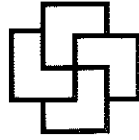


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Madonna College
Graduate Bulletin 1989-91

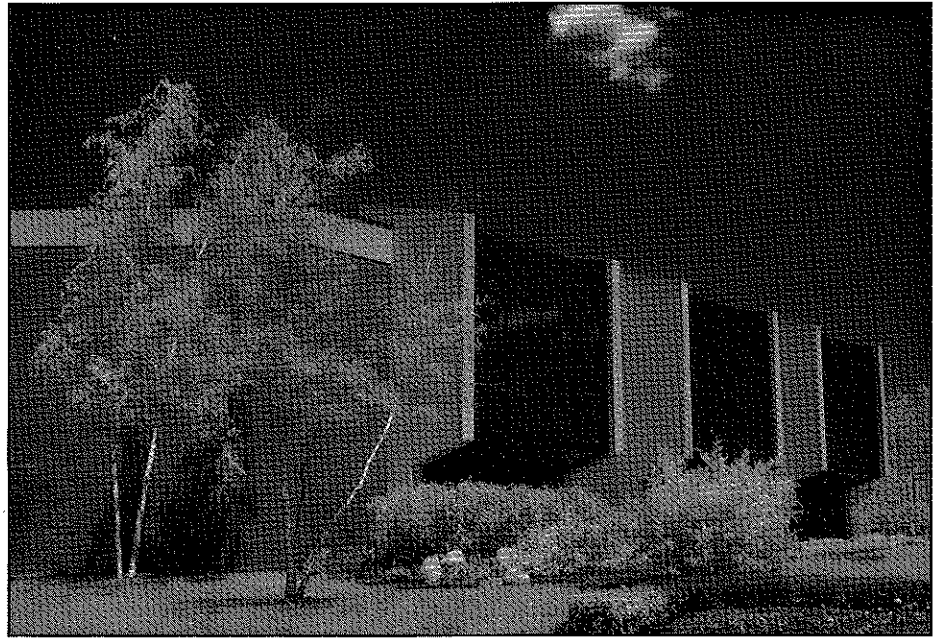


Graduate Bulletin 1989-91

Madonna College

(Effective as of Term I, 1989)

36600 Schoolcraft, Livonia, MI 48150
(313) 591-5000
TTY 591-1203



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

MADONNA COLLEGE CALENDAR

Term I - Fall

1989-90

Faculty Conference	Aug. 31-Sep. 1
Classes Begin	Sep. 5
Add-Drop Period	Sep. 5-11
Filing Deadline: Intent to Graduate, Term II/May	Sep. 29
Final Date: Election S Grade	Oct. 24
Comprehensive Examinations: Term I	Nov. 4
Mail-In Registration: Term II/Winter	Nov. 6-22
On-Campus Registration: Term II/Winter	Nov. 30-Dec. 2
Thanksgiving Recess	Nov. 23-25
Final Date: Withdrawal from Courses	Nov. 10
Final Examinations	Dec. 11-16
End of Term I	Dec. 16
Grades Due by 12:00 noon	Dec. 18

Term II - Winter

Faculty Conference	Jan. 5
Classes Begin	Jan. 8
Filing Deadline: Intent to Graduate, Term III/July	Jan. 31
Add-Drop Period	Jan. 8-15
Comprehensive Examinations: Term II	Feb. 10
Final Date: Election S Grade	Feb. 23
Mail-In Registration: Term III/Spring/Summer	Mar. 5-23
On-Campus Registration:	
Term III/Spring/Summer	Mar. 28-31
Spring Vacation	Mar. 5-10
*Easter Recess	Apr. 13-14
Final Date: Withdrawal from Courses	Mar. 16
Final Examinations	Apr. 23-28
End of Term	Apr. 28
Grades Due by 12:00 noon	Apr. 30
Commencement	May 5

*Easter Recess begins at 4:00 p.m. on the Thursday before Easter.

Term III - Spring/Summer

Classes Begin	May 7
Mail-In Registration: Term I/Fall	May 16-Jun. 5
On-Campus Registration: Term I/Fall	Jun. 7-9
Add-Drop Period	See Tuition & Fees Section
Filing Deadline: Intent to Graduate,	
Term I/December	May 31
Final Date: Withdrawal from Courses: No later than 2/3 of Completed Course Work	
Memorial Day - No Classes	May 28
Comprehensive Examinations: Term III	Jun. 9
Independence Day - No Classes	Jul. 4
Final Examinations	Last Class Session
End of Term	Jul. 28
Grades Due by 12:00 noon	Jul. 30

Summer Session (5 weeks)

Classes Begin	Jun. 18
Add-Drop Period	Jun. 18-23
Final Date: Withdrawal from Courses: No later than 2/3 of Completed Course Work	
Independence Day - No Classes	Jul. 4
Final Examinations	Last Class Session
Grades Due by 12:00 noon	Jul. 23

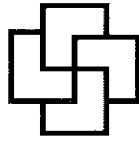
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Each Madonna College Student is responsible for compliance with the contents of this bulletin.

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





Professional and Managerial Leadership

The 1990s have brought a new challenge for fields as diverse as insurance, banking, health care delivery, education, transportation, manufacturing, energy, communications, and information processing: the need for professional and organizational leadership in the management of human resources. To address this growing need, Madonna College has developed specialized graduate curricula built upon a solid foundation of organizational theory and administrative skills and reinforced by advanced study and research in business leadership, educational leadership, or nursing administration.

You, the prospective student, are looking for a graduate program that will give you the best specialized training to prepare you for the future. Whether you see the master's degree as a means of advancing in your current position or as a means of effecting a career change, you will want to evaluate each program carefully, match its resources, its faculty, curriculum, and facilities, to your own objectives. This process of evaluation and decision making is central to the role of the administrator; and, just as you would evaluate any venture to weigh its strengths and weaknesses, you are beginning to evaluate this program. Here are some important considerations that will inform your decision.

Goals of the Programs

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

- a common body of knowledge that is applicable to leadership in diverse settings.
- knowledge and skills in the areas of decision making, human resource management, issues management, and fiscal management.
- the background necessary for effective and responsible decision making in complex and changing environments.
- a Christian humanistic dimension, including an emphasis on ethical decision making, and responsible stewardship.
- development of research and evaluation skills in order to promote the generation of new knowledge and foster lifelong learning.
- concepts and theory of management in an area of professional concentration, business administration, educational leadership, or nursing administration.

The Madonna College master's degree programs target those aspects of administrative decision making that have the most meaning for managers in the 1990s, particularly human resources management. To this end, a core in administrative leadership provides a knowledge and skills base in such areas as management theory, organizational theory and behavior, accounting for decision making, ethics, and futuristics. The leadership concepts and skills are extended, refined, and applied in the specialty areas of business administration, educational leadership, or nursing administration so that the administrative role is viewed within the full context of the business, education, and health care worlds. Madonna College graduates are prepared to meet new and unforeseen challenges and to make decisions based upon a view of society and the economy as dynamic, changing, evolving entities.

Distinctiveness of the Program

A combination of features distinguishes the Madonna College programs. First, the interdisciplinary nature of the curricula makes the program the only one of its kind in the area. Students from the three specialties of business, education, and nursing come together in a core of courses that focus on aspects of executive decision making. Each witnesses firsthand the considerations that weigh heavily in the others' fields, encouraging communication and cross-fertilization of ideas among the three groups.

A second important feature of the program grows out of its issues management orientation. The emphasis is on the future and the kind of economic, technological, sociological, and values environment the future will bring. Management theory and practice are integrated with concerns that emerge from history, political science, communications, ethics, psychology, and sociology. Future managers will be called upon to think in more than two dimensions, and the Madonna College program stimulates students to expand their vision and anticipate an evolving world.

A third important feature resides in the program's Christian humanistic dimension. Within the context of a Catholic liberal arts college, graduate education takes on a special character determined by the mission of the College. The program's Christian philosophy places emphasis on ethical decision making and a commitment to service. Each of these inform the program and define, at least in part, how students function in the role of leader.

The Madonna Graduate Student

The typical Madonna Graduate student pursues graduate study on a part time basis and maintains a full time position in one of many settings: business, nursing, education, human service, law enforcement, or municipal government. Most students have current or prior administrative experience; they identify with the role of manager and see that role as a meaningful one for their future. Some are preparing for middle management positions; some are headed for top level administration; some are entrepreneurs, interested in establishing their own businesses. The typical student is mature and ambitious,

committed to moving into a position of greater authority. Students work for a variety of organizations in a variety of functions. Among the current students are employees of the following:

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

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

Students come with a range of undergraduate majors: education, psychology, criminal justice, business administration, engineering, social science, biological science, physical science, and nursing.

MADONNA COLLEGE

A Tradition of Service/A Tradition of Quality

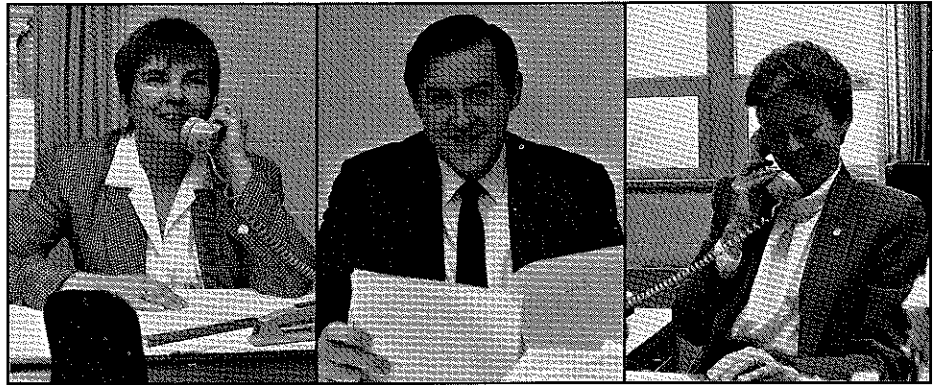
Madonna College is proud of its commitment to quality co-educational liberal arts education and its history of rendering public service through career education. Founded by the Felician Sisters in 1947, an outgrowth of Presentation Junior College (1937-1947), Madonna maintains its tradition as an independent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

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

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

The Madonna College nursing, education, and business administration programs, the largest at the College, serve over 2000 undergraduate and graduate students; they maintain a reputation for academic excellence and responsiveness to community needs. In 1992, the nursing department will celebrate its thirtieth anniversary of preparing baccalaureate nurses. The program has grown to be one of the largest four-year programs in Michigan and is known for its modularized competency-based approach to nursing education, its strong emphasis on clinical application, and its Christian humanistic orientation.

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



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

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

THE MADONNA CAMPUS

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

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

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

The \$4.1 million library wing, opened in 1983, is the focal point for the academic life of the campus. Housing more than 105,000 books and other print and nonprint materials, the library provides comfortable study and reading areas, in addition to group study and conference rooms. Equipped to meet the student's needs, the library is in the process of automating its services, which will represent the state of the art in library technology. The library expands its resources by subscribing to online retrieval services. It also maintains membership in the Southeastern Michigan League of Libraries Infopass system, which entitles students to borrowing privileges at more than twenty participating university and public libraries. Additionally, books, abstracts, monographs, articles, research and

technical reports, and policy manuals can be obtained through the Network-Locator Services of the Michigan Library Association. Through such consortial arrangements students can take advantage of the extensive research resources in the Detroit-Ann Arbor area.

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

Campus Activities

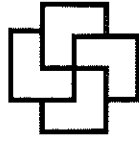
Each semester a full calendar of speakers, athletic events, and cultural activities are scheduled for student enjoyment. Graduate students are invited to take advantage of these activities as well as the facilities for tennis, basketball, and other team sports. Interested students will find a good selection of extracurricular activities to supplement their studies.

Program Accreditations and Approvals

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

- American Bar Association, 1984
- American Dietetics Association
 - General Dietetics, 1977, 1982, 1989
- Council on Social Work Education, 1982
- State of Michigan Board of Education:
 - Approval of four-year degrees, 1947
 - Teacher certifications, 1954, 1969
 - Vocational certification and authorization, 1969, 1974
 - Learning disabilities certification, 1974
 - Reading, 1977
 - Master of Science in Administration, 1982
 - Computer Science, 1984
- Michigan Board of Nursing, 1967
- North Central Association of Colleges and Schools,
1959, 1968, 1978, 1988
- National League for Nursing, 1970, 1978, 1984 (undergraduate only)
- National Council for the Accreditation of Teacher Education, 1972, 1981
- Michigan Department of Public Health:
 - Advanced Emergency Medical Technician, 1975
 - Basic Emergency Medical Technician, 1985
 - Emergency Medical Technician, Instructor/Coordinator, 1985

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



Graduate Admissions

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

Admission Requirements - Business Administration

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

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

Admission Requirements - Educational Leadership

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

1. Possession of a bachelor's degree from an accredited institution, with an overall undergraduate grade point average of 3.0 on a 4.0 scale and 3.5 in undergraduate education courses. (Conditional admission may be granted to those who do not meet the above grade point averages.) Official transcripts must be submitted prior to admission.
2. GRE (Graduate Record Examination) for applicants with an overall undergraduate grade point average of less than 3.25.

3. Valid Michigan teaching certificate. (Individuals without a valid teaching certificate will be reviewed on an individual basis.)
4. Two letters of recommendation from supervisors, education faculty members, or teaching associates.
5. Prior or concurrent teaching experience. Teaching experience provides a foundation for achievement of the program objectives. It is recommended that students have professional experience prior to or concurrent with enrollment in the program. This issue will be addressed at the admission interview.
6. Admission interview with a member of the Education Admission Committee.

Admission Requirements - Nursing Administration

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

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

Application Procedure

1. Application forms are available in the Office of Graduate Studies, room 266 in the Academic Building. Prospective students may write or phone the office (313) 591-5049 to request forms.

2. The completed form together with a \$25 non-refundable application fee must be returned to the Office of Graduate Studies according to the graduate admission calendar. (See below.) Checks or money orders are to be made payable to Madonna College.

For Fall Term - before August 15

For Winter Term - before December 15

For Spring/Summer Term - before April 15

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

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

5. The applicant should also request that two persons complete the letter of recommendation forms in the admission packet.
6. Once the application file is complete, the applicant will be scheduled for a pre-admission interview.
7. After the department has reviewed the admission file, the applicant may be assigned an admission status. The Dean of Graduate Studies will inform the applicant of acceptance by letter. The applicant will be assigned an admission status from the following:

- Regular Admission: The applicant meets all of the admission criteria.

- Conditional Admission: An applicant who does not meet the criteria for regular admission, yet who appears to possess potential for success in graduate study, may be granted conditional admission to the program. This would include applicants with an undergraduate grade point average of less than 3.0 or with a low score on the graduate admission test required by the department. The applicant will be admitted on the condition that he/she achieve a 3.0 GPA in the first 9 hours of course work approved by the department or on a condition set by the

admission committee in the department. The student must qualify for regular admission within one calendar year.

8. **Special Status:** Students in the process of being admitted to a graduate program may register on a pre-admission status with the permission of the Dean of Graduate Studies. The business administration specialty will accept for the degree a maximum of 4 semester hours of coursework taken on special status. A maximum of 6 semester hours of coursework taken on special status will be accepted for the degree by the education and nursing departments. Permission to take graduate courses as a special status student does not guarantee admission to the graduate program.
9. **Nondegree Students:** Permission to enroll in classes on a nondegree status may be granted by the Dean of Graduate Studies. This category is for those students who do not seek admission to a graduate program.

Guest students from other institutions register under nondegree status.

Transfer Students

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

Second Master's Degree

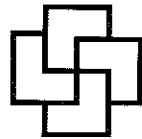
Students with a master's degree in another field will be evaluated individually to determine course equivalencies. Students must, however, complete a minimum of 24 semester hours of graduate coursework at Madonna College, which may include a thesis or research project.

Enrollment in Courses by Senior Students

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

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

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



Tuition and Expenses

Madonna College believes that higher education should be affordable to all who seek it. Therefore, tuition is maintained at the lowest possible level. The following schedule is in effect beginning in Term I, 1989. Graduate students enrolled in undergraduate classes should refer to the undergraduate bulletin for tuition rates and other applicable fees.

Graduate Tuition for 1989-90 153 per semester hour

Fees

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

Application for Graduate Program (Non-Refundable)	25
Advance Enrollment Deposits for Foreign Students (Deposit refunded to paying party when the student is no longer enrolled in Madonna's programs.)	1,500
Registration	15 per term
Unscheduled Registration	10
Deferred or Anticipated Examination (The instructor will require a receipt from the Student Billing Department that the fee has been paid.)	10 per test
Removal of Incomplete	10
Transcript of Credits	3
Billing/Payment Record Replacement	5
Change in Registration	15
Graduation fee	\$30
Late Submission of Intents	10
Returned Check Penalty	10
Thesis fee	85
Copyright fee (optional)	20

Checks should be made payable to Madonna College.

CHANGES IN TUITION AND EXPENSES

Graduate Tuition for 1990-91 \$160 per semester hour

Fee Schedule for 1990-91

Application for Graduate Program (Non-Refundable)	\$ 25
Mail-in/On-campus Registration Open Registration	\$ 30 per term
New Students	\$ 30 per term
Returning Students	\$ 45 per term
Change in Registration	\$ 15 each time
Deferred or Anticipated Examination	\$ 25 per test
The instructor will require a receipt from the Student Billing Department that the fee has been paid.	
Removal of Incomplete	\$ 10
Transcript of Credits (mailed)	\$ 4
Issued to student (in extenuating circumstances only)	\$ 5
Billing/Payment Record Replacement	\$ 5
Graduation fee	\$ 30
Late Submission of Intents	\$ 10
Returned Check Penalty	\$ 10
Thesis fee	\$ 85
Copyright fee (optional)	\$ 20
Advance Enrollment Deposits for Foreign Students	\$1,500
(Deposit refunded to paying party when the student is no longer enrolled in Madonna's programs.)	

Checks should be made payable to Madonna College.

All tuition and fees must be paid in U.S. currency.

Student Payment Policies

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

Payment Plans

1. Tuition and fees are payable in advance in full at the time billed. Students may pay by cash, check money order or credit card (Master Card or Visa). Canadian students must pay in U.S. Currency.

Payment may be made by telephone for credit card holders. Payment may also be by mail. However, the College is not responsible for lost or delayed mail. The assessment of program adjustment and late payment charges is determined by the date payment is received by the Student Billing Office, regardless of the postmark date.

2. Students who do not pay in full in advance automatically choose the deferred payment plan of two equal installments. The initial payment is due approximately two weeks prior to the beginning of each term. The balance of tuition and fees is due four weeks after the beginning of the term. The Class Schedule carries the exact due dates for each term. The deferred payment plan is denied to students whose accounts have in the past been referred to a collection agency because of the student's failure to pay the College.

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

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

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

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

Address changes

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

Penalties

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

Billing Error or Dispute

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

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

Other Penalties

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

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

2. **Unscheduled registration:** Students who do not complete registration on the days designated in the Class Schedule Bulletin will be assessed an unscheduled registration fee of \$25, which includes the \$15 registration fee plus penalty.
3. **Replacement fee:** Requests to duplicate billing records and to verify payments are assessed a \$5 replacement fee.

Refunds/Credit Adjustments

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

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

Tuition credit adjustments are made according to the following schedule:

Full Term

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

Classes, workshops & seminars less than full term

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

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

Refunds vs. Credits

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

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

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

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

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

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

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

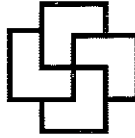
Non-Refundable Fees

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

Graduate Student Financial Aid

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

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



GENERAL POLICIES AND PROCEDURES

Advising

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

Academic Load

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

For financial aid purposes, the following formula is used:

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

Attendance

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

Auditing Courses

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

Withdrawal From Classes

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

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

Academic Standards and Grading Policy

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

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

A - Superior	4 honor points per semester hour
B - Very Good	3 honor points per semester hour
C - Marginal Attainment (Lowest acceptable grade)	2 honor points per semester hour
D - Unacceptable Level of Attainment for Graduate Student	1 honor point per semester hour
NC - Failure	0 honor points

Other grades:

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

W - Withdrawal

See policy on withdrawal from courses.

Y - Carry over

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

L - Lapsed

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

AUD - Audit

See policy on auditing courses.

I - Incomplete

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

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

Professional Ethics

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

Examinations, Grade Reports, and Transcripts

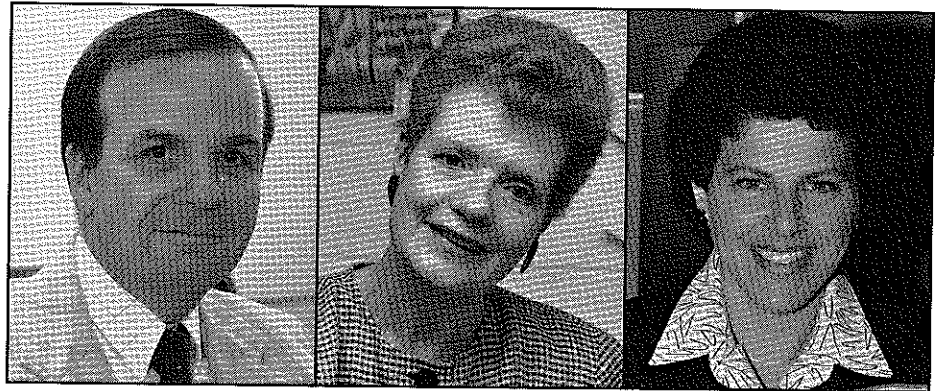
Final examinations are administered at the end of each term. An unexcused absence from a final examination may constitute a failure in the course.

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

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

Academic Probation and Dismissal

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



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

Candidacy

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

Thesis

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

Students conducting research that involves use of human subjects are responsible to examine with the faculty advisor those criteria for exemption, nonexemption and expedited review by the Human Subjects Review Committee. Classifications of review appear in the Research Guide for Graduate Studies as does the application form. The completed form is to be submitted to the Director of the Center for Research prior to scheduled review dates.

Students are required to submit three copies of the completed thesis. Of these, two are bound for the College (Library and Center for Research); the third copy is sent to University Microfilms International for publication.

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

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

Grading Policy for the Thesis/Independent Research Study

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

Research Study

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

Application for Degree

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

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

Statute of Limitations

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

Family Educational Rights and Privacy Act

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

1. Students have the right to inspect their official records. The institution will comply with the student's request for information within 45 days after the request has been filed.

2. Confidential information pertaining to students will not be disclosed to any person, organization or agency outside the College without the written authorization of the student.
3. A parent or legal guardian of a student under 18 years of age may request to view the dependent's records.
4. Directory information is public information.

Excluded from inspection are the following:

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

Records excluded from the provision of the Act:

1. Personal notes of teachers and administrators.
2. Law enforcement records.
3. Medical psychiatric reports or related professional files.

Records may be released without written consent to:

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

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

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

Student Appeal Process

When a problem arises, the student should follow this procedure:

- Step 1 - Discuss problem with professor at a scheduled appointment.
- Step 2 - If problem is not resolved, student and professor meet with the coordinator of the specialty program.

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

STUDENT LIFE POLICIES

I. D. Cards

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

Parking Regulations

Students are to use the north and south parking lots, except where restrictions are posted for reserved parking for the disabled. Parking violators will be ticketed. Parking decals are obtained in the Office of Student Billing, and students are requested to place the decals on their windshields.

Alumni

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

Prohibitions

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

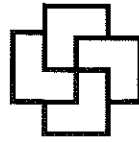
Smoking is confined to designated areas in the academic building, the Commons Room, and the patio of the Residence Hall.

Food Service

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

Changes in Policy

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



PROGRAMS OF STUDY

MASTER OF SCIENCE IN ADMINISTRATION

Business Administration Specialty

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

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

change. Reading and carrying out research provides the manager with a base from which to launch change.

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

Characteristics of Program

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

- Emphasis on ethical and professional leadership in diverse organizations and environments.
- Opportunities for extensive networking through courses, team work, retreats with students, faculty, and community and organizational leaders.
- Assessment of the student's leadership skills and needs and preparation of a leadership development plan.
- Opportunity to complete a research study in collaboration with the student's work-place management.
- Integration of leadership studies with planning, futuring, and forecasting, and the management of human resources, process, project, and information.
- Opportunity to integrate international business study and travel into the plan of study.
- Constant evolution, adjustment, and refinement of the program in response to student needs and interests and the changing workplace.

Requirements for graduation

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

Required Administration Core Courses (18 s.h.)

ADM 522	Introductory Seminar in Leadership Studies	1 s.h.
*ADM 525	Managerial Accounting for Decision Making	3 s.h.
ADM 530	Behavior in Organizations	3 s.h.
ADM 537	Future Society and Leadership	2 s.h.
ADM 540	Organizational Theory and Design	3 s.h.

ADM 547	Ideas in Leadership: Development and Leadership	2 s.h.
ADM 555	Ethical Considerations in Leadership	2 s.h.
ADM 558	Information Systems for Managers	2-3 s.h.

Required Capstone Specialty Courses (7 s.h.)

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

Elective Specialty Courses (choose 11 s.h.)

BUS 535	International Trade and Finance	3 s.h.
BUS 545	International Management	3 s.h.
BUS 550	Human Resource Management and Development	3 s.h.
*BUS 555	Economics in a Global Society	3 s.h.
BUS 561	Information Systems Planning	3 s.h.
*BUS 565	Business Finance	3 s.h.
*BUS 574	Quantitative Forecasting and Analysis	3 s.h.
*BUS 576	Project Evaluation	3 s.h.
*BUS 579	Marketing Strategy	3 s.h.
+BUS 580-1	Seminar in Leadership	1-3 s.h.
HUM 505	Communications for the Executive	3 s.h.

*denotes courses with undergraduate prerequisites

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

MASTER OF SCIENCE IN ADMINISTRATION

Educational Leadership Specialty

Philosophy

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

The graduate faculty, composed of both professors of education and practicing administrators, defines educational leadership as those activities, responsibilities, and processes which enhance the moral, intellectual, and social development of students through the effective organization of human resources and application of sound

administrative practice. Because leadership competencies cannot be gained or evaluated solely within the college classroom, learning experiences include activities in the work place, in particular a supervised internship or project in an educational setting.

Purpose

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

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

Program Objectives:

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

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

Requirements for Graduation

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

Required Education Foundation Core (6 s.h.)

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

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

ADM 530:	Behavior in Organizations	3 s.h.
ADM 540:	Organizational Theory and Design	3 s.h.
ADM 558:	Information Systems for Managers	2-3 s.h.
EDU 565:	Education and the Community	2 s.h.
EDU 575:	Financing of Education	2 s.h.
EDU 585:	Legal Issues in Education	2 s.h.

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

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

Required Clinical Experience (3 s.h.)

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

Nursing Administration Major

Philosophy

Christian Humanism

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

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

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

Person

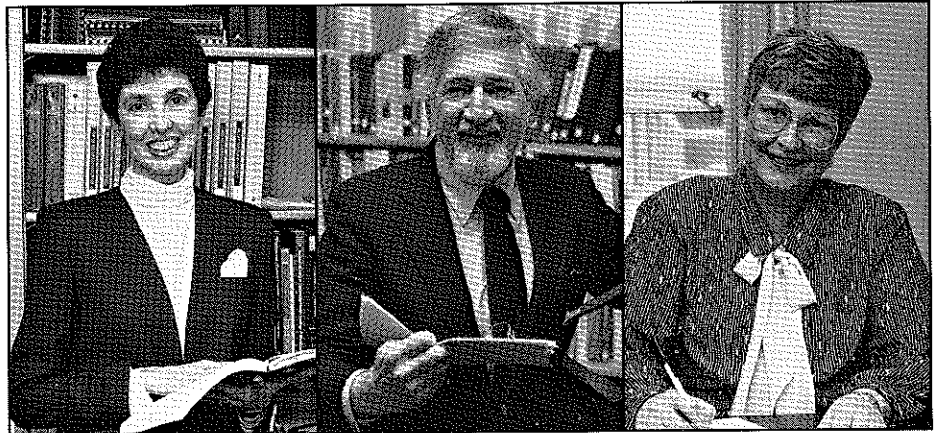
The nursing faculty believes that persons are holistic beings who have physical, social, psychological, spiritual, and cultural dimensions, which develop to form a unique and indivisible whole. Persons are endowed with the capability for learning, the ability to make choices, and the responsibility for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

Environment

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

Health

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



Nursing

The faculty members believe that nursing is caring for persons through meaningful interaction with them. This is accomplished through "the diagnosis and treatment of human responses to actual potential health problems" (American Nurses Association, 1980, p.9). It is through knowledge of the humanities, natural and behavioral sciences, and spirituality that nurses assess persons in their environment. Through purposeful communication, mutual goals are set, a treatment plan is formulated, interventions are implemented, and the outcome is evaluated.

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

Nursing Education

The nursing faculty believes that professional nursing education must take place within an institution of higher education and must be responsive to the expectations and needs of society, the profession, the health care system, and its students.

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

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

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

Conceptual Framework

The conceptual model of the nursing program assists students to visualize and organize the fundamental concepts of person, health, environment, and nursing and guides them toward a theory-based practice.

The model depicts the client and the nurse who are interacting with their environment, evolve from their respective pasts, and meet when health situations require nursing care. The health situation area of the model depicts the fluctuating states of wellness and illness which comprise health and characterizes the current health state of the client which requires nursing intervention and interaction. As a critical component of an

expanding system, the environment is depicted by broken lines whereas the arrows show the dynamics of persons interacting with their environment.

The dynamic interaction between client and nurse encompasses the nursing process. The shading of the health situation area represents this interaction which includes assessment, nursing diagnosis, mutual goal setting, intervention, and evaluation.

Purpose

The purpose of this program is to prepare high level professional practitioners with advanced knowledge of nursing theory and practice, ability to utilize the research process, and particular skills in the application of the administrative process to the nursing management setting. The course of study includes interdisciplinary management classes and both clinical and administrative nursing practicums to allow the development of teaching and leadership skills in actual practice settings. The faculty of this program recognizes the ongoing requirement for continuing education for the professional and provides experiences designed to stimulate the students' desire to continue their education beyond the Master's degree through personal study, continuing education, and pursuit of the doctoral degree.

Terminal Objectives

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

- *Analyze structure and content of selected nursing theories.*
- *Evaluate appropriateness and effectiveness of selected nursing models through application in a clinical setting.*
- *Apply accounting principles to the analysis of organizational financial planning.*
- *Evaluate the appropriateness of the utilization, organization, and rewards for personnel in nursing situations.*
- *Evaluate the effectiveness of formal and informal communication structure within the organization.*
- *Analyze organizational designs and develop management strategies consistent with nursing organizational structure.*
- *Analyze significant professional relationships and develop appropriate networking with agencies, government, and professional and service organizations.*
- *Integrate the ethical and legal factors involved in decision making to develop a consistent personal professional code for conduct.*
- *Integrate leadership, teaching, and clinical skills to develop and implement an administrative style appropriate to selected nursing organizations.*

- Apply research methodology to an administrative situation and evaluate the effectiveness of that research.

Requirements for Graduation

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

Required Administration Courses (9 s.h.)

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

Required Science Courses (4 s.h.)

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

Required Nursing Courses (23 s.h.)

Nursing Practice Base:

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

Nursing Administration:

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

Nursing Research

NUR 554	Biostatistics	3 s.h.
NUR 574	Research Methods and Evaluation Strategies	3 s.h.
NUR 694	Nursing Administration Research: Thesis	3 s.h.

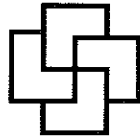
*denotes course with undergraduate prerequisite

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

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

Students are expected to possess physical appraisal skills and to be computer literate. If a student is found to be deficient in one or both of these areas, he/she would be required to complete NUR 490 Physical Appraisal Workshop (1 s.h.) and/or BUS 225 Computer Fundamentals (1 s.h.). Two semesters of undergraduate accounting is required before taking ADM 525. Students may meet this requirement by completing ADM 515 (3 s.h.)





COURSE DESCRIPTIONS

ADMINISTRATION

ADM 515 - Financial Accounting - 3 s.h.

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

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

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

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

Examination of managerial decision making with the use of accounting data, emphasizing the role of the accounting discipline in fiscal management decisions. (Prerequisite: two semesters of accounting or ADM 515.)

ADM 530 - Behavior in Organizations - 3 s.h.

Focus on the types of individual and group behaviors, along with related behavioral problems, experienced by managers. Emphasis on the processes responsible for specific behaviors, especially when compounded by effects of environmental forces and diverse individual differences. An in-depth analysis of the social and ethical issues which influence managerial constraints.

ADM 537 - Future Society and Leadership - 2 s.h.

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

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

Theories, design, structure, systems, process, continuity, and the behavior of organizations as organizations and as part of the larger society are studied from a macro perspective.

ADM 547 - Ideas in Leadership: Development and Literature - 2 s.h.

An overview of the evolution of management thought from its earliest beginnings to the present, with emphasis on pivotal writings in the field. Critical examination of the quantitative approach to management; people-orientation on organizational life; response of management thinkers to scientific and technological change and a growing emphasis on humanism.

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

Ethical dimensions of roles and functions of the leader. Concepts of ethics: religious, philosophic, psychological, legal and sociological. Ethics of the private enterprise system: business and professional aspects and applications, values and moral dilemma in administrative decision-making, corporate ethics, codes of ethics. Application to students' work situation and cases.

ADM 558 - Information Systems for Managers - 2-3 s.h.

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

ADM 580 - Selected Topics in Administration - 1-3 s.h.

In-depth study of topics, issues, or methodologies of particular relevance to leaders in a variety of administrative settings. Course may be offered on a workshop, seminar, or independent research format.

BIOLOGY

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

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

BUSINESS

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

The essentials of marketing from the perspective of management; emphasis on strategic planning in marketing. (Prerequisite for BUS 579.)

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

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

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

An examination of the current theories of the patterns of international trade and finance. An exploration of the history, institutional framework and structural patterns of international trade. Discussion of theories of the determination of exchange rates. (Prerequisite: Two economics courses or BUS 555.)

BUS 545 - International Management - 3 s.h.

Analysis of international management as a function of characteristics of the nation state

and its international trade practices, policies and management expectations. (Prerequisite: ADM 530 and ADM 540.)

BUS 550 - Human Resource Management and Development - 3 s.h.

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

BUS 555 - Economics in a Global Society - 3 s.h.

An examination of the economic process and of economic science in the free enterprise society with special reference to economic fluctuations and forecasting. The respective essential thrusts of economic analysis as such and of economic policy. The centrality of aggregate economic concepts and measurements. The need for, nature of, and benefits in economic forecasting. The business cycle in the future and the problem of the mixed company. (Prerequisite: One semester of economics or BUS 273.)

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

Development of conceptual framework for strategically planning and organizing information systems, including harnessing the power of the mainframe and/or personal computers to evaluate and track the decision-making process. An indepth study of where today's new trends and technologies are heading and which technologies are working for greater corporate profit. (Prerequisite: ADM 558 or equivalent.)

BUS 565 - Business Finance - 3 s.h.

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

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

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

BUS 576 - Project Planning and Evaluation - 3 s.h.

A detailed study of project evaluation techniques. Emphasis on evaluative experimental designs and statistical analysis. A review of management functions within the evaluative process: development of PERT charts, use of computerized management planning software, cost estimating and on-going project management. Computerized components of the course include statistical analysis, management planning timelines (PERT), and introductory word processing. (Prerequisite: One statistical course or BUS 517 and ADM 537 and ADM 558.)

BUS 579 - Marketing Strategy - 3 s.h.

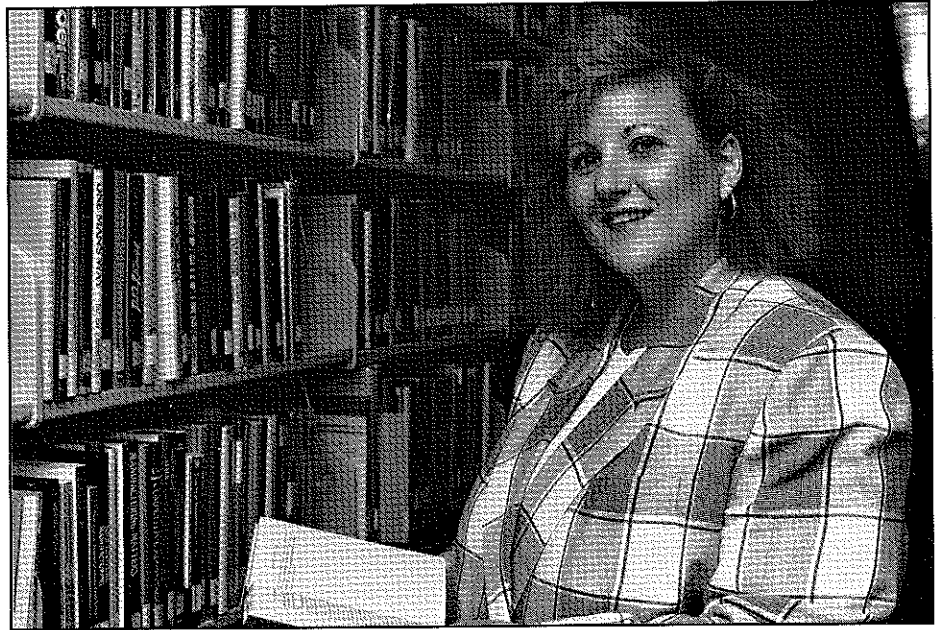
The use of strategic planning as an advancement of traditional marketing management. Focus on sharpening managerial perspectives and analytical techniques for achieving corporate-wide marketing objectives. (Prerequisite: Two courses in marketing or BUS 516.)

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

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

BUS 643 - Research Design - 3 s.h.

Development of a set of conceptual tools and techniques to understand the nature of scientific methods and to apply them to research in the organizational setting. (Prerequisite: One semester of statistics or BUS 517.)



BUS 683 - Independent Research Study/Thesis - 1 s.h.

Independent research study to be completed under guidance of a member of the Graduate Faculty. (Prerequisite: Completion of core courses; taken in final year of program; taken concurrently with BUS 643.)

BUS 684 - Independent Research Study/Thesis - 2 s.h.

Continuation of research started in BUS 643 and BUS 683.

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

Capstone course; emphasis on the integration of theory and application; focus on goal setting, and strategy formulation and implementation; includes independent research study presentations. (Prerequisite: Taken concurrently with BUS 684.)

EDUCATION

EDU 500 - Current Developments in Teaching and Learning Theory - 2 s.h.

A critical analysis of the major principles of teaching and classroom learning. An investigation of the theoretical, sociological, and philosophical foundations of various theories of learning as applied to effective instruction; recent trends and traditional theories which contribute to excellence in the teaching and learning process.

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

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

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

Focus on the knowledge and skills needed by educational leaders to design, implement, and evaluate research activities within the areas of their professional responsibility. Evaluation of research activities and examination of when and how the contributions of more advanced research professionals should be consulted.

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

Development of the knowledge and competencies needed by educational leaders to work professionally with their communities, including communication, community organizations and structures, role of parents, volunteerism, and extended school services.

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

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

EDU 580-1 - Selected Topics in Educational Leadership - 1-3 s.h.

Study of issues, trends, and topics relevant to educational leaders. Courses may be offered on a workshop, seminar, or independent research format.

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

Emphasis on the knowledge needed by educational leaders to carry out professional responsibilities mindful of the legal implications of educational decisions. Issues of liability, employment practices, civil rights of minorities and the handicapped, contracts,

governmental immunity, student personnel, legal status of teachers, administrators, boards of education, the State Tenure Act, and teacher certification.

EDU 595 - Curriculum Leadership - 2 s.h.

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

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

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

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

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

HUMANITIES

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

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

NURSING

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

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

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

Focus on the significance of the nurse-client relationship in the development of nursing care for clients. Relationship of culture to health care practices and beliefs; concept of caring as definitive component of a nursing relationship and the role of teacher in the provision of nursing care. (Prerequisite: Physical appraisal skills or NUR 490; NUR 500.)

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

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

NUR 554 - Biostatistics - 3 s.h.

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

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

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

NUR 574 - Research Methods & Evaluation Strategies - 3 s.h.

An overview of the research process in nursing. A variety of research approaches appropriate for the nurse administrator including experimental, survey, historical, and evaluative. Emphasis is on steps which must be taken prior to instituting a research project, including selecting and defining a problem, literature review, placing the problem in theoretical context, formulating a hypothesis, determining methods and procedures, and consideration of ethical implications. Classical research methods, with special emphasis on descriptive evaluation type studies and organizational research, are studied.

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

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

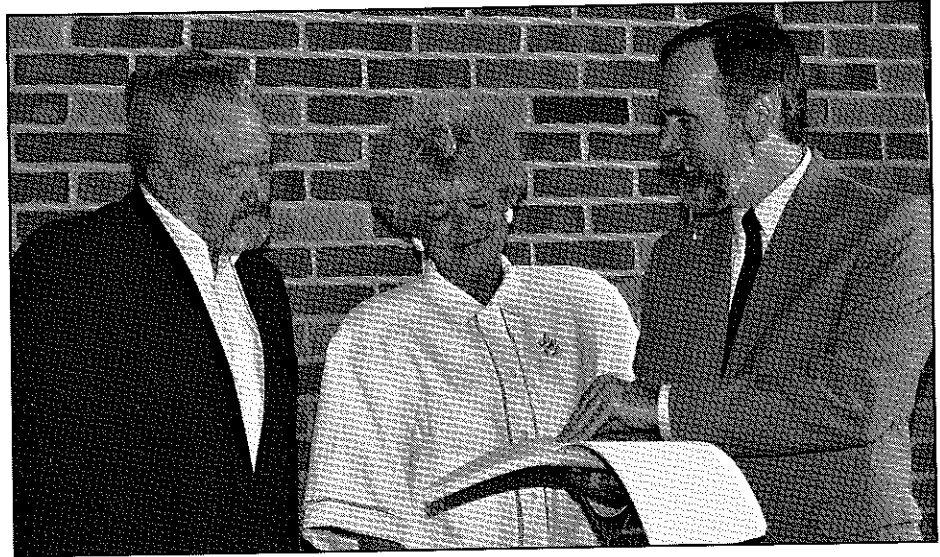
NUR 610 - Advanced Nursing Practice - 3 s.h.

Focus on the use of nursing process with clients experiencing complex responses to health problems. Seminar discussions will explore the nursing requirements in selected care situations. Precepted clinical component will provide advanced nursing practice in selected nursing settings to develop and implement specific interventions for nursing care problems. (Prerequisite: BIO 510, SOC 509, NUR 500, NUR 510.)

NUR 630 - Nursing Administration - 3 s.h.

The role of nursing administrator in a variety of health care settings: organizing the department; creating lines of communication; fiscal management in nursing service; evaluating standards for nursing service and practice; nursing personnel supervision,

including competency-based evaluations; labor relations; analysis of trends for forecasting and long-range planning. (Prerequisite: ADM 525, 530, 540; NUR 500.)



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

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

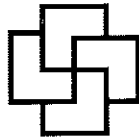
NUR 694 - Nursing Administration Research: Thesis - 3 s.h.

Independent investigation of a nursing administration problem, using a specific research methodology. The student will present the thesis before colleagues, graduate faculty, and invited guests at a scheduled meeting. (Prerequisite: NUR 554, 574.)

SOCIOLOGY

SOC 509 - Sociology of the Health Care System - 2 s.h.

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



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Roland Montambeau, Education, B.A., M.A., Eastern Michigan University; Ph.D. candidate, Wayne State University.

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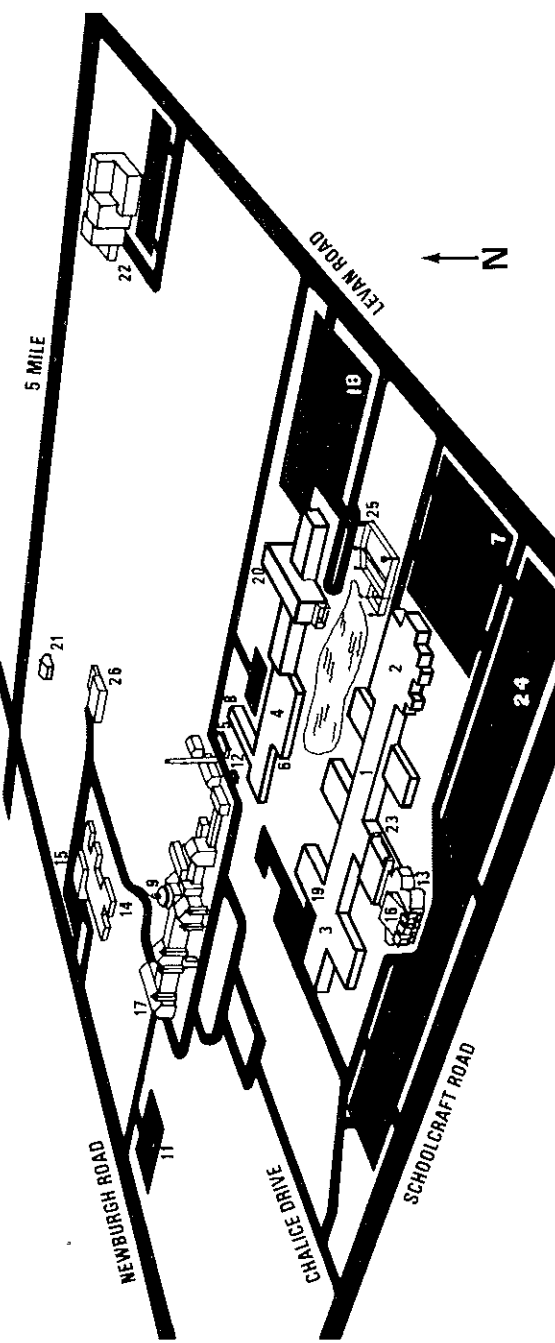
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Joy Schermer, Nursing; B.S.N., M.Ed., Ph.D., Wayne State University; M.S.A., Madonna College.

Reginald Sobczak, Business Administration (Adjunct); B.B.A., University of Detroit; M.A., Central Michigan University.

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

Teresa A. Wehrwein, Nursing; B.S.N., Michigan State University; M.S.N., Ph.D. candidate, Wayne State University.



MADONNA COLLEGE CAMPUS MAP

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

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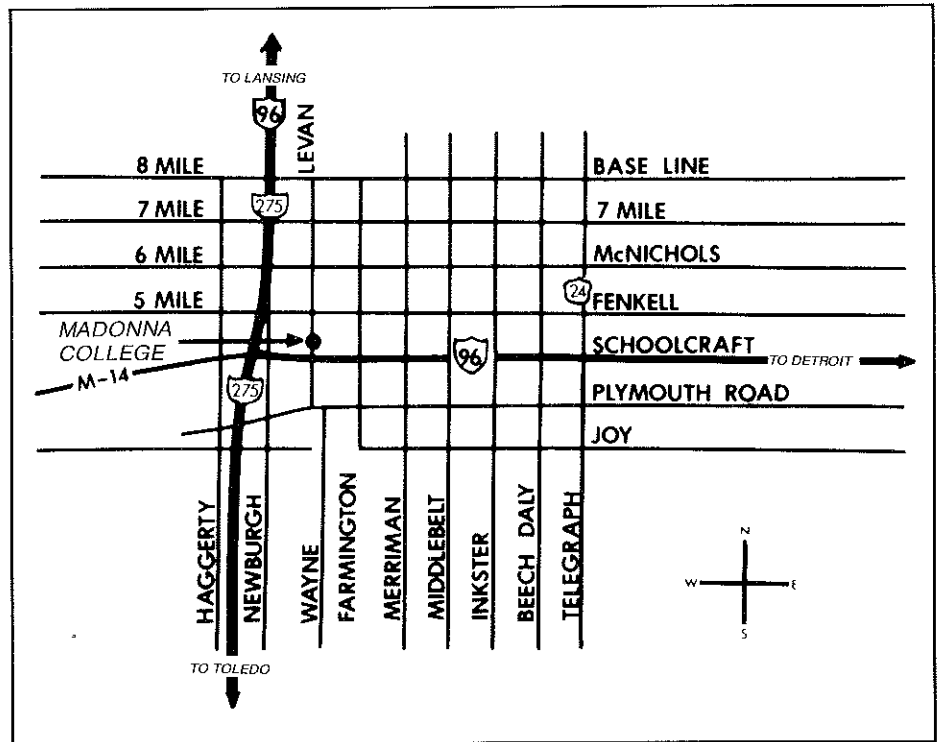
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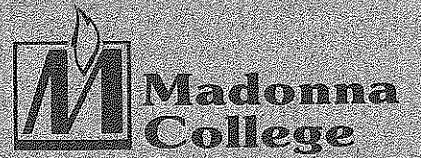
Felician College
Chicago, Illinois 60659

Felician College
Lodi, New Jersey 07644

Villa Maria College
Buffalo, New York 14225

Madonna College
Livonia, Michigan 48150





**Madonna
College**

Livonia, Michigan 48150
