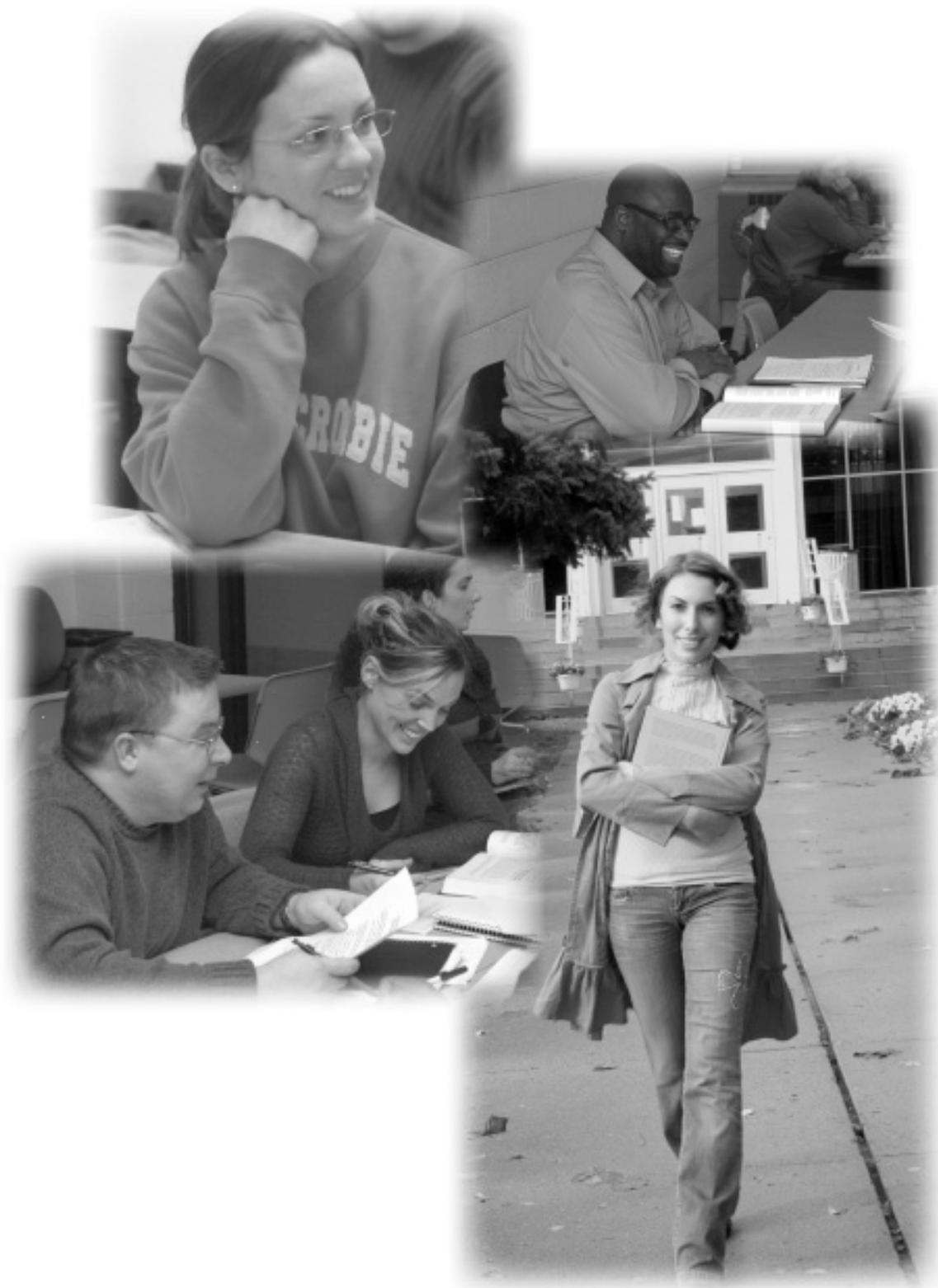


# Course Descriptions



# 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 knowledge 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 account-

ing, 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 an interdisciplinary perspective. Students learn to identify the ecological forces in a child's life to maximize intervention.

**ASD 5410 Foundations of ASD: Educational Implications 4 s.h.**

An overview of the ASD field to include history, etiology, policy, conditions, characteristics, and diagnosis. Learning characteristics and sensory integration patterns are addressed with a focus on critical analysis of intervention research, theory, and practice. Sociocultural issues such as the impact of the legal system and resources for independent living are explored, with an emphasis on collaboration with general educators, families, and allied service providers.

**ASD 6410 Behavioral and Social Issues in ASD 3 s.h.**

Examines the educational implications of the diverse behavioral and social characteristics associated with autism spectrum disorders. Procedures for identification and research-based interventions; team based assessments and behavioral supports; sensory needs and behavior; and designing environments for preventing sensory overload. Research-based interventions are examined to maximize behavioral and social skills for students with ASD. Prerequisite: ASD 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 presenta-

tion 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 multi-culture.

### **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 manage-

ment; 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 the 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 Johannine 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 Bonhoeffer, Teresa of Calcutta, Dr. Tom Dooley, John Bosco, et. al.

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

Based on the life and ideals of Francis of Assisi: a study of the foundations for social morality, major social issues (e.g., peace, war, poverty, reconstruction of social structures, effects of violence/prejudice/racism, etc.), and the ministerial response of the informed Christian conscience.

**MPM 5440 Grief Ministry 2 s.h.**

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

**MPM 5510 Women and Ministry 2 s.h.**

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 criti-

cal 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 counter-transference, 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 on-going 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](http://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 Web-Quest 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 amenable 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.