Classes 13
Policy Changes 21
Post-Master's Certificate Policy 15
Post-Master's Certificates *(see listing under Certificates)*
Probation and Dismissal 17
Professional Development Program, Education 38
Professional Ethics 16
Program Accreditations and Approvals 5
Project Management Certificate 25
Project Management (MS) 30-31
Psychology Program 61-63
Master of Science in Clinical Psychology (MSCP) 61-63, 85-87
Post-Master's Certificate: Psychological Trauma 63

Q

Quality Management Certificate 25
Quality Specialty (MSBA) 29, 87

R

Radio, Madonna on Internet 21
Reading *courses* 87-88
Reading program *(see listing under Literacy Education)*
Readmission 13
Refunds/Credit Adjustments 12
Research Integrity 13
Research Project or Practicum; Research Study 14
Residence Hall 21
Residence Hall Fees 10
Residence Hall Policy/International Students 8
RN to MSN Accelerated Pathway 57-60

S

Sacred Heart Major Seminary Federation 43, 88
Second Master's Degree 8, 15, 52-53
Senior Students (undergraduate) 8
Southgate Center *(see listing under Downriver Center)*
Special Education *courses* 65-66, 76-77, 89
Standards for Written Work 16
Statute of Limitations for Degree Completion 13
Student Appeal Process 17
Student Life Policies 21
Study Abroad 10, 19

T

Teacher Education Institute 89-92
Teaching English as a Second Language *courses* 92-93
Teaching and Learning (MAT) 36-38
Teaching and Learning (MAT) with Early Childhood 37
Teaching and Learning (MAT) with Educ. Technology 37
Teaching and Learning (MAT) with Online Instruction 38
Teaching English to Speakers of Other Languages, Master of Arts in (MATESOL) 38-39, 92-93
Technology Services/Computer Labs 6, 20
Television program, Madonna 21
TESOL: *(see Teaching English to Speakers of Other Languages)*
Thesis 10, 13-14
Time Limits *(see Statute of Limitations)*
TOEFL Requirements 8, 9, 39
Transcripts 18
Transcultural Nursing Office 6
Transfer Students 8
Trustees 95
Tuition and Expenses 10-12
Billing Error or Dispute; Fees; Financial Aid; Non-Refundable Fees; Payment Plans; Payment Policies; Refunds/Credit Adjustments
TV Studio 6, 21

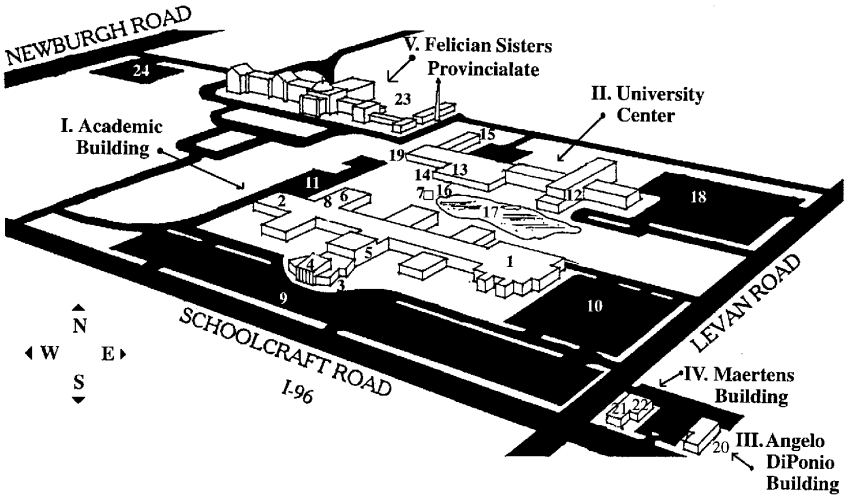
U

Undergraduate Students, Enrollment 8
University Administration 95-96
University Center/Residence Hall 21

W

Withdrawal from Classes 13
Written Work 16

LIVONIA CAMPUS



I. Academic Building

1. Activity Center
2. Administration
3. Kresge Hall
4. Library
5. Science Lecture Hall
6. Educational Development Center
7. St. Francis Gazebo
8. Bookstore
9. South University Parking Lot
10. East University Parking Lot
11. West University Parking Lot

II. University Center

12. Residence Hall
13. Cafeteria & Student Center
14. University Chapel (Ground Floor)
15. Faculty Residence
16. University Center Classrooms
17. St. Francis Pond
18. North Residence Hall Parking Lot
19. Guest House

III. Angelo DiPonio Building

20. College of Nursing & Health

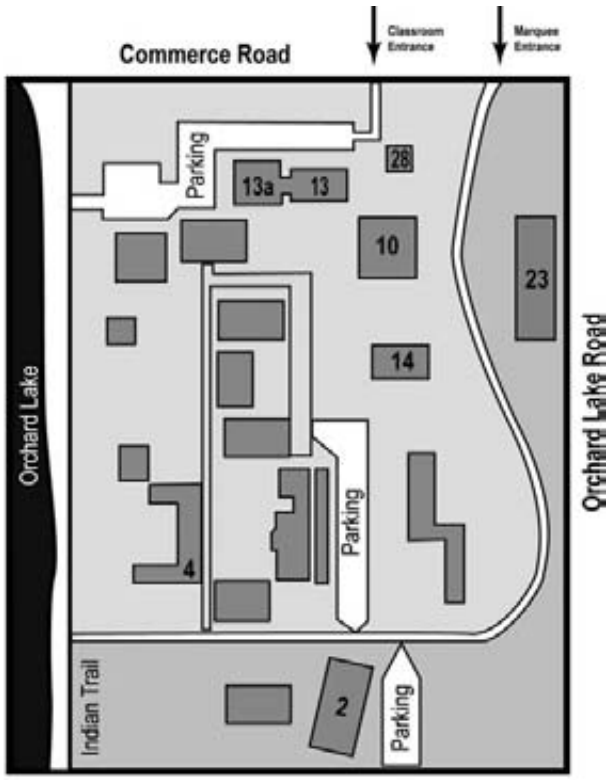
IV. Maertens Building

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

V. Felician Sisters Provincialate

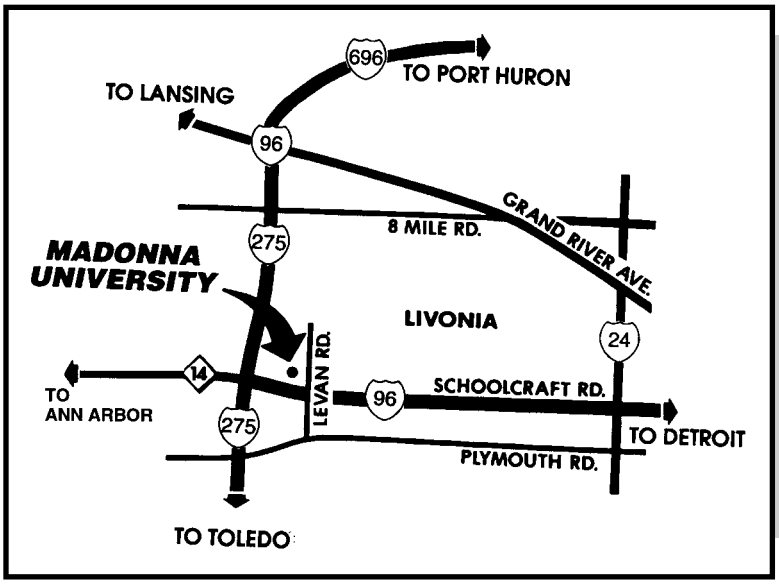
23. Presentation Chapel
24. West Provincialate Parking Lot

ORCHARD LAKE CENTER



2	Library/Bookstore/Cafe
4	Barracks Faculty Offices/Science Labs
10	College Dining Hall
13a	College Academic Center (“CAC”)
13	Marian Hall
14	Shrine Chapel
23	Dombrowski Fieldhouse
28	Welcome Center

MAPS



LIVONIA CAMPUS

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

36600 Schoolcraft Road
Livonia, Michigan 48150

(734) 432-5300

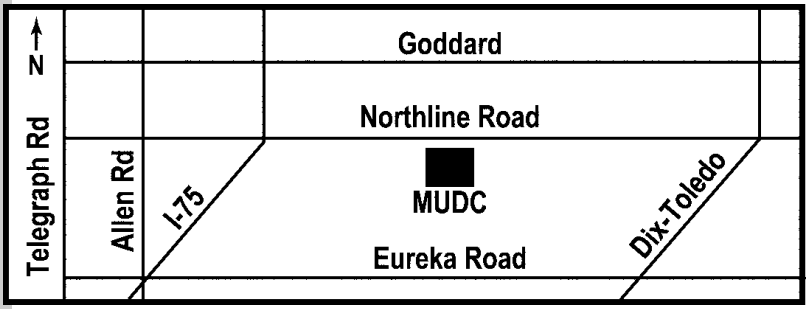
www.madonna.edu

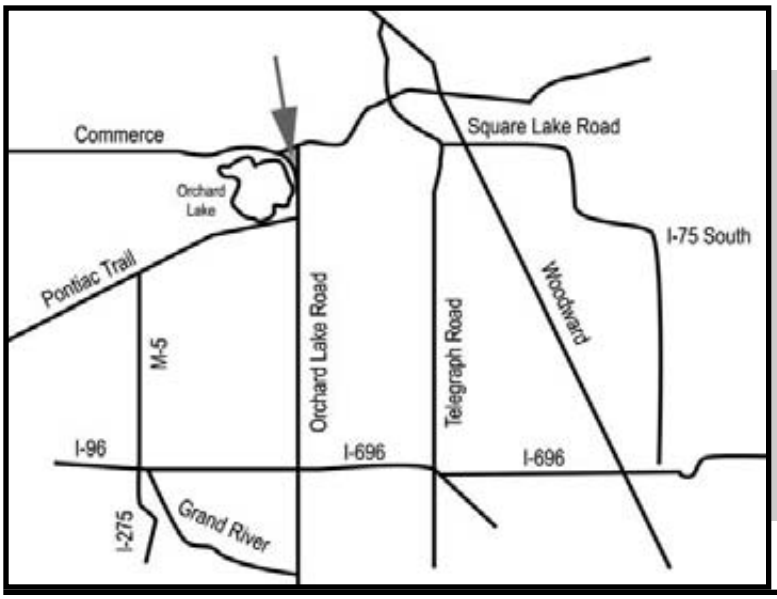
DOWNRIVER CENTER (MUDC)

15601 Northline Road
Southgate, Michigan 48195

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

(734) 324-8888





ORCHARD LAKE CENTER

3735 Commerce Road
Orchard Lake, Michigan 48324

(248) 683-0523

Phone Numbers

All phone numbers are preceded by area code 734

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

Student Services

Admissions/Graduate School	432-5667
Bookstore	432-5613
Campus Ministry	432-5419
Career Services	432-5623
Center for International Studies	432-5669
Center for Research	432-5697
Computer Help Desk	432-5800
Financial Aid	432-5663
International Students Office	432-5791
Library	432-5703
Office of Disability Resources	432-5639
Office of Multicultural Affairs	432-5672
Psychological Services Clinic	432-5493
Registrar's Office *(registration and records)*	432-5400
Student Accounts	432-5600
Student Services	432-5428
Technology Learning Services *(computer labs)*	432-5376

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Criminal Justice Chair, Barry Sherman	432-5546

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