



Madonna University

Graduate Bulletin 1995-97



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(Effective as of Term 1, 1995)

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



CALENDAR

TERM 1, 1995

Sept. 1	Final Registration - Fall/1995 (Admitted students only) Special Status Master Students contact Office of Graduate Studies (591-5049)
Sept. 5	Classes begin
Sept. 5--11	Add-Drop Week
Sept. 13	Filing Deadline: Intent to Submit & Present Thesis - November
Sept. 29	Filing Deadline: Application for Degree - May, 1996
Oct. 5	5 chapters of thesis to advisor for content approval (MSN students)
Oct. 13	Meeting -- Standing Committee on Graduate Studies
Oct. 16	Entire thesis to Dr. E. Raleigh for format approval (MSN students)
Nov. 1-17	Mail-In Registration: Term II/Winter 1996
Nov. 4	Campus-Wide Open House, 1-4 pm, Take Five Lounge
Nov. 10	Final Date: Withdrawal from courses
Nov. 16	Nursing Thesis Presentations, 7:30pm, Kresge Hall
Nov. 23-26	Thanksgiving Recess
Nov. 27	Completed thesis due to Office of Graduate Studies for binding and microfilming (MSN students)
Nov. 28-30	Scheduled On-Campus Registration: Term II/Winter, 1996
Dec. 4-Jan. 5	Late Registration: Term II/Winter, 1996
Dec. 8	Meeting-Standing Committee on Graduate Studies
Dec. 11-16	Final Exams

TERM II, 1996

Jan. 5	Final Registration - Term II/Winter, 1996
Jan. 8	Classes begin
Jan. 8-13	Add-Drop week
Jan. 31	Filing Deadline: Application for Degree - July, 1996
Feb. 1	Filing Deadline: Intent to Submit & Present Thesis - April
Feb. 9	Meeting-Standing Committee on Graduate Studies
March 1	5 chapters of thesis to advisor for content approval (MSN students)
March 1-17	Mail-In Registration: Term III/Spring/Summer 1996
March 4-9	Spring Break
March 15	Final Date: Withdrawal from courses
March 15	Entire thesis to Dr. E. Raleigh for format approval (MSN students)
Mar. 19-21	Scheduled On-Campus Registration: Term III, Spring/Summer 1996
Mar.25-Apr.16	Late Registration: Term III, Spring/Summer, 1996
April 1-13	Mail-In Registration: Term I/Fall 1996
April 11	Nursing Thesis Presentations, 7:30 pm, Kresge Hall
April 12	Meeting-Standing Committee on Graduate Studies
April 17	Completed thesis due to Office of Graduate Studies for binding& microfilming (MSN students)
April 22-27	Final Exams
April 16-18	Scheduled On Campus Registration: Term I, Fall 1996
May 4	Commencement

TERM 111, 1996

May 3	Final Registration - Term III, Spring/Summer, 1996
May 6	Classes begin
May 6	Filing Deadline: Intent to Submit & Present Thesis - July
May 31	Filing deadline: Application for Degree - December 1996
June 5	5 chapters of thesis to advisor for content approval (MSN students)
June 19	Entire thesis to Dr. E. Raleigh for format approval (MSN students)
July 11	Nursing Thesis Presentations
July 20	Completed thesis due to Office of Graduate Studies for binding& microfilming (MSN students)
July 27	End of Term III, 1996



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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.

Graduate Education for Working Professionals

The decade before the year 2,000 is distinguishing 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-evolving technology have changed how we define and perform our work. The key to career success in this unfolding environment is professional education, especially advanced study at the graduate level.

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

Goals of the Madonna University Graduate Programs

The Madonna University graduate studies curricula prepare individuals for professional roles in public and private, 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.

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 1995, the nursing department celebrated its thirty-third anniversary of preparing baccalaureate nurses. The program is known for its strong emphasis on clinical preparation and its Christian humanistic orientation. The graduate nursing program prepares the professional nurse to assume the role of an advanced practice nurse in such areas as nursing administration, MSN/MSA dual degree in nursing administration and business administration, and in the clinical specialty of adult health: chronic health conditions.

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

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 work with media specialists to develop audio-visual materials for instruction or presentation. The Children's Learning Center, located in the Education wing, offers tutorial services to children in the community and serves as a practicum site for Madonna University education students.

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, statistics, and many related fields. Madonna University has made computer literacy a priority in all its programs so that students learn computer applications in their fields.

The \$4.1 million library wing is the focal point for the academic life of the campus. Housing more than 105,000 books and other print and 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 has automated its services, representing the state of the art in library technology. The library expands its resources by subscribing to online retrieval services. It also maintains membership in the Southeastern Michigan League of Libraries Infopass system, which entitles students to borrowing privileges at more than 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.

In 1991, the College of Nursing and Health moved to the Angelo DiPonio Building. In addition to the faculty offices, a conference room, and a number of classrooms, the DiPonio Building also houses the Instruction Center, comprised of the Helene Fuld Computer Assisted Instruction Center, and the Ray A. and Jean S. Shapero Nursing Instruction Center. The center includes a practice laboratory for clinical instruction, a library of print and audio-visual resources in nursing, and individual study carrels.

In 1995, the School of Business also moved across Levan Road to the Maertens Building. This facility provides state-of-the-art technology in its classrooms and offices. The Center for Research is also located in the Maertens Building; here students can receive consultation on the design, implementation, and analysis of their research projects.

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, 1995
- 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:
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, 1992
- National League for Nursing, 1970, 1978, 1984, 1993
(undergraduate and graduate)

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

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

Master of Science in Business Administration - International Business Specialty

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

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of 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 School of Business Admissions Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.

5. Full time employment. International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admissions Committee.

Master of Science in Business Administration - Quality and Operations Management Specialty

Admission to the M.S.B.A. program in quality and operations management is determined on the basis of the following:

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale. (An average of 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 School of Business Admissions Committee. International students unable to visit the campus for an interview will submit an autobiographical essay focusing on the questions in the application packet.
5. Full time employment. International students unable to pursue full-time employment in the United States while completing a graduate degree may be admitted to the program if the student has prior substantive full-time work experience. The work experience record will be reviewed by the School of Business Admissions Committee.

Master of Science in Business Administration - Medical and Dental Practice Administration Executive Fellows Program

Admission to the M.S.B.A. in Medical and Dental Practice Administration Executive Fellow Program is determined on the basis of the following:

1. Possession of a M.D., D.O., D.M.D., or D.D.S. degree from an accredited institution with completion of the appropriate internship and residency.
2. A minimum of two years in private practice as a licensed professional.
3. A score of 650 or higher on the TOEFL exam for foreign students who have English as a second language.

Admission Requirements - Education Programs

Master of Science in Administration - Educational Leadership Specialty

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.)

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 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.)
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.

Master of Arts in Teaching - Literacy Education Specialty

Admission to the M.A.T. program in literacy education 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.)
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 Programs

Master of Science in Nursing - Nursing Administration Specialty

Admission to the specialty 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 professional associates, one of whom must be a nurse.
4. Interview with the Coordinator of Nursing Graduate Studies. Prerequisite coursework will be determined at this time.
5. Writing assessment: Completion of an extemporaneous writing sample on an issue related to nursing.
6. Current résumé.
7. Copy of current Michigan RN license.
8. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

Master of Science in Nursing - Adult Health: Chronic Health Conditions Specialty

Admission to the specialty in adult health: chronic health conditions 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 professional associates, one of whom must be a nurse.
4. Interview with the Coordinator of Nursing Graduate Studies. Prerequisite coursework will be determined at this time.
5. Writing assessment: Completion of an extemporaneous writing sample on an issue related to nursing.
6. Current résumé.
7. Copy of current Michigan RN license.

8. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

Master of Science in Nursing/Master of Science in Administration

Dual Degree Program in Nursing and Business Administration
Admission to the M.S.N./M.S.A. dual degree specialty 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 professional associates, one of whom must be a nurse.
4. Interview with the representatives of both the business and nursing departments. Prerequisite coursework will be determined at this time.
5. Writing assessment: Completion of an extemporaneous writing sample on an issue related to nursing.
6. Current résumé.
7. Copy of current Michigan RN license.
8. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

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. Prospective students may write or phone the office (313) 591-5049 to request forms.

2. The completed form together with a 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 and education 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).

5. The applicant should also request that two professional associates complete the letter of recommendation forms in the admission packet.

6. Once the application file is complete, the applicant will be scheduled for an 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, insufficient work experience, or an unsatisfactory writing assessment. 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 or the School of Business (see policy below). This category is for those students who do not seek admission to a graduate program.

School of Business only: Permission to enroll in School of Business classes by nondegree students may be granted by the appropriate chairperson in the School of Business. Nondegree status is reserved for students who do not seek admission to a graduate program. Nondegree students in the School of Business are limited to 6 semester hours and are required to earn a grade of B or better. Students must possess all prerequisites for courses prior to enrollment. 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 Intercollegiate Graduate Studies (MIGS) program form to the Graduate Studies Office. The student must have written approval from the home institution in order to ensure that the credit will be accepted there.

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

Second Master's Degree

Students with a master's degree in another field will be evaluated individually to determine course equivalencies. Students must, however, complete a minimum of 24 semester hours of graduate 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, 1995. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition for 1995-97 \$233 per semester hour

International students with a student visa are charged at a rate 25% higher than regular graduate tuition.

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 Fee (Non-Refundable)	\$40 per term
Late Registration	\$15
Permit to Register	\$20
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 (issued to student)	\$ 7 \$ 5 (mailed)
Billing/Payment Record Replacement	\$ 5
Change in Registration	\$15
Deferred Tuition Fee	\$15
Graduation fee	\$50
Late Submission of Intents	\$10
Returned Check Penalty	\$15
Thesis fee	\$140
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 Accounts Office, regardless of the postmark date.

2. For a nominal fee, students who do not pay in full in advance will 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 six 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: veteran benefits, and special department awards.

4. Students whose employers will be invoiced for tuition and expenses may submit a billing authorization form prior to the billing close date, in lieu of the 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 Registrar's Office. Mail returned to the University because of an address change will not defer the assessment of program adjustment and late payment charges.

Penalties

1. Failure to meet the required minimum advance payment due date will result in the suspension of the student's registration. In order to reinstate the registration, the student is required to pay a \$10 suspension fee in addition to the 50% minimum payment. If the student 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 canceled by the Student Accounts Office will be required to pay a \$40 assessment fee along with 100% of that term's charges in order to be reinstated.
2. A 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.

- 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.
- Checks returned for any reason will constitute non-payment and will be subject to a \$15 penalty per check. Program adjustment or late payment charges will be assessed when applicable.

Billing Error or Dispute

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

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

Other Penalties

- 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 changed required as a result of University actions.

- Unscheduled registration: Returning students who do not complete registration on the days designated in the Class Schedule Bulletin will be assessed an unscheduled registration fee of \$55, which includes the \$15 registration fee plus penalty.
- Replacement fee: Requests to duplicate billing records and to verify payments are assessed a \$5 replacement fee per term.

Refunds/Credit Adjustments

Students are required to drop or withdraw officially from classes in person or in writing through the Registrar's Office. 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 F 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%	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 Accounts.

Refunds vs. Credits

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

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

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 automatically refunded. Checks will be mailed within 21 days from the start of the term or from the date the credit balance occurred.

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

- 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.
- Graduation fee: A non-refundable graduation fee of \$50 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 either the Office of Graduate Studies or the Student Accounts Office. 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.
- Thesis fee: Students are required to pay a thesis fee at the time they file their Intent to Submit and Present Thesis form at the Graduate Studies Office. This is assessed to cover the cost of binding two copies of the thesis for the University and the publication fee for 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, whose signature must appear on the student's registration form.

For financial aid purposes, the following formula is used:

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

Attendance

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 - by completing the Change of Registration form - 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 result in an F grade, which will be computed in the grade-point average.

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

Academic Standards and Grading Policy

Maintaining high academic standards is a condition for retention in the program. Students must maintain a minimum grade point average of 3.0, 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 but will be computed in the cumulative GPA. The student must possess a degree GPA of at least 3.0 in order to graduate.

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

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

Other grades:

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

W - Withdrawal

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

Y - Carry over

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

L - Lapsed

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

T - Audit

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

I - Incomplete

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

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

Credit for Experiential Learning

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

Professional Ethics

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

Examinations, Grade Reports, and Transcripts

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

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

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

Academic Probation and Dismissal

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

1. the student's semester grade point average drops below 3.0;
2. the student earns a grade of C in a degree course.

If the student does not attain a semester grade point average of 3.0 for the following semester in which the student is enrolled, he/she be dismissed from the graduate program.

If a student exceeds the limit of six (6) s.h. of C grades in degree courses, the student will be dismissed from the program. This does not include prerequisites or undergraduate courses taken for enrichment.

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

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

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

Candidacy

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

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

Thesis

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

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

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

Grading Policy for the Thesis/Independent Research Study

The thesis/independent research study is graded on a pass/fail basis in the business administration specialty; the thesis 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 Application to Graduate with the Office of Graduate Studies according to the dates published by the Registrar's Office. Applications for graduation may be purchased at the Student Accounts Office. The endorsed form is returned to the Graduate Studies Office. Students must file an Application to Graduate regardless of whether or not they will attend the graduation ceremony.

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, with the approval of the Graduate Office. Diplomas are mailed to graduates 4 to 6 weeks after May commencement.

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 the case of a subpoena.
7. In an emergency: health or safety.

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

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

Student Appeal Process/Grievance Procedure

Refer to the student handbook in the specialty department for the appeal process/grievance procedure currently in effect.

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.

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.

Food Service

Graduate students are invited to use the food service in the Madonna University cafeteria located in the University Center. Hours for lunch and dinner are posted in the Academic Building. Additional food service is available in and near the student lounges.

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.

Academic Programs



Business Administration Programs

SCHOOL OF BUSINESS MISSION

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

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

MASTER OF 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.*
- *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 (20 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 Effectiveness & Change Management	t3 s.h.
MGT 547	Ideas in Leadership: Development and Leadership	2 s.h.
MGT 555	Ethical Considerations in Leadership	2 s.h.
MGT 592	Seminar in Leadership, Analysis & Growth	2 s.h.
CIS 558	Information Systems for Managers	2-3 s.h.

- 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.

Required Capstone Specialty Courses (7 s.h.)

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

- 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.

Elective Specialty Courses (choose 9 s.h.)

*INB 535	International Trade Structures and Systems	3 s.h.
INB 545	International Management	3 s.h.
MGT 550	Human Resource Management and Development	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 Evaluation	2 s.h.
MGT 640	Power, Politics, and Networking	2 s.h.
QS 649	Qualitative Research Methods	2 s.h.
*MKT 579	Marketing Strategy	3 s.h.
ENG 505	Communications for the Executive	3 s.h.
671-675	Seminars	1-3 s.h.

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	Undergraduate Courses
ACC 515: Financial Accounting (3 s.h.)	Principles of Accounting I & II
ECN 518: Economic & Business Activity (3 s.h.)	One course each in micro and macroeconomics
MKT 516: Essentials of Marketing (3 s.h.)	Principles of Marketing
MGT 530: Behavior in Organizations (3 s.h.)	Principles of Management or Organizational Behavior
FIN 315: Business Finance (3 s.h.)	Principles of Finance
CIS 558: Information Systems for Managers	Introduction to Computers
QS 517: Quantitative Methods	Business Statistics

*denotes courses with undergraduate prerequisite

671-675 - Five categories of seminars have been defined and each will carry a unique number.

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.

Required International Sequence (36 s.h.)

MGT 522: Introductory Seminar	1 s.h.
ACC 525: Managerial Accounting for Decision Making	3 s.h.
ACC 570: International Accounting and Taxation	2 s.h.
FIN 625: International Finance	2 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.
INB 615: International Marketing	3 s.h.
INB 626: International Legal Environment	1 s.h.
INB 627: Import-Export Management	2 s.h.
INB 635: Foreign Business & Culture Experience	2 s.h.
INB 637: International Business Communications & Negotiations	2 s.h.
INB 673: International Business Plan & Area Research I	2 s.h.
INB 674: International Business Plan & Area Research II	1 s.h.
INB 675: International Business Plan & Area Research III	1 s.h.
MGT 693: Seminar in Leadership Studies	1 s.h.

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

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

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

Requirements for graduation

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

Required Business Foundation Sequence (12 s.h.)

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

Business Foundation Sequence	Undergraduate Courses
ACC 515: Financial Accounting (3 s.h.)	Principles of Accounting I & II
ECN 518: Economic & Business Activity (3 s.h.)	One course each in micro and macroeconomics
CIS 558: Information Systems] for Managers	Introduction to Computers
QS 517: Quantitative Methods] (3 s.h.)	Business Statistics

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

ACC 525: Managerial Accounting for Decision Making	3 s.h.
CIS 558: Information Systems for Managers	2 s.h.
MGT 522: Introductory Seminar	1 s.h.
MGT 530: Behavior in Organizations	3 s.h.
MGT 555: Ethical Considerations	2 s.h.
MGT 620: Total Quality: Building the Infrastructure	3 s.h.
MGT 622: Production & Operations Management	3 s.h.
MGT 624: Competitive Strategy Analysis and Planning	2 s.h.
QS 574: Forecasting and Planning	3 s.h.
QS 576: Project Planning and Evaluation	2 s.h.
QS 623: Quality & Process Improvement Techniques	2 s.h.
QS 643/683/684: Independent Research Project/Thesis	6 s.h.
or	
QS 685/686: AQP Certificate Program	5 s.h.
	+ 5 month project (1 s.h.)
MGT 693: Project Presentation	1 s.h.
Elective	3 s.h.

**MASTER OF SCIENCE IN BUSINESS ADMINISTRATION
Medical and Dental Practice Administration Executive Fellows Program**

MISSION

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

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

Distinctive Features of the Program

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

- Opportunities for practitioners to develop a professional network of colleagues and specialists with whom to seek counsel in the leadership of private practice through a computer-based system, team projects and class learning experiences.
- Exposure to faculty professionals and experts in diverse fields associated with the medical and dental professions.
- Multiple methods for learning content and skills, including case analysis, simulations, lectures, instrumented feedback and a computer-based conference method.
- Various media for delivery of learning experiences, including video and audio tape instruction, classroom instruction and

individualized learning.

- Continuous improvement and adaptation of the Program content and delivery methods in response to participant needs and changing environmental demands.
- A 30 semester hour program including once-a-week class meetings, some weekend sessions, and an intense week-long learning experience completed within an 18 month period.

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

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

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

The Curriculum

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

Various methods of instruction are used with emphasis on experience-based learning, case analysis, instrumented feedback and Fellows interaction. Although both the pedagogical and the androgogical approach [i.e., experience, theory, discussion] are utilized in the Program, the use of the androgogical approach (instruction of adults) is stressed.

The seminars of study included in the Program are:

CIS 701	Computer Applications Seminar	3 s.h.
MGT 702	The Principled Medical and Dental Entrepreneur Seminar	2 s.h.
ACC 703	Entrepreneurial Accounting, Finance and Taxation Seminar	6 s.h.
MGT 704	Leading and Managing for High Performance and Productivity Seminar	5 s.h.
MKT 705	Managing for Patient Satisfaction and Quality Service Seminar	4 s.h.
BL 706	The Legal and Risk Aspects of Entrepreneurship Seminar	3 s.h.
MGT 707	Ethically Managing the Practice for Growth Seminar	4 s.h.
MGT 708	Individual Applied Research Project	2 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.

Purpose

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

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

Program Objectives:

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

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

- *Developing and implementing effective instructional delivery systems that make effective use of time, staff, technologies, community resources, and financial resources to maximize student learning.*
- *Creating staff development programs and evaluation systems to enhance the effectiveness of educational and support personnel.*
- *Managing operations and facilities to 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

Philosophy

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

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

Purpose

The Master of Arts in Teaching with a specialty in Learning Disabilities is a professional graduate degree program designed to serve certified teachers who 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 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 within a research-based framework for instruction.
- . Develop instructional leadership skills at the building level in order to act as a consultant/collaborator with regular education teachers and staff.

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.)

Prerequisites

PSY 270: Child Psychology	4 s.h.
SED 330: The Exceptional Learner in the Classroom	3 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.)

Prerequisites

PSY 245: Lifespan Developmental Psychology	4 s.h.
SED 330: The Exceptional Learner in the Classroom	3 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/ Learning Disabilities Practicum I, II: 2, 2 s.h. 683: Elementary	
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/ Learning Disabilities Practicum I, II: 2, 2 s.h.	

686: Secondary

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.

**MASTER OF ARTS IN TEACHING
Literacy Education Specialty**

Philosophy

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

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

Purpose

The Master of Arts in Teaching with a specialty in Literacy Education is a graduate degree program which combines academic and experiential learning and is designed to enable classroom teachers certified at the elementary level or the secondary level to develop the competencies that qualify them as Reading Specialists according to the criteria of the International Reading Association and the Michigan Department of Education. The program leads to state endorsement in Reading, K-12.

Teachers who complete the program will:

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

Program Objectives

Students who complete the graduate program in Literacy Education will:

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

Requirements for Graduation

The 36-semester hour program has three components: 1) the required education foundation core of 6 s.h.; 2) the required reading concentration of 21 s.h. which includes 4 s.h. of supervised practicum; and 3) the required cognates of 9 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 Reading Concentration (21 s.h.)

RDG 511: Foundations of Literacy Education	3 s.h.
RDG 521: Developing & Assessing Literacy Programs: Elementary & Secondary Schools	3 s.h.
RDG 531: Content Area Reading-Learning in Elementary & Secondary Schools	3 s.h.
RDG 541: Interactive Computer Applications in Literacy Education	2 s.h.
RDG 653: Diagnostic Procedures in Reading	3 s.h.
RDG 693: Practicum in Remediation (Learning Center)	2 s.h.
RDG 694: Practicum in Program Development (School-based)	2 s.h.
RDG 695: Seminar: Issues in Literacy Education	3 s.h.

Required Cognates (9 s.h.)

EDU/RDG 515: Human Development & Schooling	3 s.h.
ENG/RDG 533: Literature in the Context of Teaching Across the Curriculum	3 s.h.
ENG/RDG 535: Language Development: Linguistic Foundations of Literacy	3 s.h.

Completion of the Presentation Portfolio

NURSING PROGRAMS

MASTER OF SCIENCE IN NURSING

Philosophy

Christian Humanism

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

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

Person

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

Environment

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

Health

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

Nursing

The faculty believes that caring is the essence of nursing. Nursing is both a science and an art. The science of nursing builds on a knowledge base that includes the humanities, and the natural and social science. The science of nursing is a unique body of knowledge that is used in "the diagnosis and treatment of human responses to actual or potential health problems" (American Nurses Association, 1980. p.9). The art of nursing is using this unique knowledge to care, directly or indirectly, for people as individuals or as families, groups, or communities through meaningful interaction with them.

Education

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

Baccalaureate Nursing and Higher Education

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

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

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

Conceptual Framework

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

The person and the nurse interact with and within their environments, evolve from their respective pasts, and meet when health situations require nursing. The health situation includes fluctuating states of health and illness. During this situation, a dynamic and purposeful caring interaction between the client and nurse occurs. Use of knowledge in the art and science of nursing is employed. As a result of meeting and interacting, in the health care situation, both the person and the nurse change. People, having been given health care knowledge and support, have greater potential for effective decision making. The nurses' practice is enriched through increased awareness of individual uniqueness and client response to the health care situation. Both the client and nurse are touched by the interaction that has altered their respective selves, who they are, and who they are becoming.

The Graduate Program

The nursing graduate program facilitates the implementation of the nursing department's conceptual framework and purpose through its preparation of quality professional nurses with advanced knowledge of nursing theory and practice, who will utilize the research process and nursing skills in the application of the principles of advanced practice in nursing.

The course of study provides a theoretical foundation and advanced clinical practice. The curriculum promotes the development of an appropriate knowledge base and skills for advanced practice in a variety of settings. Additionally, the graduate is prepared to contribute to the improvement of nursing and healthcare.

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.

Nursing Graduate Program Outcomes:

1. Synthesize advanced knowledge from nursing and related disciplines to develop strategies for Advanced Practice Nursing.
2. Integrate nursing leadership and research abilities to impact the delivery of health care.
3. Devise effective communication strategies in complex health care situations.
4. Engage in advanced practice care based on the evaluation of relevant theories and nurse practice models.
5. Synthesize principles of Christian Humanism to affect policies that influence the delivery of health care.
6. Assume responsibility for the achievement of professionalism, life-long learning and the advancement of the nursing professional.

MSN - Nursing Administration Specialty

The nursing administration specialty is developed within the structure of the Department of Nursing. This specialty is designed to prepare the nurse as an administrator with advanced knowledge of nursing theory and practice. The graduate will be able to integrate organizational and administrative principles into research-based problem solving and decision making in nursing. The graduate will be able to implement effective communication related to collaborative and conflict management strategies. Interdisciplinary management and other support courses are included in the plan of study as well as opportunities to develop teaching and leadership skills in actual practice settings.

Requirements for Graduation:

MSN - Nursing Administration Specialty

The specialty in nursing administration involves a minimum of 36(37) hours of graduate level coursework, which entails the following:

Required Nursing Courses (20 s.h.)

NUR 500:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 521:	Power, Politics & Health Policy	3 s.h.
NUR 540:	Introduction to Advanced Nursing Practice	3 s.h.
NUR 554:	Biostatistics	3 s.h.
NUR 555:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 674:	Research Methods & Evaluation Strategies	3 s.h.

NUR 694:	Nursing Administration Research: Thesis	3 s.h.
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Required Administration Courses (16-17 s.h.)

*ACC 525:	Managerial Accounting for Decision Making	3 s.h.
MGT 530:	Behavior in Organizations	3 s.h.
MGT 540:	Organizational Effectiveness & Change Management	3 s.h.
*CIS 558:	Information Systems for Managers	2-3 s.h.
NUR 630:	Nursing Administration	3 s.h.
NUR 631:	Practicum in Nursing Administration	2 s.h.

Optional Electives

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 System	2 s.h.
ENG 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.

***Prerequisites**

Physical Assessment skills: Must have taken a course in BSN program or complete NUR 208, Physical Appraisal Workshop (1 s.h.)

CIS 558: Information Systems for Managers requires CIS 225, Computer Fundamentals; computer literacy or registration as 3 s.h. course

ACC 525: Managerial Accounting for Decision Making: Two undergraduate courses in accounting or ACC 515: Financial Accounting (3 s.h.)

MSN - Adult Health: Chronic Health Conditions Specialty

This specialty is designed to prepare advanced practice nurses (APN) to serve the needs of adults with chronic health conditions in a variety of settings. The graduate will be a clinical specialist in the care and management of clients with chronic physiologic alterations.

The coursework includes nursing theory, the research process, the clinical management of clients, families and community resources and the development of communication and leadership abilities in actual practice settings. The graduate of this specialty will be prepared to take the certification exam as a clinical specialist in medical surgical nursing (ANA) after meeting the practice requirements and then be eligible for nurse practitioner specialty certification from the Michigan Board of Nursing.

Requirements for Graduation: MSN - Adult Health: Chronic Health Conditions Specialty

The specialty in adult health involves a minimum of 37 semester hours of graduate level coursework, which entails the following:

Nursing Core Courses (20 s.h.)

NUR 500:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 521:	Power, Politics & Health Policy	3 s.h.
NUR 540:	Introduction to Advanced Nursing Practice	3 s.h.
NUR 554:	Biostatistics	3 s.h.

NUR 555:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 674:	Research Methods & Evaluation Strategies	3 s.h.
NUR 695:	Adult Health Research: Thesis	3 s.h.

Adult Health Specialty Courses (17 s.h.)

BIO 555:	Physiology of Human Responses	3 s.h.
NUR 525:	Advanced Health Assessment	2 s.h.
NUR 550:	Clinical Care of Clients	4 s.h.
NUR 623:	Advanced Care Strategies	4 s.h.
NUR 645:	Care Management	4 s.h.

***Prerequisites**

Physical Assessment skills: Must have taken a course in BSN program or complete NUR 208, Physical Appraisal Workshop (1 s.h.)

Computer Literacy: CIS 225 or basic computer skills

MSN/MSA Dual Degree Specialty

The nursing dual degree specialty is developed within the structure of the Department of Nursing and the School of Business. The MSN/MSA course of study is designed for the baccalaureate prepared nurse, but whose career goals are in upper management in health care facilities, businesses, or other complex service organizations. In this 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.

In addition to the nursing outcomes, the student in the MSN/MSA specialty is also responsible for the competencies for the Master of Science in Administration as states in the [Madonna University Graduate Bulletin](#).

Requirements for Graduation: MSN/MSA Dual Degree Specialty

Students in the MSN/MSA dual degree specialty are required to complete a minimum of 60 semester hours.

Nursing Core Courses (21 s.h.)

NUR 500:	Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 521:	Power, Politics & Health Policy	3 s.h.
NUR 540:	Introduction to Advanced Practice Nursing	3 s.h.
NUR 554:	Biostatistics	3 s.h.
NUR 555:	Ethical and Legal Issues in Nursing	2 s.h.
NUR 674:	Research Methods & Evaluation Strategies	3 s.h.
BUS/NUR 694:	Nursing Administration Research: Thesis	4 s.h.

Administration Core (26-27 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 Effectiveness &	

Change Management	3 s.h.
MGT 547: Ideas in Leadership: Development & Literature	2 s.h.
*CIS 558: Information Systems for Managers	2-3 s.h.
NUR 630: Nursing Administration	3 s.h.
NUR 631: Practicum in Nursing Administration	3 s.h.
MGT 693: Seminar in Leadership Studies	1 s.h.
***QS 574: Forecasting and Planning	3 s.h.

Business Specialty Electives (13 s.h.)

Select from courses below for 13 s.h.:

****MGT 555: Ethical Considerations in Leadership	2 s.h.
INB 535: International Trade Structure & Systems	3 s.h.
INB 545: International Management	3 s.h.
MGT 550: Human Resource Management and Development	3 s.h.
FIN 565: Business Finance	3 s.h.
ENG 505: Communications for the Executive	3 s.h.
MKT 579: Marketing Strategy	3 s.h.
NUR 580-1: Selected Topics	1-3 s.h.
CIS 561: Information Systems Planning	3 s.h.

***Prerequisites**

Physical Assessment skills: Must have taken a course in BSN program or complete NUR 208, Physical Appraisal Workshop (1 s.h.)

*CIS 558: Information Systems for Managers requires CIS 225, Computer Fundamentals; computer literacy or registration as 3 s.h. course

**ACC 525: Managerial Accounting for Decision Making: Two undergraduate courses in accounting or ACC 515, Financial Accounting (3 s.h.)

***QS 574: Forecasting & Planning: One undergraduate course in statistics or probability or QS 517 or NUR 554 & MGT 537 & CIS 558.

****MGT 555 cannot be substituted for NUR 555.



Course Descriptions

ACCOUNTING

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.

The development and use of accounting information used to make improved managerial decisions in the areas of planning, controlling, and performance evaluation. Emphasis is placed on analyzing cost management systems and improving organizational performance in order to enhance the administrative and leadership functions. (Prerequisite: two semesters of accounting or ACC 515)

ACC 570 - International Accounting and Taxation - 2 s.h.

A study of accounting and taxation in an international environment. Topics include accounting and taxation issues of transactions denominated in a foreign currency, translation/remeasurement issues, accounting for forward exchange contracts, management planning, control and performance evaluation of international operations, and international taxation issues. A comparative descriptive analysis among U.S., a foreign nation-state and international accounting standards will be conducted. (Prerequisite: ACC 525 or permission of instructor)

ACC 703 - Entrepreneurial Accounting, Finance and Taxation - 6 s.h.

Using the case study approach, Fellows study and apply the basic principles and concepts of accounting, finance and taxation, including financial statement interpretation and analysis, and tax issues affecting entity selection. Content areas include: capital and incentive budgeting; lease/buy analysis; entity capitalization issues; personal financial planning; contemporary issues in taxation; fringe benefits planning; financial aspects of the business plan.

ADMINISTRATION

ADM 518 - Information Retrieval/Publication/Presentation - 1 s.h.

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

BIOLOGY

BIO 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. (Pre-/co-requisite: NUR 554)

BIO 555 - Physiology of Human Response - 3 s.h.

This advanced course in human physiology will examine, in detail, the physical and chemical principles of the human body, regulatory systems, metabolism, excretory systems, and the variances that can be found in patients with chronic conditions. (Prerequisites: Bio 243/244, Bio 226)

BUSINESS LAW

BL 706 - The Legal and Risk Aspects of Entrepreneurship - 3 s.h.

An overview of the law and its impact on the professional practice. An assessment of risk management factors and actions to employ in managing insurance issues. Content areas include: contracts, agency, secured transactions and debtor-creditor relations; the legal implications of business decisions and the assessment of related risk; practices to implement in reducing liabilities.

COMPUTER INFORMATION SYSTEMS

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.)

CIS 701 - Computer Applications Seminar - 3 s.h.

An introduction to the application of computer hardware and software for use in the practice and particularly for use in the Executive Fellows Program. Content areas include: the use of IBM compatible computers, printers and modems; the use of the computer network system, E-mail, and "Brainstorm"; overview of spreadsheet, word processing, and data base management

ECONOMICS

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 702 - Economics and U. S. Health Care Policies - 2 s.h.

An introduction to the basic theories of microeconomics and macroeconomics coupled with its integrative aspects to the current U.S. health care policy and proposed changes therein. Content areas include: microeconomics, macroeconomics, overview of the history of U.S. health care policies, current U.S. health care policy, and review of proposed changes in policy, if any.

EDUCATION

EDU 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

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*/RDG 535 - Language Development: Linguistic Foundations of Literacy - 3 s.h.

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

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*/SED 572 - Diagnostic and Remedial Techniques in Reading - 3 s.h.

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

EDU 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 580-581 - 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.

ENGLISH

ENG 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.

ENG*/RDG 533 - Literature in the Context of Teaching Across the Curriculum - 3 s.h.

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

ENG*/RDG 535 - Language Development: Linguistic Foundations of Literacy - 3 s.h.

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

FINANCE

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. (Prerequisites: One course in finance or BUS 315)

FIN 625 - International Finance - 2 s.h.

Examines the systems, methods, and institutions for investing, financing and managing international enterprises. Emphasis is on the analysis and financial decision making function of international activities including foreign currency futures and options, managing exchange risk and operating and transaction exposure, financing sources, capital budgeting and working capital management. (Prerequisites: ACC 570, INB 535, and FIN 315 or equivalent)

INTERNATIONAL BUSINESS

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

Examines the underlying economic theories of international trade, the terms of trade, international monetary system, foreign exchange markets and rates, effects of trade barriers and balance of payments. Survey of the historical development of international trade relationships and structures, comparative economic systems and the development of trading blocs and firm-level trade relationships, and multinational enterprises. (Prerequisite: ECN 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 626 - International Legal Environment - 1 s.h.

Introduction to the legal environment in which a multinational enterprise must operate. this course will include analysis of sovereignty issues, regional organizations such as GATT and NAFTA, treaties, technology transfer, intellectual property protection, arbitration, negotiation, contract enforcement and

diplomacy.

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 - 2 s.h.

A study of the culture and specified language through approved foreign study/travel. Ideally, the area of travel, the foreign language, and the area of study are compatible. For most students the focus of research in the International Business Program will be the completion of an international business plan for introduction of a specified product, service, or idea. Students are required to show competence in a foreign language other than English. Competence is defined as a score of Intermediate Low to Mid on the ACTFL scale (or equivalent). An addition to the student's portfolio is required which shows such things as completion of language competency and how the foreign study/travel experience will be used in development of the business plan or research project.

INB 637 - International Business Communications and Negotiations - 2 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 - International Business Plan and Area Research I - 2 s.h. (Must be taken within first three semesters of enrollment)

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

INB 674 - International Business Plan and Area Research II - 1 s.h. (Must be taken within the first three terms of enrollment)

A continuation of the research study, under the guidance of a faculty advisor, of the specific region of the world identified in INB 673. (Prerequisite: INB 673)

INB 675 - International Business Plan and Area Research III - 1 s.h.

The culmination of the research study of a specific region of the world; a comprehensive research paper on the region will be prepared following program guidelines. (Prerequisite: INB 674)

MANAGEMENT

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

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

MGT 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.

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

and interaction.

MGT 592 - Seminar in Leadership: Analysis and Growth - 2 s.h.

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

MGT 620 - Total Quality: Building the Infrastructure - 3 s.h.

The course is designed to introduce the student to the methods and processes for introducing total quality to an organization. Students will be provided proven methods for installing the infrastructure to support a total quality process and to evaluate its effectiveness on an on-going basis.

(Prerequisite: MGT 530)

MGT 622 - Production and Operations Management - 3 s.h.

This course is designed to introduce the objectives of operations management in manufacturing and service industries. Historical and current literature relating to the methods employed by managers to plan and control operating systems will be reviewed. Students will examine various problems in operations management. (Prerequisite: QS 517)

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 640 - Power, Politics, and Networking - 2 s.h.

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

MGT 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; taken concurrently with QS 643.)

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

Continuation of research started in QS 643 and MGT 683.

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

Specifically the student will: assess the development of his/her leadership styles, attitudes, and skills as an outcome of the program; prepare a plan for future growth and development in leadership and management; present orally the report of the independent research study, initially for critique by peers, and formally for faculty and business community; evaluate growth of oral communication skills

by comparing video tapes made at beginning and end of program; and prepare an evaluation of the program in relation to the student's expectations, and the mission of the School of Business.

MGT 702 - The Principle Medical and Dental Entrepreneur - 3 s.h.
The personal, social, technological and organizational aspects of entrepreneurial actions which initiate and sustain the practice. Self assessment and key developmental understandings are created in this seminar and used throughout the Program which help the practitioner sustain an entrepreneurial environment in the practice. Content areas include: organizational and individual components of entrepreneurship; impact of the founder in shaping the culture of the practice; self assessment of entrepreneurial orientation and skills; adaptation to the various stages of practice growth.

MGT 704 - Leading and Managing for High Performance and Productivity - 5 s.h.

The development of a comprehensive performance management system is introduced and each of the major components of the system is developed. Fellows are provided opportunity for practicing skills in selection, appraising and developing staff. Content areas include: recruiting, selecting and orienting staff; setting performance expectations, monitoring and evaluating performance; addressing performance problems, correctives and dismissal practices; developing and training staff.

MGT 707 - Ethically Managing the Practice for Growth - 4 s.h.

Fellows are introduced to the life cycles of practice growth and are provided with theory and practice in personally and organizationally managing the changes needed to sustain growth. An additional focus is on the development of leadership skills to proactively influence the social, political, governmental and legal external environments of the modern practice including ethical considerations, social policy formation, implementation and evaluation. Content areas include: strategies and tactics for transitioning through growth life cycle phases; strategic thinking, planning and management practices; channels of influence at state and federal government agencies and health care institutions; assessment of ethical issues.

MGT 708 - Individual Applied Research Project - 2 s.h.

This project spans the final four months and culminates with a formal document which is preceded by an oral presentation to the class followed by a critique and discussion. The requirement includes the formulation of an approved research question which addresses a current problem or opportunity within the practice. Topics might include the development of a business plan or a five year master plan for growth.

MARKETING

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

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

MKT 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.)

MKT 705 - Managing for Patient Satisfaction and Quality Service - 4 s.h.

Through the study of selected cases, each Fellow should better understand marketing principles from an executive point of view and applications of accepted techniques to marketing problems. Methods for introducing continuous improvements as applied to small organizations to assure quality and patient service are introduced. Content areas include: analysis of the market environment; marketing process planning and management; improving the public image of the practice; introducing and sustaining continuous improvement processes.

NURSING

NUR 500 - Theoretical Basis for Nursing Practice - 3 s.h.

This course will review and evaluate the most well-known nursing conceptual frameworks and theories which are organized on the fundamental concepts of person, health, environment and nursing. It will teach the appropriate use of theoretical terminology. It will assist the student to develop his/her own nursing framework applicable to both research and practice. Through the course the student will gain an understanding of the importance and use of nursing frameworks.

NUR/SOC 521 - Power, Politics and Health Policy - 3 s.h.

This course focuses on the identification of historical and current factors that impact the U.S. health care system. Political influences on health policy and their impact on the client are included. The nursing professional responsibility to advocate for just and humane health care policy will be explored.

NUR 525 - Advanced Health Assessment - 2 s.h.

This course focuses on comprehensive, holistic health appraisal of adult clients with chronic conditions. The graduate nursing student will learn advanced health assessment of common clinical presentations related to leading chronic health conditions. An integrated multidimensional approach will be used. Teaching learning strategies will include classroom, laboratory practice and a clinical practicum in a variety of settings.

NUR 540 - Introduction to Advanced Practice Nursing - 3 s.h.

This course focuses on the use of the nursing process and nursing theory with clients experiencing complex responses to health conditions. Students will utilize seminar/discussions to explore nursing interventions in selected care situations. In the clinical experience, the students will explore advanced practice nursing

(APN) options and develop and implement therapeutic nursing interventions for client care. (Prerequisite: 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 550 - Clinical Care of Adults - 4 s.h.
This course focuses on advanced nursing care of individual adult clients managing their chronic long-term health needs. This includes application of theoretical perspectives to the planning, implementation and evaluation of independent and collaborative therapeutic interventions in health promotion and management of human responses. This course includes a clinical practicum in a variety of community-based settings (Pre/Corequisites: NUR 540, NUR 525; Prerequisite: BIO 555)

NUR 554 - Biostatistics - 3 s.h.
This course focuses on the study of descriptive and inferential statistics used as tools in nursing and administrative research, with sample populations drawn primarily from health care settings. Students will evaluate statistics used in nursing research samples and apply computer skills to the analysis of data using SPSS/PC+. (Pre/Corequisite: CIS 225 or CIS 238 or basic computer skills)

NUR 555 - Ethical and Legal Issues in Nursing - 2 s.h.
The course focuses on ethical and legal issues in nursing practice and in the delivery of health care. The student will utilize seminar discussion to develop a framework for issue analysis and decision making. Historical foundations, professional codes of ethics, moral concepts, theories and principles of ethics and principles of ethics and law as they impact nursing practice roles will be presented.

NUR 580-581 - Selected Topics in Nursing Administration - 1-3 s.h.
Study of topics, issues, or methodologies of particular relevance to nursing administrators. Courses may be offered on a workshop, seminar, or other format.

NUR 623 - Advanced Care Strategies - 4 s.h.
This course focuses on the advanced nursing care of adults with chronic health conditions experiencing exacerbations. This includes application of theoretical concepts to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions for individuals and family caregivers in need of acute and palliative care. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 550; Pre/Corequisite: NUR 555, NUR/SOC 521.)

NUR 630 - Nursing Administration - 3 s.h.
Examines the role of administration in a variety of nursing executive settings: organizing a department; creating lines of communication; fiscal management in nursing service; evaluating standards for nursing service and practice; nursing personnel supervision including competency-based evaluations; trends analysis for forecasting and long-range planning; introduction to the consultative role; and other nurse leader characteristics. (Prerequisites: ACC

525, MGT 530, 540; CIS 558, NUR 540, 555; Pre/Corequisite NUR/SOC 521).

NUR 631 - Practicum in Nursing Administration - 2-3 s.h.
This course focuses on the synthesis of concepts and theories related to the role of nurse administrator. The student has the opportunity to examine a variety of issues related to administration of nursing services and develop strategies for implementation within the nurse administrator role of a particular health care system. In the practicum, the student observes and examines the impact of various strategies for role enactment. (Prerequisites: NUR 554, 630).

NUR 645 - Care Management - 4 s.h.
This course focuses on the role of the advanced practice nurse as a care manager. Health responses of aggregates of clients with long-term care needs are analyzed. Nursing strategies are planned and implemented. These include negotiation, collaboration and brokering with clients, payers and providers to optimize health outcomes of client aggregates. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 623)

NUR 674 - Research Methods & Evaluation Strategies - 3 s.h.
This course provides an overview of the research process in nursing. A variety of research approaches appropriate for the advanced practice nurse including experimental, survey, historical, and evaluative will be presented. Emphasis is given to the 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 data collection methods, and consideration of ethical implications. The focus will be on classical research methods, with special emphasis on descriptive evaluation type studies and organizational research. (Pre/Corequisite for Nursing Administration: NUR 554 and 630; Pre/Corequisite for Adult Health: NUR 623)

NUR 695 - 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 674) **NOTE:** Students register for NUR 694 in various increments for a total of 3 s.h. for nursing administration and 4 s.h. for the dual degree specialty.)

NUR 694 - Adult Health Research: Thesis - 1-3 s.h.
Independent investigation of an advanced nursing practice 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 674)

PSYCHOLOGY

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.

QUANTITATIVE SYSTEMS

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 CIS 558.)

QS 576 - Project Planning and Evaluation - 2 s.h.

A study of project evaluation techniques, emphasizing evaluative experimental designs and statistical analysis. Reviews management functions within the evaluative process: PERT charts, computerized management planning software, cost estimating and on-going project management. Computerized components of the course include statistical analysis, and management planning timelines (PERT). (Prerequisite: One statistics course or QS 517 and CIS 558.)

QS 623 - Quality and Process Improvement Techniques - 2 s.h.

This course focuses on the study of continuous process improvement, process management, and quality management systems. Course work includes case studies and group work which explore data analysis tools and methods including SPC, flowcharting and root causes analysis. Students will define, analyze and evaluate a process in a workplace setting. A final report will be produced which will outline a process and recommend process improvement. (Prerequisite: QS 517)

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 683 course), a passing score will be required of all students in order to remain enrolled in the course.

QS 649 - Qualitative Research Methods - 2 s.h.

An introduction to qualitative methodology in research on managerial leadership. Includes historical, biographical, longitudinal, case study, explicative and critical, and field research methods, as distinct from but complementary to, and sometimes including, quantitative research.

QS 685 - AQP Certificate Program - 5 s.h.

This is a five-month, sixty classroom hour, weekend program which will provide instruction and training in the field of quality in such areas as teambuilding, long-range planning, international quality improvement, labor involvement in quality, and the Malcolm Baldrige National Quality Award. The student will receive a certificate from the Association of Quality Participation (AQP--a national quality organization) and Madonna University, which may be applied to the master's degree upon completion of the additional one semester hour project (QS 686) which is facilitated by a Madonna faculty member.

QS 686 - AQP Certificate Project - 1 s.h.

During the course of the AQP certificate, the student will work with a Madonna University faculty member to develop a project which combines skills acquired in the certificate program, and which will be presented in QS 693. (Must be taken with QS 685.)

READING

RDG 511 - Foundations of Literacy Education - 3 s.h.

Study of the cognitive, linguistic, sociological, cultural, and psychological bases of the reading/writing process. Emphasis is on developing a reflective philosophy of literacy learning as a foundation for the program. (Prerequisite or corequisite: EDU 500)

RDG/EDU* 515 - Human Development and Schooling - 3 s.h.

Study of normal growth and development, birth through late adolescence with attention to the impact of physical, emotional, social, cultural, intellectual, and environmental factors on learning, language development, and literacy.

RDG 521 - Developing and Assessing Literacy Programs--Elementary and Secondary Schools - 3 s.h.

Study of the organization, planning, management, evaluation, and developmental scope and sequence of effective classroom reading/writing programs. This includes knowledge of objectives for reading instruction, requirements for meeting individual learning needs, and criteria for selecting materials to support instruction. (Prerequisite: RDG 511)

RDG 531 - Content Area Reading-Learning in Elementary and Secondary Schools - 3 s.h.

Study of the teaching, learning, and assessment strategies contained in effective instruction in content area learning in all subjects, at all grade levels. This includes knowledge of contextual factors that influence decision making. (Prerequisite: RDG 511)

RDG/ENG* 533 - Literature in the Context of Teaching Across the Curriculum - 3 s.h.

Investigation of the body of literature available for students, K-12. Presents criteria for selection, methods of integrating literature into the curriculum, strategies to provide formalistic and socio-cultural readings of text, and systems to include literature in pertinent subject

areas at all grade levels. (See ENG 533)

RDG/ENG* 535 - Language Development: Linguistic Foundations of Literacy - 3 s.h.

Investigation of major theories of language development in the normal child and implications for cognition and literacy acquisition. Attention to the dimensions of oral and written language, including linguistic knowledge, cognition, language performance, and cultural and environmental factors that promote language difference. (See ENG 535)

RDG 541 - Interactive Computer Applications in Literacy Education - 2 s.h.

Investigation of the technology available for literacy instruction in the classroom and the media laboratory. Focus on technological applications for computer-aided instruction to meet individual needs, computer-managed instruction to meet classroom needs, and information retrieval.

(Prerequisites: RDG 521, 531)

RDG 653 - Diagnostic Procedures in Reading - 3 s.h.

Study of the psychology of reading, the nature of reading disability, and the nature of individual differences. Focus on diagnostic techniques, formal and informal assessment procedures, designing remedial programs to meet individual and group needs, preparing case studies and reports.

(Prerequisites: RDG 521, 531)

RDG 693 - Practicum in Remediation (Learning Center) - 2 s.h.

A supervised clinical practicum focusing on the evaluation of students with reading/learning problems. Emphasis on the design, implementation, and assessment of remedial programs to meet individual student's needs, and the communication of pertinent information to students, parents and teachers.

(Prerequisite: Completion of required coursework and permission of instructor.)

RDG 694 - Practicum in Program Development (School-Based) - 2 s.h.

A supervised school-based practicum designed to prepare classroom teachers as Reading Specialists. Emphasis is on instructional differentiation, implementing learning objectives, organizing and managing programs, assisting classroom teachers, evaluating students, and communicating effectively with all members of the school community. (Prerequisite: RDG 693)

RDG 695 - Seminar: Issues in Literacy Education - 3 s.h.

An in-depth examination of current major issues in theoretical processes and classroom practices that inform the ongoing debate in reading/writing education. Emphasis is on the historical perspective of each issue, its implications for teacher preparation, school program development, and community involvement in diverse populations. (Prerequisites: Completion of required coursework and permission of instructor)

SPECIAL EDUCATION

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. Service delivery models and program interventions used in public and private schools presented.

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

Overview and analysis of special education practices based on current learning theories 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 affective, study, and prevocational skills. Modification of and strategies for learning core school curricula stressed. 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 special education practices based on current learning theories 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 affective and study skills. Modification of an strategies for learning core school curricula stressed. Lecture 3 hours, field experience 1 hour. Prerequisite: SED 545.

SED/EDU* 572 - Diagnostic and Remedial Techniques in Reading - 3 s.h.

Study of identification of reading and associated problems. Diagnostic and remedial methods presented including the use of informal and formal testing. Practice in modifying reading materials to meet the needs of children and youth. Lecture 2 hours, reading laboratory 2 hours. (See EDU 572)

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. Cooperating teacher and students are certified under the category of learning disabilities. 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. Cooperating teacher and students are certified under the category of learning disabilities. 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 on current issues and teaching methods, service delivery models and program interventions analyzed. Prerequisite: Admission to Student Teaching or final practicum.

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

A project emanating from the field of learning disabilities or special education developed under the guidance of a member of the faculty. The project is necessary for completion of the Master of Arts in Teaching. Prerequisite: Completion of LD Specialty; (taken in final year of program).

SOCIOLOGY

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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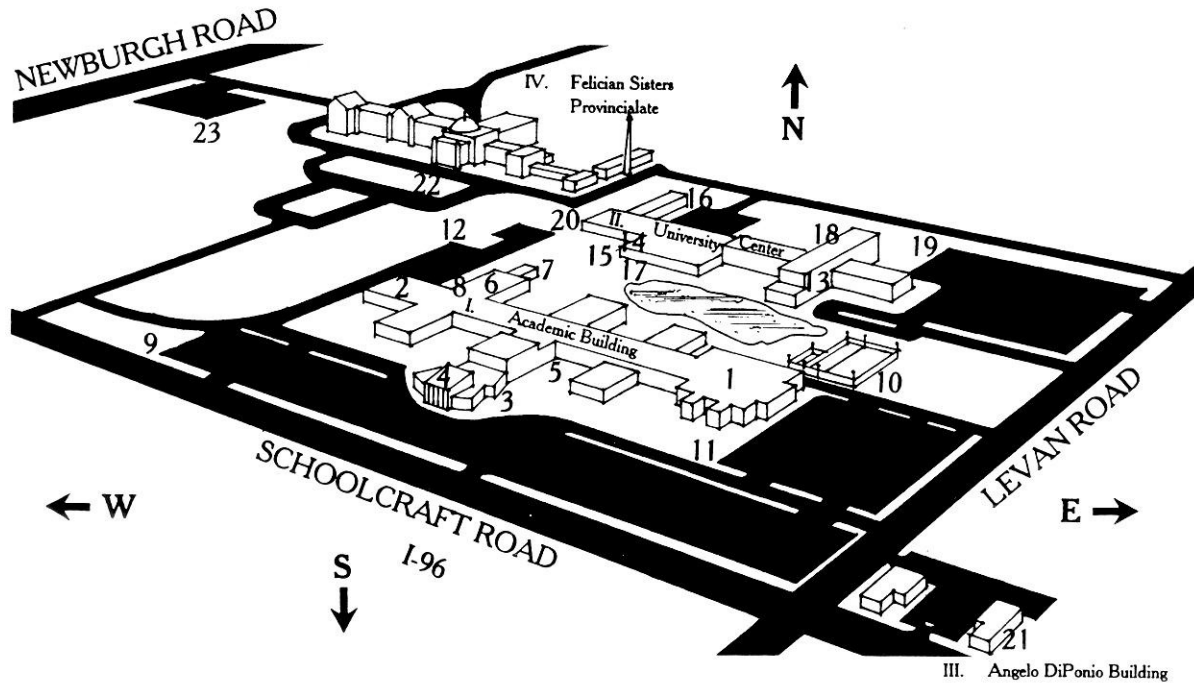
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CAMPUS MAP



Madonna University Campus Map

I. Academic Building

1. Activity Center
2. Administration
3. Kresge Hall
4. Library
5. Science Lecture Hall
6. Educational Development Center
7. Annex
8. Bookstore
9. South University Parking Lot
10. Tennis and Basketball Courts
11. East University Parking Lot
12. West University Parking Lot

II. University Center

13. Residence Hall
14. Cafeteria and Student Center
15. University Chapel
16. Faculty Residence
17. Patio Classrooms
18. Alverno Conference Center
19. East Residence Hall Parking Lot
20. Guest House

III. Angelo DiPonio Building

21. College of Nursing and Health

IV. Felician Sisters Provincialate

22. Presentation Chapel
23. West Provincialate Parking Lot

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