



**MADONNA
UNIVERSITY**

Graduate Bulletin

1999 - 2001

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(effective as of Term I, 1999)

Mission Statement

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

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

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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 Studies at Madonna University

Graduate Education for Working Professionals

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

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

Goals of the Madonna University Graduate Programs

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

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

Distinctiveness of the Program

A combination of factors distinguishes graduate study at Madonna University. The interdisciplinary nature of the curricula encourages communication and cross-fertilization of ideas among disciplines and promotes advanced competence in the student's area of concentration. Students have access to a broad spectrum of courses and experiences that complement and develop their knowledge and

skills so that they can reach their potential and emerge as leaders in their work environments.

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

Madonna University

A Tradition of Service/A Tradition of Quality

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

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

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

The Madonna University nursing, education, hospice, health services, and business administration programs, the largest at the University, serve over 2,500 undergraduate and graduate students; they maintain a reputation for academic excellence and responsiveness to community needs. In 1999, the nursing department celebrated its thirty-seventh anniversary of preparing baccalaureate nurses. The program is known for its strong emphasis on community-based clinical preparation and its Christian humanistic orientation. The graduate nursing program prepares the professional nurse to assume a variety of advanced roles in nursing in such areas as nursing administration, MSN/MSBA dual degree in nursing administration and business administration, and in the clinical specialty of adult health: chronic health conditions. Two graduate certificates are also offered, Nurse Educator and Nurse Entrepreneur.

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.

Since its inception in 1984 and as the nation's only known hospice education program, Madonna University offers a curriculum which enables hospice students to serve diverse client populations during the terminal phase of life focusing on the physical, psychological,

social, emotional, and spiritual needs of the patient and family. The graduate education program, which began in 1996, prepares students to become leaders, managers, researchers, and educators in the hospice setting while focusing on the principles of instilling Christian humanistic values, intellectual inquiry, and a commitment to serving others.

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

The business administration program has a successful track record of developing marketable programs in business specialties such as accounting, financial administration, management, marketing, computer information systems, and international business. Articulating with 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.

Madonna University currently offers graduate programs in Educational Leadership and Business Administration on-site in Taiwan, the Republic of China, and the People's Republic of China. More detailed information about these programs may be obtained from the Office of Graduate Studies.

The Madonna University Campus

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

The two-story academic building accommodates a variety of purposes from administrative offices to classrooms and laboratories. Special facilities include the TV Studio/Graphics facilities, where students and faculty 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 non-print materials, the library provides comfortable study and reading areas, in addition to group study and conference rooms. Equipped to meet the student's needs, the library has automated its services, representing the state of the art in library technology. The library expands its resources by subscribing to online retrieval services. It also maintains membership in the Southeastern Michigan League of Libraries Infopass system, which entitles students to borrowing privileges at more than 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 consortia arrangements students can take advantage of the extensive research resources in the Detroit-Ann Arbor area.

In 1991, the College of Nursing and Health moved to the Angelo DiPonio Building. In addition to the faculty offices, a conference room, and 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. Instructional technology, including computer clinical simulations and interactive videos, utilized within the nursing and hospice education graduate programs are available in the center.

In 1995, the School of Business also moved across Levan Road to the Maertens Building. This facility provides state-of-the-art technology in its classrooms and offices including a 24-station computer classroom. 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, 1994

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

Council on Social Work Education, 1982, 1988, 1995

State of Michigan Board of Education:

Approval of four-year degrees, 1947

Teacher certifications, 1954, 1969

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

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

National League for Nursing, 1970, 1978, 1984, 1992, 1998
(undergraduate and graduate) NLNAC is a resource for information regarding tuition, fees, and length of program.
350 Hudson Street New York, NY 10014: 800-669-9656

North Central Association of Colleges and Schools,
1959, 1968, 1978, 1982 (Graduate Studies),

1988, 1989 (Taiwan Program), 1998

Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

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

Admission

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 Business Administration Program

Admission is determined on the basis of the following:

1. Possession of a bachelor degree from an accredited college or university with an undergraduate grade point average of 3.0 on a 4.0 scale. (An average of less than 3.0 will be reviewed for conditional admission.)
2. Satisfactory score on the GMAT (Graduate Management Admission Test) for applicants less than 3.00 undergraduate grade point average.
3. Two letters of recommendation from current employer or professional persons.
4. Submission of a statement of purpose for participating in the M.B.A. Program or a current resume.
5. Admission interview with a member of the School of Business Admission Committee.

Master of Science in Business Administration - Leadership Studies Specialty

Admission to the M.S.B.A. program in leadership studies 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 - Catholic School Leadership Specialty

Admission to the M.S.A. program in Catholic school 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 the Director of the Catholic School Leadership Program.

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 the Director of the Educational Leadership Program.

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 Literacy Education Program.

Admission Requirements - Health Services

Admission to the M.S. in health services program is determined on the basis of the following:

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

8. Completion of applicant self-evaluation relative to candidate's educational goals.
9. Complete requirements as stated in the Madonna University Graduate Bulletin.

Admission Requirements - Master of Science in Hospice Education

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

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

Admission Requirements - Nursing Programs

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

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

Master of Science in Nursing/Master of Science in Business Administration

Dual Degree Program in Nursing and Business Administration

Admission to the M.S.N./M.S.B.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. Statement of goals for graduate education in specialty.
6. Current resume.
7. Copy of current Michigan RN license.

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

Admission Requirements for Post Master's Certificates in Nursing

Nurse Educator

Admission to the nurse educator certificate program 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 Chair of Nursing Graduate Program or assistant.
5. Current resume.
6. Copy of current Michigan or other state RN license.
7. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admission interview.

Nurse Entrepreneur

Admission to the nurse entrepreneur certificate program 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 Chair of Graduate Nursing Program or assistant.
5. Current resume.
6. Copy of current Michigan or other state RN License.
7. Current employment status: Significant work experience provides a basis for achievement of graduate course objectives. It is recommended that students have professional work experience prior to and concurrent with enrollment in the program. This issue will be addressed at the admissions 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. credit hours and grades earned
 - c. examinations (school, state, national, passed and date)
 - d. diplomas, certificates, degrees earned and dates
2. Official results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 and the Test of Written English (TWE) with a minimum score of 5. This requirement is waived for applicants from countries in which English is the native language.
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 \$2,500. The International Students Advisor 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 at (734) 432-5667 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, hospice, education and

health services 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 programs 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 all other departments. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.

9. **Nondegree Students:** Permission to enroll in classes on a nondegree status may be granted by the Dean of Graduate Studies. This category is for those students who do not seek admission to a graduate program.

Transfer Students

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

Guest Students

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

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

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

Second Master's Degree

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

Enrollment in Courses by Senior Students

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

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

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

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, 1999. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition for 1999-2000 \$272 per semester hour

Fees

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

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

Checks should be made payable to Madonna University.

Student Payment Policies

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

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

Payment Plans

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

NOTE: Each billing due date will have an associated billing close date. The close date will be approximately 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 are required to pay the difference by the invoice due date. Students who have not received their official award verification notice prior to the billing close date are also required to pay the minimum advance payment when due.

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

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

Address changes

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

Penalties

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

2. A finance penalty is assessed if the deferred payments are not received by the due date on the invoice.
3. Students whose accounts are past due for a current semester's enrollment or who are in debt to the University at the end of any term are not entitled to register or receive a transcript or diploma until the account is settled.
4. Checks returned for any reason will constitute non-payment and will be subject to a \$15 penalty per check. Program adjustment or late payment charges will be assessed when applicable.

Billing Error or Dispute

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

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

Other Penalties

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

Refunds/Credit Adjustments

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

At the time of withdrawal only your tuition is adjusted. No other fees are changed. **All drops/withdrawals require written notification.** Written notification may be faxed over the weekend

or after business hours. Fax Number: (734) 432-5405. Students may drop/withdraw in person during business hours.

Tuition credit adjustments are made according to the following schedule:

Full Term Courses

Add/drop week	100%
Second week	75%
Third week	50%
Fourth week	25%
No credit after the fourth week	

Workshops/Seminars/Full Term Courses Less Than Full Term

Tuition Credit Adjustment

Come Duration	Prior to start date	1st day	2nd-7th day	8th-14th day	15th-21st day	22nd-28th day
1 week or less	100%	25%	0%	0%	0%	0%
2-4 weeks	100%	25%	25%	0%	0%	0%
5-8 weeks	100%	100%	100%	50%	25%	0%
9-14 weeks	100%	100%	100%	75%	50%	25%

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

Refunds vs. Credits

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

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

Student accounts that have a credit balance from financial aid/loans are automatically refunded. Checks will be mailed within 14 days from the 1st day after the end of add/drop week; thereafter, from the date the credit balance occurred.

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

Non-Refundable Fees

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

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

Auditing Courses

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

Withdrawal From Classes

Students who wish to withdraw from a course(s) must do so officially - by completing the Change of Registration form - at the Registrar's Office before the deadline date specified in the calendar of the University 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. Courses with grades lower than C will not apply toward the degree but will be computed in the cumulative GPA. The student must possess a degree GPA of at least 3.0 in order to graduate.

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

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

Other grades:

S - Satisfactory (B or Better)

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

W - Withdrawal

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

Y - Carry over

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

L - Lapsed

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

T - Audit

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

I - Incomplete

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

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

Credit for Experiential Learning

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

Professional Ethics

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

Examinations, Grade Reports, and Transcripts

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

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

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

Academic Warning, Probation, and Dismissal

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

1. The student receives two academic warnings in consecutive semesters of attendance.
2. The student's cumulative GPA (12 semester hours or more) is below 3.0.
3. The student earns a grade of D 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 receives an F grade in a degree course, 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, education, health services and hospice 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 (or Coordinator of Nursing Research) for format.

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

Students must submit acceptable copies of the final thesis by the official ending date of the semester of graduation. Otherwise, the student is awarded an I grade, which automatically converts to an F at the end of 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, research project, and research practicum are graded on a letter grade basis in the nursing, health services and hospice departments.

Research Study

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

A copy of the research study must be submitted to the departmental office.

Research Project or Practicum

Students in nursing, health services, or hospice may select a research project or practicum in place of the thesis. Specific guidelines for these research studies may be found in the *Research Guide for Graduate Studies*.

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 Registrar. 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 for May, July, and December graduates are mailed to the graduates approximately 10 weeks after each graduation date.

Graduation Requirements

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

Readmission

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

After this period, nonregistered applicants must apply for readmission. Incomplete files of nonregistered applicants are not kept beyond two years.

Statute of Limitations

Students must complete all requirements, including thesis or research study, within 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

If a student desires to contest a course grade in the graduate program, the following appeals procedure is followed.

Step 1 - The student discusses the problem with the professor who awarded the contested grade at a scheduled appointment within 20 working days after the end of the term.

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

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

Step 4 - In the event the student rejects the decision, the student may present the case to the Dean of Graduate Studies for review within five working days. The Dean of Graduate Studies informs the student of the decision in writing.

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

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

Student Life Policies

I.D. Cards

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

Parking Regulations

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

Alumni

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

Prohibitions

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

Food Service

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

Children

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

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

Academic Programs

Business Administration Programs

School of Business Mission

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

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

Master Of Business Administration

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

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

Requirements for Graduation:

The MBA program consists of 40 semester hours of coursework, including:

Pre-Foundation Sequence (12 s.h.)	Undergraduate Courses
ACC 515: Financial Accounting (3 s.h.)	Two undergraduate courses in Accounting
ECN 518: Economic Environment (3 s.h.)	One course each in micro and macroeconomics
QS 517: Quantitative Methods (3 s.h.)	Business Statistics
MKT 516 Essentials of Marketing (3 s.h.)	An undergraduate course in Marketing

Required Foundation Sequence (28 s.h.)

ACC 525	Managerial Accounting for Decision Making	3 s.h.
BL 604	Legal Issues in Business	2 s.h.
CIS 558	Information Systems for Managers	2 s.h.
ECN 610	Managerial Economics	2 s.h.
FIN 565	Financial Management	3 s.h.
INB 608	Perspectives in International Business	2 s.h.
MGT 555	Ethical Considerations in Leadership	2 s.h.
MGT 630	Organizational Theory & Behavior	3 s.h.
MKT 579	Marketing Strategy	3 s.h.
QOM 643	Research Design	3 s.h.
QS 615	Total Quality Management	3 s.h.

Required Capstone Specialty Course (3 s.h.)

MGT 695	Strategic Management	3 s.h.
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Each student will acquire a graduate certificate of a least nine (9) semester hours in an area of business. The student may select one or more of the following certificate programs:

Human Resources:

ECN 624	Labor Economics	3 s.h.
MGT 550	Human Resources Management and Development	3 s.h.
MGT 650	Contemporary Workforce Issues	3 s.h.

International Business-Financial Operations:

ACC 570	International Accounting and Taxation	2 s.h.
BL 626	International Legal Environment	2 s.h.
FIN 625	International Finance	2 s.h.
INB 535	International Trade Structure and Systems	3 s.h.

International Business Management:

INB 545	International Management	3 s.h.
INB 615	International Marketing	3 s.h.
INB 627	Import-Export Management	1 s.h.
BL 626	International Legal Environment	2 s.h.

Non-Profit Leadership:

MGT 611	Entrepreneurial Leadership in Non-Profits	3 s.h.
MGT 612	Developing and Deploying Volunteers	2 s.h.
MGT 613	Developing Partnerships with Boards, Suppliers, And Clients	2 s.h.
MGT 614	Obtaining Funding, Program Management	2 s.h.

Quality-AQP Certificate:

MGT 621	Total Quality: Building the Infrastructure	3 s.h.
QS 623	Quality and Process Improvement Techniques	3 s.h.
QS 685	Quality Certificate and Evaluation	5 s.h.

Quality:

MGT 621	Total Quality: Building the Infrastructure	3 s.h.
QOM 623	Quality and Process Improvement Techniques	3 s.h.
QOM 625	ISO 9000, QS and Organizational Self-Assessment	2 s.h.
Elective:	Any quality elective	1 s.h.

Master of Business Administration

Course Descriptions for Certificates

◆ INTERNATIONAL BUSINESS - FINANCIAL OPERATIONS

ACC 570 - International Accounting - 2 s.h.

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

BL 626 - International Legal Environment - 2 s.h.

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

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 transactions exposure, financing sources, capital budgeting and working capital management. (Prerequisites: ACC 570 & INB 535)

INB 535 - International Trade and Finance - 3 s.h.

Examines the underlying economic theories of international trade, the terms of trade, international monetary systems, foreign exchange markets and rates, efforts of trade barriers and balance of payments. Survey of the historical development of international trade relationships and structures, comparative economic systems and the development of trading blocs and firm-level trade relationships and multinational enterprises. (Prerequisite: ECN 518 or equivalent)

◆ INTERNATIONAL BUSINESS - MANAGEMENT

INB 545 - International Management - 3 s.h.

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

INB 615 - International Marketing - 3 s.h.

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

BL 626 - International Legal Environment - 2 s.h.

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

INB 627 - Import - Export Management - 1 s.h.

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

◆ HUMAN RESOURCES - MANAGEMENT

MGT 550 - Human Resources Management and Development - 3 s.h.

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

INB 608 - Perspectives in International Business - 2 s.h.

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

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 630 - Organizational Theory and Behavior - 3 s.h.

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

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: MKT 516 or equivalent)

QOM 615 - Total Quality Management - 3 s.h.

The course is intended to introduce the student to the development and philosophy of total quality where it is practiced in service and manufacturing settings. Focus is given to studying the interplay of culture, quality, technical tools, and organizational culture. Students are introduced to national and international quality standards. (Prerequisite: QS 517 or equivalent)

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, computerization of data input and analysis, focus group methodology, graphics construction and report writing. Integral to the course are the statistics and research design tools which are necessary to complete the research project of the M.B.A. capstone course. A statistics competency examination will be given at the first class meeting.

CERTIFICATE/ELECTIVE AREA:

Electives - 9 s.h.

CAPSTONE COURSE:

MGT 695 - Strategic Management of Business Policy - 3 s.h.

Development and application of business policy using techniques of strategic management of an organization as a whole, both internally and externally and locally and globally, taken primarily from the perspectives of middle and top management. Emphasis is on the long view, but does not neglect short term situation management of operational problems, technology, diversity, change, and ethics. Examines how strategy is developed; considers the respective roles of stakeholders. Employs quantitative and qualitative methods and data, including case studies and simulation. (*To be taken in the last 6 hours of program*)

CORRECTION:

The following QOM courses may be found under their former listing as follows:

MGT 621	QS 615
MGT 622	QS 623
QS 574	QS 685
QS 576	QS 686

Master of Business Administration

Course Descriptions

PRE-FOUNDATION:

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. (or two undergraduate courses in ACC)

ECN 518 - Economic Environment - 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. (or undergraduate courses in micro & macro ECN)

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)
(or undergraduate business statistic course)

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.
(or an undergraduate marketing course)

FOUNDATION:

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: ACC 515 or equivalent)

BL 604 - Legal Issues in Business - 2 s.h.

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

CIS 558 - Information Systems for Managers - 2 s.h.

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

ECN 610 - Managerial Economics - 2 s.h.

Focuses on the application of microeconomic theory as applied to business problems. It is the study of individual segments of the economy: consumers, workers, owners of resources, individual firms and industry and markets as they work together to solve business problems. (Prerequisite: ECN 518 & QS 517 or equivalent)

FIN 565 - Financial Management - 3 s.h.

Study of the financial management of non-financial entities and the analysis of the principle financial decisions of a firm. Topics include present value concepts, short-term cash budgeting and working capital needs, capital budgeting, long-term capital structure planning and dividend policies. (Prerequisite: ACC 525)

business planning and operations.

ECN 624 - Economics of Labor - 3 s.h.

Because prerequisites are not necessary, this course begins with a broad survey of modern macro-economic theory and will introduce the student to the economics of labor by identifying modern theories of labor market behavior, summarizing the empirical evidence for and against each hypothesis, and illustrating the usefulness of theory for organizational policy. The majority of the course will be devoted to a focus on economic approaches to the various topics within the field of Human Resources Management such as Workforce Demographics, Productivity, Employee, Employee Appraisal and Reward, Pay/Compensation Systems, Training and Development, and International HRM considerations. (Prerequisite: ECN 518 or equivalent)

MGT 650 - Contemporary Workforce Issues - 3 s.h.

This is a summary survey course to this cognate area and serves to identify both futuristic and global issues within Human Resources management which will most likely impact on strategic planning and management of a firm. (Prerequisites: MGT 550 & ECN 624)

◆ **NON-PROFIT LEADERSHIP**

MGT 611 - Entrepreneurial Leadership in Non-Profits - 3 s.h.

This course is designed especially to help students launch, re-invent their organization and help them grow through competitive, strategic processes. The course will primarily be facilitated around case studies, and live case studies brought to class by practicing non-profit entrepreneurs. Visits to locations to examine and assess how entrepreneurial leaders stimulate and sustain productivity, efficiency, capacity building and innovation will help students make application of theory to reality.

MGT 612 - Developing and Deploying Volunteers 2 s.h.

This course centers on recruiting, selecting, developing and deploying volunteers. Students practice using practices which create a motivating environment in which volunteers' self esteem is enhanced, they are recognized and where corrective feedback is provided in handling performance problems.

MGT 613 - Developing Partnerships With Boards, Suppliers and Clients - 2 s.h.

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

and conflicts.

MGT 614 - Obtaining Funding, Program

Management and Evaluation - 2 s.h.

This course focuses on development and the raising of funds to support the non-profit vision. At a time when federal government funding is diminishing, non-profits need to look for alternative sources of financial sources. In the course, participants learn how to construct a funding campaign, including direct solicitation and grant writing.

◆ **QUALITY - OPTION A**

MGT 621 - Total Quality: Building the Infrastructure - 3 s.h.

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

QOM 623 - Quality and Process Improvement Techniques - 3 s.h.

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

QOM 625 - ISO 9000, QS and Self-Assessment - 2 s.h.

This course introduces the student to the various quality certification and award programs in the United States. These programs include ISO, QS, and the Malcolm Baldrige Award. The students will become familiar with the criteria for the various programs and will apply critical analysis skills to determine what improvements are needed to be made by organizations seeking quality certifications.

QS Elective (Choice of either QS 574 - Forecasting and Planning - 2 s.h., or QS 576 - Project Planning and Evaluation - 2 s.h., or any future QS courses that may be offered.

◆ **QUALITY - OPTION B**

QOM 621 - Total Quality: Building the Infrastructure - 3 s.h.

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

QOM 623 - Quality and Process Improvement Techniques - 3 s.h.

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

QOM 685 - AQP Quality Certificate - 5 s.h.

This is a program which will provide instruction and training in the fields of quality in such areas as team building, long-range planning, international quality improvement, labor involvement in quality, and the Malcolm Baldrige National Quality Award. The student will receive a certificate from the Association of Quality Participation (AAQP—a national quality organization) and Madonna University.

◆ **GENERAL BUSINESS**

For this certificate the student must take nine (9) semester hours from School of Business graduate offerings. ENG 505 - Communications for the Executive - 3 s.h. may also be included in these (9) nine semester hours.

Master of Science in Business Administration Leadership Studies Specialty

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

- An understanding of the specialized knowledge, skills, and attitudes necessary for professional and effective performance as a leader in a managerial role. The content of the program was determined by gathering information from a variety of sources on what managers need to be and how they need to change to meet the challenges of the next century.
- An in-depth understanding of the role of human behavior in the organizational environment. The program stresses the importance of people, the satisfaction of their needs and objectives, and the integration of these needs with the goals of the organization.
- Significant awareness of professional ethics and social responsibility. Beyond the required course dealing with managerial ethical considerations, the program stresses the importance of developing and maintaining one's own ethical and value system.
- A systematic approach to problem-solving for effective decision making. Methods of integrating computerized information into the decision-making process are stressed in the program.
- Appreciation of the contribution of the traditional liberal arts disciplines to the current and future practice of management. Faculty with strong backgrounds in disciplines such as psychology, history, philosophy, ethics, mathematics, communications, and the humanities have been carefully selected to bring the liberal arts context to the study of leadership.
- A practical approach to recognizing societal and environmental issues and analyzing their collective impact on human behavior and especially on the manager. The methodologies of 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, teamwork, 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 includes 20 semester hours of required courses, nine semester hours in business specialty electives, and seven semester hours in a capstone sequence, for a total of 36 semester hours:

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	3 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 Manager	2-3 s.h.

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.

Elective Specialty Courses (choose 9 s.h.)

Select from the School of Business Graduate Courses.

*denotes courses with undergraduate prerequisite

Master Of Science In Business Administration International Business Specialty

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

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

Requirements for Graduation

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

Required Business Foundation Sequence (21 s.h.)

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

Business Foundation Sequence	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 (2-3 s.h.)	Introduction to Computers

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	2 s.h.
INB 627 Import-Export Management	2 s.h.
INB 635 International Business Experience	2 s.h.
INB 637 International Business Communications & Negotiations	2 s.h.
INB 673 International Business Research Seminar I	2 s.h.
INB 675 International Business Research Seminar II Electives	2 s.h. 3 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 (7 s.h.)

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

Business Foundation Sequence		Undergraduate Courses
ACC 515	Financial Accounting (3 s.h.)	Principles of Accounting I & II
CIS 558	Information Systems for Managers (1 s.h.)	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 530	Behavior in Organizations	3 s.h.
MGT 555	Ethical Considerations	2 s.h.
QOM 621	Total Quality: Building the Infrastructure	3 s.h.
QOM 622	Production & Operations Management	3 s.h.
MGT 624	Competitive Strategy Analysis and Planning	2 s.h.
QOM 574	Forecasting and Planning	2 s.h.
QOM 576	Project Planning and Evaluation	2 s.h.
QOM 623	Quality & Process Improvement Techniques	3 s.h.
QOM 615	Total Quality Management	3 s.h.
QS 643	Research Design	3 s.h.
MGT 522	Introductory Seminar	1 s.h.
MGT 683	Independent Research Project/Thesis	1 s.h.
MGT 684	Independent Research Project/Thesis	2 s.h.
MGT 693	Independent Research Project/Thesis	1 s.h.

OR

QOM 625	Organizational Self-Assessment	2 s.h.
QOM 685	AQP Certificate Program	5 s.h.
QOM 686	Project in Quality	1 s.h.
MGT 693	Semester in Leadership Studies	1 s.h.
QS 649	Quality Research Methods	2 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 electronic mail discussions, classroom instruction, video tape, and individualized learning.
- Continuous improvement and adaptation of the program content and delivery methods in response to participant needs and changing environmental demands.
- A 30 semester hour program including once-a-week class meetings and some weekend sessions completed within a 20-month period.

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

of alumni and current participants continue to provide input for continuous improvement of the program.

The Master of 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 objectives:

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

The Curriculum

The curriculum of the Master of 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 business theory serves as the foundation of the program, the application of the theory to the Fellow's practice is the primary focus.

The seminars of study included in the Program are:

CIS 701	Computer Applications	4 s.h.
ECN 702	Economics and U.S. Health Care Policies	3 s.h.
MGT 702	Leadership in the Health Care Community	1 s.h.
ACC 703	Entrepreneurial Accounting and Taxation	5 s.h.
MGT 704	Leading and Managing for High Performance and Productivity	4 s.h.
MKT 705	Managing for Patient Satisfaction and Quality Service	4 s.h.
BL 706	The Legal and Risk Aspects of Business	3 s.h.
MGT 707	Ethically and Strategically Managing for Growth	3 s.h.
MGT 708	Individual Applied Research Project	3 s.h.

Education Programs

Master Of Science In Administration Catholic School Leadership Specialty

Philosophy

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

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

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

Purpose

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

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

Program Objectives

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

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

Requirements for Graduation

Required Education Foundations Core (4 s.h.)

EDU 500	Current Developments in Teaching and Learning Theory	2 s.h.
EDU 508	Instructional Research and Evaluation	2 s.h.

Required Leadership and Supervision (9 s.h.)

MGT 530	Behavior in Organizations	3 s.h.
EDU 510	Data Management for Educational Leaders	2 s.h.
EDU 565	Education and the Community	2 s.h.
EDU 585	Legal Issues in Education	2 s.h.

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

MGT 522	Introductory Seminar	1 s.h.
EDU 595	Curriculum Leadership: Elementary or Secondary	2 s.h.
EDU 693	Seminar in Educational Leadership	2 s.h.

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

CSL 540	Leadership in Catholic Identity	3 s.h.
CSL 545	Leadership in Christian Development	2 s.h.
CSL 640	Catechetical Leadership	2 s.h.
CSL 645	Formation of Christian Community	2 s.h.
EDU 576	Financing of Public and Private Education	2 s.h.

Required Clinical Experiences (3 s.h.)

EDU 631	Internship/Project in Catholic School Leadership	3 s.h.
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Some courses will be offered only at the Sacred Heart Major Seminary campus.

Master Of Science In Administration Educational Leadership Specialty

Philosophy

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

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

Purpose

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

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

Program Objectives

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

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

OR

EDU 507	Schooling in Comparative and International 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 possess a valid Michigan teaching certificate and wish to obtain expertise and endorsement in the field of learning disabilities. Teachers who complete the program will be well prepared for the state proficiency test in the area of learning

disabilities and eligible for K-12 endorsement upon successful completion of the test. Further, those teachers 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.
- articulate and advocate for the elements of capacity building that will make it possible to meet more exceptional needs in the general education delivery system.

Program Objectives

Students who complete the graduate program in Learning Disabilities will:

- 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.

Unique Features of the Graduate Program in Learning Disabilities

Summer Student Teaching Opportunity

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

Exceptional Adjunct Faculty Members

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

Unique CEC Affiliation

The Madonna University chapter of the Council for Exceptional Children (CEC) is the only university based *professional* chapter in Michigan. As a result, an individual’s affiliation need not end upon program completion. Student members have the opportunity to continue as “professional members” after graduation. This status was pursued and acquired to promote the existence of a local, ongoing collegial body of knowledgeable and supportive professionals.

A Highly Relevant Graduate Project Option

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

Requirements for Graduation

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

Required Education Foundation Core (required for endorsement and degree):

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

OR

EDU 507	Schooling in Comparative and International Perspectives	2 s.h.
EDU 508	Instructional Research and Evaluation	2 s.h.

Required Learning Disabilities Specialty (required for endorsement and degree):

SED 533	Transition and Planning issues and Practices	3 s.h.
PSY 535	Psychological Issues in Learning Disabilities	3 s.h.
SED 545	Learning Disabilities	3 s.h.
SED 550	Methods of Teaching Students with Mild Disabilities	3 s.h.
EDU 572	Diagnostic and Remedial Techniques in Reading	3 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	3 s.h.

Required Student Teaching or Practicum (required for endorsement and degree)

SED 650	Student Teaching, LD K-12 (10 weeks) (with no prior Spec. Edu endorsement)	5 s.h.
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OR

SED 670	LD K-12 Practicum I (90 hours) (with prior Spec. Edu. Endorsement)	2 s.h.
SED 672	LD K- 12 Practicum II (90 hours)	2 s.h.
SED 693	LD Seminar	1 s.h.

Subtotal for endorsement: 31-32 s.h.
Endorsement requires MTTC Test 63: Learning Disabled

LD Research Project (required for degree):

SED 696	LD Research Project	2 s.h.
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Total for degree: 39-40 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 Literary 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.

OR

EDU 507	Schooling in Comparative and International 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 that demonstrates competency in each category listed in the program objectives.

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

Health Services Program

Master Of Science In Health Services

A Master of Science in Health Services includes 18-19 credits in core courses and 15-20 credits in the student elected cognate for a total of 33-39 s.h. Students with limited experience in microbiology and statistics are required to demonstrate competency prior to coursework in Epidemiologic sciences.

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

Purpose

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

Mission

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

The program mission is based upon the following principles:

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

Goals and Objectives

Graduates of this program will:

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

Requirements for Graduation

Program Core in Community Health (17-19 s.h.)

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

ADM 518 Information Retrieval and Presentation	1 s.h.
BIO 545 Epidemiology and Biostatistics	3 s.h.
BIO 565 Environmental and Occupational Epidemiology	3 s.h.
CIS 558 Information Systems for Managers	2-3 s.h.
HS 525 Concepts in Community Health	3 s.h.
HS 680-81 Selected Topics	1 s.h.
HS 690 Research Strategies	1 s.h.
HS 691 Project or	2 s.h.
HS 692 Practicum or	2 s.h.
HS 693 Thesis	3 s.h.

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

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

MTE 505 Hematology	4 s.h.
MTE 507 Blood Banking and Transfusion Services	4 s.h.
MTE 509 Hemostasis and Special Procedures	3 s.h.
MTE 563 Clinical Chemistry I	3 s.h.
MTE 565 Clinical Chemistry II	3 s.h.

[MT(ASCP) would not be eligible for this cognate]

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

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

9 semester hours of credit toward the MS degree in Health Services to be granted to Diplomates of the American Board of Health Care Risk Management	9 s.h.
HS 580 Principles of Managed Care	3 s.h.
SOC 509 Sociology of Health Care Systems (OR)	3 s.h.
SOC 521 Power, Politics & Health Policy	3 s.h.

Students electing a certificate in Health Care Risk Management will elect HS 691 or 692 in addition to the above courses.

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

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

HS 580 Principles of Managed Care	3 s.h.
FIN 565 Business Finance*	3 s.h.
MGT 540 Organizational Effectiveness and Change Management	3 s.h.
MKT 516 Essentials of Marketing	3 s.h.
SOC 509 Sociology of Health Care Systems (OR)	3 s.h.
SOC 521 Power, Politics & Health Policy	3 s.h.

* Prerequisite

One course in finance or BUS 3 15

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

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

BIO 501 Genetics	4 s.h.
BIO 517 Invertebrate Zoology (Parasitology)	4 s.h.
BIO 527 Clinical Bacteriology	4 s.h.
BIO 528 Immunology	4 s.h.
BIO 550 Medical Mycology	4 s.h.

Hospice Education Program

Master Of Science In Hospice

Philosophy

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

Purpose

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

Program Goals and Objectives

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

- Synthesize past hospice history and trends as a means of understanding the past and current hospice movement.

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

Requirements for Graduation

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

Required Hospice Core Courses (15 s.h.)

HSP 500	History & Philosophy of Hospice	3 s.h.
HSP 501	Dimension of Bereavement: Theory, Research & Practice	3 s.h.
HSP 600	Advanced Holistic Palliative Care	3 s.h.
HSP 601	Transcultural, Legal and Ethical Issues	3 s.h.
HSP 602	Hospice Seminar/Practicum	3 s.h.

(Above courses are taken with HSP 500 as a prerequisite)

Business Cognate (9 s.h.)

MGT 516	Essentials of Marketing	3 s.h.
MGT 530	Behavior in Organizations	3 s.h.
MGT 550	Human Resource Management & Development	3 s.h.

Education Cognate (9 s.h.)

EDU 500	Current Developments in Teaching & Learning Theory	2 s.h.
EDU 502	Adult Learners: Approaches to Learning and Instruction	3 s.h.

(Choose one of the above courses)

EDU 508	Instructional Research	2 s.h.
EDU 565	Education and the Community	2 s.h.
EDU 580	Selected Topics in Educational Leadership	1-3 s.h.
EDU 595	Curriculum Leadership	2 s.h.

Nursing Cognate (9 s.h.)

NUR 500	Theoretical Basis for Nursing Practice	3 s.h.
NUR 521	Power, Politics, & Health Policy	3 s.h.
NUR 576	Disciplined Inquiry in Nursing	3 s.h.

Pastoral Ministry Cognate (9 s.h.)

Must take one of the following marked with *

*RE 530	Conversion and Reconciliation	2 s.h.
*MT 550	Principles of Christian Morality	2 s.h.

(Prerequisite for MT 550 is THE 274 or equivalent)

PM 600	Pastoral Counseling	2 s.h.
PM 700	Ministry to the Elderly	2 s.h.
PM 715	Pastoral Care of the Sick <i>(Required)</i>	3 s.h.
PM 750	Pastoral Counseling Within a Family Setting	2 s.h.

Required Research Courses (6 s.h.)

For Business, Education, Pastoral Ministry Cognate

QS 643 Research Design 3 s.h.

(Prerequisite for QS 643 is QS 517)

HSP 684 Research Project/Thesis 3 s.h.

(All hospice core courses must be completed)

For Nursing Cognate

NUR 554 Biostatistics 3 s.h.

HSP 684 Research Project/Thesis 3 s.h.

Prerequisites

CIS 225 or CIS 238 or equivalent (NUR 554) 2 s.h.

HSP 500 History & Philosophy of Hospice 3 s.h.

THE 274 Moral Theology (MT 550) 2 s.h.

QS 517 Quantitative Method for Leadership Role 3 s.h.

(QS 643)

Electives

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

ENG 505 Communication for the Executive 3 s.h.

HSP 580-81 Current Trends and Topics 1-3 s.h.

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

MGT 530 Behavior in Organizations 3 s.h.

Certificate in Hospice

Certificate Requirements

A student who applies for the graduate certificate program must meet all the admission requirements of the Master of Science in Hospice.

The student must take all the required hospice core curriculum courses (15 s.h.) to complete the Graduate Certificate in Hospice.

Madonna University Sacred Heart Major Seminary Federation

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

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

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

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

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

Person

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

Environment

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

Health

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

Nursing

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

Education

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

Baccalaureate And Higher Nursing Education

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

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

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

Conceptual Framework

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

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

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

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

Graduate Program

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

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

Nursing Graduate Level Outcomes

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

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

Within the nursing graduate level at Madonna University, there are three specialties, Adult Health: Chronic Health Conditions, Nursing Administration, the MSN/MSBA Dual Degree and two post-masters certificates, Nurse Educator and Nurse Entrepreneur.

MSN - Adult Health: Chronic Health Conditions Specialty

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

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

Requirements for Graduation

The specialty in Adult Health: Chronic Health Conditions, which involves 37 - 38 hours of graduate level course work, entails the following:

Core Courses (20 s.h.)

NUR 500 Theoretical Basis for Nursing Practice	3 s.h.
NUR/SOC 521 Power, Politics and Health Policy	3 s.h.
NUR 540 Advanced Roles in Nursing (practicum)	3 s.h.
*NUR 554 Biostatistics	3 s.h.
NUR 555 Ethical and Legal Issues in Nursing	2 s.h.
NUR 576 Disciplined Inquiry in Nursing	3 s.h.
BIO 555 Physiology of Human Response	3 s.h.

Specialty Courses (6 s.h.)

*NUR 525 Advanced Health Assessment (practicum)	2 s.h.
NUR 550 Clinical Care of Clients (practicum)	4 s.h.

Capstone Series Courses (9 s.h.)

NUR 623 Advanced Care Strategies (practicum)	4 s.h.
NUR 645 Care Management (practicum)	4 s.h.
NUR 690 Applied Research Strategies	1 s.h.

Option (2-3 s.h.)

NUR 691 Nursing Research: Project or	2 s.h.
NUR 692 Nursing Research: Practicum or	2 s.h.
NUR 693 Nursing Research: Thesis	3 s.h.

* Note Specific Prerequisites

1. NUR 525 Advanced Health Assessment - Must have successfully completed an undergraduate Physical Assessment course or complete NUR 303 Health Assessment Across the Life Span.
2. NUR 554 Biostatistics - Co-prerequisites: CIS 225 or CIS 238 or Basic Computer Skills

MSN - Nursing Administration Specialty

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

Requirements for Graduation

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

Core Courses (17 s.h.)

NUR 500 Theoretical Basis for Nursing Practice NUR/	3 s.h.
SOC 521 Power, Politics and Health Policy	3 s.h.
NUR 540 Advanced Roles in Nursing (practicum)	3 s.h.
*NUR 554 Biostatistics	3 s.h.
NUR 555 Ethical and Legal Issues in Nursing	2 s.h.
NUR 576 Disciplined Inquiry in Nursing	3 s.h.

Specialty Courses (11-12 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.

Capstone Series Courses (6 s.h.)

NUR 630 Seminar in Nursing Administration	3 s.h.
NUR 631 Practicum in Nursing Administration (practicum)	2 s.h.
NUR 690 Applied Research Strategies	1 s.h.

Option (2-3 s.h.)

NUR 691 Nursing Research: Project or	2 s.h.
NUR 692 Nursing Research: Practicum or	2 s.h.
NUR 693 Nursing Research: Thesis	3 s.h.

* Note Specific Prerequisites

1. ACC 525 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 515 Financial Accounting (3 s.h.).
2. CIS 558 - Information System for Managers requires CIS 225 Computer Fundamentals, computer literacy, or registration as 3 s.h.
3. NUR 554 Biostatistics - Co-prerequisites: CIS 225 or CIS 238 or Basic Computer Skills

MSN/MSBA Dual Degree Specialty

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

In addition to meeting the nursing graduate level outcomes, the student in the MSN/MSBA specialty is also responsible for achieving the competencies for the Master of Science in Business Administration as stated in the Madonna University Graduate Bulletin, 1999-2001.

Requirements for Graduation

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

Core Courses (17 s.h.)

NUR 500 Theoretical Basis for Nursing Practice NUR/	3 s.h.
SOC 521 Power, Politics and Health Policy	3 s.h.
NUR 540 Advanced Roles in Nursing (practicum)	3 s.h.
*NUR 554 Biostatistics	3 s.h.
NUR 555 Ethical and Legal Issues in Nursing	2 s.h.
NUR 576 Disciplined Inquiry in Nursing	3 s.h.

Specialty Courses (20-21 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 and Change Management	3 s.h.
MGT 547 Ideas in Leadership: Development and Literature	2 s.h.
*CIS 558 Information Systems for Managers	2-3 s.h.
MGT 592 Seminar in Leadership, Analysis & Growth	2 s.h.
*QS 574 Forecasting and Planning	2 s.h.

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

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

Capstone Series Courses (8 s.h.)

NUR 630 Seminar in Nursing Administration	3 s.h.
NUR 631 Practicum in Nursing Administration (practicum)	3 s.h.
NUR 690 Applied Research Strategies	1 s.h.
MGT 693 Seminar in Leadership Studies	1 s.h.

Option (2-3 s.h.)

NUR 691 Nursing Research: Project or	2 s.h.
NUR 692 Nursing Research: Practicum or	2 s.h.
NUR 693 Nursing Research: Thesis	3 s.h.

* Note Specific Prerequisites

1. ACC 525 - Managerial Accounting for Decision Making requires two undergraduate courses in accounting or ACC 515 Financial Accounting (3 s.h.).
2. CIS 558 - Information System for Managers requires CIS 225 Computer Fundamentals, computer literacy, or registration as 3 s.h.
3. MGT 555 - Ethical Considerations in Leadership cannot be substituted for NUR 555
4. NUR 554 Biostatistics - Co-prerequisites: CIS 225 or CIS 238 or Basic Computer Skills
5. QS 574 - Forecasting and Planning one undergraduate course in statistics or probability or QS 517 or NUR 554 and MGT 537 and CIS 558

Post-Master's Certificates

Nurse Educator

The focus of this certificate is to enhance the role of the advanced practice nurse. It will prepare the nurse for teaching positions in higher education and practice settings. A student is responsible for achieving the outcomes of analyzing the appropriate theories to guide the instructional process, distinguishing theories of instructional design in learning situations, and synthesizing various teaching strategies and technologies that support quality instruction. The student is also responsible for designing evaluation strategies appropriate to instruction plans, integrating the role of the nurse educator into the health care setting, and integrating respect for human and contextual diversity into the curriculum process.

Requirements For Nurse Educator Certificate

The Nurse Educator certificate, which involves 12 semester hours of graduate level course work, entails the following:

EDU 502 Adult Learners: Approaches to Learning and Instruction	3 s.h.
NUR 543 Management of Instructional Systems in a Diversified Environment	3 s.h.
NUR 642 Curriculum Design in Nursing	3 s.h.
NUR 652 Teaching Practicum in Health Care	3 s.h.

Note: Admission requirements for certificates are similar to criteria for MSN specialties. A copy of current Michigan or other state RN license will be required. Prior to awarding the certificate, the student must have completed a master's degree.

Nurse Entrepreneur

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

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

Requirements For Nurse Entrepreneur Certificate

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

NUR 516 Introduction to Entrepreneurship for Nurses	1 s.h.
MGT 522 Introductory Seminar in Leadership	1 s.h.
ACC 603 Accounting, Finance, and Taxation for Health Care Entrepreneurs	6 s.h.
NUR 546 Creating and Supporting a Caring Work Environment	3 s.h.
CIS 558 Information Systems for Managers	2-3 s.h.
BL 606 The Legal and Risk Aspects of Health Care Entrepreneurship	3 s.h.
NUR 646 Practicum in Nursing Entrepreneurship	2 s.h.

Note: Admission requirements for certificates are similar to criteria for MSN specialties. A copy of current Michigan or other state RN license will be required. Prior to awarding the certificate, the student must have completed a master's degree.

Course Descriptions

Accounting

ACC 515 - Financial Accounting - 3 s.h.

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

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*)

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 501- Genetics-4 s.h.

Biology 501 is a four semester hour course in basic genetics for science majors. There are 3 hours of lecture per week and one 3-hour lab period per week. The course will provide the students with a working knowledge of genetics, both theory and problem-solving. Topics covered include molecular genetics, bacterial genetics, mitosis and meiosis, Mendelian genetics, statistics, sex-linkage, gene linkage and recombination, the role of genetics in metabolism, development and behavior, population genetics, and genetic engineering.

BIO 517- Invertebrate Zoology-4 s.h.

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

BIO 527-Clinical Bacteriology- 4 s.h.

Biology 527 is a four semester hour course designed to introduce the student to the principles and procedures involved in the collection, handling and identification of the major groups of pathogenic bacteria. The course consists of two hours of lecture and six hours of laboratory work each week.

BIO 528- Immunology- 4 s.h.

Biology 528 is a four semester hour course in immunology. There are three hours of lecture per week and three hours of lab. The course will provide the student with a basic foundation in immunology. Topics to be covered include the history of immunology, immunoglobulin structure and specificity, antigen-antibody reactions, the immune response, hypersensitivity reactions, immunogenetics, autoimmunity, and transplantation and tumor immunology. (*Prerequisite: Completion of BIO 226 or equivalent.*)

BIO 545 - Epidemiology and Biostatistics - 3 s.h.

Overview of current concepts in epidemiology and their application, with emphasis on the epidemiology of chronic diseases and implications for the management of health operations. Modules on biostatistics to provide learners with experiences in evaluation and application of information gleaned from surveillance and data systems. One critical objective is to be able to use biostatistical information as a tool for making quality health decisions in the community as consumers and providers. An emphasis on the importance of prospective studies to ameliorate multifactorial health problems through programs such as the Women's Health Initiative and the Nurses' Health Study. (*Co/prerequisite: NUR 554*)

BIO 550-Medical Mycology

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

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*)

BIO 565 - Environmental & Occupational Epidemiology - 3 s.h.

This course provides an introduction to epidemiologic science with a view to the acquisition of basic knowledge critical to the development of sound health policy decisions based on concepts of disease prevention and health promotion.

Business Law

BL 626 - International Legal Environment - 2 s.h.

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

BUS 521- Essentials of Business- 4 s.h.

An introductory and review of the essentials of conducting business by synthesizing knowledge from the disciplines of marketing, accounting, organizational behavior, quantitative analysis, finance, operations, economics, and strategy.

Catholic School Leadership

CSL 540 - Leadership in Catholic Identity - 3 s.h.

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

CSL 545 - Leadership in Christian Development - 2 s.h.

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

CSL 640 - Catechetical Leadership - 2 s.h.

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

CSL 645 - Formation of Christian Community - 2 s.h.

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

CSL 576 - Financing Public and Private Education - 2 s.h.

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

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.*)

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.

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 of learning as applied to effective instruction; recent trends and traditional theories which contribute to excellence in the teaching and learning process.

EDU 502 - Adult Learners: Approaches to Learning and Instruction - 3 s.h.

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

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

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

EDU 507 - Schooling In Comparative and International Perspectives - 2 s.h.

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

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

A 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.

The 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, 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.

The 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.

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

EDU 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.

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

EDU 595 - Curriculum Leadership - 2 s.h.

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

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

The field experience in an educational setting, which will allow the student to gain experience in leadership activities. The student is supervised by a faculty member and mentored by a staff member of the host institution who is identified collaboratively by the host institution and the University. The nature of the internship is structured collaboratively by the host institution and the University. Experiences may be of the traditional administrative nature; however, the University recognizes that there are roles in many school settings which are of a leadership nature without an administrative title. Other examples might include school improvement, community education, staff development, curriculum development, collective bargaining, budget development, public relations, etc. Typically students would log approximately 200 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 course work 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 University. 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)*

Health Services

HS 525 - Concepts in Community Health - 3 s.h.

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

HS 580 - Principles of Managed Care - 3 s.h.

Managed health care plans are made up of a spectrum of health delivery systems which focus on cost control, maintenance of the quality of health service while limiting direct access to specialist services care. Management functions under a system of models are examined and a strategic plan is developed using one of the models.

HS 690 - Health Services Research Strategies - 1 s.h.

Course provides an overview of the research process as is formalized in health science professions. Research methodology and an introduction to proposal formulation is presented with an overview to selection of appropriate qualitative and quantitative evaluation techniques. Students elect research project, practicum, or thesis.

HS 691 - Health Services Research: Project - 2 s.h.

The research project allows the student to demonstrate the ability to identify health service problems within the workplace, evaluate and utilize research data, and apply research findings in the decision-making process within organizations. *(Prerequisites: HS 680 and 681; HS 690)*

HS 692 - Health Services Research Practicum - 2 s.h.

The Health Services research practicum is collaborative investigation of a health services agency or laboratory problem using selected research methodology. The student will work within an ongoing research study as a means of developing basic research skills. *(Prerequisites: HS 680 and 681; HS 690)*

HS 693 - Health Services Research Thesis - 3 s.h.

The thesis is an independent investigation of a research problem related to the student's area of expertise. A selected conceptual framework and research methodology will be used. The thesis focuses on the generation or testing of knowledge. *(Prerequisites: HS 680 and 681; HS 690)*

Hospice Education

HSP 500 - History & Philosophy of Hospice - 3 s.h.

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

HSP 501 - Dimension of Bereavement: Theory, Research & Practice - 3 s.h.

This course is designed for students who wish to engage in an in-depth examination of the bereavement process. Existing and developing bereavement models will be reviewed and current research in bereavement will be evaluated within a multi-disciplinary, lifespan orientation. The course will prepare the student for a variety of professional roles that involve, primarily, assisting bereaved individuals and families as they learn to cope with and grow from the significant losses in their lives. The course is intended for persons desiring to work in a multitude of health care and human service settings. A variety of instructional methods will be employed, including lecture, audio visuals, guest speakers, student presentations, in-class activities, and class participation. *(Co/Prerequisite: * HSP 500)*

HSP 580-581 - Current Trends and Topics in Hospice - 3 s.h.

Study of current topics, issues and trends relevant to hospice leaders and professionals. Courses may be offered on a workshop, seminar or independent research format. *(Co/Prerequisite: HSP 500)*

HSP 600 - Advanced Holistic Palliative Care - 3 s.h.

This course focuses on comprehensive holistic palliative care for the terminally ill and their families. The student will have the opportunity to examine the inter-relatedness between the various types of pain experienced by the dying patient and the impact on the family and hospice staff. The multidimensional aspects of pain will be discussed based on theoretical and practical perspectives. A research based approach will be used to synthesize palliative care within the hospice care delivery system. *(Co/Prerequisite: HSP 500)*

HSP 601 - Transcultural, Legal and Ethical Issues - 3 s.h.

The course focus is on the transcultural, legal and ethical issues pertaining to hospice practice and delivery of care. The student will utilize seminar discussion to develop a framework for issue analysis and decision making. The health care values and beliefs of specific cultural groups, the ethical and legal issues engendered by the diversity of health practices will be examined. *(Co/Prerequisite: HSP 500)*

HSP 602 - Hospice Seminary/Practicum - 3 s.h.

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

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

HSP 684 - Research Project Thesis - 3 s.h.

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

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 540.)*

INB 615 - International Marketing - 3 s.h.

Examines the development of international marketing programs; evaluating international market opportunities, determining marketing objectives appropriate for specific world markets, and coordinating strategies in world markets. Emphasizes application of marketing principles in the multinational environment. *(Prerequisite: MKT 516 or undergraduate course in marketing principles)*

INB 627 - Import-Export Management - 1 s.h.

This course focuses on the development and implementation of the exporting and/or importing activities of a firm. There will be an emphasis on both strategic and tactical planning and management of these activities. This course will start with an analysis of the firm's strengths, weaknesses, opportunities and threats with regard to international activities. Survey of for-profit and not-for-profit international service providers and resources will be completed.

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. 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.

INB 673 - International Business Research Seminar I - 2 s.h.

(Must be taken within first three semesters of enrollment)

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

INB 675 - International Business Research Seminar II - 2 s.h.

The culmination of the research study of a specific region of the world; a comprehensive research paper on the region will be prepared following program guidelines. *(Prerequisite: INB 673)*

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 Business 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 574 and QS 576*)

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.

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.*)

Medical Technology

MTE 505-Clinical Hematology I- 4 s.h.

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

MTE 507-Immunohematology and Serology- 4 s.h.

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

MTE 509-Hemostasis and Special Procedures-3 s.h.

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

MTE 563-Clinical Chemistry I- 3 s.h.

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

MTE 565-Clinical Chemistry II-3 s.h.

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

Nursing

NUR 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 516 - Introduction to Entrepreneurship - 1 s.h.

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

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

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

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

This course is an introduction to comprehensive, holistic health appraisal of the older adult with chronic health conditions. The graduate nursing student will learn advanced health assessment of the older adult experiencing chronic health conditions. (*Prerequisite: an undergraduate Physical Assessment course; Co/prerequisite BIO 555.*)

NUR 540 - Advanced Roles in Nursing - 3 s.h.

This course focuses on the development of a variety of advanced roles in the profession of nursing. The history, evolution, and current issues affecting advanced roles are examined. Students explore advanced nursing role dimensions, boundaries, and ambiguities in their specialty area in the practicum. (*Prerequisite: NUR 500.*)

NUR 543 - Management of Instructional Systems in a Diversified Environment - 3 s.h.

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

NUR 546 - Creating and Supporting a Caring Work Environment - 3 s.h.

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

NUR 550 - Clinical Care of Clients - 4 s.h.

This course focuses on the advanced nursing care of adult clients managing their chronic health needs. This includes application of theoretical perspectives to the planning, implementation, and evaluation of independent and collaborative therapeutic interventions in health promotion and management of human responses. This course includes a clinical practicum in a variety of settings. (Co/prerequisites: NUR 525, NUR 540, BIO 555, NUR 576).

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. (Co/prerequisite: 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 a variety of advanced roles in nursing and the health care system. Professional codes of ethics, moral concepts, theories, and principles of ethics and law that impact nursing practice roles are explored. Frameworks for issue analysis and ethical decision making are applied and critiqued.

NUR 576 - Disciplined Inquiry in Nursing - 3 s.h.

This course integrates theory and biostatistics for application to the investigation of nursing problems. A variety of methods of disciplined inquiry for the advanced practice nurse will be explored. The process of scientific inquiry will serve as the basis for critiquing, generating, and testing knowledge for practice. (Co/prerequisites: NUR 500, NUR 554).

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).

NUR 630 - Seminar in Nursing Administration - 3 s.h.

This course builds upon a multiplicity of nursing and business theoretical perspectives and principles as applied specifically to the practice of nursing administration. Current managerial, organizational, and professional issues and trends will be analyzed with specific attention to the influence of caring theories and diversity on the creation of services/settings conducive to excellence in nursing practice. (Prerequisites: nursing core and business specialty courses, Co/prerequisite: NUR 555).

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

This course focuses on the integration of concepts and theories related to nursing administration. The course will provide both depth and breadth of experiences. Through analysis of the role of a nurse administrator in a variety of health care settings/services, personal synthesis will result. (Prerequisite: NUR 630).

NUR 642 - Curriculum Design in Nursing - 3 s.h.

This course integrates various theoretical perspectives with the theoretical concepts of curriculum design in nursing. The participant will explore various areas of interest, design, implementation and evaluation strategies for a curriculum in an area of health care interest. (Prerequisites: EDU 502, NUR 543).

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. Implementation of nursing strategies includes: negotiation, collaboration, and brokering with client aggregates. This course includes a clinical practicum in a variety of settings. (Prerequisite: NUR 623).

NUR 646 - Practicum in Nursing Entrepreneurship - 2 s.h.

This course focuses on the integration of concepts and theories related to entrepreneurship in nursing. The course will provide both depth and breadth of experiences. Through analysis of the role of a nurse entrepreneur in a variety of health care settings/services, personal synthesis will result. (Prerequisites: NUR 516, NUR 546, ACC 603, BL 606, CIS 558, MGT 522).

NUR 652 - Teaching Practicum in Health Care - 3 s.h.

This course focuses on the application of curriculum design theory in selected health care settings. Instructional strategies will be implemented and evaluated in an actual learning environment. This course is planned to allow nurses the opportunity to function in the educator role. This course includes a practicum. (Prerequisites: EDU 502, NUR 543, NUR 642).

NUR 690 - Applied Research Strategies - 1 s.h.

This course provides a focused view of applied research methodologies. Emphasis is on strategies to promote research-based decision making leading to improved quality of care and nursing care practices. (Co/prerequisites: NUR 623 or NUR 630).

NUR 691 - Nursing Research: Project - 2 s.h.

The purpose of the research project is to allow the student to demonstrate proficiency in the evaluation and utilization of research, the identification of appropriate nursing problems, the identification of measurable outcomes, and the application of research findings to facilitate decision making within organizations. (Co/prerequisites: NUR 690, NUR 623 or NUR 630. Note: Students may register for NUR 691 in increments for 2 s.h.).

NUR 692 - Nursing Research: Practicum - 2 s.h.

The research practicum is a collaborative investigation of a nursing program using a selected research methodology. The student will work closely with an on-going research study as a means to develop proficiency in basic research skills. (Co/prerequisites: NUR 690, NUR 623 or NUR 630. Note: Students may register for NUR 692 in various increments for 2 s. h.).

NUR 693 - Nursing Research: Thesis - 3 s.h.

The thesis is an independent investigation of a nursing problem using a selected conceptual framework and research methodology. The thesis focuses on the generation or testing of knowledge in one's specialty area. (*Co/prerequisites: NUR 690, NUR 623 or NUR 630. Note: Students may register for NUR 693 in various increments for 3 s.h.*)

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.

PSY 535-Psychological Issues in Learning Disabilities-3 s.h.

The primary focus in the review of current psychological research on P- 12 grade students with learning disabilities in speech/language, academic skills, attention, fine motor skills, and other functions. Emphasis will be placed upon stage-related issues in several developmental domains; neurological, cognitive, and socioemotional. Implications for development and learning will be considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions also will be discussed.

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 - 2 s.h.

Conceptual framework and theoretical knowledge of forecasting methodologies; practical uses of forecasting in common management/administrative situations, via case study and literature review; use of micro and mainframe computer in forecasting. (*Prerequisite: One undergraduate course in statistics or probability, or QS 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 615 - Total Quality Management - 3 s.h.

The course is intended to introduce the student to the development and philosophy of total quality where it is practiced in service and manufacturing settings. Focus is given to studying the interplay of culture, quality, technical tools, and organizational culture. Students are introduced to national and international quality standards.

QS 623 - Quality and Process Improvement Techniques - 3 s.h.

This course focuses on the study of continuous process improvement, process management, and quality management systems. Course work includes case studies and group work which explore data analysis tools and methods including SPC, flowcharting and root causes analysis. Students will define, analyze and evaluate a process in a workplace setting. A final report will be produced which will outline a process and recommend process improvement. (*Prerequisite: QS 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 program which will provide instruction and training in the field of quality in such areas as team building, long-range planning, international quality improvement, labor involvement in quality, and the Malcolm Baldrige National Quality Award. The student will receive a certificate from the Association of Quality Participation (AQP-a national quality organization) and Madonna University, which may be applied to the master's degree.

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

During the student's final fall semester, 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.

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*)

Sacred Heart Major Seminary

THE 274 - Introduction to Moral Theology - 2 s.h.

(*Prerequisite for MT 550*) (*Sacred Heart Major Seminary*)

An introduction to the study of the moral principles and norms in the Catholic Tradition as the foundation for decision making and pastoral ministry. Special emphasis is given to the relationship of Moral Theology to other theological disciplines, the teaching of the Magisterium and the centrality of conscience.

RE 530 - Conversion and Reconciliation - 2 s.h.

(*Sacred Heart Major Seminary*)

A study of the personal and social realities of evil, sin, guilt, sickness, alienation in light of the created order in Jesus Christ. Emphasis will be placed on Christian reconciliation and the dynamics of conversion as a life long process and sacramental event. The historical, theological and pastoral aspects of the sacraments of Penance and Anointing will be examined.

MT 550 - Principle of Christian Morality - 2 s.h.

(*Sacred Heart Major Seminary*)

A systematic examination of Christian moral teaching, through an analysis of personalist and legal approaches to moral decision making. This analysis includes an investigation into the roles of scripture, human reason, human nature, human experience, and grace. Consideration will be given to the theological notions of virtue and sin, good and evil, the nature and role of conversion, personal conscience, and moral magisterium.

PM 660 - Pastoral Counseling - 2 s.h.

(*Sacred Heart Major Seminary*)

A study and practice of the elements of the counseling relationship including confidentiality, listening skills, counselor-client agreement. Special attention is paid to the distinction between pastoral counseling and spiritual direction and the process of assessment and referral.

PM 700 - Ministry to the Elderly - 2 s.h.

(*Sacred Heart Major Seminary*)

A study of ministry to the aging; the aging process and the death and dying process and their personal, relational, theological, sacramental, and pastoral dimensions; some ethical questions posed by modern medical technology.

PM 715 - Pastoral Care of the Sick - 3 s.h.

(Sacred Heart Major Seminary)

A study of the spiritual, sacramental, and physical needs of the sick and terminally ill; introduction to the Catholic Rite, Pastoral Care of the Sick; ministry to the sick in their home and institutional setting with special attention to various religious and cultural customs; communication and helping skills. Each student will participate as a presenter and facilitator in Theological Reflection.

PM 750 - Pastoral Counseling within a Family Setting - 2 s.h.

(Sacred Heart Major Seminary)

An overview of the themes and approaches in family counseling from a pastoral perspective: effects of family systems; crisis counseling, problem solving, and referral skills. A practical course on how people in pastoral positions can provide competent care for families.

Special Education

SED 330-The Exceptional Learner in the Classroom-3 s.h.

The study of physical, psychological, social and educational factors related to exceptional individuals, including intellectually gifted and the handicapped. Emphasis upon collaborative, historical, legal, legislative, and futurist aspects of education for the exceptional. The primary purpose of this course is to assist future regular classroom teachers in identifying, evaluating, and modifying their personal attitudes and beliefs concerning human exceptionalities. The course also focuses on sensitizing regular education teachers to the needs, characteristics, adaptive techniques, and instructional methods that are vital for the successful integration of exceptional learners in the regular classroom. The course addresses procedures for instructing exceptional children, interacting with such children, their parents, and auxiliary personnel, examining the historic cultural influences which shape the manner in which persons are identified as exceptional and the impact that such identification has upon their daily lives. Class participants are expected to develop a "personal" understanding of what "exceptionally" entails.

SED 533-Transition Planning Issues & Practices - 3 s.h.

This course addresses the legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. The unique needs of students experiencing learning disabilities and considered in light of the demands posed by various curriculum areas, situations and settings. Course participants will acquire skills and techniques designed to help students experience less dependence on caregivers and greater independence in school settings and the broader community.

SED 545 - Learning Disabilities - 3 s.h.

This course provides an introduction to the field of learning disabilities. Initial topics for discussion will include the historical development of the field and theoretical models of learning disabilities. Subsequent topics for discussion will center on the current definitions of learning disabilities which address the etiological factors and characteristics associated with the condition. Finally, research findings concerned with service delivery models and program interventions currently used in public and private schools for learning disabled students will be presented.

SED 550-Methods of Teaching Students with Mild Disabilities - 3 s.h.

Overview and analysis of special education practices based on current learning theories and research findings related to teaching students who experience high incidence learning and behavior problems. Specific procedures for planning and delivering instruction in both academic and non-academic areas will be reviewed. Specific topics addressed include: social skills development, prevocational and vocational training, general curriculum modification and accommodation strategies.

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

Assessment and remediation of reading problems: Studies methods of assessment and remediation of reading problems. Emphasis will be placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs.

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

This course presents key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis is placed on identifying language disorders, analyzing patterns of language deficits, and determining appropriate intervention strategies and approaches. Specific intervention procedures tailored to patterns of language impairment are presented. Special emphasis is placed on the interrelatedness of disorders of spoken (listening and speaking) and written (reading and writing) language development and disorders.

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

The purpose of this course is to assist the student in becoming skilled in the administration, interpretation and reporting of educational evaluations. Emphasis is upon the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process. The course of study will examine both formal and informal tests in oral and written language, reading, and mathematics. An understanding of the psychometric properties of assessment methods will be stressed. The content of the course will also familiarize students with the nature and purpose of psychological assessment. This is a course where practitioners will develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

SED 622 - Consultation and Collaboration - 3 s.h.

This course addresses the staff and parent interaction roles and responsibilities of teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration delineated, and extensive guided practice opportunities are afforded to students in both areas. Inter agency collaboration strategies are presented and students review and discuss selected pieces of broader ranging organizational change literature.

SED 650-Student Teaching: Learning Disabilities-5 s.h.

300 hours of student teaching and professional practice experience. Student teacher performance is monitored daily by a cooperating teacher who is an experienced professional holding endorsement in learning disabilities. The university supervisor will make three or more on-site visitations to monitor progress. To be taken with the learning disabilities seminar, SED 693 (1 s.h.). *Prerequisite: Admission to Student Teaching*

SED 670 & SED 672-LD Practicum I & II - 2 s.h.

Students who hold previous Michigan endorsement(s) in one or more areas of special education complete 90 hours of classroom teaching or related professional practice. The cooperating teacher or clinician and the university supervisor take an active role in helping students implement best practices recognized in the current professional literature.

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

During the past 20 years, an explosion of knowledge about teaching and learning has taken place. Although there is still a great deal of controversy in clearly defining this knowledge base, we are now able to identify teaching behaviors and methods stemming from examples of “best practice” and empirical research. This course is designed to enable students to practice and then integrate these techniques into their personal teaching style. In addition, students will be given opportunities to evaluate and reflect on the effectiveness of their teaching in the classroom, a critical attribute of good teachers. Current issues in education, special education and the field of learning disabilities will be discussed in the traditional seminar format. Students will be given reading assignments to critically analyze and digest. These readings will lay the foundation for class discussions. Addressing these issues through professional discussion and sharing is an integral part of this course.

Sociology

SOC 509 - Sociology of the Health Care System - 3 s.h.

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

SOC 521-Power, Politics & Health Policy-3 s.h.

See NUR/SOC 521 on page 4 1 for description.

Other Seminars in School of Business

671-675 Seminars

Five categories of seminars have been defined, and each will carry a unique number. Below is a description and the appropriate number for each of the five categories:

***671 - Brunch with an Expert Seminar- 1 s.h.**

An “expert” from business, government, health care, or other environment will be invited to share experiences, philosophy, industry predictions, or other information that will assist students. The format will consist of one Friday evening class session, followed by two Saturday sessions.

***672 - Literature Review Seminar-3 s.h.**

A comprehensive review of the library literature on a specific topic. A summary presentation will be prepared which will be suitable for corporate or appropriate audiences. A majority of the time will be spent in individual work rather than in the classroom. Students may recommend topics to faculty or to the dean’s office for consideration.

***673 - Research Seminar-3 s.h.**

Students and faculty will work together on a research project. No limitation to the type of topic and research method that might be used. Topics may be suggested by students to faculty, may emerge as a result of study in a class, or may be an area of interest for the faculty .

***674 - General Topic Seminar 1-3 s.h.**

Topics will be state-of-the-art or leading edge or applied topics that need to be expanded beyond the courses offered by the School of Business. (1-3 s.h.)

***675 - Leadership Seminar- 1 s.h.**

Seminars will focus on content important to leadership development and will tend to be experiential in format.

***NOTE:** The course prefix will vary, i.e., ACC, CIS, MGT, MKT.

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Fr. Clarence Williams, Director, Office of Black Catholic Ministry, Archdiocese of Detroit, Detroit, Michigan

Sister Mary Arthur Wrobel, CSSF, Councilor, Presentation Province, Livonia, Michigan

Administrative Council

Sister Mary Francilene Van deVyver, President: B.A., Madonna College; M.Ed., Ph.D., Wayne State University.

Sister Mary Lauriana Gruszczynski, Vice President for University Advancement; B.A., Madonna College; M.S., Ph.D.; Fordham University.

Sister Nancy Marie Jamroz, Vice President for Student Life; B.A., Madonna College; M.Ed., Marygrove College, Ph.D., University of Detroit.

Ernest Nolan, Vice President for Academic Affairs; B.A., Wayne State University, M.A., Ph.D., University of Notre Dame.

Leonard A. Wilhelm, Vice President for Business and Finance; B.B.A., University of Michigan; M.B.A., Eastern Michigan University.

Administrative Officers

Sister Joann Marie Lumetta, Director of Library Services; Director of the Library; B.A., M.S.L.S., Specialist Certificate, Wayne State University.

Katherine Grenda, Registrar; B.A., Oakland University; M.A., Central Michigan University.

Frank Hribar, Director for Enrollment Management; B.A., M.A., Siena Heights.

Chris Ziegler, Director of Financial Aid; B.A., Michigan State University; M.A., University of Michigan.

Academic Council/Academic Deans

Stuart Arends, Dean of the School of Business; B.A., Michigan State University; M.Ed., Marygrove College; Ph.D., Walden University.

Robert Kimball, Dean, College of Education; B.S., M.A., Ph.D., University of Michigan.

James Novak, Dean of the College of Continuing & Professional Studies, B.A., Boston College; M.A., Ph.D., University of Michigan

Edith Raleigh, Dean of Graduate Studies; B.S.N., University of Michigan; M.S.N., Ph.D., Wayne State University, Postdoctoral Fellow, University of Michigan.

Karen Ross, Dean of the College of Social Sciences; B.S., Western Michigan University; M.A., University of Michigan; Ed.D., Wayne State University; Specialist in Aging Certificate, University of Michigan.

Richard Sax, Dean of the College of Arts & Humanities; B.A., Haverford College; M.A., Ph.D., University of Michigan.

Ellen Oliver Smith, Dean of the College of Science & Mathematics; B.S., Ph.D., Louisiana State University.

Mary Wawrzynski, Dean of the College of Nursing & Health; B.S.N., M.S.N., Ph.D., Wayne State University.

Graduate Studies Administration

Edith Raleigh, Dean of Graduate Studies; B.S.N., University of Michigan; M.S.N., Ph.D., Wayne State University, Postdoctoral Fellow, University of Michigan.

Stuart Arends, Dean of the School of Business; B.A., Michigan State University; M.Ed., Marygrove College; Ph.D., Walden University.

Mary Wawrzynski, Dean of the College of Nursing & Health; B.S.N., M.S.N., Ph.D., Wayne State University.

Marjorie Checkoway, Coordinator of Graduate Studies in Educational Leadership; A.B., Simmons College; M.S., University of Pennsylvania; Ph.D., University of Michigan.

Sister Mary Cecilia Eagen, Coordinator of Graduate Studies in Hospice; B.S., College of Mt. St. Joseph; B.S.N., M.S.N., Catholic University of America; Ph.D., University of Michigan.

Mary Eddy, Chair, Nursing Graduate Programs; B.S.N., M.S.N., Boston University; Ph.D., University of Connecticut.

Ruth Freeman, Coordinator of Graduate Studies in Literacy Education; B.A., M.A., University of Michigan; M.A.T., Ph.D., Oakland University.

Betty Jean Hebel, Chair, Graduate Business Programs; Management and Marketing; B.S., Eastern Michigan University; M.Ed., Ph.D., Wayne State University.

Mary Hunt, Coordinator of Graduate Studies in Health Services; B.A., University of Detroit; M.Ed., Marygrove College; Ed.D., Wayne State University; Immunohematology Certification, BB(ASCP); Medical Technology Certification, MT(ASCP); Michigan Secondary Permanent Teaching Certificate: Biology, Chemistry, English.

Paul M. Stemmer, Jr., Director, Center for Research; B.S., M.A., Ph.D., University of Michigan.

Graduate Faculty

Shelia Alles, Education; B.A., M.A., University of Michigan; Ed.S., Wayne State University

Stuart R. Arends, Dean of the School of Business; B.A., Michigan State University; M.Ed., Marygrove College; Ph.D., Walden University.

William Bedell, Education & Psychology; B.S., Eastern Michigan University; M.A., Ed.D., Wayne State University.

Mildred Braunstein, Nursing; B.S.N., California State University; M.N., University of Oregon, Health Science Center; Ph.D., Wayne State University.

Phyllis Brenner, Nursing; B.S., Boston University; M.S., University of Colorado; M.A.(Management), Claremont Graduate University; Ph.D., Wayne State University.

Richard Calmes, Business Administration (Adjunct); A.B., Princeton University; J.D., Yale University.

Kim Campbell-Voytal, Nursing; B.S.N., M.S.N., Ph.D., Wayne State University;

Patricia Carlson, Nursing; B.S.N., University of Michigan; M.A., University of Michigan; M.S.N., Madonna University.

Marjorie Checkoway, Coordinator of Graduate Studies in Educational Leadership; B.A., Simmons College; M.S., University of Pennsylvania; Ph.D., University of Michigan.

Robert Clark, Business Administration, (Adjunct); B.A., Michigan State University; M.B.A., University of Detroit.

John Critchett, Chair, Undergraduate Programs; B.A., Duke University; M.B.A., University of Michigan; Ph.D., University of Kentucky; C.P.A.

Sister Mary Cecilia Eagen, Coordinator of Graduate Studies in Hospice; B.S., College of Mt. St. Joseph; B.S.N., M.S.N., Catholic University of America; Ph.D., University of Michigan.

Deborah Dunn, Nursing; B.S.N., Eastern Michigan University; M.S.N., Wayne State University; Post-Master's Certificate Gerontologic Nurse Practitioner Gerontology Practicum, University of Michigan.

- Mary Eddy, Chair, Nursing Graduate Programs; B.S., M.S., Boston University; Ph.D., University of Connecticut.
- Gary Fischer, Business Administration; B.A., M.A., John Carroll University.
- Richard Fox, Business Administration; B.S., Indiana University; M.A., Western Michigan University; Ph.D., West Virginia University.
- Ruth Freeman, Coordinator of Graduate Studies in Literacy Education; B.A., M.A., University of Michigan; M.A.T., Ph.D., Oakland University.
- David Gregorich, Business Administration (Adjunct); B.S.B.A., M.B.A., Lawrence Technological University.
- Betty Jean Hebel, Chair, Graduate Business Programs, Management and Marketing; B.S., Eastern Michigan University; M.Ed., Ph.D., Wayne State University.
- Kathleen Herschelmann, Business Administration; B.B.A., M.A., University of Michigan; Ph.D., Wayne State University
- Jon M. Huegli, Business Administration; B.A., Valparaiso University; M.A., Ph.D., Indiana University.
- Mary Hunt, Coordinator of Graduate Studies in Health Services; B.A., University of Detroit; M.Ed., Marygrove College; Ed.D., Wayne State University; Immunoheumatology Certification, BB(ASCP); Medical Technology Certification, MT(ASCP); Michigan Secondary Permanent Teaching Certificate: Biology, Chemistry, English.
- Jan Jacobs, Education & Psychology; B.A., University of Toledo; M.A., Ph.D., University of Michigan.
- Lorraine Jakubielski, Education & Psychology; B.A., University of Michigan; M.A., Wayne State University; Ph.D., Michigan State University.
- Marie Therese Jamison, Nursing; B.S., M.S.N., C.S., C.C.R.N., Wayne State University.
- Larry Johnson, Business Administration (Adjunct); B.A., St. Louis University; M.B.A., University of Missouri; Ph.D., Wayne State University; A.P.M. (Accredited Personnel Manager).
- Manfred Kallmannsohn, Business Administration (Adjunct); B.S., Park College; M.A., Webster University; Ph.D. candidate, Wayne State University.
- Lynn Kelley, Quantitative Systems; B.B.A., University of Detroit; M.B.A., Michigan State University; Ph.D., Wayne State University; C.Q.E., Certified Quality Engineer.
- Monika Kimball, English & Communication Arts/Director, English as A Second Language; B.A., M.A., Eastern Michigan University
- Robert Kimball, Dean, College of Education; B.S., M.A., Ph.D., University of Michigan.
- Gerald Kustra, Accounting & Finance (Adjunct); B.S., M.B.A., University of Detroit; C.P.A.
- Maureen Leen, Nursing; B.S.N., Madonna University; M.S.N., Wayne State University; Ph.D., Michigan State University.
- Leon Levitt, Professor, Business and Professional Ethics; B.A., M.A., New York University; M.A., Ed.D., University of Southern California.
- Gail Lis, Nursing; B.S.N., Mercy College; M.S.N., Wayne State University.
- B. Diane Louvar, Computer Information Systems; B.A., Mount Mercy College; M.A., Wayne State University.
- William McMillan, Computer Information Systems; B.S., M.S.A., Madonna University; Ph.D., Wayne State University.
- Francis Mioni, Business Administration (Adjunct); B.S., Ferris State College; M.A., Central Michigan University; Certified Internal Auditor.
- Thomas Moga, Business Administration (Adjunct); A.B., A.M., University of Michigan; B.S.; Madonna University; J.D., St. Louis University; The Hague Academy of International Law.
- Roland Montambeau, Education, B.A., M.A., Eastern Michigan University.
- Charlotte Neuhauser, Business Administration; B.A., DePauw University; M.Ed., Ph.D., Wayne State University.
- Thaddeus Nowak, Accounting & Finance (Adjunct); B.S., Wayne State University; M.B.A., University of Michigan; C.P.A.
- Dianne Novak-Aitken, Education; B.S., M.A., Eastern Michigan University; Ed.D., University of Michigan
- Kevin O'Brien, Business Administration (Adjunct); B.S., Suffolk University; Ph.D., University of Michigan.
- Yu-Jo Grace Philson, English as a Second Language; B.A., Fu-Jen University; M.A., University of Hawaii
- Joseph Posch, Business Administration (Adjunct); B.A., University of Detroit; M.B.A., Xavier University; Ph.D., Wayne State University.
- Edith Raleigh, Dean of Graduate Studies; B.S.N., University of Michigan; M.S.N., Ph.D., Wayne State University, Postdoctoral Fellow, University of Michigan.
- J. Albert Sensoli, Business Administration (Adjunct); B.A., Wayne State University; J.D., Wayne State University.

Charles Stahl, Accounting & Tax; B.S., Eastern Michigan University; B.S., M.S., Purdue University; J.D., Detroit College of Law; L.L.M., Wayne State University, C.P.A.

Jacqueline Stavros, Business Administration; B.A., Wayne State University; M.B.A., Michigan State University, E.D.M. Case Western Reserve University.

Paul M. Stemmer, Director, Center for Research; B.S., University of Michigan; M.A., Ph.D., University of Michigan.

Patricia A. Vint, Director, Health Instruction Center; B.A., University of Detroit; M.A.L.S., University of Michigan; M.A.E.L., Eastern Michigan University; Ed.D., University of Sarasota; Permanent Certificate in Library Science, Wayne State University; Specialist Certificate in Distance Education, University of Wisconsin, Madison.

Sandra Wahtera, Nursing; B.S.N., M.S.N., Ph.D., University of Michigan.

Mary Wawrzynski, Dean of the College of Nursing and Health; B.S.N., M.S.N., Ph.D., Wayne State University.

Glynette Wolk, Business Administration (Adjunct); B.S., University of Michigan; M.B.A., Lawrence Technological University.

Stewart Wood, Education & Psychology; B.Ed., University of Nottingham; M.A., University of Sheffield; Ph.D., University of Michigan.

Edythe Woods, Chairperson, Psychology; B.S., Duke; M.S., M. Phil., Ph.D., Yale University.

Calendar

TERM I - FALL

Faculty Conference
 Community Gathering
 Final Registration (Admitted students only) Special Status
 Students contact Office of Graduate Studies (432-5667)
 Classes Begin
 Add-Drop Period
 Filling Deadline: Application for Graduation - May 2000
 Mail/Fax-In Registration: Term II - Winter
 Final Date: Withdrawal from Courses
 **Thanksgiving Recess
 In Person Registration: Term II Winter
 Open Registration: Term II Winter
 Final Examinations
 End of Term I

TERM II - WINTER

Faculty Conference
 Final Registration
 Classes Begin
 Add-Drop Period
 Filling Deadline: Application for Graduation - July 2000
 Mail/Fax-In Registration
 Spring Vacation
 Final Date: Withdrawal from Courses
 In Person Registration: Term III - Spring/Summer
 Open Registration: Term III - Spring/Summer
 *Easter Recess
 Final Examinations
 End of Term II
 Commencement
 Mail/Fax-In Registration: Term I Fall
 In Person Registration: Term I - Fall
 Open Registration:
 *Easter Recess begins at 4:00 p.m. on the Thursday before Easter.
 **Thanksgiving Recess begins at 4:00 p.m. on Wednesday before Thanksgiving.

TERM III - SPRING-SUMMER

Final Registration
 Classes Begin
 Filling Deadline: Application for Graduation- Dec 2000
 Add-Drop Period
 Final Date: Withdrawal from courses
 Memorial Day-No Classes
 Independence Day - No Classes
 Final Examinations
 End of Term III

1999-2000

Aug. 30
 Sept. 1
 Sept. 3

 Sept. 7
 Sept. 7-13
 Sept. 30
 Oct. 25-Nov. 16
 Nov. 12
 Nov. 25-28
 Nov. 15-30
 Dec. 1-Jan 7
 Dec. 13-18
 Dec. 18

2000-2001

Aug. 28
 Aug. 30
 Sept. 1

 Sept. 5
 Sept. 5-11
 Sept. 29
 Oct. 23-Nov.8
 Nov. 10
 Nov. 23-26
 Nov. 13-30
 Dec. 1-Jan 5
 Dec. 11-16
 Dec. 16

Jan. 14
 Jan. 7
 Jan. 10
 Jan. 10-15
 Jan. 31
 Feb. 28-Mar. 15
 Mar. 6-11
 Mar. 17
 Mar. 20-31
 Apr. 3-May 5
 Apr. 21-23
 Apr. 24-Apr. 29
 Apr. 29
 May 6
 May 15-June 14
 June 19- July 31
 Aug. 1-Sept. 3

Jan. 12
 Jan. 5
 Jan. 8
 Jan. 8-13
 Jan. 31
 Feb. 26-Mar. 14
 Mar. 5-10
 Mar. 16
 Mar. 19-30
 Apr. 2-May 4
 Apr. 13-15
 Apr. 23-Apr. 28
 Apr. 28
 May 5
 May 14-June 13
 June 18-July 31
 Aug. 1-Sept. 1

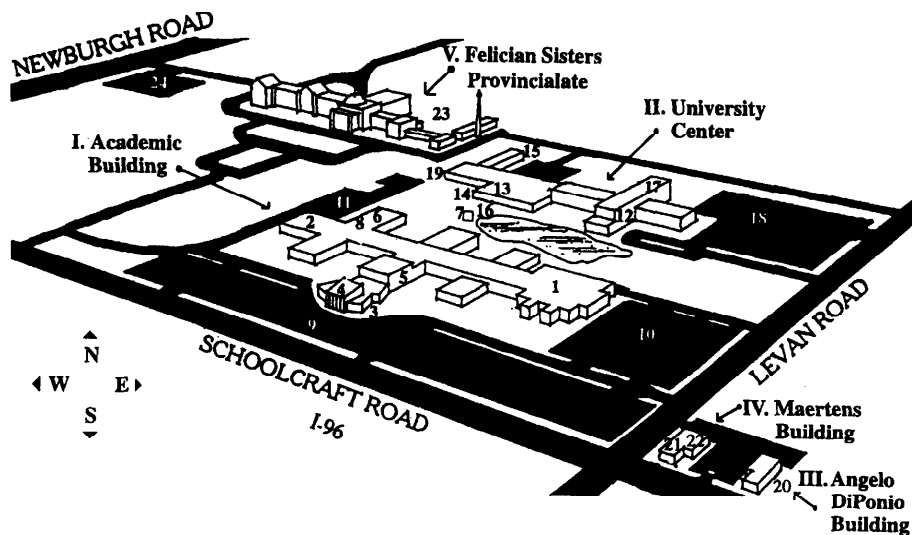
May 5
 May 8
 May 31
 See Tuition and Fees Section
 No later than 2/3 of Complete Course Work
 May 29
 July 4
 Last Class Session
 July 29

May 4
 May 7
 May 31

 May 28
 July 4

 July 28

Campus Map



I. Academic Building

1. Activity Center
2. Administration
3. Kresge Hall
4. Library
5. Science Lecture Hall
6. Educational Development Center
7. St. Francis Gazebo
8. Bookstore
9. South University Parking Lot
10. East University Parking Lot
11. West University Parking Lot

II. University Center

12. Residence Hall
13. Cafeteria and Student Center
14. University Chapel (Ground Floor)
15. Faculty Residence
16. Patio Classrooms
17. Alverno Conference Center
18. North Residence Hall
19. Guest House

III. Angelo DiPonio Building

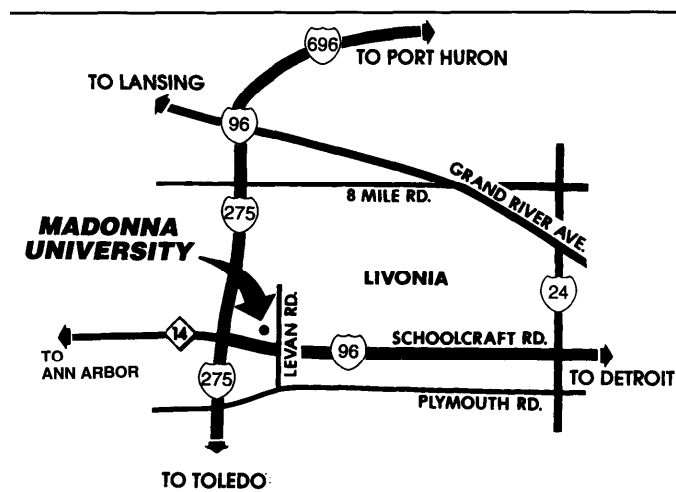
20. College of Nursing & Health

IV. Maertens Building

21. School of Business
22. College of Continuing and Professional Studies

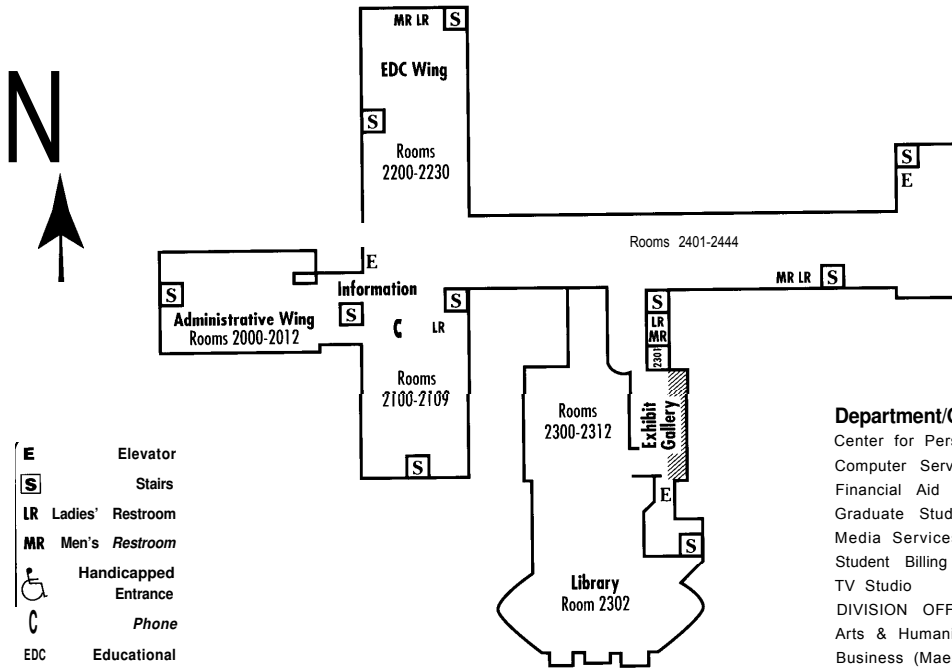
V. Felician Sisters Provincialate

23. Presentation Chapel
24. West Provincialate Parking Lot



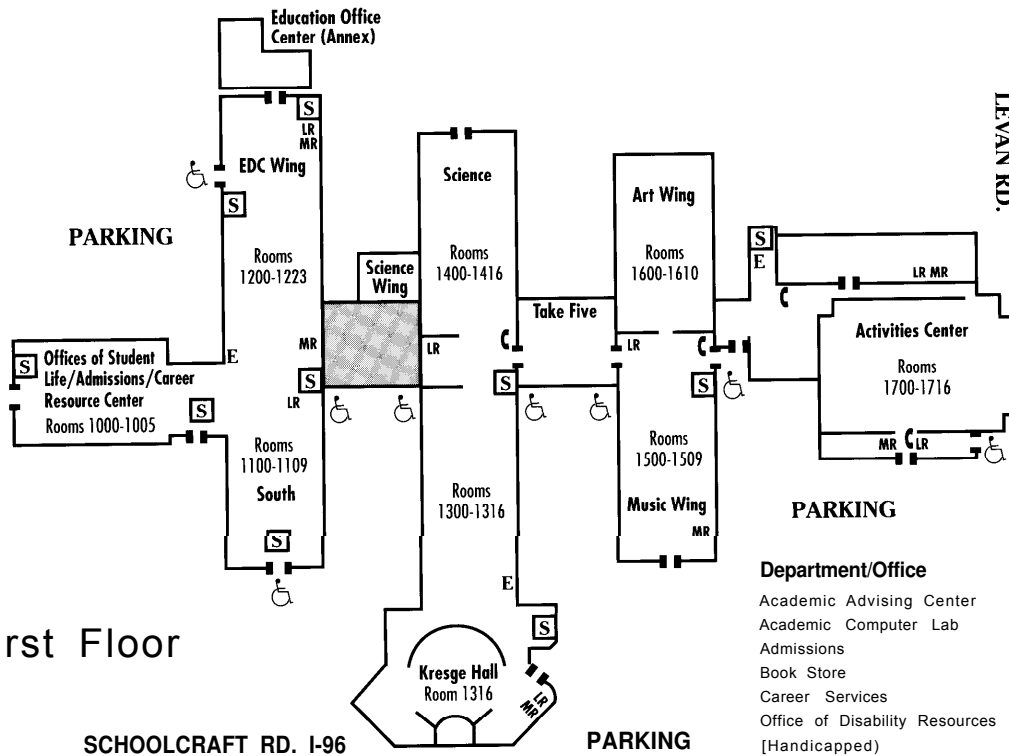
The wooded forty-nine acre campus of Madonna University is located in Livonia, Michigan, a suburb on the western perimeter of metropolitan Detroit. The campus faces Schoolcraft Road and the Jeffries (I-96) Freeway (Exit 173 at Levan or Newburgh Road), with easy access to downtown Detroit, the Detroit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

Academic Building Map



Second Floor

Department/Office	Room No.
Center for Personalized Instruction	EDC
Computer Service Center	2000
Financial Aid	2005
Graduate Studies	2414
Media Services	2108
Student Billing	2005
TV Studio	2107
DIVISION OFFICES	
Arts & Humanities	2438
Business (Maertens Building)	
Education	2228
Nursing & Health (DiPonio Building)	
Science & Mathematics	1400
Social Sciences	2202



First Floor

Department/Office	Room No.
Academic Advising Center	1101
Academic Computer Lab	1104
Admissions	1001
Book Store	1206
Career Services	1001
Office of Disability Resources (Handicapped)	1101
Kresge Hall	1316
Science Labs	1401-1409

Phone numbers

All phone numbers are preceded by area code 734

General Information 432-5300

Student Services

Admissions graduate 432-5667
Bookstore 432-5613
Computer academic lab 432-5376
Financial aid 432-5663
Library 432-5703
Registration 432-5400
Student accounts 432-5600
Student life 432-5428

Deans and Graduate Program Coordinators

Office of Graduate Studies

Dr. Edith Raleigh, Dean 432-5667

School of Business

Dr. Stuart Arends, Dean 432-5366
International Programs, Dr. Stuart Arends.. 432-5366
Graduate Programs Chair, Dr. Betty Jean Hebel 432-5357

College of Arts and Humanities

Dr. Richard Sax, Dean 432-5542

College of Continuing & Professional Studies

Dr. James Novak, Dean 432-5732

College of Education

Dr. Robert Kimball, Dean 432-5652
Catholic School Leadership,
Dr. Marjorie Checkoway 432-5653
Educational Leadership, Dr. Marjorie Checkoway 432-5653
Learning Disabilities 432-5655
Literacy Education, Dr. Ruth Freeman 432-5649

College of Nursing and Health

Dr. Mary Wawrzynski, Dean 432-5465
Hospice, Sr. Mary Cecilia Eagen 432-5478
Nursing, Dr. Mary Eddy 432-5461

College of Science and Mathematics

Dr. Ellen Oliver Smith, Dean 432-5515
Health Services, Dr. Mary Hunt.. 432-5511

College of Social Sciences

Dr. Karen Ross, Dean 432-5529

Vice President for Academic Affairs

Dr. Ernest Nolan 432-5313

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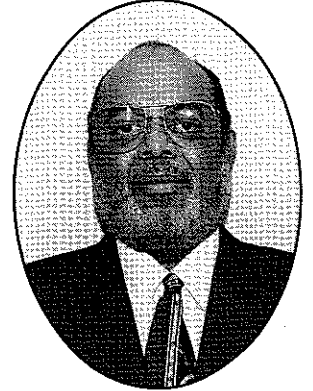
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What Students and Graduates Say . . .

"The reason I like Madonna University, they're very sensitive to people's professional lives — they respect our experiences." — *Mary Jo Szuba, RN, student in MSN-Adult Health program*



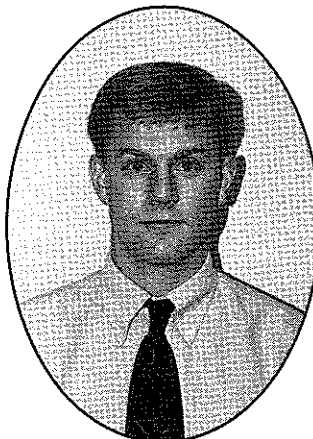
"The program is fluent and well-organized. They make it very convenient for you." — *Duke Lawson, '98, MSA, Educational Leadership*



"Madonna University has an ethical component not found at other schools." — *Royce Callaway, '97, MSA, Business Administration*



"All of the graduate classes I took were extremely relevant and useful. The schedule of classes was perfect for me, a full-time working mother." — *Gayle Killingbeck, '99, MSA, Educational Leadership*



"Because I did my undergraduate work at a small college, I was happy to find another comfortable, caring place at which I could work on my master's degree." — *Ken Fenchel, student in MSA - Educational Leadership program*