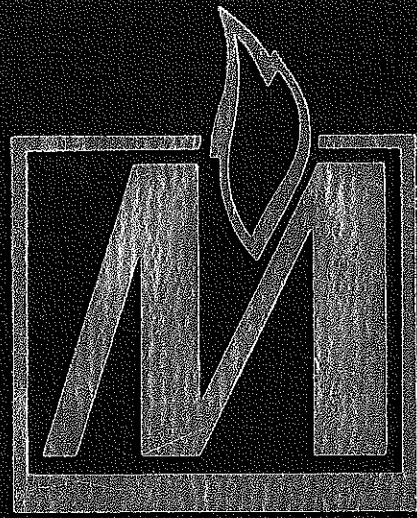


Sharon

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**Madonna
University**

Graduate Bulletin 1991-93



Graduate Bulletin 1991-93

Madonna University

(Effective as of Term 1, 1991)

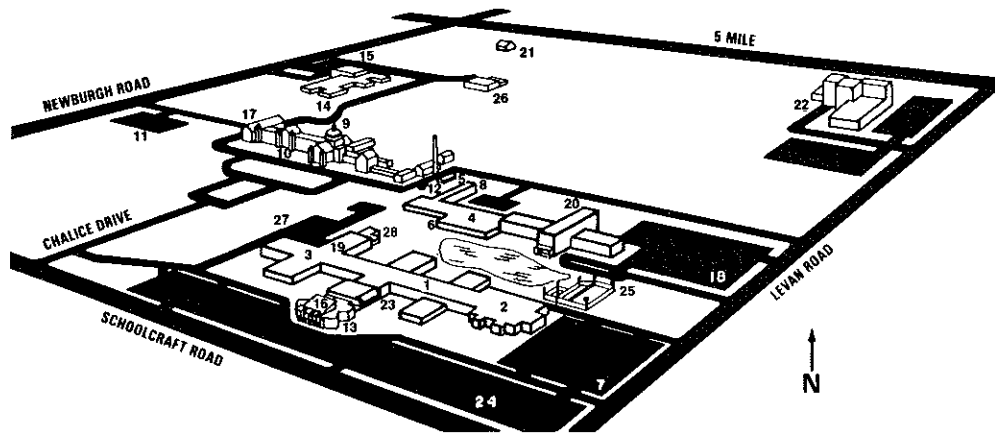
36600 Schoolcraft Road
Livonia, Michigan 48150-1173
(313) 591-5049
FAX (313) 591-0156



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



MADONNA UNIVERSITY CAMPUS MAP



- | | |
|----------------------------------|--------------------------------------|
| 1. Academic Building | 15. Ladywood High School Parking Lot |
| 2. Activity Center | 16. Library |
| 3. Administration | 17. Montessori School |
| 4. Cafeteria/Dining Hall | 18. North College Parking Lot |
| 5. Clergy Motel | 19. Educational Development Center |
| 6. College Chapel | 20. University Center |
| 7. East College Parking Lot | 21. Angela Hospice Home Care |
| 8. Sisters' Residence | 22. Saint Mary Hospital |
| 9. Felician Sisters Chapel | 23. Science Lecture Hall |
| 10. Felician Sisters Motherhouse | 24. South College Parking Lot |
| 11. Felician Sisters Parking Lot | 25. Tennis & Basketball Courts |
| 12. Guest House | 26. Ladywood Convent |
| 13. Kresge Hall | 27. West College Parking Lot |
| 14. Ladywood High School | 28. Science Education Office Center |



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Each Madonna University student is responsible for
compliance with this bulletin.

The University reserves the right to withdraw or modify
information in this bulletin.



Dr. Charlotte Neuhauser, Dean of the School of Business, and Trustee Michael F. McManus congratulate distinguished speaker Dr. W. Edwards Demming after a recent lecture at Madonna University.



Graduate Studies at Madonna University

Graduate Education for Working Professionals

The decade before the year 2,000 will distinguish itself as a time of transformation. Not only are we witnessing global political transformation, but we are also experiencing transformation on a more immediate level, particularly in our work environments. Changing social values, the information explosion, and ever-advancing technology have changed how we define and perform our work. The key to career success in this unfolding environment is professional education, especially advanced study at the graduate level.

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

Goals of the Madonna University Graduate Programs

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

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

Distinctiveness of the Program

A combination of factors distinguishes graduate study at Madonna University. The interdisciplinary nature of the curricula encourages communication and cross-fertilization of ideas across disciplines and promotes advanced competence in the student's area of concentration. Students have access to a broad spectrum of courses and experiences that complement and develop their knowledge and skills so that they can reach their potential and emerge as leaders in their work environments.

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

The Madonna University Graduate Student

The typical Madonna graduate student pursues graduate study on a part time basis and maintains a full time position in one of many settings: business, nursing, education, human service, law enforcement, or municipal government. The typical student is mature and ambitious, committed to moving into a position of greater responsibility. Students work for a variety of organizations in a variety of functions. Among the current students are employees of the following:

Aetna Life and Casualty	Michigan Bell
American Home Health Services	Michigan National Bank
Awrey Bakery	Mt. Carmel Mercy Hospital
Archdiocese of Detroit Schools	National Sales Engineering Corporation
Blue Cross/Blue Shield of Michigan	Novi Public Schools
Catherine McAuley Health Center	Oakwood Hospital
CBS Fox Video	Petrosar Limited
Chrysler Corporation	Pontiac General Hospital
City of Detroit	Providence Hospital
Detroit Edison	Sears, Roebuck & Company
Detroit Police Department	Sinai Hospital
Detroit Public Schools	Southfield Public Schools
E. F. Hutton	St. Joseph Mercy Hospital
Ford Motor Company	St. Mary Hospital
General Motors Corporation	St. Vincent Medical Center
Harper Grace Hospital	University of Michigan Hospitals
Henry Ford Hospital	Veterans Hospital
Heublein Inc.	Visiting Nurses Association of Metropolitan Detroit
Hewlett Packard Inc.	Vlasic Foods
IBM Corporation	Wayne County Sheriff's Department
Johnson & Johnson	Western Electric
Livonia Public Schools	White Motor Company
Manufacturers National Bank	William Beaumont Hospital
McDonald's Corporation	

These students occupy a range of positions, including sales manager, administrative staff assistant, general manager, customer service coordinator, assistant principal, department chair, staff development instructor, director of nursing, public health nurse. This means that a wealth of information based upon the realities of the working world are brought to bear upon the problems examined in the classroom. These graduate students present a reality check that insures the utility and applicability of the course of study.

MADONNA UNIVERSITY

A Tradition of Service/A Tradition of Quality

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

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

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

The Madonna University nursing, education, and business administration programs, the largest at the University, serve over 2500 undergraduate and graduate students; they maintain a reputation for academic excellence and responsiveness to community needs. In 1992, the nursing department will celebrate its thirtieth anniversary of preparing baccalaureate nurses. The program has grown to be one of the largest four-year programs in Michigan and is known for its modularized competency-based approach to nursing education, its strong emphasis on clinical application, and its Christian humanistic orientation.

The education program, one of the oldest departments at the University, has a long history of preparing teachers for Michigan's schools. Over the years, the University has remained in the forefront of change, meeting and exceeding accreditation and State quality measures.

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

In the spring of 1982, Madonna University's charter with the Michigan Department of Education was approved to include graduate study, and it earned accreditation for the program through the North Central Association of Colleges and Schools. Graduate education was initiated at the University in the fall of 1982. International in scope, the University initiated an outreach program in Taiwan in 1989.

The Madonna University Campus

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

The two-story academic building accommodates a variety of purposes from administrative offices to classrooms and laboratories. Special facilities include the TV Studio/Graphics facilities, where students and faculty can work with media specialists to develop audio-visual materials for instruction or presentation. Other important facilities are the Health Instruction Center, which includes a practice laboratory for clinical instruction, a library of print and audio-visual resources in nursing, individual study carrels, and the library/media specialist; and the Learning Center, located in the new Education wing.

The Computer Laboratory, also located in the academic building, provides services to all students and faculty. Graduate students will find software packages to supplement courses in the program as well as statistical packages and self-instructional packages in computer literacy, accounting, and many related fields. Madonna University has made computer literacy a priority in all its programs so that students learn computer applications in their fields.

The \$4.1 million library wing, opened in 1983, is the focal point for the academic life of the campus. Housing more than 105,000 books and other print and nonprint materials, the library provides comfortable study and reading areas, in addition to group study and conference rooms. Equipped to meet the student's needs, the library is in the process of automating its services, which will represent the state of the art in library technology. The library expands its resources by subscribing to online retrieval services. It also maintains membership in the Southeastern Michigan League of Libraries Infopass system, which entitles students to borrowing privileges at more than twenty participating university and public libraries. Additionally, books, abstracts, monographs, articles, research and technical reports, and policy manuals can be obtained through the Network-Locator Services of the Michigan Library Association. Through such consortial arrangements students can take advantage of the extensive research resources in the Detroit-Ann Arbor area.

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

Campus Activities

Each semester a full calendar of speakers, athletic events, and cultural activities are scheduled for student enjoyment. Graduate students are invited to take advantage of these activities as well as the facilities for tennis, basketball, and other team sports.

Program Accreditations and Approvals

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

American Bar Association, 1984, 1990

American Dietetic Association

Plan IV, 1977, 1982; Plan V, 1990

Council on Social Work Education, 1982, 1988

State of Michigan Board of Education:

Approval of four-year degrees, 1947

Teacher certifications, 1954, 1969

Vocational certification and
authorization, 1969, 1974

Learning disabilities certification, 1974

Reading, 1977

Master of Science in Administration, 1982

Computer Science, 1984

Master of Science in Nursing, 1987

Administrator certification, 1990

Michigan Board of Nursing, 1967

Michigan Department of Public Health:

Advanced Emergency Medical Technician, 1975

Basic Emergency Medical Technician, 1985

Emergency Medical Technician, Instructor/Coordinator, 1985

North Central Association of Colleges and Schools,

1959, 1968, 1978, 1982 (Graduate Studies), 1988, 1989 (Taiwan Program)

National Council for the Accreditation of Teacher Education, 1972, 1981

National League for Nursing, 1970, 1978, 1984 (undergraduate only)

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



Graduate Admissions

Madonna University welcomes applications from college graduates who seek professional education on a full-or part-time basis and who meet the admissions requirements of the University. Madonna University guarantees equal educational opportunity to all, without discrimination because of race, religion, sex, age, national origin, or physical disability.

ADMISSION REQUIREMENTS-BUSINESS ADMINISTRATION PROGRAMS

Master of Science in Administration - Business Administration Specialty

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

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of 2.7-2.9 will be considered for conditional admission.)
2. (Graduate Management Admission Test) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
4. Interview with member of Business Administration Admission Committee.
5. Current Employment status: The program is designed for individuals who are employed in environments where they can develop an understanding of how an organization functions in order to accomplish its goals. This experiential base provides a foundation for many of the course assignments and for the culminating research study. It is, therefore, required for students to have related work experience while pursuing the program.

Master of Science in Business Administration - International Business Specialty

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of 2.7-2.9 will be considered for conditional admission.)
2. GMAT (Graduate Management Admission Test) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
4. Interview with member of Business Administration Admission Committee.
5. Full-time employment



Michigan Governor George Engler and Academic Vice President Sister Rose Marie Kujawa discuss current issues in health care with nursing professors Judith Grant and Marilyn McConnell.

Master of Science in Business Administration - Operations Management Specialty

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of 2.7-2.9 will be considered for conditional admission.)
2. GMAT (Graduate Management Admission Test) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two letters of recommendation from current employer or professional persons familiar with the applicant's work or college performance.
4. Interview with member of Business Administration Admission Committee.
5. Two years of full-time related work experience.

ADMISSION REQUIREMENTS - EDUCATION PROGRAMS

Master of Science in Administration - Educational Leadership Program

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

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale and 3.5 in undergraduate education courses. (Conditional admission may be granted to those who do not meet the above grade point averages.) Official transcripts must be submitted prior to admission.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Valid Michigan teaching certificate. (Individuals without a valid teaching certificate will be reviewed on an individual basis.)
4. Two letters of recommendation from supervisors, education faculty members, or teaching associates.
5. Prior or concurrent teaching experience. Teaching experience provides a foundation for achievement of the program objectives. It is recommended that students have professional experience prior to or concurrent with enrollment in the program. This issue will be addressed at the admission interview.
6. Admission interview with a member of the Education Admission Committee.

Master of Arts in Teaching - Learning Disabilities Specialty

Admission to the M.A.T. program in Learning Disabilities is determined on the basis of the following:

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale and 3.5 in undergraduate education courses. (Conditional admission may be granted to those who do not meet the above grade point averages.) Official transcripts must be submitted prior to admission.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Valid Michigan teaching certificate.
4. Two letters of recommendation from supervisors, education faculty members, or teaching associates.
5. Prior or concurrent teaching experience. Teaching experience provides a foundation for achievement of the program objectives. It is recommended that students have professional experience prior to or concurrent with enrollment in the program. This issue will be addressed at the admission interview.
6. Admission interview with the Director of the Learning Disabilities Program.

ADMISSION REQUIREMENTS - NURSING PROGRAM

Master of Science in Nursing -Nursing Administration

Admission to the M.S.N. program in nursing administration is determined on the basis of the following:

1. Possession of a Bachelor of Science in Nursing (B.S.N.) with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two letters of recommendation from supervisors or professional nursing associates.
4. Interview with the Coordinator of Nursing Graduate Studies.
5. Writing assessment: Completion of an extemporaneous writing sample on an issue related to nursing.
6. Current resume.
7. Copy of current Michigan nursing license.
8. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

Master of Science in Nursing/Master of Science in Administration

Dual Degree Program in Nursing and Business Administration

1. Possession of a Bachelor of Science in Nursing (B.S.N.) with an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.
3. Two letters of recommendation from supervisors or professional nursing associates.
4. Interview with representatives of both the business and nursing departments.
5. Writing assessment: Completion of an extemporaneous writing sample on an issue related to nursing.
6. Current resume.
7. Copy of current Michigan nursing license.
8. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

Admission Requirements for Foreign Students (I-20 Visa)

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

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

Following notification of admission, the students must submit an advance enrollment deposit of US\$1,500. The Director of International Students will issue the I-20 following receipt of the deposit. When the student completes attendance, the deposit will be refunded, provided all bills have been paid.

Application Procedure

1. Application forms are available in the Office of Graduate Studies, room 266 in the Academic Building. Prospective students may write or phone the office (313) 591-5049 to request forms.
2. The completed form together with a \$25 non-refundable application fee must be returned to the Office of Graduate Studies according to the graduate admission calendar. (See below.) Checks or money orders are to be made payable to Madonna University.

For Fall Term -before August 15

For Winter Term -before December 15

For Spring/Summer Term -before April 15

3. The applicant should request that each institution of higher learning attended as an undergraduate and/or graduate student send an official transcript to the Office of Graduate Studies. Only official transcripts sent to the Office of Graduate Studies will be acceptable as admission credentials. Madonna University graduates must formally request that the Registrar's Office send an official transcript to the Office of Graduate Studies.
4. The applicant should arrange to have the results of the GRE (Graduate Record Exam) for nursing applicants or the GMAT (Graduate Management Admission Test) for business administration applicants sent to the Office of Graduate Studies. The Madonna University score reporting codes are: 1437-3 (GRE) and 1437 (GMAT).

Self-instructional and computer-assisted materials to help students prepare for the GRE and GMAT are available in the Madonna University library. Each package contains review and exercises in both the quantitative and verbal skills addressed by the tests. A preparation course for the GRE and GMAT is offered through the Continuing Education Office (591-5188).

5. The applicant should also request that two persons complete the letter of recommendation forms in the admission packet.
6. Once the application file is complete, the applicant will be scheduled for a pre-admission interview.
7. After the department has reviewed the admission file, the applicant may be assigned an admission status. The Dean of Graduate Studies will inform the applicant of acceptance by letter. The applicant will be assigned an admission status from the following:
 - **Regular Admission:** The applicant meets all of the admission criteria.
 - **Conditional Admission:** An applicant who does not meet the criteria for regular admission, yet who appears to possess potential for success in graduate study, may be granted conditional admission to the program. This would include applicants with an undergraduate grade point average of less than 3.0, a low score on the graduate admission test required by the department, or insufficient work experience. The applicant will be admitted on the condition that he/she achieve a 3.0 GPA in the first 9 hours of course work approved by the department or on a condition set by the admission committee in the department. The student must qualify for regular admission within one calendar year.
8. **Special Status:** Students in the process of being admitted to a graduate program may register on a pre-admission status with the permission of the Dean of Graduate Studies. The business administration specialty will accept for the degree a maximum of 4 semester hours of coursework taken on special status. A maximum of 6 semester hours of coursework taken on special status will be accepted for the degree by the education and nursing departments. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.
9. **Nondegree Students:** Permission to enroll in classes on a nondegree status may be granted by the Dean of Graduate Studies. This category is for those students who do not seek admission to a graduate program.

Guest students from other institutions register under nondegree status.

Transfer Students

Students may transfer into the program from another institution with a maximum of 6 semester hours of graduate credit applied toward the master's degree. Transfer courses are accepted on the basis of their equivalency to courses in the Madonna program.

Guest Students

A student enrolled at another institution may register for graduate courses at Madonna University on a guest student basis by presenting a completed Michigan Uniform Guest Application to the Graduate Studies Office. The student must have written approval from the home institution in order to ensure that the credit will be accepted there.

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

Second Master's Degree

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

Enrollment in Courses by Senior Students

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

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

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



Tuition and Expenses

Madonna University believes that higher education should be affordable to all who seek it. Therefore, tuition is maintained at the lowest possible level. The following schedule is in effect beginning in Term I, 1991. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition for 1991-92 \$170 per semester hour

Fees

Madonna University reserves the right to change fees without advance notice. Inquiries related to fees should be referred to the Student Billing Department in writing or by calling (313) 591-5034. Course fees are published in the class schedule each term and are non-refundable.

Application for Graduate Program (Non-Refundable)	\$25
Advance Enrollment Deposits for Foreign Students (Deposit refunded to paying party when the student is no longer enrolled in Madonna's programs.)	\$1,500
Registration	\$30 per term
Late Registration	\$15
Deferred or Anticipated Examination The instructor will require a receipt from the Student Billing Department that the fee has been paid.	\$25 per test
Removal of Incomplete	\$10
Transcript of Credits	\$ 4
Billing/Payment Record Replacement	\$ 5
Change in Registration	\$15
Graduation fee	\$30
Late Submission of Intents	\$10
Returned Check Penalty	\$10
Thesis fee	\$85
Copyright fee (optional)	\$35

Checks should be made payable to Madonna University.

Student Payment Policies

All students may obtain their registration forms from the Registrar's Office when past due financial obligations have been met. Registration and unscheduled registration fees are due and payable at the time of registration.

Payment Plans

1. Tuition and fees are payable in advance in full at the time billed. Students may pay by cash, check, money order or credit card (Master Card or Visa). Canadian students must pay in U.S. Currency. Payment may be made by telephone for credit card holders. Payment may also be by mail. However, the University is not responsible for lost or delayed mail. The assessment of program adjustment and late payment charges is determined by the date payment is received by the Student Billing Office, regardless of the postmark date.
2. Students who do not pay in full in advance automatically choose the deferred payment plan of two equal installments. The initial payment is due approximately two weeks prior to the beginning of each term. The balance of tuition and fees is due four weeks after the beginning of the term. The Class Schedule carries the exact due dates for each term. The deferred payment plan is denied to students whose accounts have in the past been referred to a collection agency because of the student's failure to pay the University.

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

3. Payment may be made through the direct crediting of a financial aid award to the student's account, provided that the award is sufficient to cover the required advance minimum payment. This plan excludes university work-study awards. Students with an insufficient amount of financial aid to cover the minimum advance payment of 50% are required to pay the difference by the invoice due date. Students who have not received their official award verification notice prior to the billing close date are also required to pay the minimum advance payment of 50% when due.

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

4. Students whose employers will be invoiced for tuition and expenses may submit a billing authorization form prior to the billing close date, in lieu of the 50% advance payment.

Address changes

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

Penalties

1. Failure to meet the required minimum advance payment due date will result in the suspension of the student's registration. In order to reinstate the registration, the student is required to pay a \$10 suspension fee in addition to the 50% minimum payment. If the student does not intend to attend, he/she should withdraw in writing through the Registrar's Office. At the end of add/drop week, any student whose registration has been cancelled by the Student Billing Office will be required to pay a \$40 assessment fee along with 100% of that term's charges in order to be reinstated.
2. A penalty of 5% up to a maximum of \$50 is assessed if the second payment is not received by the due date on the invoice.
3. Students whose accounts are past due for a current semester's enrollment or who are in debt to the University at the end of any term are not entitled to register or receive a transcript, grade report or diploma until the account is settled.
4. Checks returned for any reason will constitute non-payment and will be subject to a \$10 penalty per check. Program adjustment or late payment charges will be assessed when applicable.

Billing Error or Dispute

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

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

Other Penalties

1. Program adjustment fee: a complete drop prior to the first day of classes is not assessed a program adjustment fee. Thereafter, a complete drop is assessed at \$15. Each add/drop transaction is assessed a \$15 program adjustment fee.

At least 50% of the increased tuition and fees resulting from a change in program made after the billing close date is paid at the time of the adjustment. No program adjustment fee is assessed for changes required as a result of University actions.

2. **Unscheduled registration:** Students who do not complete registration on the days designated in the Class Schedule Bulletin will be assessed an unscheduled registration fee of \$45, which includes the \$15 registration fee plus penalty.
3. **Replacement fee:** Requests to duplicate billing records and to verify payments are assessed a \$5 replacement fee.

Refunds/Credit Adjustments

Students are required to drop or withdraw officially from classes in person or in writing through the Registrar's Office. The date the Registrar's Office receives the request determines the amount of any adjustment of tuition after classes have begun.

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

Tuition credit adjustments are made according to the following schedule:

Full Term

Add/drop week	100% minus \$15 adjustment fee
Second week	75%
Third week	50%
Fourth week	25%
No credit past the fourth week	

Classes, workshops & seminars less than full term

No. of class sessions	1-4	5-8
On/or prior to first date of classes	100%	100%
After first class meeting	25%	50%
After second class meeting	0%	25%
After third class meeting	0%	0%

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

Refunds vs. Credits

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

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

Students whose accounts have a credit balance from changes in registration should complete a refund request form in the student billing office.

Student accounts which have a credit balance from financial aid received are not automatically refunded. To receive a refund, students must make a written request any time after the sixth week of classes in the fall and winter terms, and after the fourth week in spring/summer term. Madonna University encourages students to leave credit balances on their account to ensure that they can meet the required minimum payments of a subsequent term.

All students who have a credit balance at the end of a term automatically will receive a refund if they are not registered for classes in the subsequent fall or winter term.

All refunds are mailed. Students will receive a refund check in approximately two weeks from the date of their request. The University needs time to process the formal student refund request, to process the check, and allow for mail delivery. Fees are not refundable.

A credit balance of \$1 or less is not refunded unless specifically requested, and is not credited against future registration charges after the end of the term in which the credit is generated.

Non-Refundable Fees

1. Room and board fees are non-refundable. Rooms are rented for a term; no refund is made in case of withdrawal. No refund will be made on the board fee because of contractual arrangements relating to service in the dining hall.
2. Graduation fee: A non-refundable graduation fee of \$30 is charged each student who applies for graduation. It is assessed only once for each degree. Graduate students may obtain an Intent to Graduate form from the Office of Graduate Studies. The intent form must be completed, signed by the student's advisor and presented to the Office of Graduate Studies. See University Calendar for deadlines.
3. Thesis fee: Students are required to pay a thesis fee of \$85 at the time they file their Intent to Submit and Present Thesis form at the Graduate Studies Office. This is assessed to cover the cost of binding two copies of the thesis for the University and the publication fee for University Microfilms International. Students have the option of paying for copyright service and for the binding of a personal copy of the thesis.

Graduate Student Financial Aid

Financial aid for graduate students is limited, for the most part, to loans. In order to qualify, students must be able to demonstrate financial need.

More detailed information and/or application forms are available upon request from the Financial Aid Office.



General Policies and Procedures

Advising

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

Academic Load

The full-time credit load is 9 to 12 semester hours per term; the normal load for a student with a full time work commitment is 3-6 semester hours. Special permission to exceed these limits may be granted by the Dean of Graduate Studies.

For financial aid purposes, the following formula is used:

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

Attendance

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

Auditing Courses

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

Withdrawal From Classes

Students who wish to withdraw from a course(s) must do so officially - in writing - at the Registrar's Office before the deadline date specified in the calendar of the University bulletin. Failure to officially withdraw from a course will be recorded as F and computed in the grade point average.

The date of the request for withdrawal to the Registrar's Office of the postmark date of a letter or request will be used to determine the amount of adjustment of any tuition after the classes have begun. A student who does not officially withdraw from classes before the specified date, even though he/she did not attend classes, is responsible for payment of full tuition and fees for the class(es).

Academic Standards and Grading Policy

Maintaining high academic standards is a condition for retention in the program. Students must maintain a minimum grade point average of 3.0, with no more than six semester hours of C grades in core or specialty courses. Courses with grades lower than C will not apply toward the degree. The student must possess a degree GPA of at least 3.0 in order to graduate.

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

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

Other grades:

S - Satisfactory (C or Better)

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

W - Withdrawal

See policy on withdrawal from courses.

Y - Carry over

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

L - Lapsed

Indicates that the time limit for completion of the thesis or independent research study has lapsed. The L does not compute into the student's grade point average;



On the set of the nationally syndicated television program "Madonna Magazine," Dr. Mary Bailey, professor of nursing, and Dr. J. Albert Bailey, professor of history, discuss their Fulbright teaching experiences in China with show host Dennis Neubacher.

however, the student must reregister for the credits in order to fulfill degree requirements.

AUD - Audit

See policy on auditing courses.

I -Incomplete

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

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

Credit for Experiential Learning

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

Professional Ethics

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

Examinations, Grade Reports, and Transcripts

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

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

Transcripts are issued within a week after a signed request by the student. Transcripts for completed course work will be mailed after all grades have been posted -usually within three weeks of the end of the term. Issuance of the first transcript is free; additional transcripts are \$3 each. Official transcripts are issued to the student in unusual cases only. The fee for such service is \$4.

Academic Probation and Dismissal

A student whose semester grade point average drops below 3.0 will be placed on probation for one semester. If the student does not attain a semester grade point average of 3.0 for the following semester, he/she will not be permitted to continue in the program. Grades for all courses taken at Madonna University once the student has registered as a graduate student, will appear on the graduate transcript. The student must possess a degree GPA of at least 3.0 in order to graduate.

To be eligible for continued enrollment, the student must maintain satisfactory academic progress. This is based on two criteria: cumulative grade point average and progress toward completion of the degree as measured by course completion. In addition to maintaining a GPA of 3.0, the student is expected to successfully complete two-thirds of the coursework attempted over a year's time. Failure to maintain satisfactory academic progress will result in probation.

Candidacy

Students achieve master candidacy status once they have completed half of the required hours of coursework for a program, with a minimum 3.0 grade point average. Candidacy is considered an academic milestone; it brings recognition and encouragement once the student is at least half way toward completing the master's degree.

Thesis

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

In conjunction with the faculty thesis advisor, a student conducting research that involves use of human subjects is responsible to examine the criteria for exemption, nonexemption, and expedited review by the Human Subjects Review Committee. Classifications of review appear in the *Research Guide for Graduate Studies* as does the application form. The completed form is to be submitted to the Director of the Center for Research.

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

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

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

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

Grading Policy for the Thesis/Independent Research Study

The thesis/independent research study is graded on a pass/fail basis in the business administration specialty; the thesis is graded on a letter grade basis in the nursing department.

Research Study

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

Application for Degree

Students must file an intent to graduate with the Graduate Studies Office prior to the date specified on the University calendar. The graduation fee of \$30 is paid at the Student Billing Office, and the endorsed form is returned to the Graduate Studies Office. Students must file an intent to graduate regardless of whether or not they will attend the graduation ceremony.

Graduates are encouraged to be present at the commencement ceremony in May to receive their degrees. Students who expect to complete their degrees in July may participate in commencement exercises the preceding May.

Graduation Requirements

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

Statute of Limitations

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

Family Educational Rights and Privacy Act

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

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

Excluded from inspection are the following:

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

Records excluded from the provision of the Act:

1. Personal notes of teachers and administrators.

2. Law enforcement records.
3. Medical psychiatric reports or related professional files.

Records may be released without written consent to:

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

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

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

Student Appeal Process

If a student desires to contest a course grade as dismissal from the graduate program, the following appeals procedure is followed:

- Step 1 - The student discusses the problem with the professor at a scheduled appointment.
- Step 2 - If problem is not resolved, student and professor meet with the coordinator of the specialty program.
- Step 3 - If the problem remains unresolved, student presents the problem in writing to the department's Appeal Board (graduate faculty and one student representative). The board recommends an action to the divisional dean, who relays the decision to the student in writing.
- Step 4 - In the event the student rejects the decision, the student may present the case to the Dean of Graduate Studies for review by the Executive Committee. The Dean of Graduate Studies informs the student of the decision in writing.
- Step 5 - If the problem is not resolved, the student may submit an appeal to the campus-wide Student Appeal Board according to the published procedures.

STUDENT LIFE POLICIES

I. D. Cards

Student identification cards are issued by the office of the Dean for Student Development at the time of the first registration. The I. D. Card can be replaced for \$3.00. The I. D. Card should be carried at all times; it is used whenever

identification is necessary, such as in the library to check out materials. Students carrying thesis registration into a second semester need to contact the Graduate Studies Office for verification of their continued enrollment.

Parking Regulations

Students are to use the north and south parking lots, except where restrictions are posted for reserved parking for the disabled. Parking violators will be ticketed.

Alumni

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

Prohibitions

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

Smoking is confined to designated areas in the academic building, the Commons Room, and the patio of the Residence Hall.

Food Service

Graduate students are invited to use the food service in the Madonna University Residence Hall for lunch and dinner. Hours are posted in the Academic Building.

Changes in Policy

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



Business Administration Programs

MASTER OF SCIENCE IN ADMINISTRATION Business Administration Specialty

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

- *An understanding of the specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role. The content of the program was determined by gathering information from a variety of sources on what managers need to be and how they need to change to meet the challenges of the 1990's.*
- *An in-depth understanding of the role of human behavior in the organizational environment. The program stresses the importance of people, the satisfaction of their needs and objectives, and the integration of these needs with the goals of the organization.*
- *Significant awareness of professional ethics and social responsibility. Beyond the required course dealing with managerial ethical considerations, the program stresses the importance of developing and maintaining one's own ethical and value system.*
- *A systematic approach to problem-solving for effective decision making. Methods of integrating computerized information into the decision-making process are stressed in the program.*
- *Appreciation of the contribution of the traditional liberal arts disciplines to the current and future practice of management. Faculty with strong backgrounds in disciplines such as psychology, history, philosophy, ethics, mathematics, communications, and the humanities have been carefully selected to bring the liberal arts context to the study of leadership.*
- *A practical approach to recognizing societal and environmental issues and analyzing their collective impact on human behavior and especially on the manager. The methodologies of futures research allow the manager to place him/herself in a proactive position rather than reactive and to lead others into the twenty-first century.*
- *An in-depth familiarity with the knowledge and skills needed to perform useful research within a professional environment. In order to be a dynamic force, a manager must change. Reading and carrying out research provides the manager with a base from which to launch change.*
- *A greater sense of personal discipline to pursue lifelong learning for professional growth.*



Dean of the College of Nursing, Dr. Mary Wawrzynski, greets M.S.A. alumna Sharon Waldsmith, Coordinator of Children's Special Health Care Services for the Wayne County Health Department.

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

Characteristics of Program

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

- Emphasis on ethical and professional leadership in diverse organizations and environments.
- Opportunities for extensive networking through courses, team work, retreats with students, faculty, and community and organizational leaders.
- Assessment of the student's leadership skills and needs and preparation of a leadership development plan.

- Opportunity to complete a research study in collaboration with the student's workplace management.
- Integration of leadership studies with planning, futuring, and forecasting, and the management of human resources, process, project, and information.
- Opportunity to integrate international business study and travel into the plan of study.
- Constant evolution, adjustment, and refinement of the program in response to student needs and interests and the changing workplace.

Requirements for graduation

The business administration program entails eighteen semester hours of required courses, eleven semester hours in specialty electives, and seven semester hours in a capstone sequence, for a total of 36 semester hours:

Required Administration Core Courses (18 s.h.)

MGT	522	Introductory Seminar in Leadership Studies	1 s.h.
*ACC	525	Managerial Accounting for Decision Making	3 s.h.
MGT	530	Behavior in Organizations	3 s.h.
MGT	537	Future Society and Leadership	2 s.h.
MGT	540	Organizational Theory and Design	3 s.h.
MGT	547	Ideas in Leadership: Development and Leadership	2 s.h.
MGT	555	Ethical Considerations in Leadership	2 s.h.
CIS	558	Information Systems for Managers	2-3 s.h.

Required Capstone Specialty Courses (7 s.h.)

*QS	643	Research Design	3 s.h.
QS	683	Independent Research Study/Thesis	1 s.h.
QS	684	Independent Research Study/Thesis	2 s.h.
QS	693	Seminar in Leadership Studies	1 s.h.

Elective Specialty Courses (choose 11 s.h.)

*INB	535	International Trade and Finance	3 s.h.
INB	545	International Management	3 s.h.
MGT	550	Human Resource Management and Development	3 s.h.
*ECN	554	International Economics	3 s.h.
CIS	561	Information Systems Planning	3 s.h.
*FIN	565	Business Finance	3 s.h.
*QS	574	Forecasting and Planning	3 s.h.
*QS	576	Project Planning and Evaluation	3 s.h.
*MKT	579	Marketing Strategy	3 s.h.
+BUS	580-1	Seminar in Leadership	1-3 s.h.
HUM	505	Communications for the Executive	3 s.h.

*denotes courses with undergraduate prerequisite

+BUS 580 and 581 are seminars or workshops designed in response to student need and interest and faculty interest and expertise. Offered on a rotating basis, they may include such topics as Power and Politics, Organizational Culture and Leadership, Leadership and Teambuilding, or Leadership and Creativity.

MASTER OF SCIENCE IN BUSINESS ADMINISTRATION International Business Specialty

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

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

Requirements for graduation

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

Required Business Foundation Sequence (21 s.h.)

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

Business Foundation Sequence

ACC 515: Financial Accounting (3 s.h.)

ECN 518: Economic & Business Activity (3 s.h.)

MKT 516: Essentials of Marketing (3 s.h.)

MGT 530: Behavior in Organizations (3 s.h.)

FIN 315: Business Finance (3 s.h.)

CIS 558: Information Systems for Managers

QS 517: Quantitative Methods

Undergraduate Courses

Principles of Accounting I & II

On course each in micro and macroeconomics

Principles of Marketing

Principles of Management or Organizational Behavior

Principles of Finance

Introduction to Computers

Business Statistics

Required International Sequence (36 s.h.)

MGT 522: Introductory Seminar	1 s.h.
ACC 525: Managerial Accounting	3 s.h.
MGT 537: Future Society & Leadership	2 s.h.
MGT 555: Ethical Considerations	2 s.h.
INB 535: International Trade Structure & Systems	3 s.h.
INB 545: International Management	3 s.h.
ECN 554: International Economics	3 s.h.
ACC 570: International Accounting	1 s.h.
INB 615: International Marketing	3 s.h.
FIN 625: International Finance	3 s.h.
INB 627: Import-Export Management	2 s.h.
INB 635: Foreign Business & Culture Experience	3 s.h.
INB 637: International Business Communications & Negotiations	3 s.h.
INB 673: International Business Research I: Government, Culture, and Geography	1 s.h.
INB 674: International Business Research II: Government, Culture, and Geography	1 s.h.
INB 675: International Business Research III: Government, Culture and Geography	1 s.h.
Elective	1 s.h.

**MASTER OF SCIENCE IN BUSINESS ADMINISTRATION
Operations Management Specialty**

The Master of Science in Business Administration with a specialty in operations management offers a planned program of educational experiences for the graduate student involved in either manufacturing or nonmanufacturing environments and interested in the process of producing a product or service from inception and planning through production, implementation, and evaluation. The content of the program is designed to provide the student with the following competencies:

- *An understanding of the specialized knowledge, skills, and attitudes necessary for professional and effective performance as a participant in a total quality environment.*
- *An understanding of the role of human behavior in the organizational environment, the importance of people, the satisfaction of their needs and objectives, and the intergration of these needs with the goals of the organization.*
- *Significant awareness of professional ethics and social responsibility. Beyond the required course dealing with ethical considerations, the program stresses the importance of developing and maintaining one's own ethical and value system.*
- *A systematic approach to problem-solving for effective decision making. Methods of integrating computerized information into the decision-making process are stressed in the program.*

- A practical approach to recognizing societal and environmental issues and analyzing their collective impact on the organization. The methodologies of futures research allow the student to place him/herself in a proactive rather than reactive position.
- An in-depth familiarity with the knowledge and skills needed to perform useful research within a professional environment.
- A greater sense of personal discipline to pursue lifelong learning for professional growth.

Requirements for graduation

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

Required Business Foundation Sequence (13 s.h.)

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

Business Foundation Sequence

ACC 515: Financial Accounting (3 s.h.)
 ECN 518: Economic & Business Activity (3 s.h.)
 MKT 516: Essentials of Marketing (3 s.h.)
 CIS 558: Information Systems for Managers (1 s.h.)
 QS 517: Quantitative Methods (3 s.h.)

Undergraduate Courses

Principles of Accounting I & II
 On course each in micro and macroeconomics
 Principles of Marketing
 Introduction to Computers
 Business Statistics

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

MGT 522: Introductory Seminar	1 s.h.
MGT 530: Behavior in Organizations	3 s.h.
MGT 537: Future Society & Leadership	2 s.h.
MGT 540: Organizational Theory and Design	3 s.h.
MGT 555: Ethical Considerations	2 s.h.
CIS 558: Information Systems for Managers	2 s.h.
QS 574: Forecasting and Planning	3 s.h.
QS 576: Project Planning and Evaluation	3 s.h.
MKT 579: Marketing Strategy	3 s.h.
QS 643: Research Design	3 s.h.
MGT 622: Production & Operations Management: A Life Cycle Approach	2 s.h.
QS 623: Quality Control Systems	2 s.h.
MGT 624: Competitive Strategy Analysis and Planning	2 s.h.
QS 683-684: Independent Research Project/Thesis	3 s.h.
QS 693: Seminar	1 s.h.
Elective	1 s.h.

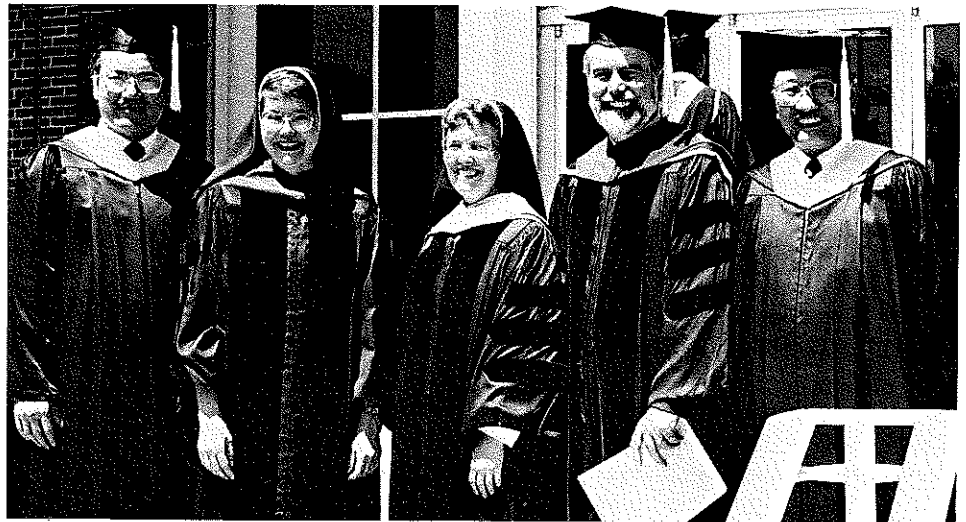
Education Programs

MASTER OF SCIENCE IN ADMINISTRATION Educational Leadership Specialty

Philosophy

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

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



Sister M. Francilene, President, Sister Rose Marie Kujawa, Academic Vice President, and Dr. Ernest Nolan, Dean of Graduate Studies, pose with two members of the first class from Taiwan to receive M.S.A. degrees in educational leadership: Andrew Chang, President of Supreme Master Corporation, and Ming-Jer Lin, Executive Director of the Oceania Educational Consulting Services.

Purpose

The Master of Science in Administration with a specialty in educational leadership is designed to meet the need for leaders in diverse educational settings, who will not only be effective managers but also enlightened educators and instructional leaders. The program is, therefore, rooted in the knowledge of learning and teaching and in the seminal ideas which inform them, for these are intellectual and moral centers of education. This fundamental educational approach enables the leader not only to manage effectively but also to manage with a compelling vision of the future. The program seeks to develop educational leaders who:

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

Program Objectives:

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

- *Establishing and maintaining a positive and open learning environment that utilizes staff, student, and community efforts to develop and attain program/school goals.*
- *Developing and delivering an appropriate curriculum reflecting a sensitivity to cultural and environmental differences and leading to the mastery of basic and complex skills as well as enrichment.*
- *Building strong local, state, and national support for education.*
- *Developing and implementing effective instructional delivery systems that make effective use of time, staff, technologies, community resources, and financial resources to maximize student learning.*
- *Creating staff development programs and evaluation systems to enhance the effectiveness of educational and support personnel.*
- *Managing operations and facilities to assure successful student learning.*
- *Utilizing significant research in problem solving and program planning.*

Requirements for Graduation

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

Required Education Foundation Core (6 s.h.)

EDU 500: Current Developments in Teaching and Learning Theory	2 s.h.
EDU 505: American Education: Historical, Social, and Political Perspectives	2 s.h.
EDU 508: Instructional Research and Evaluation	2 s.h.

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

EDU 510: Data Management for Educational Leaders	2 s.h.
MGT 530: Behavior in Organizations	3 s.h.
MGT 540: Organizational Theory and Design	3 s.h.
EDU 565: Education and the Community	2 s.h.
EDU 575: Financing of Education	2 s.h.
EDU 585: Legal Issues in Education	2 s.h.

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

MGT 522: Introductory Seminar in Leadership Studies	1 s.h.
MGT 555: Ethical Considerations in Leadership	2 s.h.
EDU 595: Curriculum Leadership	2 s.h.
EDU 693: Seminar in Educational Leadership	2 s.h.

Required Clinical Experience (3 s.h.)

EDU 631: Internship/Project in Educational Leadership and Seminar	3 s.h.
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MASTER OF ARTS IN TEACHING

Learning Disabilities Specialty (Effective January 1, 1992)

Philosophy

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

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

Purpose

The Master of Arts in Teaching with a specialty in Learning Disabilities is a professional graduate degree program designed to serve certified teachers who want to specialize in the field of Learning Disabilities. The program leads to state endorsement in either Elementary Learning Disabilities or Secondary Learning Disabilities. Teachers who complete the program will:

- possess the academic scope necessary to understand the field of Learning Disabilities within the context of education.
- demonstrate professional competence and initiative as a special education teacher by using research-based principles of teaching in a thoughtful and creative ways.
- demonstrate advanced practical scholarship necessary to renew the field of special education by advancing the standards of the profession.

Program Objectives

Students who complete the graduate program in Learning Disabilities will:

- Develop an understanding of the place of special education in the context of the historical, philosophical, and social foundations of education.
- Develop an understanding of the major principles of teaching and classroom learning and apply these principles to instructional practices in the classroom.
- Develop the ability to read and evaluate research published in the field of special education.
- Develop a knowledge base in the field of Learning Disabilities which encompasses the field from its inception to present day practices and thinking.
- Develop advanced instructional skills for mildly handicapped students including the use of informal and formal assessment, the development and modification of curriculum, intensive small group and individualized instruction, and strategies for dealing with social and behavioral problems.
- Develop instructional leadership skills at the building level in order to act as a consultant/collaborator with regular education teachers.

Requirements for Graduation

The M.A.T. with a specialty in Learning Disabilities reflects the Michigan Department of Education regulations for endorsement in special education for two levels of endorsement, elementary and secondary. This 31-34 s.h. program has four major components: 1) the Education Foundation Core of 4 s.h.; 2) the Learning Disabilities Specialty of 21-22 s.h.; 3) the Student Teaching/Practicum of 5-6 s.h.; and 4) LD Research Project of 2 s.h.

Required Education Foundation Core (4 s.h.)

EDU 500: Current Developments in Teaching and Learning Theory	2 s.h.
or	
EDU 505: American Education: Historical, Social, and Political Perspectives	2 s.h.
EDU 508: Instructional Research and Evaluation	2 s.h.

Required Learning Disabilities Specialty for Elementary Endorsement (21 s.h.)

SED 545: Learning Disabilities	3 s.h.
SED 551: Elementary Methods of Teaching the Mildly Handicapped	4 s.h.

SED 572:	Diagnostic and Remedial Techniques in Reading	3 s.h.
EDU 595:	Curriculum Leadership:Elementary Level	2 s.h.
SED 601:	Language Problems in the Learning Disabled Student	3 s.h.
SED 609:	Formal and Informal Assessment	4 s.h.
SED 622:	Consultation and Collaboration	2 s.h.

Required Learning Disabilities Specialty for Secondary Endorsement (22 s.h.)

SED 512:	Special Education in the Middle and Secondary Schools	3 s.h.
PSY 513:	Adolescent Psychology	4 s.h.
SED 545:	Learning Disabilities	3 s.h.
SED 555:	Secondary Methods of Teaching the Mildly Handicapped	4 s.h.
SED 609:	Formal and Informal Assessment	4 s.h.
SED 622:	Consultation and Collaboration	2 s.h.
EDU 595:	Curriculum Leadership: Secondary Level	2 s.h.

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

Students seeking an initial special education endorsement in Learning Disabilities register for Student Teaching. Students who hold an endorsement in another area of special education register for the Practicum.

For Elementary Learning Disabilities Endorsement

SED 671:	Student Teaching:Elementary Learning Disabilities	5 s.h.
	or	
SED 681/683:	Learning Disabilities Practicum I, II: Elementary	2, 2 s.h.
SED 693:	Learning Disabilities Seminar	1 s.h.

For Secondary Learning Disabilities Endorsement

SED 675:	Student Teaching: Secondary Learning Disabilities	5 s.h.
	or	
SED 685/686:	Learning Disabilities Practicum I, II: Secondary	2, 2 s.h.
SED 693:	Learning Disabilities Seminar	1 s.h.

Required LD Research Project (2 s.h.)

SED 694:	Learning Disabilities Project: Elementary	2 s.h.
	or	
SED 695:	Learning Disabilities Project: Secondary	2 s.h.



Nursing Programs

MASTER OF SCIENCE IN NURSING Nursing Administration Specialty

Philosophy

Christian Humanism

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

The faculty values the innate dignity of each person and the freedom each has to develop physical, social, psychological, and spiritual well-being.

The nursing faculty promotes an appreciation and openness for other religious traditions and encourages respect and sensitivity for all persons, thereby fostering the spirit of ecumenism, intellectual freedom, and open dialogue.

Person

The nursing faculty believes that persons are holistic beings who have physical, social, psychological, spiritual, and cultural dimensions, which develop to form a unique and indivisible whole. Persons are endowed with the capability for learning, the ability to make choices, and the responsibility for their knowledgeable decisions. Persons are in dynamic interaction with the environment. They respond to this influence and possess the potential to change themselves and/or their environment.

Environment

Environment comprises all that is external to persons. It consists not only of family and community but also of the entire universe. It is bounded by neither time nor place. A dynamic mutually coexistent interaction exists between environment and persons, which elicits everchanging responses from both.

Health

The nursing faculty believes that health is a personal or group perception of a dynamic state of physical, social, psychological, spiritual, and cultural well being. Health is comprised of wellness and illness. Wellness is synchronized personal functioning, the ability to independently participate in daily living and the capacity to contribute to society. Illness is a state of health when personal functioning becomes asynchronous. The asynchronous state may affect persons' independent daily living and the ability to contribute to society. Health is influenced by interaction with the environment. Persons have, at any point in time, an individual and/or collective state of health, and it is in situations related to health that persons seek nursing care.

Nursing

The faculty members believe that nursing is caring for persons through meaningful interaction with them. This is accomplished through "the diagnosis and treatment of human responses to actual potential health problems" (American Nurses Association, 1980, p.9).

American Nurses Association (1980). *Nursing: A social policy statement*. Kansas City, Missouri: Author.

It is through knowledge of the humanities, natural and behavioral sciences, and spirituality that nurses assess persons in their environment. Through purposeful communication, mutual goals are set, a treatment plan is formulated, interventions are implemented, and the outcome is evaluated.

Professional nursing encompasses health promotion, illness prevention, supportive and restorative actions, health education, rehabilitation, knowledge development, leadership, and management. These nursing services are provided by generalists, specialists, administrators, educators, and/or researchers in a variety of settings.

Education

The faculty believes that the teaching/learning process is a dynamic interchange between individuals resulting in a change in behavior. Learners are primarily responsible for their own learning, although the faculty play a critical role in facilitating and supporting the learning process. Faculty believe that it is possible and desirable to design strategies which will foster the learner's ability to master nursing knowledge and skills in a sequentially defined progression that is evaluated regularly throughout the program.

Nursing Education

The nursing faculty believes that professional nursing education must take place in an institution of higher education. In this environment, previous learning and experience are expanded through the input of faculty from a variety of disciplines which better prepares the student to respond to life challenges and adapt to change. To achieve this end, nursing faculty actively support liberal education and shape professional nursing education so that it is responsive to the expectations and needs of society, the professional, and the health care system.

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

Nurses have the right and responsibility to continue learning throughout life. The faculty believes that educational opportunities which facilitate mobility toward the baccalaureate degree are desirable. Baccalaureate education is the foundation for graduate level study of nursing theory, practice, administration and research. The faculty supports learners' rights to advance nursing career goals within the framework of a flexible, quality program.

Conceptual Framework

The conceptual model of the nursing program, which guides students toward a theory based practice, is organized on the fundamental concepts of person, health, environment, and nursing.

The person and the nurse interact with and within their environments, evolve from their respective pasts, and meet when health situations require nursing care. The health situation is viewed as fluctuating states of wellness and illness, which comprise health. The health situation characterizes the client's current health state which requires nursing intervention. The dynamic interaction between the client and nurse encompasses the nursing process. The health situation represents this interaction and includes assessment, nursing diagnosis, mutual goal setting, nursing interventions and evaluation.

The Graduate Program

The graduate program prepares quality professional practitioners with advanced knowledge of nursing theory and practice, who will utilize the research process and nursing skills in the application of the principles of the major.

The course of study provides both theoretical foundation and practicums in the major. Such courses promote the development of an appropriate knowledge base and skills in the practice setting with diverse client populations.

Program experiences are designed to stimulate the students' desire to continue their education beyond the master's degree through personal study, continuing education and the pursuit of the doctoral degree.

Goals of the Nursing Administration Major

The graduate program of study is developed within the structure of the Department of nursing. There are two options in nursing administration, the MSN and the MSN/MSA. The outcome of the MSN is a high level professional nurse practitioner with advanced knowledge of nursing theory and practice, ability to utilize the research process, and particular skills in the application of administrative principles in the nursing management setting. It includes interdisciplinary management courses, science support courses, and development of teaching and leadership skills in actual practice settings.

The MSN/MSA course of study is also designed for the baccalaureate prepared nurse but one whose career goals lie in upper management in health care facilities, businesses, or other complex service organizations. In the dual degree program, the managerial leadership knowledge base is expanded to include information systems, leadership in future settings, and leadership development, as well as opportunities for marketing, human resource management, finance, and international business.

Purpose

The purpose of the nursing administration major is to prepare high level professional practitioners with advanced knowledge of nursing theory and practice, ability to utilize the research process, and particular skills in the application of the administrative process to the nursing management setting. The course of study includes

interdisciplinary management classes and both clinical and administrative nursing practicums to allow the development of teaching and leadership skills in actual practice settings. The faculty of this program recognizes the ongoing requirement for continuing education for the professional and provides experiences designed to stimulate the students' desire to continue their education beyond the Master's degree through personal study, continuing education, and pursuit of the doctoral degree.

Terminal Objectives for the Nursing Administration Major

The program is designed to prepare a master degree nurse who can:

- *Use advanced knowledge of nursing theory to develop strategies for advanced practice.*
- *Use knowledge of advanced nursing practice and management theory to develop nursing administrative strategies in the practice arena.*
- *Use advanced knowledge of administration theory to develop management strategies in the practice arena.*
- *Use effective goal-directed communication to enhance formal and informal communication structure within the organization.*
- *Develop a personal professional code of conduct based on cultural, spiritual, ethical and legal principles in administrative decision making.*
- *Apply research methodology to the resolution of nursing administration problems.*
- *Use advanced leadership and management skills to effect/improve policies that influence the delivery of health care.*
- *Assume responsibility for achievement of professionalism, life-long learning and the advancement of the profession of nursing.*

Requirements for Graduation: MSN

The program in nursing administration involves a minimum of 36 semester hours of graduate level coursework, which entails the following: nine semester hours of required courses in administration, four semester hours of required courses in the sciences, and 23 semester hours in the nursing major, which includes seven semester hours in nursing practice, seven semester hours in nursing administration, and nine semester hours in nursing research.

Required Administration Courses (9 s.h.)

*ACC 525	Managerial Accounting for Decision Making	3 s.h.
MGT 530	Behavior in Organizations	3 s.h.
MGT 540	Organizational Theory and Design	3 s.h.

Required Science Courses (4 s.h.)

BIO 510	Epidemiological Concepts and Applications	2 s.h.
SOC 509	Sociology of the Health Care System	2 s.h.

Required Nursing Courses (23 s.h.)

Nursing Practice Base:

NUR 500	Theoretical Basis for Nursing Practice	2 s.h.
*NUR 510	Advanced Nursing Practice	2 s.h.
NUR 610	Advanced Episodic Nursing	3 s.h.

Nursing Administration:

NUR 555	Ethical and Legal Issues in Nursing	2 s.h.
NUR 630	Nursing Administration	3 s.h.
NUR 631	Nursing Administration Practicum	2 s.h.

Nursing Research:

NUR 554	Biostatistics	3 s.h.
NUR 674	Research Methods and Evaluation Strategies	3 s.h.
NUR 694	Nursing Administration Research: Thesis	3 s.h.

*denotes course with undergraduate prerequisite

Students also have the opportunity to take the following elective courses or workshops:

ADM 518	Information Retrieval/Publication Presentation	1 s.h.
NUR 542	Management of Instructional Systems	2 s.h.
HUM 505	Communications for the Executive	3 s.h.
MKT 516	Essentials of Marketing	3 s.h.
NUR 580	Selected Topics in Nursing Administration	1-3 s.h.

Students are expected to possess physical appraisal skills and to be computer literate. If a student is found to be deficient in one or both of these areas, he/she would be required to complete NUR 208 Physical Appraisal and History Taking (1 s.h.) and/or BUS 225 Computer Fundamentals (1 s.h.). Two semesters of undergraduate accounting is required before taking ACC 525. Students may meet this requirement by completing ACC 515 (3 s.h.)

Requirements for Graduation: MSN/MSA Dual Degree Program

Students in the dual degree program receive two degrees: the Master of Science in Nursing (MSN) in nursing administration and the Master of Science in Administration (MSA) in business administration. Students fulfill the objectives of both degree programs by completing a minimum of 60 semester hours, which includes 16 semester hours of required courses, 11 semester hours in specialty electives, 7 semester hours in nursing theory and practice, 8 semester hours in nursing administration, 4 semester hours in science support, and a 14 semester hour integrated research sequence. As with the MSN degree, students must complete both the written and oral presentation of their thesis to graduate.

Administration Core (16 s.h.)

MGT 522	Introductory Seminar in Leadership Studies	1 s.h.
*ACC 525	Managerial Accounting for Decision Making	3 s.h.
MGT 530	Behavior in Organizations	3 s.h.

MGT 537	Future Society and Leadership	2 s.h.
MGT 540	Organizational Theory and Design	3 s.h.
MGT 547	Ideas in Leadership: Development and Literature	2 s.h.
CIS 558	Information Systems for Managers	2-3 s.h.

Business Specialty Electives (11 s.h.)

Select from courses below for 11 s.h.:

MGT 555	Ethical Considerations in Leadership	2 s.h.
*INB 535	International Trade and Finance	3 s.h.
INB 545	International Management	3 s.h.
MGT 550	Human Resource Management and Development	3 s.h.
*ECN 554	International Economics	3 s.h.
CIS 561	Information Systems Planning	3 s.h.
*FIN 565	Business Finance	3 s.h.
*QS 574	Forecasting and Planning	3 s.h.
*QS 576	Project Planning and Evaluation	3 s.h.
*MKT 579	Marketing Strategy	3 s.h.
BUS 580-1	Selected Topics	1-3 s.h.
HUM 505	Communications for the Executive	3 s.h.

Nursing Theory, Practice, and Administration (15 s.h.)

NUR 500	Theoretical Basis for Nursing Practice	2 s.h.
NUR 510	Humanistic Nursing Care	2 s.h.
NUR 610	Advanced Nursing Practice	3 s.h.
NUR 555	Ethical and Legal Issues in Nursing Administration (MGT 555 may be substituted at student's option.)	2 s.h.
NUR 630	Nursing Administration	3 s.h.
NUR 631	Nursing Administration Practicum	3 s.h.

Science Support (4 s.h.)

BIO 510	Epidemiological Concepts and Applications	2 s.h.
SOC 509	Sociology of the Health Care System	2 s.h.

Integrated Research Sequence (14 s.h.)

NUR 554	Biostatistics	3 s.h.
QS 683	Research Design	3 s.h.
NUR 674	Research Methods and Evaluation Strategies	3 s.h.
NUR 694	Nursing Administration Research: Thesis	4 s.h.
QS 693	Seminar in Leadership Studies	1 s.h.

*denotes course with undergraduate prerequisite



Course Descriptions

ACC 515 - Financial Accounting - 3 s.h.

Fundamental principles of financial accounting dealing primarily with reporting the financial results of operations, financial position, and changes in the financial position to the investors, managers, and interested parties. (Prerequisite for ACC 525)

ACC 525 - Managerial Accounting for Decision Making - 3 s.h.

Enables the student to make better accounting-informed managerial decisions, based on acquiring an understanding of the accounting discipline's role in the decision-making process. Emphasizes competency in the use of accounting information, not on preparation of financial data. Prepares the student to integrate accounting information and decision-making techniques with other administrative and leadership functions. (Prerequisite: two semesters of accounting or ADM 515)

ACC 570 - International Accounting - 1 s.h.

A study of the rationale and methods of dealing with accounting issues involving different countries. Value of currencies, banking philosophies, and country exchange rates are studied. Cooperation between regulatory bodies and international consolidated corporation analysis will be stressed. (Prerequisite: ACC 525)

BIO 510 - Epidemiological Concepts and Applications - 2 s.h.

Overview of current concepts in epidemiology and their application, with emphasis on the epidemiology of chronic diseases and implications for the management of health operations.

BUS 580-1 - Seminars in Leadership - 1-3 s.h.

A series of leadership seminars offered on a rotating basis in a variety of formats. Topics include: creativity and leadership; power and strategy; organizational culture and leadership; leadership and public policy; leadership and collaboration; leadership and teambuilding; power and politics.

CIS 558 - 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 registration as 3 s.h. course.)

CIS 561 - Information Systems Planning - 3 s.h.

Development of conceptual framework for strategically planning and managing technology, especially information systems, including harnessing the power of the mainframe and/or personal computers to evaluate and track the decision-making process. An in-depth study of where today's new trends and technologies are heading and which technologies are working for greater corporate profit. The course focuses on the non-technical manager. (Prerequisite: CIS 558 or equivalent.)

ECN 518 - 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 554 - International Economics - 3 s.h.

An expansion of basic principles of economic theory to the international level with emphasis on theory and current empirical research. Examines the classical theory of international trade; the terms of trade; international monetary system; foreign exchange markets and rates; effects of tariffs, quotas and other distorting policies; balance of payments and national macroeconomic policies; international factor mobility and economic development. (Prerequisite: ECN 518 or Equivalent)

EDU 500 - 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 505 - American Education: Historical, Social, and Political Perspectives - 2 s.h.

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 508 - Instructional Research and Evaluation - 2 s.h.

Focus on the knowledge and skills needed by educational leaders to 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 510 - Data Management for Educational Leaders - 2 s.h.

Design, implementation, and evaluation of typical data management activities at the building and school system level. Attention is given to information needs that are (1) internal to the organization, e.g. distribution and control of instructional materials, student longitudinal data, attendance procedures, accreditation reports, course scheduling and, (2) external obligations to outside agencies, e.g. State required Annual Education Reports, School Improvement plans, Chapter One evaluations, "Fourth Friday" reports, and financial reports. The appropriate utilization of information is covered.

EDU 565 - Education and the Community - 2 s.h.

Development of the knowledge and competencies needed by educational leaders to work professionally with their communities, including communication, community organizations and structures, role of key community actors and parents, volunteerism, and the community education concept.

EDU 572 - Diagnosis and Remedial Techniques in Reading - 3 s.h.

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

EDU 575 - Financing of Education - 2 s.h.

Development of the knowledge and skills needed by educational 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 education, budget development, expenditure control, and current state and national trends in the financing of public education.

EDU 580-1 - 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 585 - Legal Issues in Education - 2 s.h.

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

EDU 595 - Curriculum Leadership - 2 s.h.

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

EDU 631 - Internship/Project in Educational Leadership and Seminar - 3 s.h.

Field experience in an educational setting, which will allow the student to gain experience in leadership activities. The student is supervised by a faculty member and mentored by a staff member of the host institution who is identified collaboratively by the host institution and the College. The nature of the internship is structured collaboratively by the host institution and the College. Experiences may be of the traditional administrative nature; however, the College recognizes that there are roles in many school settings which are of a leadership nature without an administrative title. Other examples might include school improvement, community education, staff development, curriculum development, collective bargaining, budget development, public relations, etc. Typically students would log approximately 500 hours in the internship, which may be divided over two terms. An alternative plan would allow the student to conduct a leadership project and submit an evaluative report at its conclusion.

EDU 693 - Seminar in Educational Leadership - 2 s.h.

Synthesis of the coursework and field experiences of graduate students in educational leadership as they near completion of the program. Topics are student centered and will typically be drawn from field setting experiences. The seminar will allow for communication among students and between the student group and the College. A seminar paper will serve as the culminating assignment of the program.

FIN 565 - Business Finance - 3 s.h.

A thorough treatment of the three major kinds of financial management decisions faced by business firms: the investment decision, the financing decision, and the dividend decision. (Prerequisite: One course in finance or FIN 315.)

FIN 625 - International Finance - 3 s.h.

Examines systems, methods, and institutions for financing international business. Emphasis on analysis and decision-making in the international monetary environment from the firm's perspective. Topics include financing of trade and transactions; international capital markets and asset financing; foreign exchange risk and exposure management; multinational taxation.

(Prerequisites: ECN 554, INB 535, ACC 570)

HUM 505 - Communications for the Executive - 3 s.h.

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

INB 535 - International Trade Structure and Systems - 3 s.h.

Survey of the history, structure, and institutions of international trade relationships and trading systems. Topics include history and evolution of international trade; comparative economic systems; developing trading blocs; structure and governance of the GATT; structure, governance, and policies of European Community; North American free trade agreements; firm-level trade relationships such as international supplier and distributor relationships and multi-national structures.

(Prerequisite: ECN 518 or equivalent)

INB 545 - 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. (Prerequisite: MGT 530 and MGT 540.)

INB 615 - International Marketing - 3 s.h.

Examines the development of international marketing programs; Evaluating international market opportunities, determining marketing objectives appropriate for specific world markets, and coordinating strategies in world markets. Emphasizes application of marketing principles in the multinational environment.

(Prerequisite: MKT 516 or undergraduate course in marketing principles)

INB 627 - Import-Export Management - 2 s.h.

Development of the exporting and/or importing activities of a firm. Emphasis on both strategic and tactical planning and management of these international linkages. Emphasis on analysis of the firm's strengths and weaknesses with regard to international activities. Survey of export service and assistance providers.
(Prerequisite: INB 535)

INB 635 - Foreign Business and Culture Experience - 3 s.h.

An intensive study of the culture and specified business language through approved foreign study/travel in which the language is used in order to function as business specialists in regions other than the United States. A major analytical report will be required. Students are required to show competence in one language other than English. Competence is defined as a score of Intermediate Low to Mid on the ACTFL scale (or equivalent). Students may complete this requirement at any time during the program but are encouraged to do so prior to their foreign travel/study experience.

INB 637 - International Business Communications and Negotiations - 3 s.h.

Approaches effective international communications as an essential professional skill and as an important function of international management. Discusses the cultural aspects of verbal and nonverbal behaviors of persons from different cultures, the negotiation process with those from differing cultures, and presents techniques and experiences for increasing one's effectiveness. (Course will be added as elective under MSA degree)

INB 673 - Area Studies and Research I: Focusing on Government, Culture, and Geography -1 s.h.

Explores the unique methodological problems of conducting the international business research, such as data availability, reliability, and comparability; major information sources, problems of language, distance, and perceptions. The student will select a specific region of the world and begin a comprehensive study of the geography, culture, government, history, language, economics, and politics of the region. This independent study will continue through INB 674 and INB 675.

INB 674 - Area Studies and Research II: Focusing on Government, Culture, and Geography -1 s.h.

A continuation of the independent study, under the guidance of a faculty advisor, of the specific region of the world identified in INB 673.

INB 675 - Area Studies and Research III: Focusing on Government, Culture, and Geography - 1 s.h.

The culmination of the independent study of a specific region of the world; a comprehensive research paper on the region will be prepared following program guidelines, and a presentation on the highlights of the research will be given by the student.

MGT 522 - Introductory Seminar in Leadership Studies - 1 s.h.

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

MGT 530 - 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 537 - Future Society and Leadership - 2 s.h.

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

MGT 540 - Organizational Theory and Design - 3 s.h.

Theories, design, structure, systems, process, continuity, and the behavior of organizations as organizations and as part of the larger society are studied from a macro perspective; students demonstrate competency in understanding theory and design of organizations.

MGT 547 - 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 550 - Human Resource Management and Development - 3 s.h.

Theory and practice of the management of human resources and in personnel work in for-profit and not-for-profit organizations. Emphasis on staffing an organization, including recruitment and selection; training, career development and performance evaluation of employees; labor relations in union and non-union situations; discipline and the difficult employee; management of compensation and fringe benefits; employee safety and health; and the place of personnel management in the organizational structure.

MGT 555 - Ethical Considerations in Leadership - 2 s.h.

Studies ethical dimensions of the character, roles and functions of the leader. Explores sources of individual and group ethical precepts and concepts and applies them to behavior of and within the organization; students examine business and professional aspects and applications, values and moral dilemmas in administrative decision-making, corporate ethics, and codes of ethics. Involves application to students' work situations.

MGT 622 - Production and Operations Management: A Life Cycle Approach - 2 s.h.

A study of POM, its relationship to competition, and its uses in the practical business world relative to both manufacturing and service environments. Included will be discussions of product/service design and process selection, quality control methods,

computerized analysis including techniques of linear programming, project scheduling, decision analysis models, decision tree models, and inventory control. (Prerequisite: CIS 558 and QS 517 or equivalent)

MGT 624 - Competitive Strategy Analysis and Planning - 2 s.h.

In a team teaching approach, a capstone POM study of the techniques used in industry analysis and in the strategic posturing of a firm within its competitive environment; the integration of the analysis process and planning process. Topics covered will include inventory management, material planning, operations scheduling, project management, and competitive advantage in world-class manufacturing or service environments. (Prerequisite: QS 623)

MGT/QS 683 - Independent Research Project/Thesis - 1 s.h.

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

MGT/QS 684 - Independent Research Project/Thesis - 2 s.h.

Continuation of research started in QS 643 and QS 683.

MGT/QS 693- Seminar in Leadership Studies - 1 s.h.

Students organize the elements of their projects or theses into coherent, well-supported and well-documented (including appropriate visuals), and carefully delimited oral presentation. Elements include literature review, research design and methods, findings, interpretations, and conclusions. Involves videotaping of rehearsals, peer and instructor critiques and the final oral presentation. (Prerequisite: Taken concurrently with QS 684)

MKT 516 - Essentials of Marketing - 3 s.h.

The essentials of marketing from the perspective of management; Students develop strategic plans for marketing. (Prerequisite for MKT 579.)

MKT 579 - 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 516.)

NUR 500 - Theoretical Basis for Nursing Practice - 2 s.h.

The nature of nursing conceptual frameworks and theory, presentation of selected nursing models, and the evaluation of theoretical frameworks for nursing practice.

NUR 510 - Concepts of Humanistic Nursing - 2 s.h.

Focus on the significance of the nurse-client relationship in the development of nursing care for clients. Relationship of culture to health care practices and beliefs; concept of caring as definitive component of a nursing relationship and the role of teacher in the provision of nursing care. (Prerequisite: Physical appraisal skills or NUR 208; NUR 500.)

NUR 542 - Management of Instructional Systems - 2 s.h.

Study of the development, implementation, and evaluation of efficient, cost-effective instructional and/or training programs for health care professionals and consumers.

NUR 554 - Biostatistics - 3 s.h.

Study of descriptive and inferential statistics used as tools in nursing and administrative research, with populations that are drawn primarily from health care settings. Students will evaluate statistics used in samples of nursing research and apply computer skills to analysis of statistics.

NUR 555 - Ethical and Legal Issues in Nursing - 2 s.h.

Ethical and legal issues in nursing practice; development of a decision-making framework for issue analysis; historical foundations, professional codes of ethics, moral concepts, theories and principles of ethics and law as they impact nursing administrative roles.

NUR 580-1 - Selected Topics in Nursing Administration - 1-3 s.h.

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

NUR 610 - Advanced Nursing Practice - 3 s.h.

Focus on the use of nursing process with clients experiencing complex responses to health problems. Seminar discussions will explore the nursing requirements in selected care situations. Precepted clinical component will provide advanced nursing practice in selected nursing settings to develop and implement specific interventions for nursing care problems. (Prerequisite: NUR 510.)

NUR 630 - Nursing Administration - 3 s.h.

The role of nursing administrator in a variety of health care settings: organizing the department; creating lines of communication; fiscal management in nursing service; evaluating standards for nursing service and practice; nursing personnel supervision, including competency-based evaluations; labor relations; analysis of trends for forecasting and long-range planning. (Prerequisite: ACC 525, MGT 530, 540; NUR 500, Pre-or Co-requisite SOC 509).

NUR 631 - Practicum in Nursing Administration - 2-3 s.h.

Seminars on campus plus a 90 hour residency in a selected health institution. Areas for observation and participation include: organizational structure; communication systems; fiscal and personnel management; application of criteria for accreditation; quality assurance and nursing standards; research-based practice; implementation of a management philosophy; personnel and consumer education. (Prerequisite: NUR 554, 630, Pre-or Co-requisite NUR 510).

NUR 674 - Research Methods & Evaluation Strategies - 3 s.h.

An overview of the research process in nursing. A variety of research approaches appropriate for the nurse administrator including experimental, survey, historical, and evaluative. Emphasis is on steps which must be taken prior to instituting a research project, including selecting and defining a problem, literature review, placing

the problem in theoretical context, formulating a hypothesis, determining methods and procedures, and consideration of ethical implications. Classical research methods, with special emphasis on descriptive evaluation type studies and organizational research, are studied. (Pre-or Co-requisite: NUR 554, NUR 630)

NUR 694 - Nursing Administration Research: Thesis - 1-4 s.h.

Independent investigation of a nursing administration problem, using a specific research methodology. The student will present the thesis before colleagues, graduate faculty, and invited guests at a scheduled meeting. (Prerequisite: NUR 554, 674.)

PSY 513 - Adolescent Psychology - 4 s.h.

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

QS 517 - Quantitative Methods for Leadership Roles - 3 s.h.

Introduction to the pragmatic uses of statistical methods in business. Emphasis on statistical analysis, statistical software, interpretation of data from printouts, and quantitative/qualitative synergy in business research. (Prerequisite: computer literacy.)

QS 574 - Forecasting and Planning - 3 s.h.

Conceptual framework and theoretical knowledge of forecasting methodologies; practical uses of forecasting in common management/administrative situations, via case study and literature review; use of micro and mainframe computer in forecasting. (Prerequisite: One undergraduate course in statistics or probability, or QS 517 and MGT 537 and CIS 558.)

QS 576 - Project Planning and Evaluation - 3 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). (Prerequisite: One statistics course or QS 517 and MGT 537 and CIS 558.)

QS 623 - Quality Control Systems - 2 s.h.

A study of quality control systems including statistical process control and other advanced statistical techniques relative to both manufacturing and service environments. Computerized analysis including techniques of statistical process control (SPC), sampling, hypothesis testing, chi-square, ANOVA, regression, and evaluation design. (Prerequisite: MGT 622)

QS 643 - Research Design - 3 s.h.

Study of the quantitative and qualitative research processes as used in academic and business environments. Course content includes: research topic development, hypotheses, instrumentation development, sampling, literature review techniques, statistical analysis, computerization of data input and analysis, focus group

methodology, graphics construction and report writing. Integral to the course is a research topic of the student's choosing; in many cases this topic will be expanded in the following term for the capstone project or thesis. Prerequisite: QS 517 or one semester of undergraduate statistics and computer literacy. A statistics competency examination will be given at the first class meeting (or previously in MGT 522 course), a passing score will be required of all students in order to remain enrolled in the course.

SED 512 - Special Education in the Middle and Secondary School - 3 s.h.

The relationship between special education and regular education at the middle/secondary level within the mainstreamed concept is examined. The special education teacher's role within the secondary setting is studied. Social skills, identity problems, role(s) in society, vocational skills, career aspirations and self-esteem of mildly handicapped students are examined. Specific prevocational/ vocational assessment materials and programming are investigated as well as problem solving approaches and alternative programs for the special education adolescent. Guidance procedures useful with mildly handicapped are covered. Classroom and curriculum management techniques, communication skills both verbal and non-verbal and academic support programs are examined. Computer uses for special education students are studied.

SED 545 - Learning Disabilities - 3 s.h.

An introduction to the field of learning disabilities. The inception of the field to present day practices and thinking presented. Past and present theoretical models described. Current definitions which address etiological factors and characteristics associated with the condition and national and state organizations presented.

SED 551 - Elementary Methods of Teaching the Mildly Handicapped - 4 s.h.

Overview and analysis of current practices and research findings related to teaching elementary/middle school students with learning and behavior problems. Specific procedures for planning and delivering instruction in academic and nonacademic areas, including social, study, and prevocational skills. Lecture 3 hours, field experience 1 hour. Prerequisite: SED 545.

SED 555 - Secondary Methods of Teaching the Mildly Handicapped - 4 s.h.

Overview and analysis of current practices and research findings related to teaching middle/secondary students with learning and behavior problems. Specific methods for planning and delivering instruction in academic and nonacademic areas, including social and study skills. Lecture 3 hours, field experience 1 hour. Prerequisite: SED 545.

SED 601 - Language Problems in the Learning Disabled Student - 3 s.h.

Study of current language models and development from birth to pre-adolescence. Focus on characteristics of language disorders among learning disabled children. Assessing and planning the content for classroom language instruction is offered.

SED 609 - Formal and Informal Assessment - 4 s.h.

Training in the administration of educational evaluations and the interpretation of the results in written form. Emphasis is on the selection, administration, scoring,

and interpreting of informal and formal tests in oral and written language, reading, mathematics, and social skills. Study in the psychometric properties of standardized tests. Lecture 3 hours, laboratory 1 hour. Prerequisite: SED 545.

SED 622 - Consultation and Collaboration - 2 s.h.

Consultative and collaborative skills needed to coordinate individual educational plans for students with mild handicaps who are mainstreamed into regular education settings are presented. Emphasis on the role of the resource room teacher and the interpersonal and communication skills necessary to be successful. National and state initiatives to dismantle traditional service delivery models are reviewed.

SED 671 - Student Teaching: Elementary Learning Disabilities - 5 s.h.

Ten full weeks of student teaching in an elementary/middle school setting with a cooperating teacher and with students who are certified under the category of learning disabilities. The student's performance is monitored daily by the cooperating teacher. A member of the faculty certified in learning disabilities is responsible for supervision and evaluation. To be taken with SED 693.

Prerequisite: Admission to Student Teaching.

SED 675 - Student Teaching: Secondary Learning Disabilities - 5 s.h.

Ten full weeks of student teaching in a middle/secondary school setting with a cooperating teacher and students who are certified under the category of learning disabilities. The student's performance is monitored daily by the cooperating teacher. A member of the faculty certified in learning disabilities is responsible for supervision and evaluation. To be taken with SED 693. Prerequisite: Admission to Student Teaching.

SED 681/683 - LD Practicums I & II: Elementary/Middle School - 2, 2 s.h.

Supervised practicum of 90 hours of classroom teaching with elementary/middle school students who are certified as learning disabled. Cooperating teacher and university supervisor take an active role in helping students integrate methods based on examples of best practice and educational research into their teaching. The course is limited to students who already have one or more special education endorsements. To be taken with SED 693.

SED 685/686 - LD Practicums I & II: Middle/Secondary School - 2, 2 s.h. Supervised practicum of 90 hours of classroom teaching with middle/secondary school students who are certified as learning disabled. Cooperating teacher and university supervisor take an active role in helping students integrate methods based on examples of best practice and educational research into their teaching. The course is limited to students who already have one or more special education endorsements. To be taken with SED 693.

SED 693 - Learning Disabilities Seminar - 1 s.h.

A culmination of the learning disabilities specialty to be taken with Student Teaching (SED 671 or SED 675) or the final practicum (SED 681/683, SED 685/686). Research of current issues and teaching methods, service delivery models and program interventions analyzed. Prerequisite: Admission to Student Teaching or final practicum.

SED 694/SED 695 -Learning Disabilities Project: Elementary or Secondary 2 s.h.
A Master of Arts in Teaching project based on research in the field of learning disabilities developed under the guidance of a member of the faculty. Prerequisite: Completion of LD Specialty; (taken in final year of program).

SOC 509 - Sociology of the Health Care System - 2 s.h.
Development of a sociological perspective on health care institutions in American society; concepts and methods of sociology; emphasis on the ways social organizations and social structure shape the nature of health care in the United States. Cross-comparison of U.S. health care system with those of other countries is a selected learning strategy.



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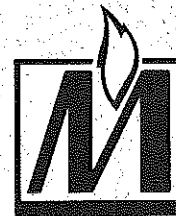
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