

SIENA HEIGHTS UNIVERSITY

2025-2026

GRADUATE
ACADEMIC CATALOG

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Introduction to Siena Heights University

HCM

Siena Heights University is a Catholic, coeducational, liberal arts university offering associate's, bachelor's and master's degrees. The University was founded in 1919 by the Adrian Dominican Congregation. In addition to the main campus in Adrian, Siena Heights Global offers totally online graduate and undergraduate degrees.

This University Catalog contains information pertaining to academic programs leading to associates, bachelors (baccalaureate), and master's degrees.

History of Siena Heights University

A Catholic liberal arts institution founded in 1919 by the Adrian Dominican Sisters, Siena Heights was originally named St. Joseph College, and enrolled many of the graduates of neighboring St. Joseph Academy, founded some years earlier by the Adrian Dominicans. In 1939, St. Joseph College was renamed Siena Heights College, in honor of Catherine of Siena, a 14th century Italian Dominican who dedicated her life to a quest for truth and social responsibility, and in recognition of the College's location on the highest land in the surrounding area. In 1997, the Board of Trustees voted to change the institution's name again, effective July 1, 1998; Siena Heights University was chosen as a more accurate reflection of the kind of institution Siena Heights is today.

Throughout its history, Siena Heights has built a proud tradition of innovative response to changing social needs. Originally a college for women who intended to become teachers, Siena Heights broadened its offerings over the years and by the 1950s was recognized as one of the nation's ten best liberal arts colleges for women.

In 1957, in addition to undergraduate studies, Siena Heights University initiated a Division of Graduate Studies, which was approved by the North Central Association of Colleges and Schools in 1963. During the late 1960s, Siena Heights became coeducational and expanded its curriculum to include programs in business and human services. In the 1970s Siena Heights took a leading role in providing opportunities for adult students by offering evening and weekend classes and opening degree-completion centers in Southfield, Michigan, and Toledo, Ohio.

In 2000, Siena Heights established three colleges to deliver its academic programs: the College of Arts and Sciences (CAS), the College for Professional Studies (CPS), and the Graduate College. In 2021, the College for Professional studies and the Graduate College were renamed as SHU Global.

Today Siena Heights continues its long tradition of integrating liberal arts and career education. The student's total development as an intellectually, socially, and spiritually responsible human being is the basis of Siena Heights University's educational philosophy. The University provides an education that will help students create meaning in their lives and inspire others by their aspirations and achievements. Siena Heights believes that caring people are the key to creating peace and justice in the world.

Philosophy

Siena Heights is a private, post-secondary institution which seeks to identify and respond to the educational needs of people at varying stages of their lives. The University believes that education in contemporary society should be based upon clearly defined goals.

Since Siena Heights has developed within the framework of Catholicism as lived out in the Adrian Dominican tradition, it believes that individual educational goals should grow out of an encounter with the values which are a part of this tradition. Specifically, these are the values of the reflective life, the free exploration of ultimate questions, the imperative to witness one's values to the world, the concern for justice in human relationships, and participation in communal celebrations. Inherent in these values is the acceptance of the authenticity of other traditions and their experiences of God. The University is also committed to the idea that goals must develop in light of career possibilities and the realities of society.

Mission Statement

The mission of Siena Heights, a Catholic university founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Student Goals

In light of its mission statement, Siena Heights has devised a set of specific educational goals. The University:

1. Provides for the development of skills necessary for individual survival and success in postindustrial society. These are the skills of conflict resolution, forecasting, systemic thinking, creative management, information usage, problem solving, decision-making, group facilitation, leadership, and independent learning.
2. Commits itself to challenge each of its students to expand his or her abilities in the primary realms of communication (reading, writing, listening, and speaking) and in the computational area.
3. Provides encounters in which its students will be asked to examine the assumptions upon which they are basing their lives.
4. Maintains a process through which students will explore career options and clarify their own career expectations.
5. Provides encounters with moral dilemmas for its students in the hope that these may lead to greater ethical sensitivity.
6. Believes that each graduate should have mastered a variety of challenges which require the use of skills gained in his or her educational program.
7. Endeavors to provide in-depth educational programs in selected disciplines and professions. The University believes that each in-depth program should be characterized by statements of outcomes which should characterize a graduate of that particular program.
8. Believes in the education of the total person and will adjust its curriculum to provide for the developmental needs of its students.

Institutional Goals

In light of its Mission Statement, Siena Heights has devised a set of specific institutional goals. In order to maintain institutional viability, the University:

1. Places emphasis on quality instruction and maintains a standard of excellence. The University commits itself to utilizing periodic program and faculty evaluation in developing high quality instruction.
2. Strives to locate highly qualified faculty or staff members for each position as it becomes available.
3. Intends to be an experimenting institution. It seeks continually to deliver education more effectively through the creative employment of new teaching styles and learning environments.

4. Identifies the personnel needs of local and regional communities and prepares the professionals and paraprofessionals needed in these areas.
5. Seeks to gain national attention for its educational approaches so that it might make an institutional impact upon the continuing national debate about the nature and purposes of contemporary post-secondary education.
6. Epitomizes in its own structure and practices a society in which each individual involved may have maximum opportunities both for personal growth and for participation in the life of the University community.
7. Is an "enabling" institution which seeks to develop cooperative arrangements with a wide variety of individuals and institutions in the interest of creating effective learning encounters and environments.

Student Development Philosophy

In support of its Mission Statement, educational goals, and institutional goals, Siena Heights strives to develop and enhance the following skills throughout each student's curricular and co-curricular experiences:

Build Intellect

- Nurture an on-going curiosity and foster a commitment to life-long learning
- Seek truth through strategic, purposeful and thoughtful analysis
- Discover and succeed in your academic field of study
 - Enrichment of the Liberal Arts
 - Graduate from Siena Heights University

Explore Identity

- Explore personal spirituality within an inclusive Dominican community
 - Explore each individual's spirituality
 - Develop self-confidence and self-respect
- Establish effective interpersonal communication
 - Build healthy relationships
- Prepare for a career reflecting one's unique place in the world
- Find and value personal passions
 - Curricular and co-curricular interests
 - Apply diverse interests in finding your career path

Discover Creativity

- Contribute to the ongoing expansion of culture and knowledge
- Develop and apply critical thinking skills to create innovative solutions
- Discover unique modes of personal expression
- Develop solution building skills for their professional and private lives

Develop Leadership

- Develop a personal code of ethics and values
- Learn to lead with confidence, conviction and by example
- Realize the courage to take responsibility of one's actions
- Mentor and model positive personal behaviors for others

Nurture Citizenship

- Become aware of civic and social issues and the impact they have on individuals, groups, communities and cultures
- Understand your position of privilege and champion the rights and dignity of all
- Advance a sustainable community based on environmental, technological and economic factors

Associations

Siena Heights University holds membership in the Association of Catholic Colleges and Universities (ACCU), the Michigan Independent Colleges and Universities (MICU), the Michigan Colleges Alliance (MCA), the Council of Independent Colleges (CIC), the Council for Opportunity in Education (COE), the Association of Governing Boards (AGB), the National Association of College and University Business Officers (NACUBO), the Council for the Accreditation of Educator Preparation (CAEP), Directors and Representatives of Teacher Education Preparation (DARTEP), the Michigan Association of Colleges for Teacher Education (MACTE), the National Association of Intercollegiate Athletics (NAIA), and the Wolverine Hoosier Athletic Association (WHAC), the Council on Social Work Education (CSWE), and the American Association of Colleges of Nursing (AACN) and the Acadeum Course Sharing Network.

Accreditation

Siena Heights University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) at 230 S. LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1441, www.ncahlc.org, the Council on Social Work Education (CSWE), the Commission on Collegiate Nursing Education (CCNE), and the Teacher Education Accreditation Council (TEAC)/Council of the Accreditation of Educator Preparation (CAEP). Additionally, the Michigan Board of Nursing has approved the Siena Heights University Nursing Programs.

Siena Heights University is authorized to prepare students for teacher certification in Michigan and other states. Upon request, students may review University accreditation at the office of the [Provost](#).

Siena Heights University offers online degree completion to students across the United States. Each state has specific "state authorization" policies to follow in order to offer online learning to state residents. Siena Heights University monitors individual state authorization policies, and obtains appropriate approvals, as defined by those policies. In most states with a few exceptions, Siena Heights University is currently authorized, licensed, registered, exempt or not subject to approval. Students can view Siena Heights University's current authorization status by state at <https://www.sienaheights.edu/shu-global/online-learning-program/state-authorization/>

It is the policy of Siena Heights University not to discriminate on the basis of race, color, national origin, age, disability, sex, religion or sexual orientation.

Catalog Policy

Graduate students are expected to be familiar with, and to follow, the program requirements and policies described in this catalog. Graduate students are obligated to fulfill the requirements of the catalog that was in force at the time of their first registration. However, readmitted students who return after a period of two years or more must complete the degree requirements listed in the current catalog at the time of readmission. Students who have been reinstated following suspension must complete the degree requirements listed in the current catalog at the time of readmission. The readmitted student may not be entitled to complete a program that is no longer offered by the university. Failure to read this catalog does not excuse students from the requirements and regulations described herein.

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the university. The university reserves the right to make changes that seem necessary or desirable, including course and program cancellations.

Access to Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Note: Because these rights are transferred to eligible students, Siena Heights University allows students to complete a *FERPA Release of Information* form which permits parents access to their records. The following points are direct quotes from the legislation.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information as per below. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Directory information is defined by FERPA as the following: Student's Name, address, telephone number, student e-mail address, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of athletic team members, photograph, dates of attendance, degrees and awards received, most recent educational institution attended, and other similar information as defined by the University which would not generally be considered harmful to the student, or an invasion of privacy if disclosed.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Family Policy Compliance Office: U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520

This policy may be found in its entirety at: <http://www.sienaheights.edu/academics/registrar-office/>

Admission

Siena Heights admits students who have the intellectual ability and self-motivation to accept the challenge of working toward their academic goals in an atmosphere of support and freedom. In addition to academic records, evidence of the ability to benefit from the opportunities and resources available at Siena Heights is considered. Siena Heights University follows a "rolling admissions" procedure. This means that qualified students receive admissions decisions as they complete the formal application process by submitting the online application and all supporting data.

Graduate College Students

1. Complete and submit the online *Graduate College Application for Admission*
2. Request official college transcript(s) from all previously attended institutions of higher learning
3. Provide a current professional resume
4. Complete required Personal Statement/Professional Goal Statement (details available in the application checklist after application has been submitted)
5. Submit completed Criminal Conviction Disclosure Form
6. For teachers, provide a copy of the teacher's certificate
7. For counseling applicants, an interview is required with the Program Director
8. For MSN students, applicants need to submit a copy of their unencumbered nursing license and 2 letters of recommendation if they earned their BSN elsewhere.

Readmission Students

1. Former students seeking readmission to Siena Heights University following a period of non-attendance for one or more sessions are required to complete the online *Application for Readmission*.
2. Final decisions regarding readmission are made after approval is received from designated administrative departments that may include, but are not limited to, the Office of the Registrar, Financial Aid Office, and the Office of Student Financial Services
3. Official transcripts of all college coursework attempted since the student last attended Siena Heights University must be submitted, along with any additional requested information, prior to a readmission decision.
4. If readmitted, the student will be bound by the requirements of the catalog governing at the time of readmission, and not by any previous catalog.

International Students

Siena Heights University is authorized under U.S. federal law to enroll non-immigrant applicants. International applicants are subject to all requirements for admission to their chosen undergraduate or graduate program.

Immigration Requirements for requesting an I-20

Under the Student and Exchange Visitor Information System (SEVIS), Siena Heights University is authorized under federal law to enroll non-immigrant students. Applicants planning to attend Siena Heights University on a F1 student visa must also submit the following documentation in order to receive an I-20:

1. A completed Request for I-20 packet. The forms may be obtained from the Office of International Studies.
2. An affidavit of support assuring financial coverage of a minimum of one year's tuition and living expenses. The appropriate figures for this may be obtained from the Office of International Studies. Statements must be dated within three months.
3. If the document provided is from a financial sponsor, a signed affidavit of support letter must accompany the bank statement.
4. Deposit with Siena Heights University \$2,000 before an I-20 letter of support and admission letter can be issued, if applicable.
5. Complete the I-20 application form and sign the international student agreement.
6. Copies of previous I-20s from other institutions, if applicable.
7. A copy of a valid passport. Valid passports must also be provided for any dependents.
8. Proof of valid health insurance. (All international students MUST provide evidence of insurance or purchase insurance through the Office of International Studies).
9. A self-reported health record.

F-1 Visa Process

In order to be awarded an F-1 international student visa, an international student must first be accepted by Siena Heights University and issued a valid I-20 document from this institution. The student must then pay a SEVIS fee (I-901) of \$350.00 to Homeland Security (the payment may be made on-line; information for making the payment is included with the Siena Heights I-20 and letter of acceptance). Then, with a printed receipt of SEVIS fee payment, the international student must contact a United States Consulate in his or her country to make a visa interview appointment. There may be an additional fee payable to the United States Consulate for this appointment; consular officials will provide this information by phone. At this point, the international student has:

1. A valid I-20 Form from Siena Heights University.
2. A letter of acceptance/admission to Siena Heights University.
3. A receipt for the SEVIS ("Student and Exchange Visitor Information System") fee payment.
4. A paid appointment receipt for a visa interview with United States consular officials in a United States Consulate abroad.
5. An original bank statement (the same admissions procedure bank statement on file with Siena Heights University demonstrating financial solvency) showing that the student or student sponsor has the required amount of money on deposit.

Graduate International Student Admission

International graduate applicant must submit the following:

1. A completed graduate application form. Apply at www.sienaheights.edu
2. A degree that is equivalent to a baccalaureate degree from an accredited college or university in the United States. International transcripts must be evaluated for demonstrating the baccalaureate degree equivalency.
3. Applicants who come from an English speaking country **MUST** take the TOEFL exam. This will provide the university an opportunity to examine the applicant's comprehension of the English language.
4. Applicants whose native language is not English must provide evidence of proficiency in the English language according to the following minimum scores:

English Placement Test Concordance Table**

TOEFL-IBT	IELTS	MELAB	EPT
Internet Based Test	International English Learning Testing System	Michigan English Language Assessment Battery	English Placement Test
76-82	6.5	76-77	85

****Scores must be less than two years old from the first day of class at the proposed session of entry in order to be valid****

5. If the scores on the English test are acceptable, but indicate the need for further English study, an English as a Second Language Placement Test (EPT) will be required upon arrival at the university. Based on the ESL EPT results, applicants may be required to enroll in non-credit ESL courses prior to beginning a full course of study.
6. In addition to English test results; applicants will be required to submit a writing sample upon arrival at the university. Writing samples will be reviewed by the Graduate College and the applicant cleared for enrollment prior to enrolling in a full course of study.
7. May be required to remediate any deficiencies in previous college work by completing undergraduate courses at Siena Heights University.

Enrollment Deposit – College of Arts & Science and Graduate College

To accept and secure an offer of admission from Siena Heights University, an Enrollment Deposit of \$200 for residential students (\$100 Tuition Prepayment and \$100 Housing Security Deposit) or \$100 for commuter students (Tuition Prepayment, only), must be sent to the Office of Undergraduate Admissions. Graduate students must also submit a deposit of \$50, which is an advanced payment for admission.

Guest Students

Students enrolled at other colleges and universities who seek admission as guest students at Siena Heights University, or individuals who plan to audit a class, must submit a guest application to the Registrar's Office. Guest students are not guaranteed admission to Siena Heights University, may register for no more than 8 credit hours, and are not eligible for Financial Aid.

Auditing a Course

For graduate students, an Audit (AU) indicates no credit earned and no grade points awarded. An AU is utilized when course requirements extend beyond the session of initial registration. Graduate students may audit a course with the approval of the instructor.

Course Numbering/Offered Code

Level of Course

500 - 599 Graduate (open to seniors with permission of Dean of the Graduate College)

600 - 699 Graduate only

Special Categories

280/480 Off Campus Experiential Learning. This includes Cooperative Work Experience, Internship, Directed Teaching, etc.

285/385/485 Special Topics courses created by the instructor to be taught not more than 3 sessions or sub sessions. The only exception is the Nursing Department uses 486 for their upper-level special topics courses.

293/493 Independent Study students must have a cumulative grade point average of 2.00 at the time of registration to participate in an Independent Study.

295/495 Seminar

Course is Offered Code

(Adrian campus only)

This code is used to determine the session in which a particular course is offered (subject to change):

FA, WI, and SU Every Year = All sessions
FA, WI, or SU Every Year = Either Fall session, Winter session, or Summer session
FA and WI Every Year = Every Session except Summer session
FA Every Year = Every Fall Session only
WI Every Year = Every Winter Session only
SU Every Year = Every Summer
FA or WI = Either Fall Session or Winter Session
Uncertain = Unsure when offered

Instruction Type Code

"Online Learning Approved" courses have been approved by the Online Learning Advisory Committee to be taught online. These courses may be offered online or face-to-face.

"Blended Learning Approved" courses have been approved by the Online Learning Advisory Committee to be taught using a both face-to-face and online teaching method as a hybrid.

See the Available Courses link on mySiena to learn how the course will be taught each semester. Courses approved as Online or Blended Learning Approved do not have to be offered online or as a blended format during any given semester.

Credit Hours Explanation

Siena Heights University utilizes the principle of credit hours as a way of gauging the amount of time and effort required by a particular course. Credit hours are usually determined by the number of hours a course meets each week. Thus, a course which meets on Monday, Wednesday, and Friday from 9 a.m. until 9:50 a.m. throughout the session or sub session would be considered a three credit hour course. In a 15-week session, this would amount to 45 contact hours—hours actually spent in class. Students may expect to spend two hours studying outside of class for every hour in class. Therefore, a three credit hour course in any format usually requires a total of 135 hours of work inside and outside of class. Full-time students register for a minimum of 12 credit hours per session and a maximum of 18. Part-time students register for 3 to 11 credit hours per session. Students must earn 120 credit hours to graduate from Siena Heights University with a baccalaureate degree. This equals 15 credit hours for eight sessions or four years of full-time study.

There are classes that distribute the work inside and outside the classroom differently and require appropriate adjustments. For example, three-credit-hour art studio classes meet in the studio for six hours per week, and the faculty expects at least another three hours of work on the course material outside of class. Ultimately, course learning outcomes are established for each course which make practicable the expectations for time commitment on the part of each student. Program faculty and the program chair are responsible for monitoring the establishment and attainment of course outcomes.

Session Explanation

A session is a 15-week block of time for the College of Arts & Sciences, in which classes are scheduled. There are usually three sessions per calendar year; fall, winter, and summer.

Sub session Explanation

SHU Global and the Graduate College use sub session is a smaller block of time (usually 7 weeks) in which classes are scheduled. Sub sessions are scheduled within sessions and are usually referred to as Fall I, Fall II, etc. There are six sub sessions offered per year.

Course Descriptions Explanation

The majority of courses at Siena Heights University are three credit hour offerings, but there are also one, two, four and variable hour courses.

Example:

ENG 102 READING AND WRITING II 3

Students will read and discuss a variety of essays. Students will write essays some of which will require summary and critique and the incorporation, synthesis, and documentation of multiple sources. Students will be expected to write a properly cited paper and demonstrate capacity for writing across the curriculum and critical thinking.

Prerequisite: "C" or better in ENG 101 or Placement

Liberal Arts: English Composition

Course is offered: FA and WI Every Year

ENG designates the English Department which offers the course numbered 102 (Freshman level) and entitled Reading and Writing II. The "3" indicates that the course is a three credit hour course. Prerequisite indicates whether or not a student must have had previous college level study to be properly prepared for this course. Whenever a specific course is listed as a prerequisite and a student has not had that course, the instructor or advisor is authorized to give the student permission to register.

Independent Study

An independent study is a student initiated, designed, and executed experience which is supervised by a faculty member. This study uses the number of 293 or 493 and the department code under which the study content is being explored. The independent study form is a contract developed by the student and coordinating faculty member which states the goals of the study, process of the study, and the criteria for evaluation used in the study. The form is available at the Registrar's Office or can be found posted on the Registrar's Office site on the Web. The form must be returned to the Registrar's Office within the published add period for processing with the appropriate signatures. At the end of the study, the faculty member must submit the grade through the grade module and then submit a copy of the Independent Study form to the Academic Dean's office.

Directed Study

A directed study is a course which is listed in the catalog and is taught during a session in which it is not listed in the schedule of classes, or by special arrangement at a time other than when it is listed in the schedule of classes. This will necessitate creating an additional section of the course with a maximum size of one. The directed study form is available at the Registrar's Office or can be found posted on the Registrar's Office site on the Web. The form must be returned to the Registrar's Office within the published add period for processing with the appropriate signatures. At the end of the study, the faculty member must submit the grade through the grade module and then submit a copy of the Directed Study form to the Academic Dean's office.

SHU Global Course Offerings

The accelerated 7-week on-campus course typically meets for 3 hours each week with significant outside-of class activity and is intended for students who are completing their degree requirements. Outside-of-class time requirements (approximately 90 hours) include, but are not limited to:

- Reading and support course material (such as textbooks, course packs, etc.).
- Research and preparation of written assignments.
- Preparation for course quizzes and examinations.
- Preparation and participation in group projects.

Acadeum

A network that allows students to take high-quality, accredited courses from other colleges and universities within the United States of America. All courses offered in Acadeum have equivalent course requirements at Siena Heights University and will appear on the student's transcript as though it was completed at SHU. All course offerings through this network will be online courses and may be offered on a different schedule that may not align with SHU's traditional sessions or sub sessions. Students will take the courses on the teaching institution's Learning Management System and is beholden to the policies and procedures of that teaching institution. Examples when Acadeum courses may be necessary: a) When a course is not offered at SHU, but appears in the catalog; b) A course is not offered during the session that the student needs the course.

Academic Calendar for the 2025-2026 Academic Year

All dates subject to change

A more detailed calendar can be found at <https://www.sienaheights.edu/who-we-are/resources/academic-calendar/>

Summer 2025

	Summer Session	Summer 7-week-1 Session	Summer 7-week-2 Session
1st Day of Class	5/5/2025	5/5/2025	6/30/2025
Add/Drop Deadline	5/09/2025	05/09/2025	7/04/2025
Last Day to Withdrawal from Class	06/03/2025	06/03/2025	07/29/2025
Last Day of Session	08/17/2025	06/22/2025	08/17/2025

Fall 2025

	Fall Session	Fall 7-Week-1 Session	Fall 7-Week-2 Session
1st Day of Class	8/25/2025	8/25/2025	10/20/2025
Add/Drop Deadline	8/29/2025	8/29/2025	10/29/2025
Labor Day Observed	9/1/2025		
Last Day to Withdrawal from Class	09/23/2025	09/23/2025	10/29/2025
Thanksgiving Holiday	11/26-11/30/2025		
Last Day of Session	12/12/2025	10/12/2025	12/8/2025

Winter 2026

	Winter Session	Winter 7-Week-1 Session	Winter 7-Week-2 Session
1st Day of Class	1/12/2026	1/12/2026	3/16/2026
Add/Drop Deadline	1/16/2026	1/16/2026	03/20/2026
Winter Break	3/9-3/15/2026		
Last Day to Withdrawal from Class	02/10/2026	02/10/2026	03/23/2026
Last Day of Session	05/03/2026	03/01/2026	05/03/2026

Financial Aid & Student Accounts

The primary purpose of Siena Heights University's financial aid program is to provide assistance to accepted students who, without such aid, would be unable to attend Siena Heights University. An award package is offered after a student has fulfilled the following:

1. Acceptance for admission to Siena Heights University
2. Completion of the Free Application for Federal Student Aid (FAFSA)
3. If you are selected for verification, students and their FAFSA contributors must submit the required documentation before financial aid can be awarded/disbursed.

If you need to request a federal tax transcript you can do so by calling 1-800-908-9946 or going to the IRS website at www.irs.gov.

Note: Filing a completed Free Application for Federal Student Aid (FAFSA) form allows the Financial Aid Office to determine the maximum amount of assistance for which a student is eligible.

Eligibility

To receive federal student aid, you must meet certain requirements. You must:

1. Be a U.S. citizen or eligible noncitizen.
2. Have a valid Social Security Number.
3. Have a high school diploma or a General Education Development (GED) Certificate.
4. Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.

Note: You must not owe a refund on a federal grant, be in default on a federal student loan, and you must demonstrate financial need (except for unsubsidized loans).

Financial Aid Census Date Policy

In accordance with federal regulations, the Office of Student Financial Services will recalculate federal, state, and institutional student aid awards based on the enrollment status as of the Census Date, which is typically after the second week of class in each semester. All students in full session courses and/or sub-session 1 (first module) courses fall under the first Census Date. The second Census Date is typically two weeks after the start of sub-session 2 (second module). Students who have courses that occur only within sub-session 2 fall under the second Census Date.

All federal, state, and institutional aid will be based upon the Census Date enrollment status.

After Census Date, students cannot request changes to the Federal Pell Grant. Changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are allowed if a student wishes to decrease or decline loan(s) or increase a loan, if all other eligibility requirements are met. Eligibility for federal programs may be affected by schedule changes after the Census Date for students in courses starting after Census Date or those who have had FAFSA information or corrections submitted after the Census Date.

If you add credits after the census date, you may not be eligible to receive additional financial aid.

Federal Return of Title IV Funds Policy

The Office of Financial Aid is required by the Higher Education Act of 1965, as amended in 1998, to determine the amount of financial aid that a student "earned" for an academic semester when the student does not complete at least one course within that semester. When the "earned" aid is less than the disbursed aid, the institution and student are responsible for returning the "unearned" disbursed funds to the appropriate agency.

General Information

- Any student who does not complete at least one course within an academic semester for which financial aid is received, or could have been received, will be reviewed for a Return of Title IV Funds calculation. This includes students who drop, officially or unofficially withdraw, are dismissed or take a leave of absence during a semester.
- The U.S. Department of Education (ED) also requires Siena Heights University to perform a Return of Title IV Funds calculation for any student enrolled in multiple parts of a term who ceases attendance during the first part of the term, unless the student provides written confirmation of future attendance for the second part of the term courses.
- The Federal Return of Title IV Funds policy determines the amount of aid earned by dividing the number of calendar days up to the withdrawal date by the total number of calendar days in the enrollment period.

The Calculation

- The Return of Title IV Funds is based on the premise that students "earn" financial aid for each calendar day that they attend classes. For example, if a student attends 32 days of a semester that is 80 calendar days in length, the student will have "earned" 40 percent of his or her aid.
- **Students who complete more than 60 percent of the semester are considered to have earned 100 percent of their financial aid.**

The "unearned" portion of aid is refunded to the appropriate programs in the following order:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- TEACH Grant Funds

Calculating "Earned" Institutional Aid

- Siena Heights University uses the results from the Federal Return of Title IV calculation to determine the amount of earned institutional aid a student is eligible to receive.
 - o Example: If a student earned 50% of their federal aid (as determined by the federal calculation), the institutional scholarships and grants will also be reduced to 50%.

Cost of Attendance/Student Budgets

The Financial Aid department calculates budgets for every student who applies for aid to determine a student's need. The cost of attendance includes the current rate of tuition, housing, and food as well as an estimation of costs of books, transportation, and personal expenses.

When a student completes the FAFSA, the federal government determines the amount that a student has available from their own/family's resources to help pay for college expenses. This is called the Student Aid Index (SAI).

We use the SAI to determine how much financial aid students can receive by using the following formula:

Cost of Attendance (COA)

- Student Aid Index (SAI)

= Financial Need

The total amount of need based financial aid a student receives cannot exceed their Financial Need and the total amount of aid from all programs and resources cannot exceed the Cost of Attendance/Student Budget.

Siena Heights University administers student financial assistance in compliance with all applicable state and federal regulations as well as those pertaining to non-discrimination based on sex, race, color, religion, age, handicap, national or ethnic origin.

Tuition and Fees for the 2025-2026 Academic Year

GRADUATE COLLEGE

Tuition Per Credit Hour: (Effective May 2025)—New Enrollee Academic Year 2025

- Leadership, Teacher Ed., Clinical Mental Health: \$705
- MBA Program: \$790
- MSN Program: \$705

Audit Course:

- Leadership, Teacher Ed., Clinical Mental Health: \$705 per course
- MBA Program: \$790 per course
- MSN Program: \$705 per course
- Prior Learning Credit: \$235 per credit hour plus \$705 per petition

Fees:

- Compliance Fee: (all sites) \$38 per session
- Technology Fee: (all sites) \$310 per session
- Student Service Fee: (all sites) \$90 per session
- International Student Support Fee: \$100 per session
- Deferred Payment Fee: \$300 per session or \$150 per sub-session

Required Deposits:

- International Student Deposit: \$2,000 per year

Siena Heights University reserves the right to make changes in tuition and fees, payment plans, examinations, housing and food rates, and in other areas without prior notice.

Graduate Assistantships

To qualify for a graduate assistantship, the student must be fully admitted as a degree-seeking student in an SHU Graduate College program at the time of appointment.

Graduate Athletic Scholarships

Graduate athletic scholarships are awarded based on the recommendation of the individual program's head coach in coordination with the Office of Financial Aid. Graduate athletic scholarship amounts are determined by the percentage of the student's undergraduate athletic scholarship towards the student's final year of undergraduate tuition charges. The determined calculated percentage will be discounted from the graduate college tuition charges. Student's must maintain athletic eligibility, satisfactory academic progress, and must be registered as a full-time student.

Aid Programs

Outside Aid

Students may receive educational financial assistance from a variety of sources. Federal regulations require that if a student receives the award because of postsecondary enrollment (for example, a scholarship from a local social club that requires a student to be attending a postsecondary school), it counts as estimated financial assistance when determining a student's overall financial aid eligibility. Estimated financial assistance includes any educational benefits paid because of enrollment in postsecondary education. This includes but may not be limited to Federal grants and loans, institutional grants and scholarships, State financial aid programs, outside scholarships, employer reimbursement of employee's tuition, waivers of tuition, federal work study funds, assistantships, AmeriCorps funds (except when packaging Direct Subsidized loans) and private student loans.

Outside Scholarships

An outside scholarship is any scholarship not awarded by the government or the school, such as a scholarship provided by a private sector company, high school or community foundation. Outside scholarships are considered resources, meaning that they may reduce a student's financial aid package dollar for dollar. Schools often do not have a choice in the matter. Federal rules concerning "over award situations" require the school to reduce the financial aid package when the sum of financial aid from all sources exceeds the school's cost of education. Students are required to report any outside scholarships to the school's financial aid office. If a student fails to report an outside scholarship, they may be required to repay the school or the government all or part of their need-based financial aid package.

Employer Payments or Reimbursements

Employer tuition assistance includes a variety of employer-sponsored programs to help employees and their dependents pay for college. In many cases the funds received from these programs may be excluded from income and hence tax-free. Employer reimbursements or payments are considered resources, meaning that they may reduce a student's financial aid package dollar for dollar. Schools often do not have a choice in the matter. Federal rules concerning "overaward situations" require the school to reduce the financial aid package when the sum of financial aid from all sources exceeds the school's cost of education.

Students are required to report any outside employer reimbursement or payments to the school's financial aid office. If a student fails to report an outside scholarship, they may be required to repay the school or the government all or part of their need-based financial aid package.

Veteran's Benefits

The State Approving Agency (SAA) has authorized Siena Heights University to aid students who are able to apply Veteran and Other Eligible Dependent benefits to obtain a Siena Heights education.

Students wishing to utilize their benefits must disclose their intent, prior to each session, at the Registrar's Office.

Military & Veteran's Checklist

Title 38 Compliance Policy

Siena Heights University Title 38 United States Code Section 3678(e) Compliance Policy addresses the requirements of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code. This policy provides all eligible students entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits ease of enrollment and attendance without penalties of fees or denial of access. The policy further addresses credit balance refund processing upon actual credit balance establishment to the student in a timely manner.

A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits. Certificate of eligibility as titled may also include a "statement of benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or VAF 28-1905 form for chapter 31 authorization purposes).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Siena Heights University complies with the Veterans Benefits and Transaction Act of 2018, Section 3678 of title 38, United States Code that provides any covered individual may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution
- Ninety (90) days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

Siena Heights University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Siena Heights University credit balance refunds to students are processed within 14 days from the date that a credit balance is established. Refund verification and release to students, regardless of fund source, will commence at the time the student account credit balance is actual. Verified refunds will disburse to students via their designed refund preference with Siena Heights University's contracted refund partner.

The following actions are required of the covered individual:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of the course of education
- Submit a written request to use such entitlement
- Provide additional information necessary to the proper certification of enrollment by the educational institution
- In the event that there is a difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement, the University may require additional payment or impose a fee for the amount of the difference.

Student Loan Programs

All loans are OPTIONAL and may be DECLINED. Loan funds are disbursed directly to the University in at least two payments during the loan period. The Financial Aid Office notifies students when loan funds are received.

Federal Unsubsidized Stafford Loan

The unsubsidized loan is NOT based on financial need. The student is responsible for paying the interest, which begins accruing as soon as the loan is disbursed. There is a 6-month grace period after graduation or dropping below half-time before repayment is required. The unsubsidized loan DOES accrue interest while the student is in school. Students can make interest payments or let the interest capitalize. The Financial Aid Office will notify students, who are eligible to borrow an Unsubsidized Stafford Loan, of their maximum eligibility. Maximum loan amounts are based on grade level, dependency status and financial need.

Federal Grad Plus Loan

The Federal PLUS program allows students to borrow up to the cost of attendance minus estimated financial aid for the academic year for students enrolled at least half time. The borrower has the option of beginning repayment on the PLUS loan either 60 days after the loan is fully disbursed or wait until six months after the student ceases to be enrolled at least a half-time status. The University determines maximum eligibility. The student applicant will need to complete a GRAD PLUS application and GRAD PLUS master promissory note yearly at Studentaid.gov.

Loan Entrance/Exit Interviews

First-time Federal Direct Student Loan borrowers at Siena Heights must complete the online Loan Entrance Counseling before loan funds can be disbursed. Completion of the Loan Entrance Counseling is a federal requirement that discusses your rights and responsibilities as a Federal Direct Student Loan borrower. Please complete the online entrance counseling at Studentaid.gov. We encourage you to print the confirmation page for your records. Once you have completed the online entrance counseling, we will receive an automated confirmation.

If you withdraw from Siena Heights prior to the completion of your program it is important that you contact the following offices: Financial Aid, Registrar, and your program advisor. This is to ensure that the school can provide you with the appropriate exit counseling.

Exit Counseling occurs during a student's expected year of graduation, at the time a student leaves school, or drops below half time enrollment status. Exit Counseling can be completed by logging onto the Studentaid.gov website.

Student Loan Deferment Processing

Siena Heights University submits information on all attending students to the National Student Clearinghouse (NSC). This information is submitted by Siena Heights to the NSC four (4) times for Fall and Winter sessions, and three (3) times for Summer session. All lending agencies pull down this information from the NSC, as needed, to service their lenders. Siena Heights does not supply this information directly to lending agencies. The lending agencies use this information to determine whether a student should begin repayment of their loan.

Students may be informed by their lender that they are going into repayment of their loan(s) for any of the following reasons:

1. They have used up their grace period.
2. They are no longer enrolled at an institution of higher education.
3. Their name missed the first submission of the session because they registered after the date of the first submission by Siena Heights to the NSC.

If any of the above circumstances happens, the student should call their lender to either make arrangements for payment, or to ask for a deferment form. Many lending agencies have this form on their web site. The student should complete the information on the form that is required by the lender and forward it to the Registrar's Office for completion. The form must have a fax number, e-mail address, or mailing address to return the form to the lender. The Registrar's Office will send this deferment to the lender.

Financial Aid Satisfactory Academic Progress Policy - All Colleges

The Higher Education Act of 1976, as amended, requires Siena Heights University to develop and apply a consistent and reasonable standard of academic progress for all students who receive federal financial aid in order for those students to continue to receive such assistance. This standard must contain all elements specified in the regulations and must be at least as strict as the academic standards of the University used for all students.

The established guidelines (based on federal regulations) for evaluating a student's progress take into consideration cumulative Siena Heights grade point average and the number of credit hours attempted and completed.

The Financial Aid Office at Siena Heights University reviews student's satisfactory academic progress status at the end of each session, to include summer, fall, and winter.

To maintain satisfactory academic progress (to be in good standing academically) a student must do two things:

1. Qualitative Measure – Maintain a 2.0 cumulative GPA (undergraduate students), or a 3.0 cumulative GPA (graduate students); and
2. Quantitative Measure – Successfully complete (i.e., pass) 67% of the credit hours attempted.

Maximum Timeframe (150% Rule)

Students are not permitted to receive federal student aid for a period no longer than 150 percent of the published length of the program.

Grade point averages are calculated by dividing total quality points by quality hours. Hours for courses for which grades of CR, NC, UW or W are excluded from the hours attempted to obtain quality hours.

Hours successfully completed includes all credit hours attached to course grades of A, B, C, D, and CR. Hours attempted includes those successfully completed as well as those attached to courses in which grades of E, I, IP, W, NC and UW were assigned.

Failure to achieve satisfactory academic progress will result in Financial Aid warning, probation, or suspension and will affect eligibility for financial aid.

Financial Aid Satisfactory Academic Progress Warning

If it is determined that a student has not met the Satisfactory Academic Progress requirements, students will be placed on a financial aid warning and be allowed one additional session with which to meet SAP requirements to remain eligible for financial aid.

Financial Aid Satisfactory Academic Progress Suspension

Students who do not meet satisfactory Financial Aid academic progress requirements at the end of the financial aid warning period will be placed on a financial aid *suspension* and will not be eligible for financial aid without appealing.

Financial Aid Satisfactory Academic Progress Academic Plan & Appeal Procedure

Any student denied financial aid due to the policy may appeal to the Office of Financial Aid. An appeal application and instructions will be included with the SAP notification letter from the Office of Financial Aid. Students wishing to appeal will be required to submit a formal letter explaining why he or she is not currently making Satisfactory Academic Progress. The letter should also include the student's plan to sufficiently improve their academic status. Students will also be required to meet with their academic advisor to review their academic plan and sign off on the student's appeal application. Appeal applications should be submitted to the Office of Financial Aid prior to the start of term and must be submitted prior to the end of the second week of the term for which they are applying. After an application for appeal is received, the student will be notified in writing of the results of the Satisfactory Academic Progress Appeal. *Reinstatement of aid for a subsequent period will be determined on an individual basis.*

Students who do not meet the terms of Financial Aid satisfactory academic progress, and who either elect not to file an appeal, or who failed to meet the terms of their financial aid academic plan will be required to meet the Financial Aid Satisfactory Academic Progress standards before regaining eligibility for financial aid.

Financial Aid Satisfactory Academic Progress Probation

Students will be assigned this status if they fail to meet satisfactory academic progress but successfully appeal. Students will be permitted to receive financial aid for one additional term with continued eligibility to be reviewed and determined at the term's end. Students on SAP financial aid probation are monitored for improvements and are required to adhere to their terms and conditions of probation.

Financial Aid Satisfactory Academic Progress Policy - All Colleges

The Higher Education Act of 1976, as amended, requires Siena Heights University to develop and apply a consistent and reasonable standard of academic progress for all students who receive federal financial aid in order for those students to continue to receive such assistance. This standard must contain all elements specified in the regulations and must be at least as strict as the academic standards of the University used for all students.

The established guidelines (based on federal regulations) for evaluating a student's progress take into consideration cumulative Siena Heights grade point average and the number of credit hours attempted and completed.

The Financial Aid Office at Siena Heights University reviews student's satisfactory academic progress status at the end of each session, to include summer, fall, and winter.

To maintain satisfactory academic progress (to be in good standing academically) a student must do two things:

1. Qualitative Measure – Maintain a 2.0 cumulative GPA (undergraduate students), or a 3.0 cumulative GPA (graduate students); and
2. Quantitative Measure – Successfully complete (i.e., pass) 67% of the credit hours attempted. Maximum Timeframe (150% Rule)

Students are not permitted to receive federal student aid for a period no longer than 150 percent of the published length of the program.

Grade point averages are calculated by dividing total quality points by quality hours. Hours for courses for which grades of CR, NC, UW or W are excluded from the hours attempted to obtain quality hours.

Hours successfully completed includes all credit hours attached to course grades of A, B, C, D, and CR. Hours attempted includes those successfully completed as well as those attached to courses in which grades of E, I, IP, W, NC and UW were assigned.

Failure to achieve satisfactory academic progress will result in Financial Aid warning, probation, or suspension and will affect eligibility for financial aid.

Financial Aid Satisfactory Academic Progress Warning

If it is determined that a student has not met the Satisfactory Academic Progress requirements, students will be placed on a financial aid warning and be allowed one additional session with which to meet SAP requirements to remain eligible for financial aid.

Financial Aid Satisfactory Academic Progress Suspension

Students who do not meet satisfactory Financial Aid academic progress requirements at the end of the financial aid warning period will be placed on a financial aid suspension and will not be eligible for financial aid without appealing.

Financial Aid Satisfactory Academic Progress Academic Plan & Appeal Procedure

Any student denied financial aid due to the policy may appeal to the Office of Financial Aid. An appeal application and instructions will be included with the SAP notification letter from the Office of Financial Aid. Students wishing to appeal will be required to submit a formal letter explaining why he or she is not currently making Satisfactory Academic Progress. The letter should also include the student's plan to sufficiently improve their academic status. Students will also be required to meet with their academic advisor to review their academic plan and sign off on the student's appeal application. Appeal applications should be submitted to the Office of Financial Aid prior to the start of term and must be submitted prior to the end of the second week of the term for which they are applying. After an application for appeal is received, the student will be notified in writing of the results of the Satisfactory Academic Progress Appeal. Reinstatement of aid for a subsequent period will be determined on an individual basis.

Students who do not meet the terms of Financial Aid satisfactory academic progress, and who either elect not to file an appeal, or who failed to meet the terms of their financial aid academic plan will be required to meet the Financial Aid Satisfactory Academic Progress standards before regaining eligibility for financial aid.

Financial Aid Satisfactory Academic Progress Probation

Students will be assigned this status if they fail to meet satisfactory academic progress but successfully appeal. Students will be permitted to receive financial aid for one additional term with continued eligibility to be reviewed and determined at the term's end. Students on SAP financial aid probation are monitored for improvements and are required to adhere to their terms and conditions of probation.

Incompletes, Withdrawals, Failures and Repetitions

Classes graded with failure ("E"), "incomplete", "no credit", or "withdraw" will be evaluated as courses attempted, although not successfully completed. Repeated courses will count toward academic progress.

Transfer Credit, Siena Heights Credit Hours and Academic Program

When determining if a student is within the requirements of Siena Heights' Satisfactory Academic Progress policy, the Financial Aid Office will consider credit hours that are accepted by the Registrar's Office as transfer credit or that were taken at Siena Heights, and that are applicable to the student's academic program. The number of transfer credit hours accepted will be used to calculate a student's remaining eligibility according to the maximum timeframe standard (150% rule) and will be included in the quantitative calculation which includes number of credits attempted and completed. Transfer credit grades are not considered in a student's GPA. The GPA used for Satisfactory Academic Progress policy only considers classes taken at Siena.

Student Accounts

Tuition, Fees, Room and Board (All Students)

Tuition, Fees, Room and Board charges are available on Siena's website under Student Accounts via Tuition and Fee Rates, Fee Schedule.

Billing and Payments

Course and fees statements are available on the MySiena student portal upon registration. Payment options are available and outlined within "Financial Agreements" that are provided each session on the Student Accounts page on Siena's website.

Student Refund Policies (All Campuses)

Tuition and Housing Refund Policies establish the amount you will be charged for the session if you drop or withdraw. Students who drop or withdraw from individual classes after the first week of class without completely withdrawing from Siena Heights University WILL NOT receive monetary credit for any charges. Add/Drops that will not change the total number of enrolled hours need to be completed on the same Add/Drop form on the same calendar day.

If a student withdraws completely from Siena Heights University, the payment agreement made at the time of registration is still in effect, subject to the following schedule for refund of tuition. Housing refunds are independent of the tuition refund schedule and are published on Siena's website under Residence Life Policies/Housing Refunds. Fees such as Technology, Activity, Compliance, and Course Fees are non-refundable.

The percentage refund of charges for a complete withdrawal from Siena Heights University is determined by the following refund chart.

REFUND PERCENTS

	Weeks in Session								
Refund at End of Week	15	10	8	7	6	5	4	3	
1	100%	100%	100%	100%	100%	100%	100%	100%	100%
2	90%	80%	70%	70%	70%	60%	50%	0%	
3	80%	70%	60%	60%	50%	0%	0%	0%	
4	70%	60%	50%	0%	0%	0%	0%	0%	
5	0%	0%	0%	0%	0%	0%	0%	0%	
6	0%	0%	0%	0%	0%	0%	0%	0%	
7	0%	0%	0%	0%	0%	0%	0%	0%	
8	0%	0%	0%	0%	0%	0%	0%	0%	

Refund of tuition and Housing charges are a different calculation than the Return to Title IV calculation. The Return to Title IV Funds Policy calculates how much Federal financial aid you are eligible to keep to help pay your charges. Therefore, all calculations must be completed before you will know your final account balance.

Delinquent Account Information

Unresolved accounts after the end of the appropriate payment deadline will be assessed a deferred payment fee as itemized in the Tuition and Fees schedule. Settlement of a student's account includes either payment in full or use of a university-endorsed payment plan. Students who have not satisfied all payment requirements by the end of the add/drop period may be administratively dropped from courses for non-payment and their account referred to a collection agency.

A financial hold will be placed on the academic records of present and former students who have an outstanding account balance with the University. Some financial holds will restrict individuals from registering for classes or receiving any academic documentation (i.e., grades, transcripts, diplomas, or certification of coursework) until the financial obligation has been paid in full.

If the balance is paid with cash, cashiers or certified check, or credit card, the financial hold will be lifted within 24 business hours. If a balance is paid with a personal check, the financial hold will remain on the account for seven (7) business days or until notification is provided that the funds have cleared the bank.

Please note: It is each student's responsibility to stay informed of all registration and fee payment deadlines. Payment deadlines are posted on the Student Accounts website, https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Student_Financial_Services/Default_Page.jnz The "Financial Agreement" provided each session on the Student Accounts page of Siena's website also itemizes payment due dates.

Student Financial Holds

Financial holds do not restrict currently enrolled students from accessing the Siena network of student activities. Some financial holds will restrict individuals from future registration and receiving any academic documentation (i.e., grades, transcripts, diplomas, or certification of coursework) until the financial obligation has been paid in full.

Taxation of Grants/Scholarships

Grant and scholarship dollars received during the calendar year which exceed your costs for tuition, fees, and books may need to be reported as income on your Federal Income Tax return. Please consult with your tax preparer or www.irs.gov.

1098-T Tax Form

The 1098-T form is used by eligible educational institutions to report yearly information about their students to the IRS as required by the Taxpayer Relief Act of 1997. This form is informational only. It serves to alert students that they may be eligible for federal income tax education credits. It should not be considered as tax opinion or advice. While it is a good starting point, the 1098-T, as designed and regulated by the IRS, does not contain all of the information needed to claim a tax credit. There is no IRS requirement that you must claim the tuition and fees deduction or an education credit. Claiming education tax benefits is a voluntary decision for those who may qualify.

Graduate College Degree Requirements and Restrictions

Graduate courses are typically scheduled as 7-week courses, with the occasional 15-week course and these courses are totally online. The majority of these courses are asynchronous with some courses in the Clinical Mental Health Program offering some synchronous online courses. The Graduate College has three (3) sessions: fall, winter, and summer. All three (3) sessions are broken into two sub-sessions: fall 1 and fall 2; winter 1 and winter 2; and summer 1 and summer 2.

All graduate programs are based on professional competencies recognized by external authorities. The Education Program complies with standards set by the Michigan Department of Education. The Clinical Mental Health Counseling program complies with standards set by the Michigan Board of Counseling.

In addition to coursework, the master's degree programs in Clinical Mental Health Counseling has at least one three-credit-hour practicum and internship. Students in Education may be required to do student teaching.

Canvas Student Orientation Requirement

It is important that the student familiarize themselves with the Graduate College website at https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Graduate_College/. Please refer to Important Documents on the left side of the page. Part of becoming familiar with the website also involves becoming familiar with the Canvas Learning Management System (LMS). New students completing online coursework are required to complete the Canvas Student Orientation. Begin by:

1. Go to <https://mysiena.sienaheights.edu/ics/>
2. Select *Canvas Homepage* under My LMS Courses (right-hand side of page)
3. Under the Canvas Dashboard (left-hand side of page), select *Student Orientation*.
4. If a student experiences any difficulty logging on to MySiena, gaining access to courses, or accessing the orientation, please call the IT Help Desk at 517-264-7655.

Degree Planning and Advising

Following acceptance, part of the admissions process involves students and advisors developing a degree plan. This degree plan outlines the sequence of courses that the student will take. The degree plan takes into account which terms courses are offered, how many courses a student intends to take every year, and options if modifications to the plan are necessary. Because the degree plan is a tentative plan, the student is expected to initiate a meeting with the advisor to revise or make needed changes to the tentative degree plan.

Time Commitments

Most three (3) credit-hour graduate courses require students an additional 50 – 150 hours of out-of-class and/or online learning activities, or 5 – 12 hours per week. Thus, part-time students are encouraged to take no more than two (2) courses per sub-session. Experience has shown that students who are working full-time should plan on taking at between 18 months and three years to complete a master's degree.

Application for Graduation

Students who expect to graduate must apply via an electronic Application for Graduation on MySiena. All requirements must be completed before a student can graduate from Siena Heights University.

Graduate college students must have a minimum cumulative grade point average of 3.0 to be granted a degree.

Graduation occurs three times during the academic year; May (end of winter session); August (end of summer session); and December (end of fall session). However, the university holds only one commencement ceremony in May.

Graduation Date	Application for Graduation Deadline
December	October 15
May	March 15* (see below for early participation in May commencement)
August	June 30

Commencement

The Commencement Ceremony is held each year in May. Participating in the commencement ceremony does not necessarily signify that all degree requirements have been met. A petition to walk/participate in commencement must be on file in order to participate in the commencement ceremony before completi

Online Learning for SHU Global and The Graduate College

Online learning provides flexibility for busy learners. However, online learning also demands a disciplined approach from all learners. Each instructor approaches class differently, but all require that students participate in online interaction multiple times per week.

Students must have the appropriate learning materials/textbooks ready by the start of the course. Delays in purchasing materials could impact course performance. Course syllabi are posted in advance for students to purchase materials, as noted, and review policies, assignments, and other important information. In most online courses, a "pre-class assignment" is due at the start of the course, where students are provided access to their online course roughly 5 – 7 days in advance of the official course start.

Accelerated online courses can offer potentially faster degree completion. With accelerated delivery, though, online courses commonly stay active on various holidays or breaks (e.g., spring break on the residential main campus). Personal or extra-curricular events are not considered extenuating circumstances with accommodations, so students should consider their availability to fully participate in online course delivery.

Successful online learners require adequate computer skills and knowledge, an ability to manage time and an ability to be self-directed in their studies. Online learners must also have access to a computer and to the Internet at times that meet course expectations and individual schedules. Online learners are required to complete a student orientation prior to enrollment in their first online course.

The majority of the SHU Global and the Graduate College courses are delivered asynchronously. The lectures will be embedded in the course. There will be robust written classroom discussions as well as tests, quizzes and papers all delivered through the college's Learning Management System, Canvas. There are due dates, and the weeks begin and end at a certain time, but there is no specific day or time that students must meet with their instructor. There are some courses that are offered synchronously. This means that all of the above is the same but there will be times when a student must meet in a virtual classroom to interact with the faculty and their peers.

Graduate Students: Second Concentration and Second Major Requirements

Second Master's Degree Requirements

Students who desire to pursue a second master's degree at Siena Heights University shall have completed all requirements for the first master's degree at Siena or another accredited college or university. The same requirements for admission to a graduate program (such as filling out the application and following the requirements of the application checklist) and other conditions relative to the pursuit of the first master's degree are applicable to the second master's degree, except a maximum of six (6) credit-hours of completed graduate work from the first master's degree may be applied toward the second master's degree if such courses are appropriate for the second program and are approved by the respective program director for inclusion in the program. In most cases, for graduate students whose first master's degree is from Siena Heights University, those six (6) credit-hours are from the common core courses such as LDR 601 Leadership Theory and LDR 600 Research and Professional Writing, providing these two (2) courses have been taken within the seven (7) year limit for completion of degree requirements for the second master's degree.

Exceptions to this policy will be granted when a student is enrolled in a Graduate College sanctioned dual major or dual degree program.

Second Concentration Requirements

Students who desire to pursue a second concentration in a given Master of Arts program (Clinical Mental Health Counseling, Leadership, or Education) must complete the required courses for that program concentration. Elective courses cannot be counted twice. For example; a student who has completed the Organizational Leadership program and wishes to complete the requirements for the Healthcare Leadership program does not have to retake the common core courses, but must take the required courses for the new concentration.

When applying for the second master's degree or concentration and financial aid will be needed, it is highly recommended that the student make an appointment with the financial aid office. If applying within the same year of graduation, students will need to submit an application, application fee, and official transcript with degree conferred. If more than a year has lapsed, students must submit an application as if new to the program, and follow the requirements listed on the checklist. When the second concentration is completed, students must submit an application for graduation, marked "major only" to the Registrar for the nearest upcoming graduation. Students do not participate in commencement for second concentrations nor are they awarded additional diplomas.

Exceptions to this policy will be granted when a student is enrolled in a Graduate College sanctioned dual major or dual degree program.

Academic Records

Registration

Before any student may attend classes at Siena Heights University, he/she must be formally admitted, be registered, and pay the required tuition and fees.

Graduate College Academic Load

Graduate student registration for full-time, half-time, or less than half-time is reflected in the table below. Registration for more than six (6) credit-hours in one sub-session may require the approval of the respective program director.

Note: on this chart, a session consists of both sub-sessions in one 16-week period (i.e. fall 1 and 2, winter 1 and 2, and summer 1 and 2). The Graduate College calendar is based on a three (3) session model.

Full-Time Student	Half-Time Student	Less than Half-Time Student
<i>Each Session (16-weeks)</i>		
9+ credit-hours	4.5 – 8 credit-hours	Less than 4.5 credit hours

Academic Degree Planning

While Siena Heights University will provide as much help as possible in planning academic programs, each student is responsible for the proper completion of a program and, therefore, should be familiar with the requirements listed in the university catalog. Each student will be assigned a faculty/staff advisor, according to their choice of major, who will assist in course scheduling and establishing educational goals.

The student should take the initiative for requesting academic advising assistance. Academic advisors at our degree completion centers are available to assist SHU Global Students.

Graduate College Grading Policies

The responsibility for determining grades rests with the course instructor and reflects the graduate student's level of achievement of the learning outcomes, goals, and objectives established for each course. Grades are filed with the Office of the Registrar at the conclusion of each term according the following scale:

Grade	GPA Quality Points	Percentage Points Earned	Grade Explanation
A (A+, A, A-)	4.0	100% – 91%	Outstanding, counts towards credit in completion of a degree.
B (B+, B, B-)	3.0	90% - 81%	Average, counts towards credit in completion of a degree.
C (C+, C, C-)	2.0	80%-71%	Below Graduate Standards, does not count towards program credit in completion of a degree. The course must be repeated with a B- or better grade. See the "Probation" section in the Academic Catalog.
D or E	0.0	70% and below	Failure. No credit earned, does not count towards program credit in completion of a degree and results in immediate Academic Suspension. See the "Suspension" section in the Academic Catalog.
I	0.0		Incomplete - See Incomplete Grades

IP	0.0		Course in progress - no credit earned, no grade points
UW	0.0		Unofficial withdrawal - has no effect on the grade point average - See Add/Drop/Withdrawal Policy
W	0.0		Official withdrawal - has no effect on the grade point average - See Add/Drop/Withdrawal Policy
AU	0.0		Audit - no credit earned, no grade points - See Auditing a Course

A graduate student who receives a grade of "C" or lower in any course results in the student being placed on probation, and the course must be retaken with a "B" or better to receive credit towards a Master of Arts degree.

Grade Point Average (G.P.A.) Example

Course	Grade	Quality Hours		Quality Points
MAT 159 Precalculus	B (3.0) x	4	=	12
ENG 102 Reading and Writing II	A (4.0) x	3	=	12
HIS 140 World Civilizations Before 1500	B (3.0) x	3	=	9
BIO 141 Basic Concepts of The Cell	C (2.0) x	<u>4</u>	=	<u>8</u>
		14		41

To calculate the grade point average, divide the number of quality points (41) by the quality hours (14). Thus, the grade point average in the example is 2.92. The cumulative grade point average (the average of all work at Siena Heights University) is determined by dividing all quality points earned at Siena Heights University by the total number of quality hours attempted at Siena Heights University.

The cumulative grade point average, as reflected upon a student's academic record (transcript) will be the cumulative grade point average used for all purposes except college honors. The cumulative grade point average will be computed at the following times:

1. The end of each session.
2. Upon conversion of an Incomplete (I) or an In Progress (IP) to a letter grade.
3. When a grade is changed.

Official Grade Reports

Students can access their official grade report while currently enrolled at Siena Heights University via the MySiena portal.

Repeating a Course

Graduate students must earn a C grade or better in all graduate level courses. Students may only earn a C grade once in their graduate career. Students must repeat any graduate level courses they earn a D or F as they must retake the course and earn a minimum of a C grade.

Incomplete Grades

An Incomplete is a temporary grade which the instructor may give to a student for extenuating circumstances such as illness, death in the family, necessary absence, or other reasons beyond the student's control which prevent satisfactory completion of the course requirements by the end of the session. The Incomplete should only be issued when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending regular class sessions, and the student completed at least 80 percent of the coursework. It is the student's responsibility to complete all course work independently, without re-enrolling in the course. This grade should not be given as a substitute for a failing grade or failure to submit work through negligence.

The issuing of an Incomplete grade ("I") on a final grade roster by a faculty member must be accompanied by the Request for Incomplete Grade form filed electronically. Request for Incomplete Grade forms are available as part of Web grading.

A grade of "I" must be removed by the instructor who issued it or, in exceptional circumstances, by the Assistant Dean, Dean, or Provost. The unfinished course work must be completed independently by the conclusion of the following session, excluding summer sessions - or a shorter period of time as designated by the instructor. Make-up of Incomplete forms are available through the Registrar's Office, at any site office, or on the Registrar's Office Web site. The instructor must complete and submit this form for processing by the Registrar's Office. The Registrar's Office is the only office that is able to record the make-up of incomplete on the student's permanent academic record.

The Make-up of Incomplete form, indicating the student's final grade must be submitted to the Registrar's Office no later than the conclusion of the following session, excluding summer sessions. If the Registrar's Office does not receive the Make-up of Incomplete form, the incomplete will automatically be converted to the pre-assigned letter grade indicated by the instructor. If no letter grade was pre-assigned, the incomplete will automatically be converted to an "E" or "NC," depending on the grading system selected by the student, in which case the student would need to register for the course again and complete the course as a "repeat" to receive credit.

Extensions are only granted for serious reasons and will be limited to one additional session. Extensions must be requested in writing and approved by the course instructor and the Registrar. A longer extension may be granted in exceptional cases, only when the instructor and the appropriate Dean agree. The extension approval must be on file in the Registrar's Office prior to the conversion of the initial incomplete.

Credit/No Credit Grading

For Graduate Students: Credit (CR) is equal to a letter grade of A or B but is not used in the calculation of the graduate student's grade point average. No more than six (6) credit hours of a CR option may be applied toward the Master of Arts degree. No Credit (NC) is equal to a letter grade of C or below and is not used in the calculation of the grade point average. A no credit (NC) grade is not acceptable toward the Master of Arts degree.

Auditing a Course

1. An auditor is a student enrolled in a course for which he or she will receive neither grade nor credit.
2. The auditor is permitted to attend the class but is not required to submit assignments or take examinations.
3. Only part-time students may audit courses.
4. Audit tuition charges are stated each session at www.sienaheights.edu under Tuition and Fees.
5. Students may not receive financial aid for Audit courses.
6. Audit registrations may be converted to credit registrations not later than the last day to add a class during the session or sub session in question. To convert from audit to credit the student must:
 - a. Be admitted by the Office of Admissions or appropriate site.
 - b. Pay the differential between audit tuition and credit tuition at the time of the conversion from audit to credit.

For graduate students, an Audit (AU) indicates no credit earned and no grade points awarded. An AU is utilized when course requirements extend beyond the session of initial registration.

Transfer Credit Limitations for the Graduate College

A maximum of 25% of total graduate credit-hours required to complete a master's degree at Siena Heights University may be transferred from graduate programs at other institutions. In rare and unusual circumstances, students may petition the Graduate Council to transfer in more than 25% of those credits. The authority to grant such exceptions rests solely with the Graduate Council.

The primary criteria for the acceptance of credits to be applied toward the Master of Arts degree are the timeliness and appropriateness of the credits and course descriptions for the respective graduate program requirements. Course work will be accepted for transfer if it is directly equivalent to courses required in the degree plan. Credits accepted for transfer toward the Master of Arts degree must be equivalent to courses 500 level or above offered at Siena Heights University and have a grade of "B-" (3.0 on a 4.0 grade point scale) or better. Transfer credits must have been earned within the time limitation of the student's graduate work for the degree.

The student is responsible for providing the official transcript and the syllabus for each course to be considered for transfer credit. In rare circumstances, when the syllabus is not available, a course description from the catalog may be accepted. The authorization and application of the accepted credits toward the degree are made after the student has completed a minimum residency of nine (9) credit-hours of graduate credit at Siena Heights University. The credit accepted for transfer is determined by the respective program director. Credits accepted from other institutions for the purposes of teacher certification (and not for the Master of Arts degree) are not posted to the Siena Heights University graduate transcript.

Graduate College Credit for Special Offerings through Intermediate School Districts

Occasionally, workshops and seminars sponsored by school districts and organizations are approved for graduate credit through Siena Heights University as a result of a formal evaluation of the proposed courses. Workshop participants do not need to undertake the application process unless they have completed nine (9) credit-hours of graduate study at Siena Heights University. The materials for registration are provided at the first session of each offering. Graduate students enrolled in degree programs or certification programs should consult with their advisors or program directors before registering for credit to ensure that the credit is applicable to the student's purposes and degree program. Students who begin a graduate program having accumulated credits for special offerings are not guaranteed that the credits will apply toward the Master of Arts degree or for teacher certification purposes. A maximum of nine (9) credit-hours of graduate study earned through special offerings may be applied to a graduate degree.

Michigan Intercollegiate Graduate Studies (MIGS) Program

The MIGS program is a cooperative inter-institutional arrangement that permits graduate students to take advantage of educational offerings available at other participating institutions but not available at their own. Graduate students who are in good standing in a degree program are eligible to elect courses at several schools in Michigan with the approval of the faculty at both the host and home institutions. Courses must be approved in advance of enrollment by the graduate student's advisor or program director and the MIGS liaison officer at both the host and home institutions. Admission by the host institution is contingent on the availability of space and resources. Additional information is available in the Graduate College office.

Grade Appeals

When a student has verifiable evidence that a final grade for a course may be questionable, the following procedure for appealing that grade shall be followed. Other third parties (e.g. lawyers, parents, friends) are not permitted to participate in any meetings regarding grade appeals, unless this is mutually agreeable to the student and whichever

faculty are involved in the process. The appeal process must be initiated no later than fourteen business days after the final grade has been entered. Students entered into the grade appeal process should expect a response, at each level, within fourteen calendar days.

1. The student writes a detailed appeal to the faculty member who issued the grade. The student and faculty member discuss the issue. The faculty member writes a response, either supporting or denying the appeal. If the appeal to the faculty member is denied, the next step in the process may be taken.
2. The student writes an appeal to the Dean or Assistant Dean of the appropriate college or division. All persons involved to this point will be advised by the Dean that the appeal process is continuing. The Dean or Assistant Dean will write the response.
3. If this does not result in a resolution, the Dean or Assistant Dean will send the appeal on to the Provost who will make the final decision.

Grade Changes

A request to change a grade may be made only by the instructor, by completing the Change of Grade form available in the Registrar's Office, any site office, or on the Registrar's Office web site. The grade may be changed if the first grade recorded was in error. The Change of Grade form must be submitted certifying the reasons why the first grade was in error. The instructor or an appropriate school official must then submit the Change of Grade form to the Registrar's Office, no later than one session, excluding summer sessions, after the end of the session for which the grade was recorded. In the event of suspension, a suspension appeal and a grade appeal may occur concurrently with the suspension continuing until the grade appeal is resolved.

Athletic Eligibility

Siena Heights University as a member of the National Association of Intercollegiate Athletics (NAIA) enforces the following academic standards for athletic eligibility:

- A student-athlete must be enrolled for 12 or more credit hours each semester he/she participates in inter-collegiate athletics. Graduate student athletes must be enrolled in 9 or more credit hours each semester he/she participates in inter-collegiate athletics.
- A traditional first-time entering freshman student athlete must meet one of the following options in addition to receiving a determination of eligibility by the NAIA website PlayNAIA:
 - Have a cumulative high school GPA of 2.3 or higher (on a 4.0 scale)
 - Meet two of the three requirements:
 - 2.0-2.29 (on a 4.0 scale)
 - Have an 18 ACT or 970 SAT score
 - Be in the top 50% of high school class
 - Have a cumulative high school GPA of 2.20-2.29 (on a 4.0 scale) and have earned 9 post-secondary credits with a grade of "C" or better prior to identification at any institution of higher education AND accepted on the certifying NAIA institution's transcript.

- Home school incoming freshman must meet one of the following options in addition to receiving a determination of eligibility by the NAIA website PlayNAIA:
 - Graduate from home school program AND earn a 18 ACT or 970 SAT score
 - Graduate from a home school program AND have earned 9 post-secondary credits with a grade of "C" or better prior to identification at any institution of higher education accepted on the certifying NAIA institution's transcript
 - Receive a home school waiver from the NAIA Home School Committee.
- Transfer student-athletes are required to have a cumulative grade point average (GPA) of 2.00 on all hours attempted at all previous institutions in order to be eligible their first semester at Siena Heights University. If they do not have a 2.00 cumulative GPA at the time they matriculate at Siena Heights University, they must earn a minimum 2.00 cumulative GPA on at least 12 hours at Siena Heights University before they can be eligible.
- A student-athlete must complete a minimum of 24 credit hours each academic year. (Summer hours may be included.)
- First-time freshmen athletes must pass 12 credit hours and achieve a 1.75 GPA to retain their eligibility for second semester. These same students must have a 2.0 at the end of their freshman year along with passing at least 24 credit hours to participate in athletics their sophomore year.
- Courses taken at Siena Heights University which repeat courses previously taken at either Siena Heights University or at other institutions and for which credit was earned will not fulfill the requirement for the 24 credit hour eligibility rule or the 12 credit hour eligibility rule.
- There are a number of other NAIA regulations that regard transfer students, semester of eligibility, etc. Contact the athletic director for additional information.
- Athletic eligibility is jointly determined each semester by the athletic director, the NAIA faculty representative, and the Registrar.
- Transfer student-athletes are required to have a cumulative grade point average (GPA) of 2.00 on all hours attempted at all previous institutions in order to be eligible their first semester at Siena Heights University. If they do not have a 2.00 cumulative GPA at the time they matriculate at Siena Heights University, they must earn a minimum 2.00 cumulative GPA on at least 12 hours at Siena Heights University before they can be eligible.
- It is the student-athlete's responsibility to determine if he/she is in compliance with athletic eligibility requirements.

Academic Probation & Suspension Criteria for Graduate Students

Determining probation and/or suspension status is reviewed at the end of each official session. (**Session** = Fall, Winter, Summer, **Sub-session** = Fall 1, Fall 2, Winter 1, Winter 2, Summer 1, Summer 2)

- Students admitted on-condition who do not earn a grade of B- or better in any course may be held to the standards communicated within their admissions acceptance letter, in accordance with the "Academic Probation & Suspension Criteria (Graduate Students) policy".

The following policies apply to all Graduate College programs, individual/dual master's/dual degree/double major/dually enrolled/and or certificates.

Probation

When a graduate student earns a letter grade of "C" in any course, the result is placement on academic probation at the end of the session. The course must be retaken with a "B-" or better to receive credit towards a graduate degree. The progress of a graduate student on academic probation will be monitored by the appropriate program director or college administrator. While on academic probation, a student may be required to take non-program degree foundational courses as defined by the University, to strengthen academic skills. The student must maintain their session GPA at 3.0 or greater. Once the student's GPA has risen to at least a 3.0 by repeating courses until a grade of a "B-" or better, **is earned in each subsequent 600 level course**, the student may be upgraded to regular academic status.

A graduate student who is placed on Academic Probation is informed in a letter from the Dean.

Suspension

Regular Admission Students:

Academic Suspension occurs when:

- a graduate student whose cumulative GPA falls below 3.0 for more than one session; or,
- earns a second letter grade of "C" in any course; or,
- earns a single course grade of "D" or "E".

Once on Suspension, students may not continue program courses or register for additional courses. Until the Suspension is removed, the student is ineligible for graduation.

In some cases, Suspensions lead to permanent dismissal.

On-Condition Admission Students:

Academic Suspension occurs when:

- a graduate student whose cumulative GPA falls below 3.0 for more than one session; or,
- earns a letter grade of "C" within the initial three graduate program courses; **(600 Level)** or,
- earns a second letter grade of "C" in any course; or,
- earns a single course grade of "D" or "E".

A graduate student who is placed on academic Suspension is informed in a letter from the Dean, of deadlines and procedures for an appeal of the Suspension. All suspensions last at least one (1) academic session (i.e., fall, winter, or summer). Graduate College official sessions are Summer, Fall, and Winter. During Suspension, the student must submit a written appeal to the Dean for reinstatement. Written appeals must be received within one (1) month of the onset of the Suspension. Upon the timely receipt of a request for reinstatement, the Dean will ask the Academic Suspension Subcommittee of the student's respective program to review the appeal letter and relevant evidence and to make a recommendation to the Graduate Council. The Graduate Council reviews the request and makes a decision regarding reinstatement within a reasonable time frame so the entire appeal process does not exceed one full 16-week session after the notification of Suspension. The Graduate Council may vote to dismiss a student, may reinstate the student, or may delineate conditions for reinstatement. A student who is suspended a second time will be dismissed from the University permanently with no opportunity for appeal.

International students should recognize that suspension may have serious consequences in relation to their immigration visa status. International students facing suspension should immediately contact both the International Office and their Graduate College advisor.

Graduate Assistants in Athletics should be advised that a suspension may affect the status of their assistantship. Students should work closely with the Dean of Students if they experience a suspension.

Academic Progress

Satisfactory academic progress includes the maintenance of at least a 3.0 cumulative grade point average (GPA). A graduate student whose cumulative GPA falls below 3.0 or who receives a grade of "C" in any course is placed on academic probation. Students will return to "good standing" based on satisfactory completion of the conditions in the "Probation" letter. In addition, a graduate student whose GPA falls below 3.0 more than one session or receives more than one (1) grade of "C" in any course, is automatically suspended from the program and is therefore ineligible for graduation. A graduate student who receives a "D" or "E" is suspended from the program. (See "Suspension" paragraph above.)

Students Applying for or Receiving Veterans Benefits

The State Approving Agency (SAA) has imposed the following requirements on Siena Heights University in order for students to receive veteran's benefits.

1. **Satisfactory Grade (Cumulative GPA & Probation):**
All students receiving veteran's benefits must comply with the Academic Probation and Suspension guidelines of the University. A student who is placed on probation may not be continued on probation more than two sessions in order to raise the cumulative GPA to that required for graduation and come off probation. If the student fails to come off probation, the U.S. Department of Veterans Affairs (USDVA) will be notified electronically.
2. **Withdrawal and Last Date of Attendance:**
The veteran's certification office will inform the USDVA of any change in credit hours and dates of attendance.
3. **Credit for Previous Training:**
All students who are requesting veteran's benefits when enrolling at Siena Heights University will be given credit for previous training, where appropriate. The total length of the training program will be reduced proportionately. The student and the USDVA will be advised in writing of the credit given to the student and the appropriate reduction in the total length of the program. All students receiving veteran's benefits must have transcripts and other documents showing credit for previous training on file in the Registrar's Office by the end of the first session of enrollment. Failure to do so will result in no further certification for veteran's benefits until those transcripts have been provided.

ACADEMIC FACILITIES

Campus Ministry

(University Center HUB 208 E & F, 517-264-7206)

Campus Minister: Nathan Rawlins - nrawlins@sienaheights.edu

Chaplain: Fr. Tom Helfrich - thelfric@sienaheights.edu

Student Lounge Ministers: William Ochoa - wochoa@sienaheights.edu & Ivy McClelland - imcclell@sienaheights.edu

Altar Student Minister: Gabriel Iott - giott@sienaheights.edu

Compel Student Minister: Amir Stewart - astewar4@sienaheights.edu

CRU Student Minister: Nethanel Leupold - nleupold@sienaheights.edu

Flowing from the mission of Siena Heights University, the programs offered by Campus Ministry are aimed at the development of the whole person, in the atmosphere of finding meaning and purpose, within a socially responsible, mutually respectful, serving community. Campus Ministry works in collaboration with other departments and various traditions represented on Campus. Standing in our Catholic and Dominican traditions, Campus Ministry focuses on faith, service, and presence. St. Dominic Chapel is open for private prayer, for reflection and community celebrations. In addition, there is a weekly Sunday mass as well as retreat and spiritual growth opportunities during the year.

Counseling

Siena Heights University partners with TalkSpace, assisting our students with mental health care needs. Talkspace offers educational institutions a comprehensive solution for supporting the mental and emotional health of college and university students. We meet students wherever they are in their care journey, providing access to self-guided programs and mental health education as well as direct care and clinical services in the form of online therapy, psychiatry, and medication management

Dean for Students

(Ledwidge Hall, Room 191, 517-264-7600)

Reporting to the Provost, this position oversees the holistic experience of our students, addressing matters of retention, persistence, and engagement, as well as the needs of SHU's residential students. The Dean also leads intervention programs for students, including the Care Team, and provides regular support to students in and out of the classroom.

University Athletics

(Fieldhouse, 517-264-7870; Spencer Athletic Building, 517-264-7825)

Siena Heights is a member of the National Association of Intercollegiate Athletics (NAIA) and the Wolverine Hoosier Athletic Conference (WHAC). Intercollegiate competition offered for men and women include basketball, baseball, bowling, cheer and dance, cross-country, football, golf, lacrosse, soccer, softball, indoor and outdoor track, and volleyball. During the 2000-2001 academic year, the University implemented the NAIA "Champions of Character" Initiative, which is designed to create an atmosphere of respect, integrity, responsibility, servant leadership, and sportsmanship in athletics.

Housed within Athletics, the Athletic Trainers (Fieldhouse Training Room: 517-264-7820, Spencer Training Room: 517-264-7877) addresses the physical and preventative aspects of an individual's well-being. Students and employees seeking to develop and maintain healthy lifestyles may consult the Athletic Trainer center for assistance with exercise program prescriptions, nutrition counseling, and orthopedic injury assessment.

All Siena students are invited and encouraged to participate in intramural activities. In the past, competitions included dodgeball, volleyball, bowling, bass fishing, basketball, and flag football have been offered for students. Intramurals encourage students to be physically fit and to practice sportsmanship at all times.

Health Clinic

(Ledwidge Hall, Room 180, 517-264-7190)

The SHU Student Health Clinic is a member of the American College Health Association and provides a variety of health care services. Our nurse can assess and offer treatment for general illnesses. The Health Clinic also works with students through education and the promotion of healthy life style choices and disease prevention. These services enrich students' educational experiences and assist them in maintaining personal health and wellness. Other services available are understanding health care information, as well as referrals to local medical providers. Residential students are required to submit health history forms and immunization records prior to moving on campus. These medical records are confidential and information from them is released only at the student's request.

McLaughlin University Center

New in August 2013, the McLaughlin University Center (UC) is a multi-purpose facility providing a central place for students, staff, and faculty to gather. The first floor of the UC houses the SHU Shop, Barnes & Noble Bookstore, dining center, living loom, and commuter lounge. The second floor contains the board room, community meeting room, student cardio room, multipurpose room, and The Hub. The Hub houses Campus Ministry, and Student Engagement as well as student run offices such as Student Government and the Student Programming Association and Residence Hall Coalition (SPARHC). The UC functions as the heart of campus and many of the opportunities for student involvement begin here.

Parking

Parking in the Siena Heights University Adrian campus is available to persons solely under the rules and regulation of the University Parking Policies. Students, faculty and staff members are expected to be familiar with and abide by University parking and traffic regulations. Students, faculty and staff members who park vehicles on the Adrian campus must properly display the appropriate approved parking permit. Parking lots are designated by permit type and a campus parking map is available at <http://www.sienaheights.edu/parking>.

Violators of the parking rules and regulations are subject to warnings, penalties and appropriate disciplinary and/or administrative action. Violations may be subject to fines, tows and related charges, wheel locks and/or loss of parking privileges. Siena Heights University assumes no responsibility for the care and/or protection of any vehicle, or its contents at any time it is operated or parked on campus. Parking is on a first come basis, the University does not guarantee parking availability.

Parking on the streets within the City of Adrian is enforced by the City.

For questions about parking contact the Department of Public Safety at 517-263-0731 or parking@sienaheights.edu.

Residence Life

(Ledwidge, 1st floor, 517-264-7170)

The Office of Residence Life has a strong commitment to creating an environment in the residence halls that will assist students in their growth and development. Effort is made to create an environment that encourages academic excellence, social competence, independence, and an appreciation of community living. The Residence Life Staff will provide programming, guidance, and support to their residents. When these activities are combined with the active participation of the residents, the halls become more than just places to sleep; they become living and learning environments.

Resident students live in Archangelus Hall, Ledwidge Hall, Campus Village, and St. Catherine Hall. The residence halls are staffed by Resident Assistants (RAs) and the apartments are staffed by Community Living Assistants (CLAs) who are supervised by the Director of Housing. The Student Code of Conduct outlines each resident's responsibility to their living community and the University. A variety of room types are available. Contact the Office of Residence Life for additional details on housing deposits and assignments.

Student Code of Conduct

Siena Heights University recognizes students as mature adults who are given freedom balanced with respect for self and others. The Student Code of Conduct (among other information in the Siena Heights' resource guides) is put in place to outline the necessary behavior to be successful at Siena Heights in addition to academic success. Students who allegedly violate any policies within the Code of Conduct may be subject to student conduct action. Sanctions range from an educational conversation to expulsion. For questions about the Saints Guide and Student Code of Conduct, contact the Dean for Students. The Student Code of Conduct is available electronically at this link: <https://www.sienaheights.edu/student-life/>

Student Engagement

(University Center, The Hub, 517-264-7607)

The main objective of the Office of Student Engagement is to help students find their role on campus. This is accomplished by providing opportunities for entertainment & recreation, leadership opportunities, and service learning. The goal of Student Engagement is to complement academic excellence with valuable learning experiences outside of the classroom. The Office of Student Engagement has current information regarding all student activities and involvement opportunities, as well as policies and procedures that govern student clubs, organizations, and Greek Life. If an organization does not exist, which meets your needs or interests, the staff will provide information and encouragement to start a new organization.

University Policies - All Campuses

Academic Dishonesty Policy

Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another student violate any part of this policy or lying to the instructor, Assistant Dean, **Dean**, or Provost.

Plagiarism is the failure to give credit for the use of any material from outside sources. It includes, but is not limited to, AI generated material, verbatim use of a quote without quotation marks and adequate documentation, submission of a

paper prepared by another person as one's own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research.

Faculty Responsibilities and Penalties

Faculty must explain dishonesty and plagiarism at the start of each session and/or state in the syllabus the policies, procedures, and penalties for such behavior. Since academic dishonesty is often more difficult to prove than prevent, each faculty member is encouraged to take every reasonable measure to prevent academic dishonesty from occurring. Faculty are encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are germane to their classes.

Faculty members who suspect a student of academic dishonesty may settle the case directly with the student. In cases where guilt is substantial or admitted, the instructor may penalize the student in any way deemed appropriate, including the failure of the course. Guilt can be determined based on the use of an online plagiarism tool such as turning it in or based upon vast discrepancies in written communication in the class. Improvement is to be expected, but a sudden change in voice or style is a sign of plagiarism. The use of AI to write papers is also considered plagiarism as the paper is not written by the student.

When a student is penalized, the faculty member reports the incident in writing to his/her department chair. A copy of the report will be sent to the appropriate Academic Dean and to the Provost. If the Dean receives more than one report of academic dishonesty about a specific student, the Dean will review the reports, and in cases of serious offenses, could take steps to suspend the student from the University.

Student Responsibility

Students should familiarize themselves with the Siena Heights University Academic Dishonesty Policy, which can be obtained from the instructors. Students are not excused from adherence to the policy even if they have not read it

Appeal Procedures

For failure of an assignment or a course, as levied by an instructor. Any appeal by a student must be made in writing to the instructor and the appropriate Dean within five (5) University working days from the time the student is notified that a penalty has been levied. If this appeal is denied, the student may make a final appeal to the Provost.

For suspension from the University. A student who is suspended from the University for plagiarism or academic dishonesty may make a written appeal of the suspension to the Academic Review Board within five (5) business days of notification of suspension. The decision of this board regarding the appeal will be final.

Acceptable Use Policy

To view the Acceptable Use Policy in its entirety, click here:

<https://cpb-us-w2.wpmucdn.com/sites.sienaheights.edu/dist/c/2/files/2022/01/Acceptable-Use-Policy-2010.pdf>

Students with Disabilities and Accommodations Policy

Office of Accessibility Accommodations Policy

Siena Heights University welcomes students with disabilities who meet academic admission requirements. We will work toward meeting their needs by providing reasonable and appropriate accommodations to those students with documented disabilities.

"Disability" under the ADA is a very broad term that encompasses visible and invisible disabilities. The Office of Accessibility will provide support to students with mobility differences, housing needs, and/or modified classroom and testing needs. There are also provisions for temporary disabilities, such as broken bones, surgeries and/or chronic illness flare-ups.

The process at Siena is an interactive process between the student and the Office of Accessibility (OA). The steps to receiving accommodations include the following:

1. Completing the Verification/Documentation of disability.
 - a. Documentation should be signed by a licensed physician, psychologist, or other mental health or medical professional with experience in diagnosing the disability for which the student is requesting accommodations. A complete Individualized Education Plan (IEP) signed by the student's school psychologist may also be considered documentation of a disability.
 - b. These documents can be emailed, faxed, or delivered, but should be given only to the Office of Accessibility and not another person on campus.
2. Sharing any relevant information, that is not in the documentation, that you think the OA needs to make accommodation decisions
3. Meeting with a representative from the Office of Accessibility. a. To schedule a meeting, please email accessibility@sienaheights.edu

Please see the Office of Accessibility website for more information and resources:
<http://accessibility.sienaheights.edu/the-first-step.html>

Students with disabilities that are eligible for assistance and/or services from a social service agency such as Michigan Rehabilitation, and Michigan Commission for the Blind are encouraged to apply for those services.

The following academic accommodations are available to Siena students with documented needs:

1. Use of the library testing center for extended time for exams, distraction reduced environment and/or a scribe/reader.
2. Classroom support includes notetaking software, specific seating and/or copies of lecture materials.

Letters of Verification describing accommodations are provided for each student, via email, within two weeks after the Office of Accessibility receives proper documentation and a completed Accommodations Request Form signed by the student. It is the student's responsibility to deliver the Letters of Verification to each instructor of a class for which accommodations have been requested. Accommodations are not retroactive and will not be honored until a Letter of Accommodation has been given to the instructor. The Office of Accessibility encourages submitting via email to ensure receipt and start date of accommodations.

Incident Weather Policy

If there is incident weather, in-person classes will pivot to online delivery. Students in Nursing clinicals will attend and participate in their clinicals. Students who are in student teaching experiences and/or teaching observation hours will follow the guidelines from the school district.

Course Cancellation Because of Low Enrollment and Closed Classes

If enrollment is insufficient to hold a class, Siena Heights University reserves the right to cancel any course. Siena Heights also reserves the right to cap enrollment in classes.

E-Communications Policy

Electronic Communications (e-communications) include but are not limited to the Internet, e-mail, newsgroups, social networking and computer facilities of Siena Heights University combine to form an online extension of Siena Heights University. As such, the purpose of e-communication is to support and promote the mission of Siena Heights University. The procedures and guidelines are designed to help faculty, staff, and students adhere to Siena's

moral/ethical standards and mission while using e-communications. To view the E-Communications Policy in its entirety visit Siena Heights University at:
http://informationtechnology.sienaheights.edu/uploads/6/5/6/7/6567343/ecomunications_policy_feb_16_2015_-_title_revisions.pdf

Freedom of Expression

The University assures its student body that the students' viewpoint, presented through proper channels, will be listened to and given full consideration on all matters affecting the lives and welfare of students. The University respects and upholds the rights of students to criticize, object, dissent, protest, and demonstrate.

Such a policy may well invite differences of opinion and conflicts of ideas, which, in extreme cases, could result in actions that prove to be disruptive to the University or the civic community. To guard against the possibility of such disruptive activity the University may restrict the time, the location and the manner of the activity. The University insists that student dissent, in whatever form it takes, must always show respect for:

- other people, University and public property, and private property;
- the rights and freedoms of others, both individuals and groups;
- the orderly functions of the University;
- the moral and religious concepts on which the University is based

The University will exercise its full range of student conduct sanctions and/or Adrian Police resources against demonstrators who:

- perform willful acts of violence against persons or property;
- abrogate or abridge the rights and freedoms of others;
- disrupt the orderly functioning of the University;
- act to subvert or undermine the moral or religious bases of human freedom

Frivolous Charges Policy

This policy shall not be used to bring frivolous charges against students or employees. Any person who files a complaint, whether informal or formal, which is found to be frivolous, malicious or made in bad faith shall be subject to the same discipline as outlined in the Sanction section above.

Leave of Absence Policy

Students must sometimes interrupt their studies for a variety of reasons (financial, academic or personal). A Leave of Absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during a program when a student is not in attendance. Students requesting LOA should be directed to the Registrar's Office.

An LOA must meet certain conditions to be counted as a temporary interruption in a student's education instead of being counted as a withdrawal requiring Siena Heights University to perform a Return calculation. If the student does not meet the conditions found in 34 CFR 668.22(d) the student is considered to have ceased attendance and to have withdrawn from the school, and the school is required to perform a Return calculation.

A student granted an LOA that meets the criteria in 34 CFR 668.22(d) is not considered to have withdrawn, and no Return calculation is required. Upon the student's return from the leave, he or she continues to earn the federal student aid previously awarded for the period.

Non-discrimination Policy

Siena Heights University is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution's programs or activities or any other occupationally irrelevant criteria. The University promotes affirmative action for minorities,

women, disabled persons and veterans. Siena Heights University's Title IX Coordinator is Sister Mary Jones, OP and she can be reached at 517-264-7105, mjones11@sienaheights.edu, or in person in the University Center office 208D, Adrian campus. For 24/7 availability, call 517-264-7799.

Notification by Dean for Extended Leave

Students, family members, or University employees are encouraged to report a student's extended campus absence of greater than one day to the Dean for Students office. Such past absences have been due to serious medical attention, death in the family, or similar types of crisis. This can be reported most easily by filling out a Student Care Team referral form, https://publicdocs.maxient.com/reportingform.php?SienaHeightsUniv&layout_id=5, or calling the Dean for Students office at 517-264-7600.

Once the Dean for Students office is contacted, appropriate faculty and staff will be notified at the discretion of the Dean for Students. The range of contact will vary by situation and student involvement, but may include the following faculty/staff relationships: the Director of Academic Advising, Academic Advisors, Professors, Coaches, the Student Care Team (comprised of the Assistant Dean for Students, Director of Counseling, and Director of Public Safety), Coaches, TRIO Student Support Services, the Director of First Year Experience, the President, Registrar, and work study supervisors.

Unless advised by the student directly, the Dean for Students will be sensitive in sharing only basic information to report the reason of the student's extended absence and the anticipated return date (if known). Regardless of this notification sent, classroom attendance and participation remains the student's responsibility at all times. Each faculty member has the sole discretion to evaluate student attendance and performance on a case-by-case basis.

Officially Excused Absences Policy

Siena Heights University instructors will support students academically when they are absent from class while representing the university in an official capacity, including, but not limited to, participating in performances, presentations, and intercollegiate competition and related travel. The University recognizes these absences as "officially excused."

Prior to the official drop/add date, students will inform the instructor, in person and in writing of the dates they will be missing class due to their participation in sanctioned events and related travel as described above. Instructors will work with students to find reasonable accommodations to make up coursework when they have been "officially excused" as defined above.

Occasionally, modifications to schedules may be necessary due to inclement weather conditions or other extenuating circumstances. It is the responsibility of the student to notify the instructor, prior to the absence, of any changes to their schedule as soon as they become aware of the changes, in person and in writing.

Students will be responsible for submitting all assignments on time (or early) and advance arrangements will be initiated by the student for any assignments, quizzes, or exams that will be missed due to an officially excused absence. Instructors have the prerogative of allowing the student to submit assignments, take quizzes, or complete exams after the due date. This should be negotiated between the student and instructor before the absence and the arrangements should be documented in writing.

If questions arise as to whether a specific absence should qualify as an "officially excused" absence, the case will be settled by consulting with the relevant academic Dean and when appropriate, the Dean for Students.

Rehearsals and practices are rarely cause for "officially excused" absences. Exceptions to this rule may be petitioned to the relevant academic dean. If the instructor or the student have any doubt about how to handle a particular absence, or any other questions, they should contact the relevant academic Dean.

Students who believe that they have received a lack of reasonable accommodation of the provisions of this class policy by an instructor, only after attempting to resolve the matter directly with their instructor, should direct their concerns to

the appropriate Program coordinator, Division Chair, or Program Director. Resolution should be achieved at this level and documented in writing. If necessary, students may appeal these decisions to the relevant academic Dean within 5 business days of the original decision. The Dean shall make a decision within 5 business days of the date of appeal. When necessary, a final appeal may be made to the Vice President for Academic Affairs. This appeal must be made within 5 business days following the Dean's decision.

Instructors who believe that the number of officially excused absences has become excessive and may jeopardize the ability of the student in question to achieve the learning objectives, the relevant academic dean will be consulted. The academic dean will convene a meeting of the relevant parties to reach agreement on attendance matters with a prioritization of student success.

Instructors who have questions about the application of these statements may contact the relevant academic Dean.

Sexual Assault and Harassment

Please refer to the following link for the entire policy that appears in the Safety Awareness Handbook.

<https://www.sienaheights.edu/wp-content/uploads/Campus-Safety-Handbook-2024-2025-Web.pdf>

Smoking & Tobacco Policy

Siena Heights University recognizes the negative risks associated with the use of tobacco and smoking products and will provide as close to a smoke-free environment as practicable for its community. The rights of non-smokers to maintain a healthy teaching and learning environment will take precedent over the choice of some to use tobacco and smoking products on campus. This policy applies to all areas on campus including buildings on the Adrian Campus of Siena Heights University, and student housing. This policy applies to all faculty, staff, students and guests on the Adrian Campus of Siena Heights University.

Social Security Privacy Act

Siena Heights University follows the regulations of the "Social Security Privacy Act" passed on March 1, 2005 by the State of Michigan.

Social Security numbers are confidential information and they must be protected from public access. University administration, staff, and faculty are responsible for all documents that contain Social Security numbers. Any document that contains a social security number must be stored in secure locations and shredded when no longer needed.

Social Security numbers will not be:

1. Used as the primary account number for any individual.
2. Printed on any piece of identification, membership cards, permits, or licenses.
3. Included in internet or computer systems without a secure or encrypted connection.
4. Used to gain access to an internet website or computer system network unless the connection is secure, encrypted, or a password or other authentication device is required.
5. Printed on any third party documents without the permission of the individual.

University Liability

The University assumes no liability or responsibility for anyone's personal property. This includes damage or loss due to fire, theft, flooding, vandalism, etc. The University recommends that you do not leave valuables.

Website Privacy & Security Policy

Siena Heights University is committed to ensuring the privacy and accuracy of your confidential information. We do not actively share personal information gathered from our Web servers. However, some information collected from our Website, including the summary server log information, e-mails sent to the Website, and information collected from Web-based forms, may be subject to review to meet Federal and State reporting requirements. To view the Website Privacy & Security Policy in its entirety visit Siena Heights University at www.sienaheights.edu/About/PrivacyPolicy.aspx.

Other Important Student Code of Conduct Policies

Other Code of Conduct University Policies are updated annually. Such policies include alcohol and drug use, on campus housing policies, and student organization policies. To review these policies in the most up-to-date state, please visit <https://www.sienaheights.edu/student-life/>

Policies

ATTENDANCE: Siena Heights University is not an attendance taking institution. Attendance is strongly encouraged as it is recognized as a key component of student success. Instructors are permitted to establish their own guidelines for attendance within their respective courses and these guidelines are published in their syllabi. Please also see the Siena Heights University policy on officially excused absences.

DROP/ADD: Students may drop or add classes in consultation with the instructor and academic advisor until the published drop/add deadline. Dropping and/or adding classes may have an impact on billing, financial aid, and/or athletic eligibility. Please see the institutional refund policy.

ATTENDANCE VERIFICATION: The instructor will verify that a student has attended class or partaken in an academically related activity defined by federal financial guidelines. Verification is reported at the end of week 1 for the full 15-week session, or at the end of week 1 for each sub-session. If the student fails to attend or partake in an academically related activity during the verification period, they are administratively dropped from the course. Being dropped may have an impact on billing, financial aid, and/or athletic eligibility. Please see the institutional refund policy.

GRADES: E : This grade is assigned to signify that the student has completed the course but failed to pass the course objectives.

UW (Unofficial Withdraw): This grade is assigned to signify that the student did not officially withdraw from the course but failed to participate in course activities through the end of the session or sub-session. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to allow evaluation of academic performance. In such cases the grade of UW appears on the transcript, the credits are deemed as attempted, but there is no GPA impact. The withdrawal date is recorded as the midpoint of the session or sub-session. Withdrawing from classes may have an impact on billing, financial aid, and/or athletic eligibility. Please see the institutional refund policy.

W (Withdraw): This grade is assigned to students who officially withdraw from a course by the published withdrawal deadline for the session or sub-session. Students must initiate their intention to withdraw from a course by meeting with their advisor to complete the withdrawal form and submit it in the Registrar's office for processing. In such cases the grade of W appears on the transcript, the credits are deemed as attempted, but there is no GPA impact. The withdrawal date is recorded as the date the student begins the official withdrawal process by meeting with their academic advisor or otherwise provides such notification to the academic advisor. Withdrawing from classes may have an impact on billing, financial aid, and/or athletic eligibility. Please see the institutional refund policy.

I (Incomplete): This grade is assigned to students who were unable to fully complete course activities through the end of the period and who have reached a written agreement with the instructor to complete the course after the term has ended. Please see the policy on Incomplete Grades.

ADMINISTRATIVE WITHDRAWAL: An administrative withdrawal may occur 1) in the event a student has received a student conduct sanction which would prevent the student from completing the session or sub-session; or 2) if the student is a threat to him/herself or others or the student is causing significant disruption to the university community; or 3) other circumstances that, at the discretion of the academic dean of the college make it impossible for students to complete the session or sub-session. In such cases grades of W appear on the transcript for every course that session or sub-session, the credits are deemed as attempted, but there is no GPA impact. Withdrawing from classes may have an impact on billing, financial aid, and/or athletic eligibility. Please see the institutional refund policy.

COMPASSIONATE WITHDRAWAL: Siena Heights University recognizes that students may find it necessary to withdraw from the university after the official withdraw deadline due to serious and compelling medical reasons for themselves or an immediate family member. In these situations, students may request a compassionate withdrawal. Immediate family members are defined as parents, guardians, siblings, spouse, children, spouse's parents, child's spouse, grandparents and grandchildren. Students can file an application for this type of withdrawal to the Office of the Dean for Students before the last day of the session or sub-session. In such cases grades of W appear on the transcript for every course that session or sub-session, the credits are deemed as attempted, but there is no GPA impact. Withdrawing from classes may have an impact on billing, financial aid, and/or athletic eligibility. Please see the institutional refund policy.

DEFINITIONS:

ACADEMIC ATTENDANCE AND PARTICIPATION IN AN ACADEMICALLY RELATED ACTIVITY: The criteria that are used to determine whether a student has ceased attendance.

Criteria include but are not limited to:

ON CAMPUS CLASSES

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Participating in an online discussion about academic matters
- Initiate contact with a faculty member to ask a question about the academic subject studied in the course.

ONLINE CLASSES

- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- A posting by the student showing the student's participation in an online study group that is assigned by the institution
- Initiate contact with a faculty member to ask a question about the academic subject studied in the course.

Living in the residence halls and/or participating in the meal plan, participating in academic advising and/or counseling, or logging into an online class are not examples of an academically related activity per federal guidelines.

CENSUS DATE: Date identified by the institution to mark matriculation for the enrollment period.

DROP PERIOD: The period during which a class can be unregistered. The drop period begins the first day of registration for the session or sub-session and ends on the specified drop/add deadline for the session or sub-session. Classes that are unregistered during the drop period will not appear on the transcript.

ADMINISTRATIVE DROP: The process of unregistering a student from a class they do not attend or for which they do not partake in an academically related activity during the enrollment verification period.

STUDENT-INITIATED DROP: The process by which a student removes him or herself from a course during the drop period.

WITHDRAWAL PERIOD: The period during which a student may withdraw themselves from a class. The withdraw period begins immediately after the drop period is complete and extends to the official withdrawal deadline. Classes that are withdrawn during the withdrawal period will appear on the transcript with the grade of W.

STUDENT-INITIATED WITHDRAWAL: The process by which a student removes him or herself from a course by the withdrawal deadline.

ATTENDANCE VERIFICATION PERIOD: The period begins on the first day of the session or sub-session and extends to the second Friday of the session or the first Friday of the sub-session.

ATTENDANCE VERIFICATION REPORT: A report in which the instructor validates the enrollment of a student that appears on a class roster. Verification will be evidenced by attendance during that period or participation in an academically related activity.

INSTITUTIONAL AID: Any scholarship or grant awarded by Siena Heights University.

MIDPOINT: The moment when 50% of the course days have been completed for a particular session or sub-session.

RETURN OF TITLE IV FUNDS (R2T4): The calculation required when a recipient of Title IV aid withdraws from an institution during a payment period/period of enrollment in which the recipient began attendance. The calculation compares the amount of Title IV aid the recipient earned to the amount disbursed and determines whether funds must be returned, or the student is eligible for a post-withdrawal disbursement.

TITLE IV FUNDS: Direct loans (Subsidized, Unsubsidized, Parent PLUS), Federal Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), TEACH Grant

Program Code

M.A. Master of Arts

M.B.A. Master of Business Administration

M.S.N. Master of Science in Nursing

Academic Support

Graduate Advising

Career Services

The primary mission of Career Services is to aid students in developing, evaluating and effectively initiating and implementing their own career plans. Career Services assist students with engaging in self-assessments, obtaining occupational information, and exploring career fields that are relevant to each student's plan. Integrating career planning into liberal arts core courses as well as senior seminars in a student's major is vital toward assisting with each plan. Through sponsorships of on-campus employer recruitment, employment fairs, workshops including resume writing and mock interviewing, as well as use of electronic resources, all contribute toward helping the student to reach their career goal. Career Services also maintains an online job board for all Siena Heights University students and alumni.

Office of Accessibility Accommodations Policy

Siena Heights University welcomes students with disabilities who meet academic admission requirements. We will work toward meeting their needs by providing reasonable and appropriate accommodations to those students with documented disabilities.

"Disability" under the ADA is a very broad term that encompasses visible and invisible disabilities. The Office of Accessibility will provide support to students with mobility differences, housing needs, and/or modified classroom and testing needs. There are also provisions for temporary disabilities, such as broken bones, surgeries and/or chronic illness flare-ups.

The process at Siena is an interactive process between the student and the Office of Accessibility (OA). The steps to receiving accommodations include the following:

1. Completing the Verification/Documentation of disability
 - a. Documentation should be signed by a licensed physician, psychologist, or other mental health or medical professional with experience in diagnosing the disability for which the student is requesting accommodations. A complete Individualized Education Plan (IEP) signed by the student's school psychologist may also be considered documentation of a disability.
 - b. These documents can be emailed, faxed, or delivered, but should be given only to the Office of Accessibility and not another person on campus.

2. Sharing any relevant information, that is not in the documentation, that you think the OA needs to make accommodation decisions

3. Meeting with a representative from the Office of Accessibility. a. To schedule a meeting, please email accessibility@sienaheights.edu

Please see the Office of Accessibility website for more information and resources:

<http://accessibility.sienaheights.edu/the-first-step.html>

Students with disabilities that are eligible for assistance and/or services from a social service agency such as Michigan Rehabilitation, and Michigan Commission for the Blind are encouraged to apply for those services.

The following academic accommodations are available to Siena students with documented needs:

1. Use of the library testing center for extended time for exams, distraction reduced environment and/or a scribe/reader.

2. Classroom support includes notetaking software, specific seating and/or copies of lecture materials.

Letters of Verification describing accommodations are provided for each student, via email, within two weeks after the Office of Accessibility receives proper documentation and a completed Accommodations Request Form signed by the student. It is the student's responsibility to deliver the Letters of Verification to each instructor of a class for which accommodations have been requested. Accommodations are not retroactive and will not be honored until a Letter of Accommodation has been given to the instructor. The Office of Accessibility encourages submitting via email to ensure receipt and start date of accommodations.

Tutoring Program

The University provides tutoring services for students who may need assistance in multiple subject areas. The Math Lab assists students in all areas of math; the Writing Center assists students with composition skills and writing assignments in all disciplines; the Language Tutor Program assists students in writing, speaking and comprehension of Spanish and/or other languages; and Academic Tutoring Services offers tutoring for students needing assistance in other disciplines not mentioned in the previously listed opportunities. Tutoring services may be accessed through the library or through the site director of the degree completion center.

The Writing Center

The Writing Center is a free resource on the Adrian campus. Staffed by talented undergraduate students, the Writing Center offers help at all stages in the writing process. Students are encouraged to visit the Writing Center for a drop-in session or to schedule an appointment. More information can be found at writingcenter.sienaheights.edu.

The aim of the Writing Center is to help students become better, more confident writers. Therefore, no practices will be followed that involve completing the work for students. The staff does not write on students' papers, suggest specific details to add or delete, correct papers, suggest grades, comment on grades that have already been given, or work with The SHU Global and Gr

students who admit to plagiarizing.

The Writing Center offers a variety of hours to accommodate class schedules, and students are encouraged to stop by or schedule an appointment.

Graduate College students have access to writing assistance through an online writing center (OWL). However, on-campus students may utilize this service.

Master of Arts in Education

Philosophy of the Education Graduate Program

The Graduate Education Program at Siena Heights University offers opportunities to satisfy varying levels and kinds of needs regarding teacher certification and graduate-level education. The faculty work with students to develop programs that earn additional endorsements and the Master of Arts degree in education.

The Graduate Education Program requires students to examine the teaching-learning environment. This environment is one in which the teacher is also a learner. The focus of each concentration, comprised of both specific and general courses, is the development of a positive and non-threatening climate in which teachers and students may interact for mutual understanding and the appreciation of others. In this kind of climate, learning occurs. The Graduate Education Program also requires students to integrate their learning throughout the program and to reflect on their own learning in the practice of being educators.

The goals of the Graduate Education Program are to:

1. Provide opportunities for educators to explore the research-base of the qualities associated with excellence in teaching.
2. Encourage self-directed professional development;
3. Enhance reflective teaching processes for self-assessment and self-improvement; and
4. Encourage the educator to become a change agent and leader in the profession.

The graduate courses incorporate pedagogy, curriculum, assessment, technology tools, classroom management, developmental psychology, and reflection and metacognition. Successful students in the Graduate Education Program are individuals who have accepted the concept of teaching as a continuous process of learning and are prepared to commit their energies to support this belief.

The Master of Arts degree majors for certified teachers, if seeking additional certification, in the Graduate Education Program are:
Special Education (Learning Disabilities and Cognitive Impairment)

The Purposes of Graduate Education at Siena Heights University

For current educators:

1. To provide programs designed to focus practicing educators on the improvement and enhancement of the learning/teaching environment in areas of interpersonal skills and communication, teaching effectiveness, logistical functions, and professionalism. Goal: Educators will impact the education lives of their P-16 students in positive ways.
2. To provide guidance and programming authorized by the Michigan Department of Education and the Council for the Accreditation of Education Preparation (CAEP/TEAC) for the addition of endorsements to valid teacher certificates. Goal: Educators will retain the recognized credentials for their positions and responsibilities.

3. To provide professional development opportunities for P-16 educators. Goal: Educators will satisfy state, national-mandated and locally-preferred professional development requirements while building and strengthening a repertoire of current "best" practices.

Admission

Prospective students must apply for admission to Siena Heights University as a graduate student and consult with a faculty advisor in the Division of Education. All applicants seeking to earn an additional teaching endorsement must hold a Michigan teacher certificate, a copy of which must be submitted with the student's application for admission. All Siena admission and residency requirements must be fulfilled for the university to serve as the authorizing institution for endorsements.

Transfer Credit

Occasionally, Graduate credit earned at an institution other than Siena Heights University since the issuance of the teacher certificate, but before the program has been designed, may be applied toward the endorsements. For the credit to be considered, the student must supply the original transcript, the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Credit earned at institutions other than Siena Heights University, after the student has designed the program for the endorsement, must be approved by the Director of the Special Education of Education prior to the student's enrollment in the course. The student is responsible for providing the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Residency Requirement

A student must fulfill the minimum residency requirement of nine (9) post-baccalaureate credit hours at Siena Heights University and be a graduate student in good standing for Siena Heights University to serve as the authorizing institution for the endorsements.

A student may not request an independent study or a directed study until the minimum residency requirement of nine (9) credit hours has been satisfied.

Expectations of Students

Teaching is a profession. It demands specialized education and training, and continual learning. The Graduate Education faculty, with the approval of Graduate Council, has established general personal and professional expectations of the students in the Graduate Education Program. Additional expectations are set for specific courses and experiences throughout the program.

The Graduate Education student is expected to maintain the required grade point average for continuation in the Graduate Education Program. If a student earns a "C" grade in any of the professional core or specialization courses, the student must repeat the course and earn a "B-" grade or better. A graduate student who receives a grade of "C" in any course, is placed on academic probation for the next six (6) credit hours. The grade transcript of each student is reviewed by the Graduate College at the completion of each term.

The student is expected to meet the deadlines associated with successful progress through the Graduate Education Program.

The student is expected to demonstrate proactive social advocacy for the profession and for the individuals and organizations served by the profession. Examples of advocacy are identified on the student's resume prior to the completion of the Graduate Education Program and the awarding of the Master of Arts degree.

The Graduate Education student is expected to demonstrate professional and lifelong learning habits through the reading of professional journals and books, attendance and participation at professional meetings, seminars, and conferences/conventions, use of technology as a learning resource, and the sharing of professional information with colleagues.

Special Education Program

Philosophical, Historical, and Legal Foundations

The candidate will be able to articulate philosophical, historical, and legal foundations of special education that are consistent with national, state, and local standards.

Causes and Characteristics

The candidate will demonstrate knowledge of research-based causes and characteristics of individuals with learning disabilities and cognitive impairments (mild to severe).

Assessment and Evaluation

The candidate will be able to select, design, use, and interpret appropriate assessment, diagnosis, and evaluation techniques that are consistent with research-based information.

Instructional Content and Practices

The candidate will be able use instructional content and practices to include assistive technology that are based on research and "Best Practices." Areas include, but are not limited to: reading skills, language arts skills, math skills, study skills, problem-solving skills, transition, pre-vocational skills, employability, social skills, daily living, and leisure/ recreation.

Design, Implement, and Manage Learning Environments

The candidate will be able to design, implement, and manage teaching and learning environments inclusive of early childhood through adulthood that stimulate learning in all areas including academic, social, daily living, and prevocational/vocational.

Data Collection

The candidate will be able to collect, organize, analyze, and transmit data using appropriate management and ethical skills.

Collaboration

The candidate will develop a sound understanding and application of appropriate communication and collaboration using a number of models in the IFSP/RTI/IEP/ITP/504 process, parent interactions, collaboration, and consultation in school and community settings and situations.

Ethics and Professionalism

The candidate will consistently demonstrate professionalism and ethical practices in classes and in field setting, recognizing the critical importance of how equity and diversity play in a productive professional setting.

Social Interactions

The candidate will demonstrate the ability to manage and teach appropriate social behavior and social interaction skills to students with learning disabilities and cognitive impairments.

Admission to Teacher Education Program

See certification pathway for all EDU certification requirements.

Education and Special Education

Contact the Director of Education for additional information.

Siena Heights University is approved by the Michigan Department of Education and has been approved to serve as an education preparation institution (EPI).

Through rigorous academic study, an abundance of hours of classroom field experiences (over 250 clock hours), active participation in the performing and visual arts, thorough pedagogical and methodological coursework, and continuous self-assessment and reflection, the philosophy of teaching as an art and a science is put into practice.

Siena Heights has been authorized by the Michigan Department of Education and CAEP to offer majors and minors in the following program/content areas:

Michigan State Teacher Competency Tests

It is the policy of the Siena Heights University Division of Education (in alignment with the Michigan Department of Education), that all candidates pass current basic skills assessments prior to full acceptance on the certification pathway. Content area tests should also be successfully passed prior to directed teaching. Additional information about specific tests may be obtained from Siena Heights University's Education Program or the Michigan Test for Teacher Certification website www.MTTC.NESINC.com

Title II of the Higher Education Act Requirements

A student is considered a "completer" of Siena Height's Education Program when he/she has completed all the requirements for Siena Heights University and has taken and passed all the relevant state certification tests. Siena Height's Annual Institutional Report verifies a 100 percent pass rate for all program completers.

Legal Status of Teacher Education Candidates

Candidates for teacher certification need to be aware that conviction as an adult for a felony or a misdemeanor may be grounds for denial of a school field placement, student teaching placement, and/or Michigan teaching certificate. Falsifying records requesting this information is automatic grounds for denial of any of the above.

Grades

No grade of C or lower will be allowed for the purpose of certification in any course required in the students' academic majors, minors, or the Professional Education Sequence. In such cases, the courses must either be retaken or substitutions must be made. In cases of substitutions, written permission must be obtained from the program coordinator in the major or minor fields. No substitutions will be allowed in the Professional Education Sequence.

Information for Teachers Certified by the Michigan Department of Education Teacher Certificate Endorsements and Degrees

As of February 8, 2011, an individual teacher applies directly to the Michigan Department of Education for all certificate renewals, upgrades, and endorsements through the MOECS online system: (<http://www.michigan.gov/moeecs>).

Endorsements

Endorsements are teaching areas and/or grade levels added to the elementary or secondary teacher certificate. Some graduate courses and majors lead to endorsements on an existing teacher certificate in the State of Michigan. Endorsements for K-12 and special education (learning disabilities and cognitive impairment) are available through the Graduate Education program at Siena Heights University. The student applies for admission to the university as a graduate student.

All endorsements are dependent on the successful passage of the pertinent subject area components of the Michigan Test for Teacher Certification, or MTTC (required by Public Act 282), and the meeting of requirements related to the Criminal Conviction Disclosure Form (required by Public Act 138 of 2005). See <http://www.mttc.nesinc.com/> for details about registration for the MTTC. All admission and residency requirements must be fulfilled for Siena Heights University to serve as the authorizing institution for the endorsement.

Graduate Majors

Business, M.B.A.

Available Online.

A 33 credit hour, 7-week cohort based model with an 18-month completion. Some semesters will require two courses. However, there will also be semesters with just one course. The program focuses on traditional MBA curriculum along with courses that emphasize the Dominican core values. This program will be a collaborative effort with CAS, CPS,

and the Graduate School. An emphasis is placed on the specific core value of the Graduate School of sharing the fruits of contemplation through an emphasis in group projects and collaboration.

Admission Requirements for the MBA program

The current admissions policies and practices will apply to MBA program admissions.

Students are required to have a 3.0 overall undergraduate GPA and the GMAT or GRE are not required. Students who have taken either exam may submit their scores for review by the admissions team. As determined by the MBA Program Director, a particularly high score on either of these advanced examinations may satisfy the prerequisites of the MBA program for non-BBA applicants.

If students have a 3.0 from a regionally accredited business undergraduate program in any of the foundation courses, the course will be waived. Foundational courses include: finance, accounting, statistics, macro-economics and micro-economics. An acceptable passing score on related CLEP examinations (as determined by the MBA Program Director) will also be considered as equivalent to the foundation courses required of non-BBA applicants.

Course Requirements

Program Courses: 21 credit hours

- MBA 611 Business Research Methods **3 credit hours**
- MBA 641 Managerial Economics **3 credit hours**
- MBA 643 Quantitative Methods **3 credit hours**
- MBA 650 Business Strategy And Planning **3 credit hours**
- MBA 652 Accounting & Financial Management **3 credit hours**
- MBA 657 Project Management **3 credit hours**
- MBA 664 Marketing Strategy **3 credit hours**

Managerial Courses/Processes: 9 credit hours

- MBA 602 Organizational Behavior **3 credit hours**
- MBA 605 Justice, Equity, Inclusion, and Diversity for Business Leaders **3 credit hours**
OR MBA 651 Managing Global Business and Cultural Diversity **3 credit hours**
- MBA 655 Ethics In A Global Environment **3 credit hours**

Culminating Experience: 3 credit hours

- MBA 699 Capstone Course And Culminating Experience **3 credit hours**

Total for Major: 33 credit hours

Specializations

There is one specialization offered through the MBA program in health care administration. Students wishing to complete this specialization are encouraged to speak with the Program Advisor and the Program Advisor will supply interested students with an updated degree plan per MBA requirements.

Health Care Administration, M.A.

Students pursuing a specialization may substitute MBA 605 Justice, Equity, Inclusion, and Diversity for Business Leaders, MBA 655 Ethics In A Global Environment and MBA 657 Project Management with the specialization courses below.

- LDR 609 Health Care Systems Management **3 credit hours**
- LDR 614 Contemporary Issues In Health Care **3 credit hours**
- LDR 650 Medical Law **3 credit hours**

Program Courses: 21 credit hours

- MBA 611 Business Research Methods **3 credit hours**
- MBA 641 Managerial Economics **3 credit hours**
- MBA 643 Quantitative Methods **3 credit hours**
- MBA 650 Business Strategy And Planning **3 credit hours**
- MBA 652 Accounting & Financial Management **3 credit hours**
- MBA 657 Project Management **3 credit hours**
- MBA 664 Marketing Strategy **3 credit hours**

Managerial Courses/Processes: 9 credit hours

- MBA 602 Organizational Behavior **3 credit hours**
- MBA 605 Justice, Equity, Inclusion, and Diversity for Business Leaders **3 credit hours**
OR MBA 651 Managing Global Business and Cultural Diversity **3 credit hours**
- MBA 655 Ethics In A Global Environment **3 credit hours**

Culminating Experience: 3 credit hours

- MBA 699 Capstone Course And Culminating Experience **3 credit hours**

Total for Major: 33 credit hours

Clinical Mental Health Counseling, M.A.

Available in Adrian and online

Course Requirements

Professional Core Sequence: 33 credit hours

- CMH 602 Research And Professional Writing In Counseling **3 credit hours**
- CMH 620 Foundations Of Clinical Mental Health Counseling **3 credit hours**
- CMH 623 Psychology Over The Lifespan **3 credit hours**
- CMH 626 Relationship-Building In Counseling **3 credit hours**
- CMH 629 Counseling Theories And Procedures **3 credit hours**
- CMH 632 Ethics And Legal Issues In Counseling **3 credit hours**
- CMH 635 Group Procedures In Counseling **3 credit hours**
- CMH 638 Counseling Diverse Populations **3 credit hours**
- CMH 641 Career Development **3 credit hours**
- CMH 644 Analysis And Appraisal **3 credit hours**
- CMH 665 Consulting Theory And Practice **1 credit hours**

Counseling Core Sequence: 16 credit hours

- CMH 647 Clinical Psychopathology **3 credit hours**
- CMH 651 Diagnosis For Counselors **3 credit hours**
- CMH 652 Psychopharmacology For Counselors **3 credit hours**
- CMH 653 Treatment Strategies **3 credit hours**
- CMH 656 Prevention/Intervention With Children **3 credit hours**
- CMH 659 Neuroscience, Hope And The Human Spirit **3 credit hours**

Counseling Field Experiences: 9 – 10 credit hours

- CMH 680 Counseling Field Practicum **3 credit hours**
- CMH 683 Counseling Internship 1 / Conceptualization **3 credit hours**
- CMH 684 Counseling Internship 2 / NCE Preparation **3 credit hours**
- CMH 685 Internship Extender Seminar **1 credit hours**

Counseling Electives: 2 credit hours

(Choose from below)

- CMH 670 Addiction Counseling **2 credit hours**
- CMH 676 Trauma/Crisis Intervention For Counselors **2 credit hours**
- CMH 678 Relationship And Sexuality Counseling **2 credit hours**
- CMH 698 Special Topics: Global Setting **3 credit hours**
- CMH 699 Special Topics **1-3 credit hours**
- Major: 60 credit hours

Special Education K-12 Cognitive Impairment Major, M.A.

Special Education & Cognitive Impairment Courses (Major):

- SED 501 American Sign Language I **3 credit hours**
- SED 512 Introduction to Special Education **3 credits ***
- SED 521 Educational and Assistive Technology for Students with Disabilities **1 credit hours**
- SED 540 American Sign Language II **3 credit hours**
- SED 541 Procedures in Special Education **2 credit hours**
- SED 542 Parent – School Partnership: Special Education **2 credit hours**
- SED 543 Assessment and Evaluation of Students with Disabilities **3 credit hours**
- SED 549 Culture and Diversity in Special Education **1 credit hours**
- SED 551 Behavior Management in Special Education **2 credit hours**
- SED 545 Collaboration in Special Education **4 credit hours**
- SED 581 Nature and Need of Individuals with Cognitive Impairment **3 credit hours**
- SED 582 Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment **2 credit hours**
- SED 583 Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment **2 credit hours**
- SED 584 Transition and Career Education for Individuals with Disabilities **3 credit hours**
- SED 585 Strategies for Fundamental Reading and Functional Reading **2 credit hours**
- SED 680 Directed Teaching/ Student Teaching (Special Education) **4 credit hours**
- SED 595 Directed Teaching Seminar (Special Education) **1 credit hours**

Thesis/Research Courses (Required for the MA)

- SED 640 Thesis I **3 credit hours**
- SED 641 Thesis II **3 credit hours**

Total for Certification: 38- 41credit hours

Total for Degree and Certification: 44-47 credit hours

Pre-Requisites for Master of Arts Degree and Certification

- EDU 312 Exceptional Children and Youth in the Regular Classroom **3 credit hours ***
or
- SED 312/ 512 Introduction to Special Education **3 credit hours ***

Note: Completion of 38-41 credit hours in the major, successful completion of all programmatic and division-wide key assessments, and the MTTC, leads to the Cognitive Impairment (SA) K – 12 Endorsement/ Certification on an existing teacher certificate in the State of Michigan. For additional requirements in this program, see the Special Education Handbook and Clinical Handbook.

Special Education K-12 Learning Disabilities Major, M.A.

Special Education & Learning Disabilities Courses:

- SED 501 American Sign Language I **3 credit hours**
- SED 512 Introduction to Special Education **3 credits ***
- SED 521 Educational and Assistive Technology for Students with Disabilities **1 credit hours**
- SED 540 American Sign Language II **3 credit hours**
- SED 541 Procedures in Special Education **2 credit hours**
- SED 542 Parent – School Partnership: Special Education **2 credit hours**
- SED 543 Assessment and Evaluation of Students with Disabilities **3 credit hours**
- SED 549 Culture and Diversity in Special Education **1 credit hours**
- SED 551 Behavior Management in Special Education **2 credit hours**
- SED 584 Transition and Career Education for Individuals with Disabilities **3 credit hours**
- SED 534 Strategies for Teaching Reading to Students with Learning Disabilities **1 credit hours**
- SED 545 Collaboration in Special Education **4 credit hours**
- SED 561 Introduction to Learning Disabilities **3 credit hours**
- SED 562 Methods & Strategies for Teaching Children with Learning Disabilities **4 credit hours**
- SED 580 Directed Teaching (Special Education) **4 credit hours**
- SED 595 Directed Teaching Seminar (Special Education) **1 credit hours**

Thesis/Research Courses (Required for the MA)

- SED 640 Thesis I **3 credit hours**
- SED 641 Thesis II **3 credit hours**

Total for Major/ Certification: 37-40 credit hours

Total for the Degree/ Certification: 43-46

Pre-Requisites for Master of Arts Degree and Certification

- EDU 312 Exceptional Children and Youth in the Regular Classroom **3 credit hours ***
OR
- TED 612 Exploration of Special Needs of Exceptional Children and Youth **3 credit hours ***
OR
- SED 312 Introduction to Special Education **3 credit hours ***

Note: Completion of 37-40 credit hours in the major, successful completion of all programmatic and division-wide key assessments, and the MTTC, leads to the Learning Disabilities (SM) K – 12 Endorsement/ Certification on an existing teacher certificate in the State of Michigan. For additional requirements in this program, see the Special Education Handbook and Clinical Handbook.

Healthcare Leadership, M.A.

Core courses may be available at main campus and satellite locations. All health care concentration courses are offered online only.

The Healthcare Leadership program is intended for individuals who have three (3) or more years of professional work experience, or approval from the Program Director. The focus of the program is the personal and professional

development of the individual as a facilitator and manager of change in self, others, and organizations. These skills are becoming increasingly critical as organizations seek to remain relevant and competitive in a rapidly changing world. The curriculum incorporates multidisciplinary concepts from the social sciences, business, communications, and education.

Course Requirements

Common Core Courses: 21 credit hours

- LDR 600 Research and Professional Writing **3 credit hours**
- LDR 601 Leadership Theory **3 credit hours**
- LDR 605 Justice, Equity, Inclusion, and Diversity for Leaders **3 credit hours**
- LDR 621 Organizational Behavior And Psychology **3 credit hours**
- LDR 657 Project Management for Leaders **3 credit hours**
- LDR 660 Strategic Leadership **3 credit hours**
- LDR 669 Applied Leadership **3 credit hours**

Healthcare Leadership Concentration: 9 credit hours

- LDR 609 Health Care Systems Management **3 credit hours**
- LDR 614 Contemporary Issues In Health Care **3 credit hours**
- LDR 629 Overview Of U.S. Healthcare System **3 credit hours**

Total for Major: 30 credit hours

Master of Science in Nursing (M.S.N.)

Core Requirements (18 credits)

- NUR 605 Transition to Nursing Scholar: Science, Research, and Statistics (3 credit hours)
- NUR 608 Advanced Pathophysiology, Physical Assessment, and Pharmacology (3 credit hours)
- NUR 612 Clinical Prevention, Population Health, and Vulnerable Populations **3 credit hours**
- NUR 616 Principles of Advanced Healthcare Education (3 credit hours)
- NUR 630 Health Care Operations: Human Resources, Quality, Law, & Ethics **3 credit hours**
- NUR 631 Introduction to Health Care Economics, Finance, & Principles of Business for Nurses **3 credit hours**

Leadership Concentration (9 credit hours)

- NUR 620 Introduction to Advanced Leadership Roles **3 credit hours**
- NUR 621 Transformational Leadership **3 credit hours**
- NUR 626: Strategic Planning/Quality Improvement for the Nursing Leader (3 credit hours)

Practicum (9 credit hours)

- NUR 624 Practicum I: Ideation, Assessment, Planning, and Design (3 credit hours)
- NUR 634: Practicum II: Implementation (3 credit hours)
- NUR 644: Practicum III: Evaluation and Succession Plan (3 credit hours)

Total for Major: 36 Credit Hours

Other Requirements

1. Students must be accepted into the MSN program before enrolling in MSN courses.
2. Students must maintain a 3.0 GPA in their MSN coursework once admitted to the program.
3. All MSN courses must be completed with a grade of 'B-' or better.

Organizational Leadership, M.A.

Available Online.

As part of the graduate program in Organizational Leadership at Siena Heights University, students will:

1. Analyze and evaluate a leader's contribution in dynamic decision making by utilizing teaming and entrepreneurial focus.
2. Analyze and evaluate various leadership theories, including servant leadership, while developing a personalized leadership development plan (a.k.a. "portfolio") that reflects their professional growth and development as a leader.
3. Analyze and evaluate analytical procedures and methods relevant to exploratory research through the utilization of professional and scholarly writing practices.
4. Analyze and evaluate quantitative decision making techniques that will provide leaders the best possible solutions to a problem involving limited resources.
5. Analyze and evaluate various theories of human behavior and recognize how they influence the workplace from an organizational leadership perspective.
6. Analyze and evaluate the ethical, social, legal cultural, and political issues as they relate to organizational leadership.
7. Analyze and evaluate the performance of their interactions with others so as to reflect human kindness.
8. Analyze and evaluate how they demonstrate and reflect their work in a competent, purposeful, and ethical manner.
9. Analyze and evaluate choices made in their professional contracts, which posits them to reflect human dignity in action.
10. Question and synthesize internal and external leadership behaviors, into a personal brand, consistent with their values and practices (Capstone).

The Organizational Leadership program is intended for individuals who have five (5) or more years of professional work experience. The focus of the program is the personal and professional development of the individual as a facilitator and manager of change in self, others, and organizations. These skills are becoming increasingly critical as organizations seek to remain relevant and competitive in a rapidly changing world. The curriculum incorporates multidisciplinary concepts from the social sciences, business, communications, and education.

Course Requirements

Common Core Courses: 21 credit hours

- LDR 600 Research and Professional Writing **3 credit hours**
- LDR 601 Leadership Theory **3 credit hours**
- LDR 605 Justice, Equity, Inclusion, and Diversity for Leaders **3 credit hours**
OR MBA 651 Managing Global Business and Cultural Diversity **3 credit hours**
- LDR 621 Organizational Behavior And Psychology **3 credit hours**
- LDR 657 Project Management for Leaders **3 credit hours**
- LDR 660 Strategic Leadership **3 credit hours**
- LDR 669 Applied Leadership **3 credit hours**

Organizational Leadership Concentration: 9 credit hours

- LDR 639 Human Resource Development for Leaders **3 credit hours**
- LDR 640 Finance + Quantitative Leadership **3 credit hours**

- LDR 695 Capstone **3 credit hours** *

Total for Major: 30 credit hours

* Capstone Experience

The Master of Arts in the Organizational Leadership Program Capstone Experience entails:

1. A "Capstone Course" which provides review and reflection of program core courses along with a "360° Assessment" survey.
2. An electronic graduate portfolio (e-portfolio).
The electronic portfolio contains artifacts demonstrating the student's professional competencies, and is based on the leadership program learning outcomes (see below). Such a portfolio is required of students in order to graduate from any of our MA programs. Leadership students usually begin to assemble their portfolio during the LDR 601 Leadership Theory. Students are required to have the following documents in their graduate portfolio:
 - Table of contents
 - Current professional resume
 - Transcripts
 - Training certificates
 - Specialized awards or certificates
 - List of competencies
 - Three competency documents developed during the "first year of study"
 - Relevant projects from LDR courses such as final projects, research papers, or presentations Prior learning credit awards (if applicable)

GRADUATE COURSE DESCRIPTIONS

Course is Offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

MBA 602 Organizational Behavior

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods or MBA Director approval

This course applies principles of individual and group behavior to the management of complex organizations, which translates into effectively and ethically realizing strategic goals. Contemporary theories pertaining to goal setting, problem solving, decision making, leadership, motivation, team dynamics, conflict management, organizational communication and change will be examined and applied. Also explored are the traditions of Catholic social justice and dignity of the worker in the context of organizational behavior theories.

MBA 611 Business Research Methods

3 credit hours

Instruction Type: Online Learning Approved

This course prepares students to become both producers and consumers of trustworthy analyses. Students will learn how to frame research questions, and apply a systematic range of business research methods as aids to solve organizational problems. The limits and benefits of both quantitative and qualitative approaches on managerial decision-making will be explored, as will the role of ethics in designing and conducting research projects and the decisions that flow from them. Students will learn how to minimize bias, and apply ethical research procedures to protect human subjects, and maximize the quality of data upon which managers rely in making important strategic decisions.

MBA 641 Managerial Economics

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

The application of economic concepts, theories, and tools to facilitate effective decision making, planning, and business analysis is the focus of managerial economics. Forecasting and demand analysis, profit maximization, and capital management are covered under the scope of the course.

MBA 643 Quantitative Methods

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course focuses on the necessity for business leaders to make sound decisions. As business environments grow in complexity, the quality of the decision-making across the entire organization becomes paramount. An emphasis is placed on quantitative tools that will enable students to employ analytics to enhance the decisions made by their teams and the entire organizations.

MBA 649 Financial Statement Analysis

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course will provide an intermediate knowledge of analysis of financial statements, equity analysis of various business organizations, risk management, cash flow analysis and forecasting.

MBA 650 Business Strategy And Planning

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course is designed to develop competence in strategic planning, which encompasses analyzing external and internal environments to leverage the organization's core competencies to better position itself for vision, mission, and goal accomplishment. Organizational complexity and market uncertainty challenge assumptions of rationality. Topics include strategic implications of disruptive innovation, transformation and renewal, and strategic resilience. Rational, intuitive, and ethical decision-making models will be applied toward developing well-rounded strategic planning proficiency.

MBA 651 Managing Global Business And Cultural Diversity

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

The course integrates both personal and organizational perspectives in managing global business and embracing cultural diversity. The course highlights teamwork, communication, leadership, conflict resolution, social networking with all stakeholders in the organization and in the communities in which the organization conducts business. An emphasis is placed on the implementation of the Dominican values of being more competent, purposeful, and ethical when working with diverse populations.

MBA 655 Ethics In A Global Environment

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course describes the complexities involved with ethical issues in the dynamic global business environment today. The focus is the development of analytical skills to formulate a moral and ethical decision-making framework. An emphasis is placed on value-based decision-making that is used in all aspects of an organization. The course encapsulates the importance of business leaders being purposeful, competent, and ethical.

MBA 657 Project Management

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

The course examines and applies concepts, techniques, and methods to execute projects that meet the objectives of stakeholders. Key topics include ethics and professionalism, an overview of current project management, risk analysis, project selection through organizational strategy, and the leadership of projects. The primary output for the course is the formulation and design of a project.

MBA 664 Marketing Strategy

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course familiarizes students with the principles of effective marketing management. An emphasis is placed on branding, target markets, market research, market segmentation, differentiation, positioning, life cycle, and the development of strategic marketing plans. An importance will be placed on marketing ethics, which respects the dignity of all.

MBA 670 Advanced Auditing

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will focus on auditing financial statements from the lens of an auditor, accountant, or another financial manager. This course will highlight how to detect accounting and financial errors and fraud as well as the importance of auditing to ensure fiscal responsibility.

MBA 671 Sustainable Business Management: Triple Bottom Line Strategy

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

Sustainable business management embodies the Dominican vision as the practice focuses on increasing both social and shareholder value while decreasing negative environmental impact thereby resulting in enhancing and protecting resources for future generations. The courses focuses on a triple bottom line framework of three parts to evaluate organizational performance: social (people), the environment (planet), and financial (profit).

MBA 672 Advanced Financial Accounting

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will provide an overview of acquisitions, investments and consolidations that take place in corporate, intercorporate, nonprofits, multinational, and governmental entities. The focus will also address partnerships, liquidations, and other financial accounting behaviors of corporations in financial hardship.

MBA 673 Advanced Managerial Cost Accounting

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will focus on the basis and steps accountants and financial managers utilize in reporting essential cost data. This course will explore how inventory accumulation and valuation is assessed and analyzed for external reporting. Emphasis is on how to cost materials, labor and overhead.

MBA 674 Professional and Ethical Issues for Accountants

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

Looking at past and present ethical dilemmas in business cases, this course will emphasize the duty accountants and financial managers hold in having high ethical morality. This course will explore conflicts of interest, accountability and legal ramifications for violations of integrity and liabilities for organizations.

MBA 680 Computer Networking

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will introduce students to computers showing how they are linked together and to other devices as part of their network. This course will also help students understand how computers and other devices understand each other to share information. Emphasis is on Local Area Networks (LAN), Wide Area Networks (WAN) and Wireless Local Area Networks (WLAN).

MBA 682 Cyber Ethics

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods and MBA 680 Computer Networking

This MBA specialization course will focus on the study of ethics in computer behavior and its impact on society. Looking at ethics from a programmer's perspective, this course will show examples of unethical computer programming and its harmful effects on stolen identity and intrusion on personal and organizational networks.

MBA 684 Cyber Defense

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods and MBA 680 Computer Networking

This MBA specialization course will focus on the process of defending cyber-attacks of networks and data. The course will take a deep dive into understanding cyber threats and attacks in an effort to develop, manage and plan for them with defense mechanisms in firewalls. The course will also emphasize the importance of educating the public and organizations on how to be vigilant and on high alert of suspicious activity in email, social media, and wireless devices and on websites.

MBA 686 Cyber Threat and Risk Analysis

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods and MBA 680 Computer Networking

This course will demonstrate best practices for assessing risk in organizational networks. It will focus on quantitative and qualitative approaches for analyzing Risk. Students will develop a timeline for risk assessment activities, and budgeting and planning resources needed to implement an effective cyber security plan.

MBA 699 Capstone Course And Culminating Experience

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods, MBA 602 Organizational Behavior, MBA 664 Marketing Strategy, MBA 641 Managerial Economics, MBA 649 Financial Statement Analysis, MBA 650 Business Strategy And Planning, MBA 657 Project Management, MBA 651 Managing Global Business And Cultural Diversity, MBA 655 Ethics In A Global Environment, MBA 643 Quantitative Methods, MBA 671 Sustainable Business Management: Triple Bottom Line Strategy

This course will encapsulate the learning outcomes of the entire MBA curriculum. Students will create actual business plans or proposals that integrate the key learning from the MBA courses. These plans or proposals will focus on the students' workplace or future ventures. An emphasis will be placed on the implementation of the Dominican values of being more competent, purposeful, and ethical.

Other MBA Courses

GRS 396 Introduction to Graduate Reading

2 credit hours

Instruction Type: Online Learning Approved

GRS 397 Introduction to Graduate Writing

2.5 credit hours

Instruction Type: Online Learning Approved

GRS 596 Introduction to Graduate Reading

2 credit hours

Instruction Type: Online Learning Approved

GRS 597 Introduction to Graduate Writing

2.5 credit hours

Instruction Type: Online Learning Approved

Health Administration, M.A. Course Descriptions

MBA 441/611 Business Research Methods

3 credit hours

Instruction Type: Online Learning Approved

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

MBA 641 Managerial Economics

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

The application of economic concepts, theories, and tools to facilitate effective decision making, planning, and business analysis is the focus of managerial economics. Forecasting and demand analysis, profit maximization, and capital management are covered under the scope of the course.

MBA 443/643 Quantitative Methods

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

3 credit hours

This course focuses on the necessity for business leaders to make sound decisions. As business environments grow in complexity, the quality of the decision-making across the entire organization becomes paramount. An emphasis is placed on quantitative tools that will enable students to employ analytics to enhance the decisions made by their teams and the entire organizations.

MBA 649 Financial Statement Analysis

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course will provide an intermediate knowledge of analysis of financial statements, equity analysis of various business organizations, risk management, cash flow analysis and forecasting.

MBA 650 Business Strategy And Planning

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course is designed to develop competence in strategic planning, which encompasses analyzing external and internal environments to leverage the organization's core competencies to better position itself for vision, mission, and goal accomplishment. Organizational complexity and market uncertainty challenge assumptions of rationality. Topics include strategic implications of disruptive innovation, transformation and renewal, and strategic resilience. Rational, intuitive, and ethical decision-making models will be applied toward developing well-rounded strategic planning proficiency.

MBA 651 Managing Global Business And Cultural Diversity

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

The course integrates both personal and organizational perspectives in managing global business and embracing cultural diversity. The course highlights teamwork, communication, leadership, conflict resolution, social networking with all stakeholders in the organization and in the communities in which the organization conducts business. An emphasis is placed on the implementation of the Dominican values of being more competent, purposeful, and ethical when working with diverse populations.

MBA 652 Accounting & Financial Management

3 credit hours

Instruction Type: Online Learning Approved

This course delves into the intricacies of Advanced Managerial Accounting, providing students with a comprehensive understanding of accounting principles essential for effective decision making in contemporary business environments. The course is designed to equip MBA students with the analytical skills and strategic mindset necessary for managerial roles where financial data is a cornerstone for decision support.

MBA 655 Ethics In A Global Environment

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course describes the complexities involved with ethical issues in the dynamic global business environment today. The focus is the development of analytical skills to formulate a moral and ethical decision making framework. An emphasis is placed on value-based decision-making that is used in all aspects of an organization. The course encapsulates the importance of business leaders being purposeful, competent and ethical.

MBA 657 Project Management

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

The course examines and applies concepts, techniques, and methods to execute projects that meet the objectives of

stakeholders. Key topics include ethics and professionalism, an overview of current project management, risk analysis, project selection through organizational strategy, and the leadership of projects. The primary output for the course is the formulation and design of a project.

MBA 664 Marketing Strategy

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This course familiarizes students with the principles of effective marketing management. An emphasis is placed on branding, target markets, market research, market segmentation, differentiation, positioning, life cycle, and the development of strategic marketing plans. An importance will be placed on marketing ethics, which respects the dignity of all.

MBA 670 Advanced Auditing

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will focus on auditing of financial statements from the lens of an auditor, accountant or another financial manager. This course will highlight how to detect accounting and financial errors and fraud as well as the importance of auditing to ensure fiscal responsibility.

MBA 671 Sustainable Business Management: Triple Bottom Line Strategy

3 credit hours 3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

Sustainable business management embodies the Dominican vision as the practice focuses on increasing both social and shareholder value while decreasing negative environmental impact thereby resulting in enhancing and protecting resources for future generations. The courses focus on a triple bottom line framework of three parts to evaluate organizational performance: social (people), the environment (planet), and financial (profit).

MBA 672 Advanced Financial Accounting

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will provide an overview of acquisitions, investments and consolidations that takes place in corporate, intercorporate, nonprofits, multinational and governmental entities. The focus will also address partnerships, liquidations and other financial accounting behaviors of corporations in financial hardship.

MBA 673 Advanced Managerial Cost Accounting

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

This MBA specialization course will focus on the basis and steps accountants and financial managers utilize in reporting essential cost data. This course will explore how inventory accumulation and valuation is assessed and analyzed for external reporting. Emphasis is on how to cost materials, labor and overhead.

MBA 674 Professional and Ethical Issues for Accountants

3 credit hours 3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods

Looking at past and present ethical dilemmas in business cases, this course will emphasize the duty accountants and financial managers hold in having high ethical morality. This course will explore conflicts of interest, accountability and legal ramifications for violations of integrity and liabilities for organizations.

MBA 699 Capstone Course And Culminating Experience

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: MBA 611 Business Research Methods, MBA 602 Organizational Behavior, MBA 664 Marketing Strategy, MBA 641 Managerial Economics, MBA 649 Financial Statement Analysis, MBA 650 Business Strategy And Planning, MBA 657 Project Management, MBA 651 Managing Global Business And Cultural Diversity, MBA 655 Ethics In A Global Environment, MBA 643 Quantitative Methods, MBA 671 Sustainable Business Management: Triple Bottom Line Strategy

This course will encapsulate the learning outcomes of the entire MBA curriculum. Students will create actual business plans or proposals that integrate the key learning from the MBA courses. These plans or proposals will focus on the students' workplace or a future venture. An emphasis will be placed on the implementation of the Dominican values of being more competent, purposeful, and ethical.

Clinical Mental Health Counseling, M.A. Course Descriptions

CMH 602 Research And Professional Writing In Counseling

3 credit Hours

Instruction Type: Online Learning Approved

Required of all counseling students, except in situations when a previous research course, at the graduate level, is accepted for transfer from another University. Examines the role of research in developing the counseling profession, including how to critique research to substantiate best practice in clinical mental health counseling. Overviews basic

statistical methods utilized in research and examines quantitative, qualitative, and mixed-method designs. Discusses design and analysis of needs assessment, program evaluation, and counseling outcome measures. Reviews ethical standards related to research in counseling. Explores culturally-sensitive strategies for designing, implementing, interpreting, and reporting the results of research, program evaluation, and counseling outcome measurement.

CMH 620 Foundations Of Clinical Mental Health Counseling

3 credit Hours

Instruction Type: Online Learning Approved

A survey course designed to present the history, philosophy, core values and trends in the counseling profession and, specifically, in clinical mental health counseling. Explores counselor roles, functions and relationships with other human service providers, including those related to advocacy, social justice, outreach and emergency response. Discusses differences between prevention and intervention. Examines mental health delivery and managed care systems. Overviews credentialing, licensure and professional organizations pertinent to counseling specialties, including mental health counseling. Explores the expanding role of technology, including social networking, in counseling.

CMH 623 Psychology Over The Lifespan

3 credit Hours

Instruction Type: Online Learning Approved

Explores a variety of perspectives on individual and family development including: cognitive, psychodynamic, existential, systems and neurobiological. Surveys personality theory. Explores situational and environmental factors that affect development, including transitional crises and trauma. Explores theories for facilitating optimal development and resilience across the lifespan. Explores the impact of exceptionality and disability on human development.

CMH 626 Relationship-Building In Counseling

3 credit Hours

Instruction Type: Online Learning Approved

Prerequisite: Prerequisites: CMH 620 Foundations Of Clinical Mental Health Counseling and CMH 623 Psychology Over The Lifespan

This competency-based laboratory course, focuses on acquiring and developing counseling skills fundamental to the relationship-building and exploratory phases of the counseling process. Students explore the impact of counselor characteristics and behaviors on the counseling process. Students engage in reflective activities designed to strengthen counselor resilience, to heighten awareness of personal values and to enhance appreciation of client strengths and potentials.

CMH 629 Counseling Theories And Procedures

3 credit Hours

Instruction Type: Online Learning Approved

A survey of major counseling theories: historical, contemporary and emergent. This course is designed to help students appreciate the theoretical grounding and research behind various counseling techniques and procedures and to help

them begin to develop an integrated personal theory of counseling. Discusses the use of research to inform evidence-based practice.

CMH 632 Ethics And Legal Issues In Counseling

3 credit Hours

Instruction Type: Online Learning Approved

This course addresses the wide array of ethical and legal issues faced by contemporary counselors. Students will become familiar with the codes of ethics of the American Counseling Association and the Association of Clinical Mental Health Counselors. They will learn frameworks for making ethical decisions and will apply an understanding of ethical and legal issues to case scenarios. Students will become familiar with both HIPPA and FERPA, as well as with legislation and case law related to counseling in Michigan. They will explore the developing body of work on ethics for counselors in the digital age.

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling and CMH 626 Relationship-Building In Counseling

CMH 635 Group Procedures In Counseling

3 Credit Hours

Instruction Type: Online Learning Approved

An applied approach to counseling with groups, in this course experiential and laboratory methods are utilized to develop group skills. Participants learn about group theories, group processes and dynamics, and about facilitation styles. Methods of evaluating group effectiveness are covered.

CMH 638 Counseling Diverse Populations

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 629 Counseling Theories And Procedures, and CMH 647 Psychopathology And Resilience, or permission of program director.

Designed to explore theories, models and research related to identity development in a diverse world and to multicultural counseling. Incorporate experiential activities to foster understanding of self and culturally diverse clients. Explores the counselor's role in social justice and advocacy for diverse populations. Explores counselor's role in eliminating bias, prejudice, oppression and discrimination. A grade of "B" or better required to continue in program.

CMH 641 Career Development

3 Credit Hours

Instruction Type: Online Learning Approved

This course addresses 1) the history and future of career counseling in a diverse, global economy, 2) career development theories, 3) measurement instruments and processes for work-related preferences, abilities, and special needs, 4) career information databases related to job market and labor trends, 5) skills related to career decision making

and planning across the lifespan, 6) contemporary work-life balance issues, 7) career counseling processes and 8) the development and administration of career guidance programs.

CMH 644 Analysis and Appraisal

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 632 Ethics And Legal Issues In Counseling, or permission of instructor.

A survey of formal and informal methods of individual analysis and appraisal available to the counselor in the clinical decision-making process. Explores methods of data-gathering including the clinical interview and symptom/strength checklists. Emphasis is placed on developing introductory skills in the use of standardized tests; specifically test selection, administration, interpretation, and reporting of results. Students learn the use of basic intelligence, ability, and personality measurements. Includes a brief overview of basic relevant statistical methods and concepts. Students explore the ethics of assessment.

CMH 647 Clinical Psychopathology

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling and CMH 623 Psychology Over The Lifespan

Explores definitions of and continuum between mental health and mental illness. Explores manifestations of abnormal behavior, including organic conditions and personality problems in childhood, adolescence, adulthood, and old age. Considers data from commonly utilized personality measurements. Explores models, both traditional and strengths-based, for promoting wellness and resilience across the continuum of mental health and mental illness among individuals, families, and communities.

CMH 651 Diagnosis for Counselors

3 Credit Hours

Instruction Type: Online Learning Approved

Utilizing theoretical and case study approaches, this course studies the evolution and application of the DSM and ICD in clinical practice, with a particular emphasis on the shifting understanding of diagnosis represented in the DSM-5. Explores the benefits of and limitations to utilizing the DMS-5. Develops a framework for recognizing and identifying symptoms and dynamics of mental and emotional disorders. Explores the differences between diagnosable disorders and developmentally appropriate reactions during crises, disasters, and events perceived as traumatic. Examines the multicultural implications of using common diagnostic tools.

CMH 652 Psychopharmacology For Counselors

3 Credit Hours

Instruction Type: Online Learning Approved

Examines the biological mechanisms of psychopharmacological interventions for the treatment of mental and emotional disorders. Explores the history of psychopharmacological interventions. Overviews basic classifications,

indications, and contraindications of commonly-prescribed medications for specific disorders. Discusses common side-effects and drug-drug interactions for psychopharmacological agents. Explores the role of the counselor in referring for medication evaluations and in collaborating with prescribing providers.

CMH 653 Treatment Strategies

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 632 Ethics And Legal Issues In Counseling, CMH 641 Career Development, CMH 644 Analysis And Appraisal, and CMH 647 Clinical Psychopathology, or permission of the course instructor.

Students will study prevention strategies for supporting optimal mental and emotional functioning in adults. Students will study common, empirically-supported intervention strategies in the treatment of adults in area such as: depression, anxiety, crisis, suicide, bereavement, sexuality, ADHD, trauma, addiction, and co-occurring disorders. Using case studies, students will develop treatment plans, consider progress reporting, referral processes, and outcome measurements.

CMH 656 Prevention/Intervention with Children

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 632 Ethics And Legal Issues in Counseling, CMH 641 Career Development, CMH 644 Analysis And Appraisal, and CMH 647 Clinical Psychopathology, or permission of course instructor.

Students will study prevention strategies for supporting optimal mental and emotional functioning in children, adolescents, and families. Students will explore common, empirically supported intervention strategies in the treatment of childhood and adolescent depression, behavioral disorders, ADHD, anxiety, crisis, suicide, bereavement, sexuality, trauma, addiction, and co-occurring disorders. Using case studies, students will develop treatment plans, consider progress reporting, referral processes, and outcome measurements.

CMH 659 Neuroscience, Hope and the Human Spirit

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 632 Ethics And Legal Issues In Counseling, and CMH 647 Clinical Psychopathology, or permission of the course instructor.

Students will explore the contributions of both neuroscience and spirituality to understanding the human experience within the context of the counseling relationship and process. In this course, students will learn brain structure and function. They will explore recent advances in understanding the psychological ramifications of neuroplasticity. Students will consider the implications of the placebo effect, the power of imagery and imagination, energy-based approaches to counseling, mindfulness and other holistic, transpersonal approaches to counseling that integrate mind,

body, and spirit.

CMH 660 Understanding Addiction

3 Credit Hours

Instruction Type: Online Learning Approved

Introduction to understanding addiction, in particular through a multi-faceted lens including biological, psychological, sociological, and environmental perspectives.

Basic pharmacology of both illicit and psychotherapeutic drugs will be included. Covers information about drugs and alcohol, including history, categories, definitions, misuse, abuse, attitudes, personality, and reasons for adolescent and adult use. Students will learn the cycle of addiction model, including understanding how the many ways in which this cycle can be interrupted provide a (rational) basis for hope in recovery.

CMH 665 Consulting Theory and Practice

1 Credit Hours

Instruction Type: Online Learning Approved

An examination of the theories and procedures of consulting and the change process. Introduces consultation as a concept used to inspire conceptual thinking for helping individuals, groups, and organizations function more effectively and efficiently. Explores effective program evaluation and needs assessment strategies.

CMH 670 Addiction Counseling

2 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 638 Counseling Diverse Populations, CMH 647 Clinical Psychopathology and CMH 651 Diagnosis For Counselors, or permission of program director.

This course is designed to provide students with foundational knowledge related to addiction and addiction treatment. Overviews the stages, processes, effects, and psychological dynamics of addiction and substance abuse. Examines theories of addiction. Introduces basic psychopharmacological principles of addiction and overviews major classes of psychoactive drugs of abuse/addiction. Explores assessment, prevention, intervention, and treatment in addictions. Examines the complexities of co-occurring disorders.

CMH 676 Trauma/Crisis Intervention for Counselors

2 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 638 Counseling Diverse Populations, and CMH 647 Clinical Psychopathology or permission of program director.

This course examines the impact of crises, disasters, and other trauma-causing events on people of all ages. Students will explore the differences between diagnosable disorders and developmentally appropriate reactions during crises, disasters, and events perceived as traumatic. Students will develop an understanding of crisis intervention and suicide prevention models, including the use of community-based strategies such as Psychological First Aid. Examines the

ethical and legal considerations in crisis intervention and trauma counseling as well as counselor resilience and self-care strategies.

CMH 678 Relationship and Sexuality Counseling

2 Credit Hours

Instruction Type: Online Learning Approved

Overviews contemporary theories and practices related to counseling relationships, including ethnicity and gender issues in assessment and treatment. Surveys common sexuality concerns and disorders encountered when treating couples. The course is designed to increase trainees' comfort level in assessing and treating relationship issues, including sexuality. Students uncomfortable with explicit discussion of sexual issues, attitudes, behaviors and practices should consider whether participation in this course is appropriate for them.

CMH 680 Counseling Field Practicum

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: A grade of "B" or better in CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over The Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories And Procedures, CMH 632 Ethics And Legal Issues In Counseling, CMH 635 Group Procedures In Counseling, CMH 641 Career Development, and approval of Counselor Education Program Director. Application required: Portfolio will be presented for the first time during Practicum Seminar.

The refinement and practice of basic counseling skills in a professional setting (school or community) under supervision. Enhancement of individual and group counseling skills and integration of theory and practice. Requires 100 clock hours, with 40 hours of direct client contact accompanied by a weekly campus seminar focusing on case discussion and on refining documentation skills, exploring the principles, models and methods of supervision, and on helper wellness/resilience.

CMH 683 Counseling Internship 1 / Conceptualization

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: A grade of "B" or better in CMH 680 Counseling Field Practicum, and approval of Counselor Education Program Director. Application required. Final presentation of portfolio required. A grade of "B" or better required to continue in program.

The Counseling Internship is an individualized, on-the-job, intensive counseling experience requiring 600 clock hours with 240 hours of direct client contact under professional supervision. The Internship provides the counselor trainee an opportunity to perform all activities expected of a regularly employed counselor in a clinical or school setting. The Internship experience (Seminars 1 and 2) spans two (2) semesters (approximately 33-34 weeks), allowing the counselor trainee sufficient time to develop entry level practitioner skills. Internship 1 is a regularly scheduled campus seminar focusing on processing the internship experience. The didactic segment of Internship 1 will assist students with conceptualizing client cases, developing service plans, providing treatment, and assessing outcomes. Attendance is mandatory.

CMH 684 Counseling Internship 2 / NCE Preparation

3 Credit Hours

Instruction Type: Online Learning Approved

During the Internship 2 seminar, students continue to accrue hours in fulfillment of the required 600 clock hours with 240 direct hours of direct client contact under professional supervision. Students will continue to process client cases and their internship experience. The didactic segment of Internship 2 will focus on preparing students to take and pass the National Counseling Examination. Final presentation of portfolio required. A grade of "B" or better required to complete program.

CMH 685 Internship Extender Seminar

1 Credit Hours

Instruction Type: Online Learning Approved

Intended only for students who do not complete field hours during Counseling Internship 1 and 2, the Extender Seminar provides independent, but regular, contact with faculty until all internship requirements are completed. Faculty continue to provide liaison with field placement site personnel. Course may be repeated two times.

CMH 699 Special Topics

1-3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: CMH 620 Foundations Of Clinical Mental Health Counseling, CMH 623 Psychology Over the Lifespan, CMH 626 Relationship-Building In Counseling, CMH 629 Counseling Theories and Procedures, and CMH 638 Counseling Diverse Populations. Other prerequisites may be specified by the program director.

Periodically, the Clinical Mental Health Counseling program offers electives exploring special topics, such as family counseling, counseling women, counseling men, counseling in corrections, etc. Such courses are listed as CMH699, with their names reflecting the focus of the course.

CMH 699 Special Topics: Trauma Strategies

3 Credit Hours

Instruction Type: Online Learning Approved

Students will explore and understand the category and illnesses codified in the DSM-5 section: Trauma and Stressor Related Disorders. Students will learn treatment planning and appropriate interventions for these disorders.

CMH 699 Special Topics: Family Systems

3 Credit Hours

Instruction Type: Online Learning Approved

This course introduces students to the major theoretical approaches to family counseling. Students will study practical counseling skills and techniques that have emerged from each theory. Several family counseling models will be explored. Additional focus will be on interviewing, assessment and clinical practice issues central to a systemic approach to family counseling.

CMH 699 Special Topics: Sexuality

3 Credit Hours

Instruction Type: Online Learning Approved

Students will study the full spectrum of Human Sexuality to include but not limited to sensuality, intimacy, sexual identity, sexual health and reproduction, and sexualization. This course is designed to provide students with knowledge and skills encompassing their values, ethics, and sexuality in preparation of providing therapeutic care. Students will further learn to work with diverse populations and use legal and ethical professional guidelines while working with the complexity of human sexuality.

CMH 699 Special Topics: Addictions

3 Credit Hours

Instruction Type: Online Learning Approved

Students will study treatment strategies for helping individuals heal from and overcome substance-related and addictive disorders. A variety of treatment perspectives, techniques, and considerations will be surveyed, including motivational interviewing, insight-oriented, cognitive-behavioral, spiritual, and medically assisted treatments. Students will also learn to differentially diagnose, as well as co-treat, substance-related disorders with other mental and emotional disorders. The neuroscience and biological impacts of addiction will be reviewed, as well as familial, sociological, and environmental implications for treatment. Ethics of treatment, especially for working with clients within the criminal justice system who are mandated for counseling, will be examined.

Education, Special Education (K-12 Cognitive Impairment Concentration), M.A. Course Descriptions

SED 512: Introduction to Special Education

3 credit hours

This first major introductory course in the field of special education covers definition, history and legislation of special education. The physical, emotional, social and cognitive characteristics of students with special needs are defined with an emphasis on educational interventions and assessment in grades K-12. In addition, the current research-based models, the continuum of services, agencies and other resources, and future of special education are discussed in detail. Required 10 hours in a K-12 school setting with students with disabilities.

SED 521 Educational and Assistive Technology for Students with Disabilities

1 credit hours

This is a course designed to help students acquire the necessary skills to use educational technology and assistive technology in the classroom to facilitate the learning of students with disabilities. Graduate students are involved in developing, adapting, and modifying the standard curricula through educational technology and assistive technology. In addition, the graduate students develop skills in adapting software and hardware to meet individual needs, selecting appropriate material, and implementing the usage of assistive technology as indicated on IEP's.

SED 541 Procedures in Special Education

2 credit hours

The purpose of this course is to present the underlying structure and procedures in special education. The procedures regulated by laws and standards are covered in detail. Graduate students rehearse leading and participating in program development (IEP, 504, RTI/SAT, transition) meetings. The skills needed to be an effective team member, transmit information, and manage data in a professional, ethical, and efficient manner are focal points of this course.

SED 542 Parent – School Partnership: Special Education

2 credit hours

This course provides theories and strategies for effective parent and professional partnerships in the field of disabilities. The impact of a child with disabilities on the family is a focus of this course. Interpersonal communication skills, legal issues, differences in cultures, values, and family expectations are discussed. Attention is given to family systems, family functions, and family life cycles. Graduate students develop skills managing both formal and informal meetings and conferences with parents of children with disabilities. Graduate students locate and assess local services for parents of children with disabilities. Ten (10) hours of field experience with parents or guardians of children with disabilities are required.

SED 543 Assessment and Evaluation of Students with Disabilities

3 credit hours

This course is designed to introduce graduate students to the role assessment plays in the field of special education. The focus is on selection, administration, and interpretation of instruments as they relate to program design and implementation. Included is a study of assessment instruments used by school psychologists and special education teachers. The Michigan assessment programs are discussed and reviewed for the implications for special education. In addition, test construction and test adaptation for a diverse population are presented. Alternative assessments are discussed in detail. Ten (10) hours of face-to-face administration of assessment instruments are required.

SED 545 Collaboration in Special Education

4 credit hours

Corequisite: SED 580 Directed Teaching (Special Education)/SED 680 Directed Teaching (Special Education) or SED 595 Directed Teaching Seminar (Special Education)/SED 695 Directed Teaching Seminar (Special Education)

This course equips graduate students with the skills of collaboration with professionals, parents, students, and friends. A variety of models of collaboration are examined for usage and matching to the appropriate situation. Competencies in collaboration are developed, implemented, and evaluated. Candidates have the opportunity to rehearse models of collaboration. In addition, the graduate students are required to instruct others in appropriate collaboration.

SED 549 Culture and Diversity in Special Education

1 credit hours

This course is designed to provide an experience of working with students with disabilities in a diverse setting. The graduate student is introduced to the impact of various factors on disabilities. Issues such as culture, ethnicity, religion, and socioeconomics are considered in their influence on persons with disabilities and their families. Differences in the cultural definitions of various disabilities are studied. The quality and quantity of resources in a diverse setting are examined and analyzed. Twenty (20) clock hours of field experience in a diverse setting is required.

SED 551 Behavior Management in Special Education

2 credit hours

This course is designed to provide the graduate student with a foundation in the psychological impact of a disability on the cognitive, emotional, behavioral, social, and linguistic development of students. In addition, potential behavioral expressions are examined. Graduate students learn techniques and strategies for managing behavior, for pre-school through young adult students. Emphasis is placed on positive behavioral supports. The graduate students also learn methods for teaching students' self-management. Ten (10) hours of field experience are required.

SED 581 Nature and Need of Individuals with Cognitive Impairment

3 credit hours

This course provides an introduction in the area of cognitive impairment with attention being given to the nature and needs aspects of this field. Research based models are discussed in relation to the development of educational programs. The impacts of a cognitive impairment on the social/emotional development and daily living skills of a student are explored in detail. All aspects of receiving services are included in the continuum of services. There is a focus on community services as well as post school services. Thirty (30) clock hours in a setting with children with cognitive impairments are required.

SED 582 Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment

2 credit hours

During this course, the graduate student will examine research-based instructional learning programs appropriate for students with mild cognitive impairment, K-adult. In addition, students will design, implement, and evaluate age-appropriate individual and small group interventions for students with mild cognitive impairments based on best practices and research. These interventions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Modifications to standard curricula for students with mild cognitive impairments in K-12 settings will be studied and practiced. Communication of these to other professionals will be studied and practiced. Assessments (norm-referenced, criterion-referenced, and curriculum-based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments (school, work, living, recreation) that facilitate growth and learning. Graduate students will explore all factors related to the IEP, RTI, ITP and 504 processes. Twenty (20) clock hours in a setting with children with mild cognitive impairment are required.

SED 583 Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment

2 credit hours

During this course, the graduate student will examine research-based instructional learning programs for students with moderate and severe cognitive impairment. Health and medical issues will be examined, and the candidate will design and implement a study of age-appropriate individual interventions for students with moderate and severe cognitive impairment based on best practices and research. Age-appropriate modifications to standard curricula for students with cognitive impairments in K-12 settings will be studied and practiced. The graduate student will communicate these to other professionals. In addition, the graduate student will, based on research models, develop skills at designing, implementing, and evaluating programs and adaptation techniques and activities for students with moderate and severe cognitive disabilities. These programs will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments (norm-referenced, criterion-referenced, and curriculum-based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning. Graduate students will learn how the teacher as researcher functions in a classroom. Students will explore all factors related to the IEP, ITP and 504 processes. Thirty (30) clock hours in a setting with children with moderate and severe cognitive impairment are required.

SED 584 Transition and Career Education for Individuals with Disabilities

3 credit hours

The purpose of this course is to provide the graduate student the information and requirements that focus on transition and career development of individuals with cognitive disabilities. The focus is from high school to successful independent community work. The development of required career and transition plans and programs are stressed and a requirement of the course. The programs include employable skills, work skills, and work experience in both the school environment and the community environment. The graduate student will learn how to create work environments. Students will also develop ideas to incorporate prevocational skills and independent living skills into daily lesson plans for all grade levels.

SED 585 Strategies for Fundamental Reading and Functional Reading

2 credit hours

During this course, the graduate student will examine research-based instruction in fundamental and functional reading. Functional and fundamental reading in all domains is covered and practiced. Age-appropriate modifications will be implemented. The candidate will communicate these to other professionals. In addition, the graduate student will, based on research models, develop skills at designing, implementing, evaluating programs and adaptation techniques and activities related to fundamental and functional reading for students with moderate and severe cognitive disabilities. These reading instructions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments (norm-referenced, criterion-referenced, and curriculum-based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning in reading. Graduate students will explore all factors related to the IEP, ITP and 504 processes related to reading. Twenty (20) clock hours in a setting with children with moderate and severe cognitive impairment are required.

SED 595 Directed Teaching Seminar (Special Education)

1 credit hours

Prerequisite: Completion of all other additional endorsement program requirements

Group discussion and analysis of problems and challenges encountered during directed teaching with a focus on comparison and contrast of teaching experience involving students with and without disabilities. Requirements include completing a case study, updating credential file and portfolio, and participating in an oral comprehensive interview based on the Special Education Program Learning Outcomes.

SED 640- Special Education Thesis I

3 credits

An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes, as well as application of APA. Approval committees will also be explored, such as the IRB, and expectations of the thesis committee. During this course, individual directed research will be conducted to determine an appropriate research topic, and the development and completion of an annotated bibliography and literature review.

SED 641-Special Education Thesis II

3 credits

A continuation of the research started in Thesis I with the purpose of completing the three-chapter thesis. Research design is explored and based on the appropriateness of study. Quantitative or qualitative design involving theoretical or empirical methodology identifying an issue or question is carried-out, and data or evidence are interpreted, and conclusions defended.

SED 680 Directed Teaching (Special Education)

4 credit hours

Prerequisite: Completion of at least 20 credits of specialization courses or permission

Corequisite: SED 695

Supervised observation, participation, and teaching in public and private K-12 schools. This is an eight (8) week, full-time placement in a special education classroom under the supervision of a mentor teacher with the same area of certification as the student teacher. University supervisors will observe and evaluate student teachers five (5) times during this session, using the Charlotte Danielson teacher evaluation assessment tool/ rubric, along with the UDL assessment, and the assessment of Professional Dispositions. Evaluation criteria are based upon the Michigan Department of Education Standards and State MARSE Rules for special education.

SED 695 Directed Teaching Seminar (Special Education)

1 credit hours

Prerequisite: Completion of all other additional endorsement program requirements

Corequisite: SED 680

Group discussion and analysis of problems and challenges encountered during directed teaching with a focus on comparison and contrast of teaching experience involving students with and without disabilities. Requirements include completing a case study, updating credential file and portfolio, and participating in an oral comprehensive interview based on the Special Education Program Learning Outcomes.

Education, Special Education (K-12 Learning Disabilities Concentration), M.A. Course Descriptions

SED 512: Introduction to Special Education

3 credit hours

This first major introductory course in the field of special education covers definition, history and legislation of special education. The physical, emotional, social and cognitive characteristics of students with special needs are defined with an emphasis on educational interventions and assessment in grades K-12. In addition, the current research-based models, the continuum of services, agencies and other resources, and future of special education are discussed in detail. Required 10 hours in a K-12 school setting with students with disabilities.

SED 521 Educational and Assistive Technology for Students with Disabilities

1 credit hours

This is a course designed to help students acquire the necessary skills to use educational technology and assistive technology in the classroom to facilitate the learning of students with disabilities. Graduate students are involved in developing, adapting, and modifying the standard curricula through educational technology and assistive technology. In addition, the graduate students develop skills in adapting software and hardware to meet individual needs, selecting appropriate material, and implementing the usage of assistive technology as indicated on IEP's.

SED 534 Strategies for Teaching Reading to Students with Learning Disabilities

1 credit hours

This is a course designed to help graduate students acquire the necessary skills in reading instruction for teaching reading to students with learning disabilities. Three models for reading are emphasized: developmental, remedial, and specific problems. Activities span the age range from early childhood to young adult. In addition, the graduate students develop skills in adapting standard curricula and materials to meet individual needs. Ten (10) hours of field experience in a K-12 setting is required.

SED 541 Procedures in Special Education

2 credit hours

The purpose of this course is to present the underlying structure and procedures in special education. The procedures regulated by laws and standards are covered in detail. Graduate students rehearse leading and participating in program development (IEP, 504, RTI/SAT, transition) meetings. The skills needed to be an effective team member, transmit information, and manage data in a professional, ethical, and efficient manner are focal points of this course.

SED 542 Parent – School Partnership: Special Education

2 credit hours

This course provides theories and strategies for effective parent and professional partnerships in the field of disabilities. The impact of a child with disabilities on the family is a focus of this course. Interpersonal communication skills, legal issues, differences in cultures, values, and family expectations are discussed. Attention is given to family systems, family functions, and family life cycles. Graduate students develop skills managing both formal and informal meetings and conferences with parents of children with disabilities. Graduate students locate and assess local services for parents of children with disabilities. Ten (10) hours of field experience with parents or guardians of children with disabilities are required.

SED 543 Assessment and Evaluation of Students with Disabilities

3 credit hours

This course is designed to introduce graduate students to the role assessment plays in the field of special education. The focus is on selection, administration, and interpretation of instruments as they relate to program design and implementation. Included is a study of assessment instruments used by school psychologists and special education teachers. The Michigan assessment programs are discussed and reviewed for the implications for special education. In addition, test construction and test adaptation for a diverse population are presented. Alternative assessments are discussed in detail. Ten (10) hours of face-to-face administration of assessment instruments are required.

SED 545 Collaboration in Special Education

4 credit hours

This course equips graduate students with the skills of collaboration with professionals, parents, students, and friends. A variety of models of collaboration are examined for usage and matching to the appropriate situation. Competencies in collaboration are developed, implemented, and evaluated. Candidates have the opportunity to rehearse models of collaboration. In addition, the graduate students are required to instruct others in appropriate collaboration.

SED 549 Culture and Diversity in Special Education

1 credit hours

This course is designed to provide an experience of working with students with disabilities in a diverse setting. The graduate student are introduced to the impact of various factors on disabilities. Issues such as culture, ethnicity, religion, and socio-economics are considered in their influence on persons with disabilities and their families. Differences in the cultural definitions of various disabilities are studied. The quality and quantity of resources in a diverse setting are examined and analyzed. Twenty (20) clock hours of field experience in a diverse setting is required.

SED 551 Behavior Management in Special Education

2 credit hours

This course is designed to provide the graduate student with a foundation in the psychological impact of a disability on the cognitive, emotional, behavioral, social, and linguistic development of students. In addition, potential behavioral expressions are examined. Graduate students learn techniques and strategies for managing behavior, for pre-school through young adult students. Emphasis is placed on positive behavioral supports. The graduate students also learn methods for teaching students' self-management. Ten (10) hours of field experience are required.

SED 561 Introduction to Learning Disabilities

3 credit hours

This course provides theories and strategies in the area of learning disabilities, with attention being given to the history and legal aspects of this field. A variety of research-based models are discussed in relation to the development of educational programs. The impact of a learning disability on the social and emotional development of a student is explored in detail. Aspects of receiving services, including the continuum of services, as well as community services, are discussed. Thirty (30) clock hours in a setting with children with learning disabilities are required.

SED 562 Methods & Strategies for Teaching Children with Learning Disabilities

4 credit hours

In this course, graduate students examine research-based learning programs and identify matches between student needs and program strengths. Modifications and accommodations to the basic skill areas in standard curricula in K-12 settings are studied. In addition, the graduate student develops skills at designing, implementing, and evaluating remedial programs, adaptation techniques, and activities for students with learning disabilities. Norm-referenced, criterion-referenced, and curriculum-based assessments are explored. The construction of age-appropriate environments that facilitate growth and learning are discussed. The candidate explores various factors related to the IEP, RTI, and 504 processes, learns how the teacher as researcher functions in a classroom, and applies this knowledge during the field experience. Thirty (30) clock hours in a setting with children with learning disabilities are required.

SED 580 Directed Teaching (Special Education)

4 credit hours

Prerequisite: Completion of at least 20 credits of specialization courses; permission of program director

Corequisite: SED 595 Directed Teaching Seminar (Special Education)

Supervised observation, participation, and teaching in public and private K-12 schools. This is an eight (8) week, full-time placement in a special education classroom under the supervision of a mentor teacher with the same area of certification as the student teacher. University supervisors will observe and evaluate student teachers five (5) times during this session, using the Charlotte Danielson teacher evaluation assessment tool/ rubric, along with the UDL assessment, and the assessment of Professional Dispositions. Evaluation criteria are based upon the Michigan Department of Education Standards and State MARSE Rules for special education.

SED 584 Transition and Career Education for Individuals with Disabilities

3 credit hours

The purpose of this course is to provide the graduate student the information and requirements that focus on transition and career development of individuals with cognitive disabilities. The focus is from high school to successful independent community work. The development of required career and transition plans and programs are stressed and a requirement of the course. The programs include employable skills, work skills, and work experience in both the school environment and the community environment. The graduate student will learn how to create work environments. Students will also develop ideas to incorporate prevocational skills and independent living skills into daily lesson plans for all grade levels.

SED 595 Directed Teaching Seminar (Special Education)

1 credit hours

Prerequisite: Completion of all other additional endorsement program requirements

Group discussion and analysis of problems and challenges encountered during directed teaching with a focus on comparison and contrast of teaching experience involving students with and without disabilities. Requirements include completing a case study, updating credential file and portfolio, and participating in an oral comprehensive interview based on the Special Education Program Learning Outcomes.

Healthcare Leadership, M.A. Course Descriptions

LDR 400/600 Research and Professional Writing

3 Credit Hours

Instruction Type: Online Learning Approved

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

3 credit hours

An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the application of research to a real-life issue or situation.

This course must be taken as first course or concurrently with LDR 601 Leadership Theory.

LDR 401/601 Leadership Theory

3 Credit Hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing or taken concurrently with LDR 600 Research and Professional Writing

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

3 credit hours

An interdisciplinary overview of program topics including relevant concepts from business, psychology, education, ethics, and career development. Reviews historical approaches to organizational leadership as well as recent innovations in managing the change process.

LDR 605 Justice, Equity, Inclusion, and Diversity for Leaders

3 credit hours

Instruction Type: Online Learning Approved

This course examines the ever-evolving landscape of diversity, equity, and inclusion for leaders. Through a blend of theory, case studies, and practical application, students will engage in collaborative assignments aimed at creating and sustaining high-performing teams

LDR 606 Entrepreneurship

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing
Entrepreneurship emphasizes entrepreneurial skills and issues in business creation, innovation, and design. Focus will include the entrepreneur's challenge of building People, Process, and Product capabilities within a start-up or existing organization. Discussion will include small and global organizational models.

LDR 609 Health Care Systems Management

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

A critical analysis and evaluation of health service delivery in various settings. This course explores the history, organization, roles and relationships of consumers and providers, as well as the various health service delivery systems functioning today. Students discuss current trends, issues and market dynamics which impact health service systems and integrate them into their leadership and management mental models.

LDR 610 Career Development And Mentoring

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An examination of factors affecting the selection and development of professional roles. Explores career development methods. Each student develops an individualized career action plan and learns techniques to assist individuals and organizations with career development programs.

LDR 612 Higher Education Law

3 credit hours

Instruction Type: Online Learning Approved

Important legal and ethical issues facing higher education institutions are explored during this course. Includes review of policy issues related to student rights, academic freedom, and intellectual property. In addition, the role of federal, state, and local governments in public education is explored. Using a case study approach, students are to develop an understanding of administrative law pertaining to students, faculty, administrators, and boards of trustees at institutions of higher education.

LDR 614 Contemporary Issues In Health Care

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

This course will expose students to the trends and contemporary issues of the health care delivery system. It will examine the issues pertaining to the organization, roles, and relationships of consumers and providers of health care services, as well as the various types of facilities and organizations, and current issues which impact the health care system.

LDR 620 Information Systems Management

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An introduction to the strategic management of information technology in the health service industry. Students examine in-depth the issues faced by managers of information systems. Areas of focus include clinical and financial information systems, community health information systems networks, and analysis of need, systems acquisition, operational challenges, and information systems planning and system/network integration strategies.

LDR 421/621 Organizational Behavior and Psychology

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

3 credit hours

Topics of current interest in Organizational Psychology from an individual, group or systems perspective are covered. Understanding the workplace in today's global market requires administrative, managerial and leadership insight and awareness from multiple dimensions. Focus areas will include Job Analysis, Performance Appraisal, Training, Motivation, Job Attitudes, Antecedents and Consequences, and Stress and Worker Well- Being among others.

LDR 622 Student Development Theory

3 credit hours

Instruction Type: Online Learning Approved

Using a comprehensive overview of college student development theory, this course focuses on the historical and contemporary approaches to college student growth and development to promote positive outcomes. This course examines the fundamental theories regarding the diversity and culture of the adult student, as well as effective teaching principles and practices for adult students.

LDR 623 Teaching and Technology in Higher Education

3 credit hours

Instruction Type: Online Learning Approved

An overview of current trends in higher education that impact teaching and learning, such as instructional methodologies, evaluation methods, and classroom culture. Developing an understanding of how contemporary technology can enhance the adult learning experience is vital to student success. Strategies, software, and other educational technology tools are explored and used during this course. Instructors model a best practices approach to teaching, learning and technology.

LDR 624 Organization and Administration in Higher Education

3 credit hours

Instruction Type: Online Learning Approved

An exploration of administrative roles, governance, and management functions of postsecondary institutions. Students are to develop an understanding of academic and student service policies and procedures, and to review and analyze organizational theory related to institutions of higher education.

LDR 625 Human Resource Management In Health Care

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

The student will see how today's world shapes both human resource management issues and needs. The course will also examine the roles that individuals, team members, managers, staff generalists and specialists play in human resource management (HRM). Our focus is on HRM functions as they relate to one another and to organizational performance

strategy. The student will experience and evaluate a variety of training and development techniques as well.

LDR 629 Overview Of U.S. Healthcare System

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

This course provides a wide-ranging overview of America's health care system, combining a historical perspective with an analysis of current trends in the industry. While considering the evolution of the modern American health care system, the course will provide a complete examination and delivery while offering critical insight into the issues that the US health system faces today. The course will review the complex structures, relationships, and processes of this rapidly growing industry, including information on the progress and impact of the Affordable Care Act (ACA).

LDR 630 Organizational Culture And Communication

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An in-depth study of the impact communication has on organizational culture, and how culture influences individual and organizational behavior. Students will examine communication and the impact it has on individual performance, organizational structure and cultural environment. This course will also examine different theories and methods of communication linked to a variety of leadership models and the development of technical competencies. Students are required to demonstrate basic computer-based competencies.

LDR 635 Program Planning And Evaluation

3 credit hours

Instruction Type: Online Learning Approved

An introduction to the concepts of curriculum, program planning, outcomes and instructional improvement strategies in higher education. Institutional assessment in higher education, as required by national, regional, or local accrediting agencies is explored. Evaluation and assessment are emphasized as providing guidance for making informed decisions regarding academic programs and student services. A variety of evaluation tools related to student achievement and organizational performance are explored.

LDR 636 Teaming And Decision Making

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An introduction to team building processes, characteristics of high performance teams, group decision-making techniques, methods to enhance team effectiveness, and individual assessment of team style. Students develop a team-

based organization, which is organized around their individual competencies.

LDR 639 Human Resource Development for Leaders

3 credit hours

Instruction Type: Online Learning Approved

This course presents the theory and processes associated with human resource development (HRD) used to design and measure interventions in the areas of organization development, personnel training and development, and career development. Students will survey and analyze leadership topics in human resource development and understand the leadership implication of HRD on national and global organizations.

LDR 640 Finance + Quantitative Leadership

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

Organized around the understanding and application of maximizing the value of the firm for its shareholders. The areas of financial engineering, institutional characteristics and valuation models, time value of money concepts, cash flow analysis, options in capital investments, and the use of new financial instruments and strategies are explored.

LDR 645 History Of Higher Education

3 credit hours

Instruction Type: Online Learning Approved

This course provides an introduction to the historical development of American higher education from colonial times to the 21st century. Emphasis is given to societal changes and laws that affected the major historical events that contributed to the diversity of higher education.

LDR 650 Medical Law

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An introduction to the legal relationships and dynamics among health service providers, health care organizations,

regulatory agencies, and society. Selective dimensions of the legal and regulatory systems and their impact on the delivery of health services are reviewed. Students develop an understanding of the legal dynamics affecting governmental institutions at every level and the regulatory process impacting the delivery of health services.

LDR 655 Negotiations as a Process

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An analysis of the negotiation process as well as the behavior and actions of individuals and groups within an organization involved in them. A focus on various strategies to conduct successful negotiations and build relationships in an organizational setting.

LDR 657 Project Management for Leaders

3 credit hours

Instruction Type: Online Learning Approved

This course focuses on the leadership aspects and formal techniques of project management. Leadership strategies for team cohesion, motivation, communication, diversity, conflict resolution, and mentoring seek to optimize project outcomes. Stakeholder analysis and project planning are addressed. Students learn to use project management software to produce plans that apply leadership strategies for organizational priorities.

LDR 660 Strategic Leadership

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

An in-depth examination of strategic planning, organizational development, and change management from a continuous improvement perspective. Students understand the connection between strategic planning and change management process. Additionally, examination will demonstrate how this connection affects organizational alignment, cultural transformation, and financial viability. Students develop planning and implementation strategies with emphasis on methods to best develop individuals, enterprises and community.

LDR 669 Applied Leadership

3 credit hours

Instruction Type: Online Learning Approved

This course focuses on the integration and application of the leadership knowledge, skills, and abilities (KSAs) developed during the program of study. Through case studies and/or simulations, students will have an opportunity to integrate leadership theory into practice.

LDR 678 Practicum

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

Students are expected to engage in an individually approved, application-based project to apply theories explored throughout the leadership program/concentration area. Students may complete this practicum requirement in a new or their own work setting under the direct supervision of a pre-approved facilitator. [200 hours are required.] At the culmination of this experience, students are expected to submit a comprehensive product, which documents the outcome of this practicum requirement.

LDR 695 Capstone

3 credit hours

Instruction Type: Online Learning Approved

Prerequisite: LDR 601 Leadership Theory, LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing , LDR 604 Ethics And Social Justice , LDR 630 Organizational Culture And Communication, LDR 640 Finance + Quantitative Leadership, and LDR 660 Strategic Leadership

The Organizational Leadership Capstone is a culminating experience designed to provide students with an opportunity to demonstrate mastery in the field of organizational leadership. The Capstone course will be based on program coursework, research, application to career, and reflect the synthesis of theory and practice. Practiced leadership behavior will be viewed via a valid and reliable survey 360° instrument.

Master of Science in Nursing (M.S.N.) Course Descriptions

NUR 499 Foundational Essentials Bridge to the MSN

4 credit hours

Prerequisite: NUR 301 Transition To Professional Nursing , NUR 375 Health Care Of Communities & Vulnerable Populations , NUR 460 The Art Of Ethical, Cultural, & Spiritual Nursing Practice and acceptance to the RN-MSN tract.

This course provides the essential foundations of professional nursing practice and knowledge needed for graduate

level coursework. Emphasis is placed on the framework of scholarship for evidence-based practice, the impact of health care policy on healthcare systems and professional nursing practice and the rudimentary awareness for the baccalaureate prepared nurse leader.

NUR 605: Transition to Nursing Scholar: Science, Research, and Statistics

3 credit hours

This course is designed for the entry level MSN student equipping the student with the elemental knowledge necessary for their transition to nursing scholar. This course will emphasize the evaluation, application, and utilization of evidence-based practice within the framework of health care systems. Areas of study providing the foundational knowledge vital for further study concentrate on the science of nursing, research methods, and the evaluation of evidence as a guide to nursing practice. This course requires mandatory PE hours.

NUR 608: Advanced Pathophysiology, Physical Assessment, and Pharmacology

3 credit hours

This course is designed for the entry level MSN student. Areas of study will provide advanced levels of understanding physiology, pathophysiology, physical/health assessment, and pharmacological therapies. This course requires mandatory PE hours.

NUR 612 Clinical Prevention, Population Health, and Vulnerable Populations

3 credit hours

Prerequisite: NUR 611 Leadership Principles for Health Care Organizations and Systems or at the discretion of the Director of Nursing, MSN Program Coordinator, or the appropriate Dean

This course focuses on organizational, patient-centered and culturally responsive concepts in population healthcare. Population health problems will be analyzed with the application of prevention and promotion frameworks. Students will engage in learning activities that emphasize application of evidence-based theories of prevention applied to design population-based interventions. Basic principles of epidemiology, community-based assessment, evaluation, issues of equity, and the risks to vulnerable populations will be explored.

NUR 616: Principles of Advanced Healthcare Education

3 credit hours

This course explores the foundational principles of effective healthcare education in advanced practice settings. Students will develop skills in audience analysis and management, impactful presentation and communication, advocacy for educational initiatives, strategies for influencing behavior change and fostering buy-in, and the cultivation of productive interprofessional partnerships. This course requires mandatory PE hours.

NUR 620 Introduction to Advanced Leadership Roles

3 credit hours

Prerequisite: NUR 612 Clinical Prevention, Population Health, and Vulnerable Populations or at the discretion of the Director of Nursing, MSN Program Coordinator, or the appropriate Dean

This course introduces and guides the student through scholarly inquiry to the skills, knowledge and abilities that create the core competency domains for nursing and healthcare leadership. Building on the competencies of the American Organization of Nurse Executives (AONE), this course will identify core concepts of leadership roles.

These competencies include communication and relationship management, knowledge of the health care environment leadership, professionalism, and business skills and principles.

NUR 621 Transformational Leadership

3 credit hours

Prerequisite: NUR 620 Introduction to Advanced Leadership Roles or at the discretion of the Director of Nursing, MSN Program Coordinator, or the appropriate Dean

This course facilitates an examination of leadership in the dynamic health care environment. Students will engage in the investigation and application of the strategies, concepts, and insights into the dynamics of transformational and complexity leadership, distinguishing between the skills of management and leadership and empowering students to develop authentic leadership qualities. Students will acquire skills to become leaders throughout the health care system who can serve as full partners with other health professionals and be accountable for their own contributions to delivering high-quality care while working collaboratively with leaders from other health professions.

NUR 622 Strategic Planning for the Nurse Leader

3 credit hours

Prerequisite: NUR 621 Transformational Leadership or at the discretion of the Director of Nursing, MSN Program Coordinator, or the appropriate Dean

This course facilitates the development of strategic planning and thinking skills crucial for the contemporary nurse leader. The course provides an overview of the general principles related to strategic planning and management in healthcare organizations. The emphasis is on establishing fiscally responsible objectives, project management designs, and implementing strategic plans such as those utilized by nursing leaders to meet the mission and vision of nursing and of the healthcare organization.

NUR 624: Practicum I: Ideation, Assessment, Planning, and Design

3 credit hours

This course will start the planning phases of the practicum activities immersing the student with a nurse leader preceptor. This course will prepare the learner for the immersive practicum experience with a nurse leader. The student will identify personal learning objectives, which must contribute toward meeting the overall program outcomes. This course requires mandatory PE hours.

NUR 626: Strategic Planning/Quality Improvement for the Nursing Leader

3 credit hours

This course facilitates the development of strategic planning and thinking skills crucial for the contemporary nurse leader. The course provides an overview of the general principles related to strategic planning and management in healthcare organizations. The emphasis is on establishing fiscally responsible objectives, project management designs, and implementing strategic plans such as those utilized by nursing leaders to meet the mission and vision of nursing and of the healthcare organization. This course requires mandatory PE hours.

NUR 630 Health Care Operations: Human Resources, Quality, Law, & Ethics

3 credit hours

Prerequisite: NUR 622 Strategic Planning for the Nurse Leader or at the discretion of the Director of Nursing, MSN Program Coordinator, or the appropriate Dean

This course introduces the nurse leader to various elements of health care operations. The student will learn to manage change in the organization in order to direct the provision of quality patient care and services. Topics include ethical, legal, and human resource considerations in motivating and managing a nursing department in the health care organization.

NUR 631 Introduction to Health Care Economics, Finance, & Principles of Business for Nurses

3 credit hours

Prerequisite: NUR 630 Health Care Operations: Human Resources, Quality, Law, & Ethics or at the discretion of the Director of Nursing, MSN Program Coordinator, or the appropriate Dean

This course familiarizes the student to basic finance and budget planning essential to a health care organization. Students will explore how the day-to-day costs of service provision impact the unit, department, and organizational budget.

NUR 634: Practicum II - Implementation

3 credit hours

This course builds on the Practicum I course. The student will implement the designed project and begin role immersion with a nurse leader. This experience allows the advanced nurse scholar to apply theory and coursework to practice. Students must meet their personal learning objectives. This course requires mandatory PE hours.

NUR 644: Practicum III - Evaluation and Succession Plan

3 credit hours

This course builds on the practicum II course. The student will evaluate the project implemented in Practicum II. This experience allows the advanced nurse scholar to evaluate outcomes, plan for future iterations, and disseminate information as part of the planned succession. This course requires mandatory PE hours.

NUR 680 Practicum I - Design

3 credit hours

Prerequisite: NUR 631 Introduction to Health Care Economics, Finance, & Principles of Business for Nurses

This course will prepare the learner for the immersive practicum experience with a nurse leader. The student will work with the preceptor's institution as well as the university to establish a practicum contract and project plan to ensure that all requirements of the BSN; practicum experience will be completed between the Practicum I & II courses. The student will identify personal learning objectives, which must contribute toward meeting the overall program objectives.

NUR 681 Practicum II – Implementation

3 credit hours

Prerequisite: NUR 680 Practicum I - Design

This course builds on the courses previously studied in the graduate nursing program. The student will implement the project and role immersion identified in the Practicum I – Design course. This experience allows the advanced nurse scholar to apply theory and coursework to practice. In order to successfully complete the objectives of the course, the students must meet their personal learning objectives and implement their projects.

Organizational Leadership, M.A. Course Descriptions

LDR 400/600 Research and Professional Writing

3 credit hours

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the application of research to a real-life issue or situation.

This course must be taken as first course or concurrently with LDR 601 Leadership Theory.

LDR 401/601 Leadership Theory

3 credit hours

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing or taken concurrently with LDR 600 Research and Professional Writing

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross-listed, 400-level section for undergrad pricing. This course, if taken at the undergraduate level must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross-listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

An interdisciplinary overview of program topics including relevant concepts from business, psychology, education, ethics, and career development. Reviews historical approaches to organizational leadership as well as recent innovations in managing the change process.

LDR 605 Justice, Equity, Inclusion, and Diversity for Leaders

3 credit hours

This course examines the ever-evolving landscape of diversity, equity, and inclusion for leaders. Through a blend of theory, case studies, and practical application, students will engage in collaborative assignments aimed at creating and sustaining high-performing teams

LDR 421/621 Organizational Behavior and Psychology

3 credit hours

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing

This course is offered as part of the graduate pathway. Students may take the graduate course in a cross-listed, 400 level section for undergrad pricing. This course, if taken at the undergraduate level, must count toward general electives unless the student is earning a BA in Multidisciplinary Studies. The student must have a 3.25 GPA and be at the Junior level to enroll in the cross listed course. If/when the student enrolled in Graduate school at SHU, these credits will transfer in as graduate credit at no additional cost.

Topics of current interest in Organizational Psychology from an individual, group or systems perspective are covered. Understanding the workplace in today's global market requires administrative, managerial and leadership insight and awareness from multiple dimensions. Focus areas will include Job Analysis, Performance Appraisal, Training, Motivation, Job Attitudes, Antecedents and Consequences, and Stress and Worker Well- Being among others.

LDR 639 Human Resource Development for Leaders

3 credit hours

This course presents the theory and processes associated with human resource development (HRD) used to design and measure interventions in the areas of organization development, personnel training and development, and career development. Students will survey and analyze leadership topics in human resource development and understand the leadership implication of HRD on national and global organizations.

LDR 640 Finance + Quantitative Leadership

3 credit hours

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing
Organized around the understanding and application of maximizing the value of the firm for its shareholders. The areas of financial engineering, institutional characteristics and valuation models, time value of money concepts, cash flow analysis, options in capital investments, and the use of new financial instruments and strategies are explored.

LDR 657 Project Management for Leaders

3 credit hours

This course focuses on the leadership aspects and formal techniques of project management. Leadership strategies for team cohesion, motivation, communication, diversity, conflict resolution, and mentoring seek to optimize project outcomes. Stakeholder analysis and project planning are addressed. Students learn to use project management software to produce plans that apply leadership strategies for organizational priorities.

LDR 660 Strategic Leadership

3 credit hours

Prerequisite: LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing
An in-depth examination of strategic planning, organizational development, and change management from a continuous improvement perspective. Students understand the connection between strategic planning and change management process. Additionally, examination will demonstrate how this connection affects organizational alignment, cultural transformation, and financial viability. Students develop planning and implementation strategies with emphasis on methods to best develop individuals, enterprises and community.

LDR 669 Applied Leadership

3 credit hours

This course focuses on the integration and application of the leadership knowledge, skills, and abilities (KSAs)

developed during the program of study. Through case studies and/or simulations, students will have an opportunity to integrate leadership theory into practice.

LDR 695 Capstone

3 credit hours

Prerequisite: LDR 601 Leadership Theory, LDR 600 Research and Professional Writing or LDR 602 Research And Professional Writing , LDR 604 Ethics And Social Justice , LDR 630 Organizational Culture And Communication, LDR 640 Finance + Quantitative Leadership, and LDR 660 Strategic Leadership

The Organizational Leadership Capstone is a culminating experience designed to provide students with an opportunity to demonstrate mastery in the field of organizational leadership. The Capstone course will be based on program coursework, research, application to career, and reflect the synthesis of theory and practice. Practiced leadership behavior will be viewed via a valid and reliable survey 360° instrument.

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