

ADRIAN COLLEGE  
Graduate Studies  
2024 - 2025

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# Graduate Academic Catalog

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Adrian College welcomes qualified students regardless of age, disability, ethnicity, gender, physical characteristics, race, religion, or sexual orientation; Further, it does not discriminate on the basis of these characteristics in the administration or educational policies, employment practices, admissions policies, scholarship and loan programs, athletic, or other College-administered programs or activities.

For more information, prospective students should contact [apply.grad@adrian.edu](mailto:apply.grad@adrian.edu).

All policies and programs described in this catalog are subject to change by the College at its discretion.

"Adrian College is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education."

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# Table of Contents

Introduction to Adrian College .....	1
Educational Mission .....	1
Statement of Principles .....	1
Ribbons of Excellence .....	1
General Information.....	2
Accreditation.....	2
The Campus .....	2
System of Academic Governance.....	2
History of the College.....	3
College Facilities .....	4
Academic Facilities.....	6
Admissions .....	8
Requirements and Procedures.....	8
Financial Information .....	11
Description of Charges .....	11
Living Accommodations.....	11
Dining Facilities.....	11
Payment of Accounts .....	11
Refunds.....	12
Withdrawals & Cancellations .....	13
Satisfactory Academic Progress: Financial Aid.....	14
Student Financial Aid .....	15
Student Life .....	18
Residence Life & Housing.....	18
Campus Safety .....	18
Student Activities.....	18
Health Services .....	20
Counseling Services.....	20
Athletic Activities .....	21
Academic Activities.....	24
Academic and Cultural Enrichment.....	24
Academic Affairs.....	27
Office of Academic Affairs .....	27
Office of Graduate Studies .....	27
The Jane McCloskey Office of Academic Services.....	27
The Institute for Career Planning.....	27
Office of Institutional Research and Assessment.....	28

Office of the Registrar .....	28
Shipman Library .....	28
Don Kleinsmith Writing Center .....	29
Bosio Math Lab .....	29
Statistics Resource Center .....	29
Academic Policies and Programs .....	30
Degree Requirements .....	30
Academic Policies .....	30
Academic Status Policy .....	33
Satisfactory Academic Progress (SAP) .....	33
Academic Lectureships .....	39
Institutes .....	39
Ribbons of Excellence Program .....	41
Academic Calendar .....	42
Fall Semester 2024 .....	42
Spring Semester 2025 .....	42
May Term 2025 .....	43
Summer Term 2025 .....	43
Courses of Instruction .....	44
Degree Index .....	46
Accountancy .....	46
Business Administration .....	46
Computer Science .....	46
Criminal Justice .....	46
Exercise Science and Athletic Training .....	46
Higher Education Administration and Leadership .....	46
Sport Management .....	46
Teacher Education .....	46
Course Descriptions .....	46
Accountancy .....	47
Business Administration .....	49
Computer Science .....	52
Criminal Justice .....	53
Exercise and Rehabilitative Science .....	54
Athletic Training .....	55
Higher Education Administration and Leadership .....	57
Sport Management .....	58
Teacher Education .....	59
Course Descriptions .....	61
Graduate Courses in Accountancy (ACCT) .....	61
Graduate Courses in Athletic Training (AT) .....	62

Graduate Courses in Computer Science (CS) .....	65
Graduate Courses in Educational Leadership (EDL) .....	66
Graduate Courses in English (ENGL) .....	67
Graduate Courses in Business.....	67
Administration – Finance (FIN).....	67
Graduate Courses in Higher Education.....	67
Administration and Leadership (HAL) .....	67
Graduate Courses in Healthcare.....	68
Administration (HCA) .....	68
Graduate Courses in Human Resources (HUR).....	69
Graduate Courses in Business.....	69
Administration (MBA) .....	69
Graduate Courses in Marketing (MKTG).....	70
Graduate Courses in Modern Languages .....	70
and Cultures (MLC).....	70
Graduate Courses in.....	70
Criminal Justice (SCJ) .....	70
Graduate Courses in Sport .....	72
Management (SMGT).....	72
Graduate Courses in.....	73
Teacher Education (TED).....	73
Faculty, Staff, and Administration.....	77
College Officers 2024-2025.....	77
Faculty .....	77
Emeritus Professors .....	80
Administration .....	81
Office of the President .....	81
Office of Alumni Affairs .....	81
Office of Chaplain and Church Relations .....	81
Division of Academic Affairs.....	81
Division of Business Affairs.....	82
Division of Development.....	83
Division of Enrollment .....	83
Division of Recruitment & Enrollment.....	83
Athletics.....	83
Division of Student Life .....	84
Division of Health Services .....	85
Emeritus Administrators .....	85
College Corporation.....	85
Index .....	86

# Introduction to Adrian College

## Educational Mission

Adrian College, a liberal arts college in the United Methodist tradition, is committed to the pursuit of truth and dignity of all people. Through active and creative learning in a supportive community, undergraduate and graduate students are challenged to achieve excellence in their academic, personal, and professional lives, and to contribute to a more socially just society.

## Statement of Principles

### The Foundation of Adrian College

Adrian College was founded as a Methodist institution. It is affiliated with the United Methodist Church. John Wesley, the founder of Methodism, espoused a Christian faith that embraced a social consciousness. In the nineteenth century, American Methodists founded many liberal arts colleges.

Asa Mahan, the first president of Oberlin College in Ohio, became the founding president of Adrian College in 1859. Like John Wesley, he opposed slavery and believed in what he called, "The power of action."

Although its students and faculty come from many religious backgrounds, the College encourages all members of the community to struggle with moral and spiritual value questions growing out of the College's United Methodist heritage of commitment to Christian traditions and values, concern for peace and justice, and an ecumenical understanding of human spiritual experience.

Because of its Methodist traditions, Adrian College has been open from its inception to men and women from all backgrounds. The College continues its commitment to creating a community that reflects human diversity. It is therefore actively inclusive, seeking to attract students, faculty, and staff from segments of the population who have not been fully represented in higher education.

### Ribbons of Excellence

In 1887, the graduating seniors at Adrian College presented a cane in the form of a shepherd's crook to the officers of the junior class. Symbolic of leadership and carved with the Latin motto, "No victory without work," the cane has been handed down every year by the graduating class. Each class has also attached a ribbon to the cane with the names of its graduates listed on the ribbon.

In 2007, the academic community at Adrian College adopted the idea of the ribbons to represent its standards of excellence. From the long-standing tradition of the ribbons attached to the shepherd's crook at graduation, these new ribbons of excellence have been developed to support the College's mission statement. Just as the Latin inscription on

the cane suggests, these ribbons of excellence cannot be achieved without hard work:

- **Caring for humanity and the world**  
Making socially responsible decisions; providing service to local and global communities; interacting positively with persons of diverse cultures and backgrounds.
- **Learning throughout a lifetime**  
Continuing to ask important questions; pursuing knowledge in each new age; remaining open to new learning experiences.
- **Thinking critically**  
Developing critical habits of mind; exploring multiple points of view; raising thoughtful questions, identifying problems and solutions.
- **Crossing boundaries and disciplines**  
Developing literacy in multiple fields; personifying the liberal arts experience; making connections across disciplines.
- **Developing creativity**  
Engaging in creative arts; developing creative talents and skills; recognizing and employing figurative expression.



## General Information

### Accreditation

Adrian College is accredited by the Higher Learning Commission (Higher Learning Commission, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; (800) 621-7440; (312) 263-0456; Fax: (312) 263-7462; hlcommission.org) and the University Senate of The United Methodist Church (Division of Higher Education, General Board of Higher Education and Ministry, PO Box 340007, Nashville, TN 37203-0007). Teacher Education certification programs are approved by the Michigan Department of Education (Michigan Department of Education, Office of Education Assessment and Accountability, PO Box 30008, Lansing, MI 48909). Additionally, the Department of Teacher Education is nationally accredited by the Council for the Accreditation of Educator Preparation (1140 19th Street NW, Suite 400, Washington, DC 20036; (202) 223-0077). The Social Work program is accredited through the Council on Social Work Education (333 John Carlyle Street, Suite 400, Alexandria, VA 22314; (703) 683-8080; Fax: (703) 683-8099). Athletic Training is accredited through the Commission on Accreditation of Athletic Training Education (2001 K Street NW, 3<sup>rd</sup> Floor North, Washington, DC 20006; (512) 733-9700).

Adrian's affiliations include membership in the Association of Independent Colleges and Universities of Michigan; the Michigan Colleges Alliance; the Michigan Academy of Science, Arts and Letters; the Council on Undergraduate Research; the National Association of Independent Colleges and Universities; The National Association of Schools and Colleges of the United Methodist Church; the American Council on Education; and the Council for Independent Colleges.

In 2018, Adrian College was approved by the Higher Learning Commission to offer programs fully online. Adrian is a member of the National Council of State Authorization Reciprocity Agreements (NC-SARA) and has been approved by the State of Michigan to participate in NC-SARA. NC-SARA list of institutions in Michigan: [www.nc-sara.org/states/MI](http://www.nc-sara.org/states/MI).



### The Campus

Adrian College is located in Adrian, Michigan, the county seat of Lenawee County, in the southeastern part of the state. Adrian is a city of approximately 22,000 people, situated in the center of an agricultural, industrial, and recreational area. State and U.S. highways and nearby expressways provide convenient access to the metropolitan areas of Detroit, Toledo, Chicago, Indianapolis, Cleveland, and Pittsburgh. Both the Detroit and Toledo airports are within an hour's drive.

For nearly a century, the Adrian campus consisted of several brick buildings that fronted on Madison Street. In the mid-1950's, largely through the generosity of major benefactor Ray W. Herrick, development of a new and modern physical plant began.

Today, the College extends over 100 acres in a west-side residential section of the Adrian community. The Adrian campus melts together its over 160-year history with its modern state-of-the-art facilities. Almost all facilities on campus were renovated over the past decade. The original "college promenade", with its carefully groomed lawns and stately old trees, now forms the eastern boundary of the main campus. A carillon tower on the east and a contemporary chapel on the west are familiar landmarks of the central mall. The main campus boundaries include Madison, Williams, Michigan, and Charles Streets and connect the College with state highway M-34 to the south and business route U.S. 223 to the north. Finally, the 119-acre Walden West property study is located about 20 miles from campus.

### System of Academic Governance

The governance system at Adrian is designed to ensure that issues related to the effective operation of the College are based on consideration of all concerned points of view. Both strategic plans and immediate decisions and actions are weighed on the basis of academic soundness and fiscal responsibility, in accordance with the College's mission and purposes. In addition to the administration and student government, the six basic components of the system are the faculty, the collegia, the academic departments, and a number of standing, advisory, and ad hoc committees.

Faculty meetings include both students and some administrators closely involved with academic programs. Six standing committees and several related committees report to the faculty: Academic Assessment, Academic Planning, Academic Policy, College Environment, Curriculum, and Faculty Life. Faculty decisions on the curriculum and academic programs are presented as recommendations to the President.

## General Information

The 21 academic departments, organized according to traditional academic disciplines, are responsible for curriculum development, planning, academic standards, and student relations within their areas of concern and expertise.

Collegia are interdisciplinary groups of the faculty organized according to four broad fields of interest: arts, letters, and the humanities; social science and comparative cultures; applied arts; and the sciences and mathematics. The collegia coordinate the efforts of academic departments and faculty members with similar interests and concerns.

Various informal opportunities exist for faculty and student involvement in decision making. These include meetings of the President with interested constituents and a continuing discussion of campus issues.

The Articles of Association provide that the Board of Trustees shall consist of not more than 35 members, including three to six who are nominated by the Detroit and West Michigan Conferences of The United Methodist Church. Three to six trustees are elected by the Adrian College Alumni Association, and the remaining 18-23 are elected by the board itself. Two faculty and two student representatives serve as non-voting associate trustees.

## **History of the College**

Adrian College evolved from a theological institute founded by the Wesleyan Methodist denomination at Leoni, Michigan, a small town east of Jackson, in 1845. In 1855 this institute united with the Leoni Seminary, a Methodist Protestant institution, to establish Michigan Union College.

Legend states that members of the College became concerned about the environment at Leoni, which was nicknamed, "Whiskey Town." In 1859, this concern, and other circumstances, made it advisable to relocate or close. In the same year, Dr. Asa Mahan, pastor of the Plymouth Congregational Church in Adrian and a well-known educator, was encouraged by citizens of the community to establish a college. Mahan had served as the first president of Oberlin College and, previously, as an officer of Lane Theological Seminary in Cincinnati, Ohio.

Dr. Mahan and his colleagues invited the officials and supporters of the closing Michigan Union College to join in establishing the new college at Adrian. After the invitation was accepted, the story says, the library holdings were loaded on an oxcart in March 1859 and transported the 60 miles to the campus site on the west side of Adrian.

On March 28, 1859, Adrian College was chartered by the Michigan legislature as a degree-granting institution with Dr. Mahan as its first president. Through a series of consolidations and denomination unifications, the College has maintained its relationship with The United Methodist Church.

For almost 100 years, the campus consisted of several brick buildings stretching along Madison Street. Most of

what is now the campus was woods and fields. In the mid-1950s, the College, encouraged by the generosity of Ray W. Herrick, embarked on a building program, which created the basis for the present campus.

Today, when students walk in the area bounded on the east by Madison Street and edged by Downs Hall, Valade Hall, Cornelius House, and Herrick Tower, one will walk on the same ground that students hurried across in 1859 as they rushed to classes, meals, and social events. Now, however, instead of a row of brick buildings, the campus incorporates approximately 150 acres, 15 academic and service buildings, 26 residence halls and units, and nine major athletic facilities and fields.

## **College Facilities**

**The Adrian College Boathouse** (2018) is nestled comfortably on the northern coast of Devils Lake, the largest recreational body of water in Lenawee County. Its surrounding area, the Manitou Beach-Devils Lake community, has been lauded by the Pure Michigan tourism campaign for its luxurious resorts and robust artistry.

**The Adrian College Chapel** (1964) was a gift of Ray W. Herrick, a prominent benefactor of the College, in memory of his mother, Katherine Elizabeth Herrick. Used for chapel services, seasonal services, and other campus and community activities, the chapel seats a congregation of 1,000 and a choir of 110. It is also open daily for private worship. Notable features of the chapel include a 2,100 pipe organ and 16 custom-designed stained-glass windows, which depict the story of Christianity and the history of Methodism; The windows were created by the Willet Stained Glass Studios in Philadelphia.

**The Adrian College Medical Clinic** (2017) provides on-campus medical support for students and the surrounding community. This venue houses ProMedica physician offices, exam rooms, faculty offices, an academic conference room, x-ray facilities, and a nurse lab. The Medical Clinic was designed to offer real-world experience for students who wish to pursue careers in the medical field.

**The Adrian College Terrace** (2011) provides a multi-level extension to the Caine Student Center. This outdoor living space is used by faculty, staff, and students, offering a unique location for small and large events. Amenities include fire pits, a water feature, outdoor music, and television. The space is known on campus as, “The Terrace.”

**The Arrington Ice Arena** (2007), named in honor of alumni Robyn Arrington and Harold Arrington, is the new home of Adrian College ice sports. Men’s and women’s intercollegiate hockey, men’s club hockey, and women’s synchronized skating have been added to the list of competitive sports on campus. This new venue also offers office space, a pro shop, and a concessions area as well as a variety of skating opportunities for students, faculty, staff, and the larger community. In 2012, the World of Wings (WoW) restaurant was added. Also, field turf was added to the area in 2012 to allow for indoor soccer, lacrosse, and other events.

**The Campus Services Building** (2014) houses central stores and the maintenance/plant department.

**Caine Student Center** (1952, Renovated 2004), named for Stanley P. Caine, sixteenth president of Adrian College (1989-2005), is the campus center and is open 24 hours a day. The building was previously known as Ridge Gymnasium. It provides information and services and serves as an activity center for students, faculty, staff, alumni, and other guests of the College. Services available on the main floor (also known as Ridge Center Court) of Caine include Starbucks, Paws N’ Go convenience store, Zebe’s grill, 110 South Madison Salon, student mailboxes, a study space, and the Writing Center. The Student Business Services office also allows for payment on student account balance and check cashing services. Located on the upper floor of Caine is the Arrington Bookstore, Student Life Offices, the Student Government Association, Campus Activities Network, and the Institute for Career Planning. Campus Safety welcomes visitors to the space and is a 24/7 service to campus and the campus’ lost and found.

**Commencement Plaza** (2011) is home to the Auguste Rodin “*Thinker*”, located by Adrian College’s historic Herrick Bell Tower landmark. In 2011, Adrian College began the new tradition of holding the Spring Commencement Ceremony at Commencement Plaza.

**Dawson Auditorium** (1962, renovated 2004) is the campus center for theatre, arts, music, and lectures. The auditorium was named in honor of John Harper Dawson, alumnus and fourteenth president of Adrian College (1955-1978). The auditorium seats over 1,000 people. The Spencer Music Hall adjoins the facility.

**Docking Stadium** (2006) adjoins the Merillat Sport and Fitness Center. The stadium, named after current President Jeffrey R. Docking, provides facilities for football, men’s and women’s soccer, men’s and women’s lacrosse, and the marching band. It also includes classroom and lab spaces for the Department of Exercise Science and Athletic Training.

**Herrick Tower** (1966) is a signature landmark of Adrian College. The 60-foot tower honors Ray W. Herrick, the generous benefactor whose gifts and commitment made possible much of the contemporary campus of Adrian College. The tower marks the location occupied for more than 100 years by South Hall, the first building erected on the campus (1859).

**Ritchie Marketplace** (1957, renovated 2006 and 2008) is the College dining center. The facility includes many stations: a grill, a Mongolian wok, a salad bar/deli, a pizza oven, a pasta bar, and an old-fashioned ice cream parlor. Food is prepared in front of students. The facility includes a lounge area, a fireplace, and a private dining room. French doors open to a patio with outdoor seating. It is named for



## General Information

Corley S. Ritchie, alumnus, teacher, and business manager of the College

**Sage Counseling Center** (1985, renovated 2017), located in the Adrian College Medical Center, provides long- and short-term individual counseling, which focuses on current difficulties. A trained and licensed staff also offers support groups, presentations, and workshops each semester.

**The Stanton Administration Building** (1960, renovated 2007) honors Donald S. Stanton, fifteenth president of Adrian College (1978-1988), and his wife, Barbara. It houses the Offices of the President, Vice President and Dean of Academic Affairs, Vice President for Business Affairs and CFO, and Vice President for Development. In addition, it houses the following offices: Assistant Dean of Academic Affairs, Business, Registrar, Financial Aid, Development, Foundation Relations, Human Resources, Graduate Studies, Institutional Research, and Alumni Relations.

**Trustee Terrace** (2017) is a welcoming area for alumni, students, and guests as well as a lovely location for small weddings, music, meetings, and more. Funding for the terrace and garden renovation was provided by Board of Trustee donors as well as other alumni and friends of the College, including the graduating classes of 2016 and 2017 as their senior class gifts.

**The Ward Admissions House** (2005, renovated 2015) welcomes prospective students and their families to campus. Its reception center includes a fireplace built of bricks from the original South Hall. The Admissions House was named after Dr. Robert and Mrs. Joan Ward. Dr. Ward, a dedicated pastor to the United Methodist Churches in Michigan, served two terms on the Adrian College Board of Trustees from 1964-2004.

## **Academic Facilities**

**The Adrian College Medical Clinic** (2017) provides on campus medical support for students and the surrounding community. This venue houses ProMedica physician offices, exam rooms, faculty offices, an academic conference room, x-ray facilities, and a nurse lab. The Medical Clinic was designed to offer real-world experience for students who wish to pursue careers in the medical field.

**The Baby Bulldog Center** (2015) is a state-licensed and Great Start to Quality 5-Star-rated infant, toddler, and preschool center for faculty, staff, and students affiliated with the Department of Teacher Education. Additionally, it serves as a site for early childhood education, psychology, and social work student learning and experience.

**Downs Hall** (1860, renovated 2014) houses the theatre and dance department and the Downs Theatre. The only building remaining from Adrian's original campus, Downs is a Michigan historic site. The building, which formerly served as the College chapel, is named for Jordan Downs of Ohio, who contributed to its construction.

**The Goldsmith Center** (1965, renovated 2008) houses the Department of Modern Languages and Cultures. The building was a gift of the family and friends of Allen L. Goldsmith, a distinguished industrialist and College trustee.

**The Prielipp Greenhouse** (1980, renovated 2014) is attached to Peelle Hall and serves as an opportunity for classes and research in botany and biology. It includes a hydroponic garden. The original greenhouse was funded through the generosity of the Earl-Beth Foundation.

**Jones Hall** (1965, renovated 2014) houses a computer laboratory, classrooms, and many departments including history, art history, political science, accountancy, business administration and economics, and geology. It also includes the Institute of Entrepreneurial Studies. The facility includes the 100-seat Charles and Shirley Baer Lecture Hall and the Jane McCloskey Academic Services office. Jones Hall is named in honor and memory of Dr. Elmer M. Jones, a distinguished professor of chemistry from 1907-1940.

**Mahan Hall** (1965, renovated 2023) houses the departments of Art and Interior Design. Mahan Hall is named for first President, Asa Mahan, who served from 1859-65 and again from 1867-71. It houses a new Mac Lab and the Gary and Margaret Valade Art Gallery. Also, the Adrian Symphony Orchestra is an orchestra in residence, and its administrative offices are housed in Mahan Hall.

**The Merillat Sport & Fitness Center** (1990, addition 2015) provides educational, recreational, and fitness facilities for all Adrian College students, faculty members, and staff. The main 80,000-square-foot complex includes a multi-sport forum for general recreational use with courts for basketball, volleyball, and tennis, surrounded by a one-tenth mile indoor track. The center also contains two racquetball courts, an athletic training room, classrooms, a human performance laboratory, graduate athletics training laboratory, a dance studio, and a performance gymnasium that seats 1,300 persons and serves as home to the Bulldog basketball and volleyball teams. Offices of the exercise science and athletic training department faculty and athletic department coaches and administrators are also contained in the building. A 17,000-square-foot addition houses a state-of-the-art workout and conditioning space that is open to all members of the AC community. The Merillat Center is named for Orville and Ruth Merillat, civic and business leaders in the community of Adrian.

**Rush Hall** (1957, renovated 2008) bears the name of Dr. W. Albert Rush, alumnus and former dean of the College. The facility is the home of the Department of Communication Arts. The building offers students opportunities to mesh technology with the courses they take and includes a Mac Lab and AC's own WVAC radio station.

**Peelle Hall** (1960, renovated 2014) contains laboratories and classrooms for the departments of biology, chemistry, biochemistry, environmental science, mathematics, and physics. It includes a new 16,000-square-foot addition that houses the 85-seat Wolf lecture hall (2010), the Romney Institute for Law and Public Policy, and Bosio Math Lab (2006). The building is named after esteemed biological professor Dr. Miles Peelle.

**Robinson Observatory** (1962) in Peelle Hall contains a six-inch telescope for the study of astronomy. It is named in honor of Herbert Robinson, a local industrialist and benefactor of the College.

**Robinson Planetarium** (1966, renovated 2011) in Peelle Hall is equipped with an SLI projector and seating for 66 persons. It also was a gift of Herbert Robinson.

**Shipman Library** (1963, renovated and expanded 2000) includes a complete line of academic information services. The renovated building is a large, attractive space with accommodations for individual and group study as well as leisure reading. It is named in memory of Dorothy Middlebrook Shipman, a distinguished library director and friend to Adrian College students. The collection numbers more than 125,000 printed volumes and 200,000 e-books. Over 100 research databases are available, many with full

## General Information

text. The media collection includes more than 3,500 streamable audio and video recordings. The library web page ([www.adrian.edu/library](http://www.adrian.edu/library)) provides on-site and remote access to the collection. The library reference area contains 37 computers that are available for research. The building now houses an e-sports facility. Shipman's interlibrary loan service allows students to borrow books, articles, and other materials from college and university libraries nationwide. Two notable special collections are held at Shipman Library: the Piotrowski-Lemke Lincoln Collection and the Detroit Conference Methodist Historical Collection. The library is open to all members of campus and the local community.

**Spencer Music Hall** (1974, renovated 2010) honors Dr. James H. Spencer, composer and director of music at the College for 44 years. The building adjoins Dawson Auditorium and includes a large rehearsal hall, music libraries, practice rooms, and instrument storage areas. The recent renovation by Dr. Spencer's daughter, Dr. Hildreth Spencer, provides the music department a space to continue its outstanding work.

**Valade Hall** (1971, renovated 2007), formerly North Hall, was rededicated in 2007 in honor of Gary and Margaret Valade. This hall is home to the departments of English, Philosophy/Religion, Psychology, Sociology/ Criminal Justice, Social Work, and Teacher Education. It also includes the Richards Meditation Chapel, the Chaplain's Office, the Education Curriculum Center, Knight Auditorium (renovated 2008), and the Institutes for Study Abroad, Ethics, and Education. The third floor is named MacNaughton Floor, honoring former psychology professor Dr. Norman MacNaughton and Dr. Douglas MacNaughton, his son, alumnus and professor emeritus in philosophy and religion. The facility was built on the site of Old North Hall and the North Hall Annex, which housed Union troops during the Civil War and occupied the location for more than 100 years.

**Walden West Property** (2016) is a 119-acre environmental preserve and research site featuring diverse wetland, forest, and grassland habitats. The land is part of a gift from Jim and Mary White and is being used for teaching and student and faculty research by the Geology, Environmental Science, and Biology programs.

## Admissions

### Requirements and Procedures

#### *Graduate Students*

Admission to Adrian College's graduate studies programs is selective. Each application is individually reviewed by graduate studies faculty and evaluated according to the merits of students' academic potential and credentials. Students must submit an application, a statement of purpose, official final undergraduate transcripts, and three letters of recommendation. Requirements may vary by program. Upon review, prospective graduate students are notified of their admissions decision via email. Students pay a deposit (\$325), which is credited towards their first semester's tuition. After the deposit is paid, students may, with assistance from their graduate studies faculty advisor, register for courses.

Adrian College undergraduate students may not enroll in graduate-level classes to be applied to an undergraduate degree. The combined B.S. in Exercise Science/M.S. in Athletic Training is the only exception to this policy.

Adrian College undergraduate students may enroll in graduate-level courses to be applied to a graduate degree after they have been accepted to a graduate program at Adrian College. This policy is commonly referred to as the "3+2" program.

#### *General Requirements*

Prospective graduate students must meet and provide the following requirements for consideration for admission to Adrian College graduate programs (requirements may vary by program, and programs may have additional requirements):

1. Completed application (<http://grad.adrian.edu/apply.php>)
2. Official final undergraduate transcripts (Adrian College undergraduate students applying for admission into one of our graduate programs may submit an unofficial transcript)
3. Statement of Purpose (see programs of study for additional direction: <http://grad.adrian.edu/programs.php>)
4. Three letters of recommendation
5. Evidence of a minimum cumulative GPA of 3.0 in a Bachelor's or highest academic program.

Electronic transcripts, Statements of Purpose, and letters of recommendation may be sent to [apply.grad@adrian.edu](mailto:apply.grad@adrian.edu).

#### *Application Process*

Adrian College graduate programs start at different times during the academic year. Applicants are highly encouraged to follow these application timelines:

- Fall Semester: Friday, 1st week of August
- Spring Semester: Friday, 3rd week of December
- May Term: Friday, 2nd week of April
- Summer Term: Friday, 2nd week of May

After acceptance into a graduate program, all graduate students pay a deposit of \$325 to the College to secure their spot in the program (paid to the Cashier's Office in Caine Student Center or via this link:

<https://easypath.ecsi.net/adrian2/683/Epay?pId=683>). This deposit will be credited towards the first semester's tuition.

#### *Graduate Provisional Admission Status*

Provisional admission status may be granted to potential graduate students who have strong potential for academic success but 1) are Adrian College undergraduates who will not complete their undergraduate degrees by the graduate program start date, 2) require remedial coursework before beginning program coursework, or 3) have not met one of the admissions criteria. Permission is required from the Dean of Graduate Studies to grant this status to applicants. The following defines three kinds of applicants who may be eligible for admission under this policy:

#### Graduate Provisional Admission Status:

1. Incomplete bachelor's degrees: Adrian College undergraduate students who will not graduate with a bachelor's degree prior to the graduate program start date, have met all other admissions requirements, and have undergone the evaluation process for admission to a graduate program may register as Graduate Provisional Admission Status students.
2. Remedial coursework: Students who have met all admissions requirements and have undergone the evaluation process for admission to a graduate program but lack prerequisite courses or content knowledge required by a graduate program may be granted Graduate Provisional Admission Status. Students must complete the prerequisite coursework within two academic terms and maintain a GPA of 3.0 or higher in these courses before full admission into a graduate program may occur.
3. Missing admissions criteria: Students who do not meet one of the admissions criteria but are

## Admissions

nominated for admission by Adrian College faculty on a provisional basis will be granted Graduate Provisional Admission Status. Students are admitted under this status for one academic term. If they earn a GPA of 3.0 or higher in their first six credit hours, students may be fully admitted into their graduate program.

### ***Direct Admission***

Adrian College undergraduate students and employees who are recommended for graduate-level study are eligible for provisional acceptance to certain graduate programs through direct admission. Please email the Dean of Graduate Studies at [graduatestudies@adrian.edu](mailto:graduatestudies@adrian.edu) for additional information.

### ***Tuition Discount Program for Teachers***

Michigan and Ohio K-12 teachers and administrators are eligible to participate in the “Teachers Deserve a Break” discount program. Michigan and Ohio K-12 teachers and administrators are eligible for a tuition discount of 50% for up to 18 credit hours. Michigan and Ohio K-12 teachers and administrators enroll as guest students until they complete their 18th credit hour, at which point they will be invited to apply to become master’s program graduate students. This guest-student period exempts Michigan and Ohio K-12 teachers and administrators from program fees (although not course fees). After the 18th credit hour, they must be formally accepted into the M.Ed. program and pay the full tuition rate. Eligibility is determined by Teacher Education faculty, the Office of Admissions, and the Dean of Graduate Studies. Applicants will use a separate application process. See <https://www.adrian.edu/academics/graduate-programs/master-of-education> for more information.

### ***Guest Students***

Students currently pursuing a graduate degree at another college or university may enroll in courses at Adrian College. Guest students must meet all course prerequisites, must be in good standing at their home college or university, and must have the written approval of the home institution for the specific courses to be taken. A guest applicant must apply using the guest application, which can be obtained from the Office of Graduate Studies at [apply.grad@adrian.edu](mailto:apply.grad@adrian.edu). No application fee is required. Guest students taking more than three credit hours may be subject to fees according to College policies. As non-degree seeking students, guest students are not eligible for financial aid.

### ***Veterans***

Adrian College welcomes applications from veterans who have a bachelor’s degree from another accredited college or university. Along with application materials

obtained from the Office of Admissions, veterans must submit proof of honorable discharge (DD-214) from the armed forces. Veterans may schedule an interview with the Office of Admissions before completing the application process. Once enrolled, veterans will work with the Registrar’s Office, in conjunction with the Office of Financial Aid, the Office of Admissions, and the Billing Office, on matters relating to veterans’ affairs. For additional information on the Veteran’s Administration policies for veterans seeking to enroll in graduate-level programs, visit: <https://www.vets.gov/education/gi-bill/higher-learning/>.

### ***Online Students***

Distance education, also called online learning, is an option for some courses and graduate programs. Adrian College offers both hybrid programs—where a portion of the courses are taught online to provide a flexible learning platform for graduate students—as well as fully online programs. Resources for online students are available on our Graduate Student Orientation Blackboard Site.

### ***International Students***

Adrian College welcomes applications from prospective international graduate students who have earned a bachelor’s degree or equivalent from an accredited college or university. International students need to complete the Graduate International Application, found on <http://grad.adrian.edu/graduate-international-application.php>, and submit the following required application materials to [apply.grad@adrian.edu](mailto:apply.grad@adrian.edu):

- Official final undergraduate transcripts (Adrian College undergraduate students applying for admission into one of our graduate programs may submit an unofficial transcript)
- Three letters of recommendation

All official final undergraduate transcripts from institutions outside of the U.S. must be evaluated by World Education Services (WES: <https://www.wes.org>) or a similar evaluation service. The evaluation may be sent to [apply.grad@adrian.edu](mailto:apply.grad@adrian.edu).

Additionally, The Test of English as a Foreign Language (TOEFL) is required of all international graduate applicants of programs delivered in English from countries where English is not the primary language spoken. A TOEFL score of 85 on the internet-based test is required for full admission consideration.

It is highly recommended that prospective international graduate students complete the application process at least five months prior to the start of the semester in which they wish to begin taking courses.

If admitted into a graduate program, all graduate students are expected to pay a deposit of \$325 to the College to secure their spot in the program (paid to the Cashier’s

## Admissions

Office in Caine Student Center or via this link: <https://easypath.ecsi.net/adrian2/683/Epay?pId=683>). This deposit will be credited towards the first semester's tuition.

### ***F-1 Visa Information***

Adrian College offers three graduate programs through which international students can obtain an F-1 visa. They are:

- Master of Arts in Criminal Justice
- Master of Arts in Sport Management
- Master of Science in Athletic Training

Please note: admitted international graduate students cannot schedule their F-1 visa appointment with the U.S. embassy prior to 90 days of their initial session start date.

International students with F-1 visas must remain eligible for their visas by maintaining full-time status (9 or more credit hours each semester). Of those 9 or more credit hours, at least 6 credit hours must be face-to-face.

International students with F-1 visas will need to provide a valid passport prior to entering the country and should expect to work with the graduate DSO and PDSO throughout their time at Adrian College.

### ***For More Information***

Prospective students who would like more information about Adrian College may contact the Office of Graduate Studies at [apply.grad@adrian.edu](mailto:apply.grad@adrian.edu) or (517) 265-5161 ext. 3848.

## Financial Information

### Description of Charges

The fees and policies listed below are in effect for the 2024-2025 school year. These are subject to change by administrative action.

#### ***Enrollment Deposit***

First-time students submit the enrollment deposit of \$325 to hold their place in the incoming graduate cohort. Enrollment deposits must be paid prior to registering for classes and are credited toward the first semester's tuition costs.

#### ***Cost of Graduate Study***

The cost of attending Adrian College is competitive with that of attending most independent colleges in the Midwest. Tuition for graduate students will be charged at a rate of \$650 (2024-2025 rates) per credit hour.

#### ***Special Course Fees***

Some Adrian College courses such as Emergency Medical Training (EMT), Red Cross Life Saving, applied music classes, studio art courses, and some other classes require the payment of a special course fee. These fees vary from class to class and cover special materials or services associated with those individual courses.

The following MBA courses have a course fee of \$400 per credit hour:

- MBA541 Quality Management (3)
- MBA543 Finance and Accounting Principles (3)
- MBA545 Managerial Economics (3)
- MBA546 Disruptive Strategy (3)

Course fees may be applied to additional graduate-level courses not listed here. Students taking individual studies (regular courses taught individually) are charged an additional fee.

#### ***Technology Fees***

The Technology Fees help defray the cost of the distance education software and infrastructure. Graduate students are exempt from the Student Activity Fee, which pays for campus activities for all.

#### ***Graduation Fee***

All graduate students are assessed a Graduation Fee, due one semester or term before their graduation date. The fee covers the cost of the student's diploma and other costs associated with the College's graduation activities.

### ***Summary of Fees for 2024-2025***

Tuition (per credit hour)	\$650
Facilities Fee	\$274
Technology Fee	\$600
Security Fee	\$200
Graduation Fee	\$50
Late Payment Fee	\$75
Individual Study (per credit hour)	\$250
Independent Study (per credit hour)	\$250

### **Living Accommodations**

Graduate programs do not require residency for students to complete their coursework. Online education at Adrian College allows students to live and work anywhere in the world while they study. Graduate students who are residents of the City of Adrian while completing their master's degrees have many local housing options available to them, from local apartment complexes to renovated apartments in historic downtown Adrian.

Graduate students interested in living on campus should contact the Director of Housing immediately upon acceptance to their program by emailing the Director at [housing@adrian.edu](mailto:housing@adrian.edu) or calling 1-517-264-3861.

### **Dining Facilities**

The College offers a series of dining plan options to suit a variety of schedules and lifestyles. These plans provide varying levels of direct meals as well as Dining Dollars (debit purchasing capability, which is built into the meal plan options). Graduate students wishing to purchase a meal plan option may choose between a traditional meal plan or a block meal plan. Please contact the Director of Housing by emailing the Director at [housing@adrian.edu](mailto:housing@adrian.edu) or calling 1-517-264-3861.

### **Payment of Accounts**

Students may view their billing statement by logging into the Bulldog Dashboard (student portal) and viewing the student account under the Billing tab. Credit/debit card and electronic check payments for the tuition billing statement can be made through the Bulldog Dashboard, under the Resources tab or on the My Adrian web page, Online Student Account Payment link. Checks and/or cash payments can be processed in the Student Business Services' (Cashier) office.

Fall semester billing statements are due on August 1st and Spring semester billing statements are due January 1st. Enrollment for the 5-month Payment Plan is available through the Bulldog Dashboard and completing the Payment Option Form. Fall semester payments are due the first of the month, August through December. Spring semester payments are due the first of the month, January through

## Financial Information

May. There is an annual administrative fee for the 5-month Payment Plan of \$95.

The tuition account is the responsibility of the student. If the student has a credit balance, the refund is provided to the student, not the person who paid the account. Any collection action that may be required to collect the debt will reflect upon the student.

The College uses adrian.edu email address to communicate with students. Please make sure students check their email during the summer and breaks for important notices.

A \$75 monthly late payment fee will be assessed when the minimum payment is not received by the due date. No late fee will be applied if the outstanding balance is due to work study that will be applied to the student account.

Visit <https://www.adrian.edu/student-life/student-business-services/bill-payment-plans> for payment plan options as well as withdraw, refund, and tuition and fee adjustment policies.

### *Delayed Payment Policy for Students Receiving Veteran Benefits*

Adrian College will not impose a penalty, including the assessment of late fees, the denial of access to classes, libraries, or campus facilities, or require a covered individual to borrow additional funds, on any covered individual because of the inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or Chapter 33.

## **Refunds**

### ***Student Account Refund***

In the event a student account balance is a credit (overpayment), a refund will be processed within a 14-day period of financial aid disbursement to the student account. Refund checks are mailed to the address on file in the student information system.

### ***Advance Housing Payment Refund***

The advance housing payment will be refunded if the Housing Office has received written notice of cancellation by May 31 for returning students.

### ***Room and Board Plans***

Room and Board (a.k.a. meal) plans are purchased on a semester basis. If a student withdraws or is dismissed from school, the Room and Board charges will be adjusted according to the schedules below.

### ***Enrollment Deposit Refund (New Students Only)***

If the student's plans to attend Adrian College change, we will refund the deposit if a written request, postmarked at least 30 days prior to the first day of classes of the semester in which the student was set to begin taking courses, is submitted to the Office of Graduate Studies.

### ***Class Withdrawals/Refunds, Tuition & Fee Adjustments (Tuition & Fee Liability)***

The last day to drop from or change 15-week classes without any tuition liability is the sixth day of classes. For 8-week courses, the second day of classes is the last day to make any changes to your schedule without any tuition liability. This is called the, "Add/Drop deadline". Students who wish to withdraw for the semester must complete an official Withdrawal Request Form, which can be obtained from the Office of Graduate Studies by emailing [graduatestudies@adrian.edu](mailto:graduatestudies@adrian.edu). The form includes instruction on how to complete and submit the online form for processing.

A course change is defined as one or more course(s) switched for one or more course(s) of equal credits. If a student reduces their number of enrolled credits, their remaining charges will be based upon the number of their currently enrolled credits. Please note reducing credit hours may impact financial aid eligibility.

### ***When is the Last Date to Withdraw from Classes without Incurring a Tuition and Fee Liability?***

The last day to withdraw from classes with no tuition/fee liability is the add/drop deadline. This means that if a student completely withdraws from the College before the add/drop deadline, they will not be responsible to pay tuition and fees according to the current tuition/fee, room and board liability schedules below.

Students who officially withdraw from the College after the add/drop deadline are still responsible to pay tuition and fees according to the schedules below. The first day of classes, as scheduled by the College, shall be deemed to be the first day that classes are offered, as listed on the Academic Calendar.

Students who reduce their number of credits after the add/drop deadline are responsible to pay tuition/fees and room and board according to the liability schedules below.

Students who enroll for class(es) after the semester start date or start attending class(es) after the semester start date and then withdraw from classes are still responsible to pay tuition and fees in accordance with the tuition/fee liability schedules below, depending on the length of the courses in which they are enrolled. The exception is for withdrawals from class(es) that are defined by the College's Registrar's Office as late-start classes.



## Financial Information

Remember that you, the student, are responsible for:

- knowing that you are registered for classes
- knowing the classes for which you are registered
- paying your billing statements in a timely fashion
- understanding and following the correct procedures to withdraw from courses or credits

### The 15-week Tuition/Fee, Room and Board Liability Schedule:

Liability Period	Tuition / Room and Board Ineligible for Refund	Tuition / Room and Board Eligible for Refund	Fees Ineligible for Refund
Through the Sixth Day of Classes (see "Add/Drop" Deadline)	0%	100%	0%
The Seventh Day of Classes through the Second Week of Classes	30%	70%	100%
Third Week	50%	50%	100%
Fourth Week	70%	30%	100%
After the Fourth Week	100%	0%	100%

### The 8-week Tuition/Fee, Room and Board Liability Schedule:

Liability Period	Tuition/Room and Board Ineligible for Refund	Tuition/Room and Board Eligible for Refund	Fees Ineligible for Refund
Through the Second Day of Classes (see "Add/Drop" Deadline)	0%	100%	0%
The Third Day of Classes through the Fifth Day of Classes	50%	50%	100%
Second Week	70%	30%	100%
After the Second Week	100%	0%	100%

During the 0% Ineligible for Refund periods, any refunds will be processed and charges removed for tuition/fees and room/board, as may be applicable. After the 0% Ineligible for Refund periods, tuition/fees and room/board (if applicable) will be prorated according to the schedules, above, **and all other fees are due in full**. After the 100% Tuition/Room and Board Ineligible for Refund periods, Students are liable for **tuition and all other fees in full**. Students who register for 15-week courses and do not file the appropriate Withdrawal Request Form or do not drop the 15-week courses before the end of the fourth week of classes are liable for their full charges. Students who register for 8-week courses and do not file the appropriate Withdrawal Request Form or do not drop the 8-week courses before the end of the second week of classes are liable for their full charges.

## Withdrawals & Cancellations

If a student decides not to attend Adrian College, it is their obligation to properly withdraw. Non-attendance of classes does not classify as an official withdrawal and will not relieve the student of his or her financial obligation or entitle the student to a refund.

All students who are withdrawing from the classes shall be liable for payments of tuition and all fees in accordance with the liability schedules. The last day to withdraw from 15-week classes without any tuition liability is one week after mid-semester grades are posted. The last day to withdraw from 8-week classes without any tuition liability is the 10<sup>th</sup> day after classes begin.

### *Withdrawals*

The process of withdrawing from Adrian College is a formal procedure that the student has the responsibility to initiate. A "W" is recorded on the academic transcript after the withdrawal process is complete. A student withdrawing shall be responsible for payment of tuition and fees in accordance with the Tuition & Fee Liability Schedules. The date recorded by the Registrar's Office will be used as the official withdrawal date for tuition adjustment or refund purposes.

All adjustments or refunds of financial charges are based on the date the Withdrawal Request Form is officially received by the Registrar, not the date of the last class attended. Students must submit the completed and signed Withdrawal Request Form to the Registrar.

### *Cancellations*

Cancellations must be made in writing before the add/drop deadline. No grade is recorded on the academic transcript for registered courses when a student cancels their registration.

## Financial Information

### ***Non-attendance / Non-payment / Dismissal***

Non-attendance of classes will not withdraw students from classes, relieve students of their financial obligation, or entitle students to a refund. Failure to appropriately withdraw from a course at Adrian College may result in additional administrative fees to the student's financial account balance.

A student who is dismissed for disciplinary reasons prior to the end of an academic term shall be liable for tuition and fees due for the term according to the Tuition & Fee Liability Schedules.

### ***Financial Aid Implications***

Federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education to determine the amount of Federal financial aid a student may have earned as of the date in which the student's withdrawal is processed by the Registrar's Office. The amount of Federal financial aid returned to federal aid programs is determined by the amount of time the student spent in academic attendance but has no relationship to the institutional charges incurred by the student.

*Students should consult with an advisor in the Office of Financial Aid before they officially change their enrollment status or withdraw from the College, as their financial aid may be impacted by any status changes.*

For more information on financial aid implications, please visit our website at:

<http://adrian.edu/admissions/financial-aid/parents-students/>

### **Satisfactory Academic Progress: Financial Aid**

The Higher Education Act of 1976, as amended, requires Adrian College to develop and apply a consistent and reasonable standard of academic progress for all students who receive federal financial aid in order for those students to continue to receive such assistance. This standard must contain all elements specified in the regulations and must be at least as strict as the academic standards the College uses for all students. Students who fall behind in their coursework or fail to achieve minimum standards for grade point average and completion of classes, risk losing their eligibility for federal and state financial aid, external scholarships/grants/loans, and Adrian College scholarships and grants.

SAP is assessed both qualitatively (by cumulative grade point average) and quantitatively (by earned credit hours). Students must also complete their degree within a Maximum Time Frame of 150% of the published program length. A student is not permitted to receive federal student aid if the

attempted credit hours exceed the Maximum Time Frame of 150%. Progress is measured at the end of each term to determine a student's financial aid eligibility for future enrollment periods. Students not meeting SAP standards will be notified by the Office of Financial Aid (both by mail using their self-reported permanent address and through their Adrian College email account).

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

1. Qualitative Measure – Maintain a 2.0 cumulative GPA (undergraduate students), or a 3.0 cumulative GPA (graduate students); and
2. Quantitative Measure – Successfully complete (i.e., pass) 2/3 of the credit hours attempted.

### Maximum Timeframe (150% Rule)

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

Grade point averages are calculated by dividing total quality points by quality hours (i.e., credit hours attempted). Hours for courses for which grades of NG, NC, W, or I are excluded from the hours attempted to obtain quality hours.

Hours successfully completed include all credit hours attached to course grades of A, A-, B+, B, B-, C+, C, C-, D+, D and D-. Hours attempted include those successfully completed as well as those attached to courses in which grades of F, I, W, NG, and NC were assigned.

### ***SATISFACTORY ACADEMIC PROGRESS WARNING***

The first time a student does not meet SAP standards they will be placed on Financial Aid Warning for the next semester. This means they are one term away from losing their financial aid eligibility but are still eligible for financial aid for the subsequent semester. Failure to meet SAP standards in the semester in which the student is on Financial Aid Warning will result in Financial Aid Suspension.

### ***SATISFACTORY ACADEMIC PROGRESS SUSPENSION***

Students who do not meet satisfactory academic progress requirements at the end of the financial aid warning period will be placed on a financial aid suspension and will not be eligible for financial aid (both federal and Adrian College scholarships/grants) without appealing.

### ***SATISFACTORY ACADEMIC PROGRESS ACADEMIC PLAN & APPEAL PROCEDURE***

Any student denied financial aid due to the policy may appeal to the Office of Financial Aid. An appeal application and instructions will be included with the SAP notification letter from the Office of Financial Aid. Students wishing to

## Financial Information

appeal will be required to submit a formal letter explaining why he or she is not currently making Satisfactory Academic Progress. The letter should also include the student's plan to sufficiently improve their academic status. Students will also be required to meet with their academic advisor to review their academic plan and sign off on the student's appeal application.

Appeal applications should be submitted to the Office of Financial Aid prior to the start of term and must be submitted prior to the end of the second week of the term for which they are applying. After an application for appeal is received, the student will be notified in writing of the results of the Satisfactory Academic Progress Appeal. Reinstatement of aid for a subsequent period will be determined on an individual basis.

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

Students are limited to two (2) SAP Appeal submissions during their enrollment at Adrian College.

### ***SATISFACTORY ACADEMIC PROGRESS PROBATION***

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

### ***INCOMPLETES, WITHDRAWALS, FAILURES AND REPETITIONS***

Classes graded with failure ("F"), "academic dishonesty", "incomplete", "no credit", or "withdraw" will be evaluated as courses attempted, although not successfully completed. Repeated courses will count toward the quantitative progress requirement of SAP. Repeated courses will also count towards the maximum time frame of eligibility. The highest grade received for the repeated course will be used in calculating GPA.

### ***TRANSFER CREDIT, ADRIAN COLLEGE CREDIT HOURS AND ACADEMIC PROGRAM***

When determining if a student is within the requirements of Adrian College's Satisfactory Academic Progress policy, the Financial Aid Office will consider credit hours that are accepted by the Registrar's Office as transfer credit or that were taken at Adrian College, and that

are applicable to the student's academic program. The number of transfer credit hours accepted will be used to calculate a student's remaining eligibility according to the maximum timeframe standard (150% rule) and will be included in the quantitative calculation which includes number of credits attempted and completed. Transfer credit grades are not considered in a student's GPA. The GPA used for Satisfactory Academic Progress policy only considers classes taken at Adrian College.

### ***Adrian College Statement of Student Responsibility***

Adrian College students, whether new, visiting, returning, or continuing, are responsible for reviewing, understanding, and abiding by the College's regulations, procedures, requirements, and deadlines as described in all official Adrian College publications including, but not limited to, the Course Catalog, Student Handbook, website, and class schedules.

### ***Semester Adjustments - May and Summer Terms***

A student who is dismissed or completely withdraws after the first day of class, and before the end of the Add/Drop period, will receive a 100% credit on tuition. No credit will be issued after the Add/Drop deadline.

### ***Special Circumstances***

In case of withdrawal due to extenuating circumstances, such as serious illness or accident, some variance may be given to the regular withdrawal charges listed for tuition, room, and board. Withdrawals of this nature should be reviewed fully with the Manager of Student Business Services.

### ***Special Fees***

No refunds are made on course fees after the beginning of the semester.

### ***Student Health Insurance***

Students attending Adrian College are responsible for their own health insurance coverage, as the College does not provide or sponsor a health insurance plan for students. It is strongly recommended that students verify they have such coverage through their parents'/guardians' insurance plan or purchase such coverage directly with an insurance carrier. Students may visit [sis-inc.biz](http://sis-inc.biz) for available health insurance options.

## **Student Financial Aid**

### ***Philosophy of Financial Aid***

The Office of Financial Aid at Adrian College is committed to assisting students in finding the best financial options for their education. The mission of the Office of Financial Aid is to provide access to financial aid

## Financial Information

information and resources to students who without such assistance would be less likely to attend an institution of higher education.

### ***Operating Policies***

The following policies are designed to assure that the Office of Financial Aid is effective in carrying out its responsibilities:

- All students must apply for financial assistance by submitting appropriate application forms to the Office of Financial Aid.
- All funds available to Adrian College for financial assistance shall be administered through the Office of Financial Aid. When funds or awards are received from outside sources by other offices (such as Student Business Services), that office will be required to notify the Office of Financial Aid.
- The Office of Financial Aid shall maintain adequate records to ensure proper administration of aid funds. This includes ensuring that aid given is not in excess of the cost of attendance and aggregate awards to not exceed total expenditures of funds under each program.
- Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, sexual orientation, national origin, disability, or marital status.
- Priority consideration for aid is given to students whose files are complete by March 1<sup>st</sup> prior to the award year.
- All students applying for aid are required to apply annually for Federal, Institutional, and State assistance.

### ***General Eligibility***

A student must meet certain requirements to be eligible for Federal financial aid. Those requirements include but are not limited to:

- Be a U.S. citizen or eligible noncitizen
- Have a valid social security number (SSN)
- Have a high school diploma, General Education Development (GED) certificate, or equivalent degree
- Have a bachelor's degree (if seeking graduate-level aid)
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the Federal student aid programs
- Not have a drug conviction for an offense that occurred while the student received Federal aid (such as grants, loans, or work-study)
- Be meeting the requirements for Satisfactory Academic Progress (SAP)

- Not owe a refund on a Federal grant or be in default on a Federal student loan
- Must demonstrate financial need (except for unsubsidized loans)

An award package is offered after a student has fulfilled the following:

- Acceptance for admission
- Completion of the Free Application for Federal Student Aid (FAFSA) or the CSS Profile (international students only)

*\*Note: For students completing their undergraduate degree in the same school year they are entering a graduate program, the student will need to update their FAFSA to seek a graduate degree after completing their bachelor-degree requirements.*

### **Financial Aid Programs**

#### ***Federal Aid Programs: The William D. Ford Federal Direct Loan (Direct Loan) Program***

According to the U.S. Department of Education: “This is the largest federal student loan program” and includes “two types of Direct Loans that graduate and professional degree students may receive:

*Direct Unsubsidized Loans*—Eligible students may borrow up to \$20,500 per school year. Graduate and professional students enrolled in certain health profession programs may receive additional Direct Unsubsidized Loan amounts each academic year.

*Direct PLUS Loans*—Eligible graduate and professional degree students who need to borrow more than the maximum unsubsidized loan amounts to meet their education costs may apply for a PLUS loan.

### **Other Loan and Financing Options**

#### ***Private Student Loans***

Private Education Loans, also known as Alternative Education Loans, help bridge the gap between the actual cost of a student's education and all other educational resources. Private loans are offered by private lenders and do not require a FAFSA to be filed. The Office of Financial Aid recommends that students exhaust Federal student loan eligibility before resorting to a private student loan. For more information on alternative loan providers, please visit our “private lending website” at this link: <https://choice.fastproducts.org/FastChoice/home/223400/1>

#### ***Payment Plans***

Adrian College offers deferred payment plan options. Please refer to the “Payment of Accounts” section of the

## Financial Information

Catalog for more information. Students and parents can also inquire with Student Business Services for additional information and payment options.

### ***Other Funding Sources***

Students who obtain other resources of aid must communicate it to the College before it can be displayed on the financial aid package. Other funding sources consist of aid through entities outside of the College, such as outside scholarships or Federal and State assistance programs.

## **Student Life**

Student Life supports the College's mission by providing programs, services, and advocacy that support student learning, growth, and development in all facets of the College experience. Student Life is comprised of professional educators (administrative, healthcare, and support staff members) who direct and coordinate numerous functional areas. These functional areas include residence and Greek life, multicultural programs, student activities, student conduct, leadership development, community service, and campus safety & security. Staff members also collaborate closely with the chaplain's office, academic services, physical plant, and faculty members.

Staff members work out of the Caine Student Center. In addition, staff members direct—with the support of student para-professionals—numerous student residential and Greek facilities that house over 1,400 students.

Student Life staff members have a number of constituents. However, students are our focus. We:

- Seek to house students in attractive, comfortable, clean, and safe environments in collaboration with physical plant and campus safety;
- Support the overall well-being of students, encompassing their physical and mental health;
- Provide mental and physical healthcare and education to support students in their academic and other learning goals;
- Build skills and attitudes that help students effectively apply academic learning;
- Develop opportunities for students to plan, implement, and improve activities and programs;
- Help students to move toward independence and function effectively within groups;
- Expose students to various cultural traditions and experiences and help students to appreciate differences; and
- Respond to student emergencies 24 hours a day, 365 days a year.

### **Residence Life & Housing**

On-campus living at Adrian College offers far more than just a place to sleep. There are several different living environments from which to select, including substance-free housing, theme houses, and apartments for returning students. All living environments are tobacco-free and offer a variety of opportunities to explore a full range of activities and interests that develop practical skills. Graduate students interested in living on campus follow the same application deadlines as undergraduate students and should contact the Housing office at [housing@adrian.edu](mailto:housing@adrian.edu) for more information.

### **Campus Safety**

Campus Safety provides continuous 24-hour services designed to assist students in areas of safety and security. The department is comprised of the Director, Captains, Lead Dispatcher, Master Safety Officers, Safety Officers, and Dispatchers.

#### ***Registration of Motor Vehicles***

All motor vehicles possessed or used on campus must be registered every academic year; This includes guests and commuters.

Parking on College property is a privilege, not a right. Vehicles can be registered online, and parking passes may be picked up at the Department of Campus Safety. You need a valid driver's license, student ID, and vehicle registration (not proof of insurance). Any vehicle without a valid parking permit found in any lot where a valid permit is required will be ticketed and is also subject to being immobilized, by the use of an immobilizing boot, or towed at the owner's expense. This includes but is not limited to all unpaved or paved areas on campus where vehicles are NOT authorized to be driven (i.e. on any lawn or grassy area, sidewalks, and walkways).

- A vehicle registered by a faculty or staff member, which is operated by a son, daughter, or spouse of said faculty or staff member who are eligible student drivers, must have and properly display a student permit. The operator of the vehicle must use the proper student lots.
- Students may register only one automobile.

Motor Vehicle Registration expires when:

- As indicated on permit (by academic year)
- Ownership of vehicle changes
- The eligibility of motor vehicle privileges are revoked by disciplinary action

If a registered vehicle is traded for another or a windshield is replaced, a new permit will be issued at \$5.00 additional cost, provided the remnants of the older permit are presented at Campus Safety.

The Adrian College window parking permit is to be completely affixed with its own adhesive and displayed at all times on the lower inside corner of windshield, driver's side. An expired permit must be removed before a new one is affixed. Permits must not be altered or defaced in any way. Tickets may be issued to vehicles displaying a permit incorrectly.

### **Student Activities**

The Office of Student Activities is located in the Caine Student Center. Involvement in campus organizations,

## Student Life

student activities, and service opportunities provides balance to the academic experience for students at Adrian College.

### ***Student Organizations and Leadership Programs***

The Office of Student Activities is responsible for overseeing and assisting over 75 student organizations at Adrian College. The student organizations recognized by the Office of Student Activities represent cultural, religious, recreational, and special interests as well as performance groups, student government, media activities, and academic honoraria. The Office of Student Activities publishes the “Student Organization and Advisors Guide,” which contains policies, resources, and other information for student leaders.

### ***Caine Student Center***

The Caine Student Center is the campus center and is open 24 hours a day. It serves as an information, services and activity center for students, staff, alumni, and other guests of the College. Campus Safety, Student Business Services, The Bookstore, Student Government Association, Campus Activities Network, Student Activities, the Institute for Career Planning, and the Writing Center are located in the Student Center. Student Center staff members schedule activities and approve on-campus postings. Campus Safety is the campus’ lost and found.

Within the Student Center, students will find lounge areas, a computer station, meeting rooms, recreational space, coffee, food, and a convenience store. Commuter students have a designated lounge area equipped with lockers available for their convenience.

### ***Commuter Information***

The center for commuter activity is the Caine Student Center, which provides a place to relax between classes. The Office of Student Life is the source of information about campus events and activities. Commuters are strongly encouraged to join student organizations or participate in other leadership opportunities on campus.

### ***Campus Activities Network (CAN)***

The Campus Activities Network (CAN), located in the Caine Student Center, coordinates recreational, educational, cultural, and social programs for Adrian College students. Working in cooperation with the Office of Student Life and other student organizations, CAN sponsors a variety of quality programming for all students to enjoy. CAN hosts varying activities as well as fall and spring festivals. CAN members also have the opportunity to attend NACA, a professional student activities conference where they discuss the latest research on programming and student activities and get the opportunity to view upcoming acts in the college entertainment business. Any Adrian College student can become a member of CAN.

### ***Student Government Association (SGA)***

Student Government Association (SGA) represents the student body and is the elected voice of the students. SGA recognizes the importance of advocating for student concerns in the process of decision making that affects the student population. SGA is a forum for student ideas; SGA representatives serve on campus committees in order to affect policies that concern students.

Student Government projects have included community involvement, canned food drives, newsletter, increased computer and library hours, leadership days, national conference attendance, voter registration drive, appreciation week, multiple meal plans for students, Party Sober Night, enhanced student activities, and the Student Center.

### ***Graduate Student Advisory Council (GSAC)***

The purpose of the Graduate Student Advisory Council (GSAC) is to establish equal representation for graduate students on the Adrian College campus, promote a sense of community between the different academic disciplines at the graduate level, and address important issues of concern that affect graduate students’ well-beings. Membership consists of one graduate student from each of the graduate programs. The council works with the Dean of Graduate Studies to survey students, identify goals to improve graduate student experience, and ensure effective communication across the graduate student population. Please contact [gsac@adrian.edu](mailto:gsac@adrian.edu) for more information or if you would like to be a part of GSAC.

### ***Adrian College Professional Alliance Network (ACPAN)***

ACPAN is a program that matches current graduate students with graduate alumni who have similar professional interests. The purpose of ACPAN is to provide a professional mentoring opportunity for students. If you are interested in being paired with a mentor, please contact [graduatestudies@adrian.edu](mailto:graduatestudies@adrian.edu).

## Health Services

New students to the Adrian College campus are required to submit a Student Health & Medical History Record and Immunization History to the Health Center via their Magnus Health portal. Failure to supply this information may delay the registration process.

The Health Center is located in the Adrian College Medical Clinic. The Health Center is open fall and spring semesters Monday through Friday 9:00 a.m. - 4:30 p.m. All visits are by appointment only. Appointments can be made by calling 517-265-5161 ext. 4214. The Health Center is closed Saturday and Sunday. The Health Center is also closed during any holiday breaks that the residence halls are closed.

Services are available to ALL Adrian College students, including full-time, part-time and commuting students.

The Health Center provides:

- acute illness evaluation and treatment
- screening evaluations and disease prevention such as blood pressure, weight, and vision checks
- first aid for minor injuries
- referrals and coordination of care to off-campus health care consultants
- health education on preventative health care and lifestyle issues including sexually transmitted infection education
- follow-up of emergency hospital visits
- loan of crutches, wheelchairs, and other medical equipment
- seasonal Influenza vaccine

When a student is seen in the Health Center, there is no cost for the nurse practitioner visit. There may be charges for medications, immunizations, and treatment supplies. These charges may be paid for or charged to the student's account as a health service fee. Receipts for medications or immunizations can be requested by the student. The student is then responsible for submitting the request to their private medical insurance. Check with your insurance carrier regarding submission of these claims. The Health Center does not bill private insurance companies.

### **Confidentiality**

All Health Services records are confidential. Safeguarding students' medical information is not only a legal requirement but also an important ethical obligation. No one will have access to health records without the written consent of the student, including their parents/guardians, if the student is of legal age (18 years or older). Information from a student's health record will not be disclosed except in cases of extreme urgency where there is an obvious "need to know", such as in cases of injury to themselves or others

or as required by law. Students have the right to access their personally identifiable medical files and correct or remove any inaccurate, irrelevant, or out-of-date information.

### **Health Insurance**

Students attending Adrian College are responsible for their own health insurance coverage, as the College does not provide health insurance coverage for students. It is highly recommended that students verify that they have coverage through their parent/guardian insurance plan or purchase such coverage directly from an insurance carrier. Students may visit [sis-inc.biz](http://sis-inc.biz) for available health insurance options.

## Counseling Services

Counseling Services are designed to help students gain an understanding of their life issues and leads to a resolution of their presenting problem(s). The Counseling Center is located in the Adrian College Medical Clinic and services are free to all registered Adrian College students. The Counseling Center is open Monday through Friday 9:00a.m.- 4:00p.m. during the fall and spring semesters. Students are seen weekdays by appointment between 9:00 a.m.-4:00 p.m. by calling 517-265-5161 ext. 4214. Individual or multi-person counseling sessions are focused on helping students develop personal strategies, competencies, and life skills that enhance their ability to be successful in their academic and personal growth and development. Some of the issues that are most frequently presented by students are:

- Adjustment issues such as homesickness
- Anxiety/Depression issues that often interfere with students' ability to attend classes and complete assignments
- Time management
- Family issues
- Financial issues
- Roommate conflict
- Partner issues – long-distance relationships or break-ups
- Grief

Students receive short-term counseling for current presenting problems. Referrals to other clinicians in the community are available. As needed, Counseling Services also offers support groups, presentations, and workshops for various campus groups.

Counseling Services is staffed by qualified clinicians experienced in working with college students. A variety of theoretical orientations and intervention styles are employed in keeping with the needs of individual students. All counseling conversations with students are covered by the ethical codes of confidentiality of the American Psychological Association.



## Athletic Activities

Adrian College has a long history of outstanding athletics and for fielding winning teams in many different sports. Even as our academic programs have gained nationwide visibility and stature, the athletic programs have continued their success.

The Department of Athletics is committed to the pursuit of academic and athletic excellence. Our primary goal is to provide the opportunity for students to experience the personal challenge and enjoyment of high-level competition along with their academic endeavors. The 22 men's and 26 women's varsity and club teams enjoy nearly 60 percent participation from the student body.

We also take great pride in the number of Adrian College student-athletes who have been named Academic All-American throughout the years.

### ***NCAA Division III***

Adrian College is a member of the Michigan Intercollegiate Athletic Association, a NCAA Division III conference. This conference brings a group of institutions that share common commitment to academic quality and the conduct of athletics to support their educational purposes.

While the MIAAA is the conference for a majority of the varsity sports, Adrian College also is affiliated with the following conferences: American Heartland (men/women's bowling), Northern Collegiate Hockey Association (men's and women's NCAA hockey), US Figure Skating (figure skating and synchronized skating), Midwest Volleyball Association (men's volleyball), and MARC Conference (men's and women's rowing).

### ***Men's Varsity Sports***

Teams for men are available in these 14 sports:

- Baseball
- Basketball
- Cross country
- Football
- Golf
- Ice hockey
- Indoor track and field
- Lacrosse
- Outdoor track and field
- Rowing
- Soccer
- Tennis
- Volleyball
- Wrestling

### ***Women's Varsity Sports***

Teams for women are available in these 16 sports:

- Acrobatics and tumbling
- Basketball
- Cross country
- Equestrian hunt – western
- Golf
- Ice hockey
- Indoor track and field
- Lacrosse
- Outdoor track and field
- Rowing
- Rugby
- Soccer
- Softball
- Tennis
- Wrestling
- Volleyball

### ***Club Sports***

In addition to varsity sports, Adrian College offers 18 programs that compete at the national level and yet are not affiliated with the NCAA:

- ACHA Division I men's hockey
- ACHA Division II men's hockey
- ACHA Division III men's hockey
- ACHA Division I women's hockey
- ACHA Division II women's hockey
- Baseball
- Bass fishing
- Men's bowling
- Men's rugby
- Women's bowling
- Cheerleading
- Cornhole
- Dance
- Esports
- Figure skating
- Softball
- Synchronized skating senior/collegiate/open

### ***Intramural Sports***

If you are interested in staying active and enjoying team sports, Adrian College offers a variety of intramural sports, which are designed to include everyone on campus. Students, faculty, and staff are encouraged to participate.

- Co-ed volleyball
- Co-ed softball
- Co-ed soccer
- Co-ed 5-on-5 basketball
- Co-ed flag football
- Men's flag football

Activities may be added or deleted according to interest.

## Athletic Activities

### ***Athletic Facilities***

Adrian College has some of the finest athletic facilities in NCAA Division III. A majority of the facilities have been either newly constructed or renovated within the last six years. The crown jewel is Docking Stadium, which houses the football, lacrosse, and soccer teams. The stadium has 2,000 chair-back seats on the home sideline and the finest Pro-Grass playing surface.

The baseball team plays at Nicolay Field on the northwest corner of campus. Nicolay Field was built in 2008 and has 400 chair-back seats above the dugouts on either baseline for optimal viewing. The softball field was also renovated in 2008 to add a new press box, dugouts, and permanent chair-back seating for 150.

The outdoor track complex hosted their first meet in 2009 to rave reviews from around Division III circles. The Craft Tennis Complex features 12 outdoor courts right along US-223 and Docking Stadium.

Arrington Ice Arena was completed in 2007 and houses all ice sports at Adrian College. The arena has 450 chair-back seats and has seen crowds of over 1,000 with standing room along the glass. The arena has offices for coaches, an athletic training room, and several locker rooms.

The basketball and volleyball teams play their home games at the Merrill Sport and Fitness Center (MSFC). It was built in 1990 and provides an auxiliary gym for indoor activities. The MSFC also has administrative and coach offices as well as athletic training facilities, a weight room, and a wellness center for all students, faculty, and staff.

### ***Policy on College Athletics***

Adrian College's first concern is for the strength and integrity of the academic program. Beyond that, Adrian College believes that there is a place for many extracurricular activities, including sound athletic programs. All facets of the college's co-curriculum, however, must be kept in proper balance and evaluated in terms of educational objectives. In athletics, this means, among other considerations, wide participation by all students, both men and women, in many different sports and activities, both intercollegiate and intramural, and an appropriate emphasis on and provision for recreational sports and less formally organized play.

Our formula for competition consists of including on our teams only student-athletes who combine an interest in academic scholarship with a keen desire and proven ability for intercollegiate athletic competition with similar students at comparable institutions. Adrian College shall provide students with excellent coaches and adequate facilities on

the basis of equality and without discrimination of any kind, including discrimination by individual sports, race, or gender.

Eligibility in intercollegiate athletic competition is governed by the rules and regulations established by the NCAA and Adrian College. Student-athletes must be registered full-time each semester to participate (please see "Class Load" in the "Academic Policies and Programs" of this catalog). If a student-athlete withdraws from a course or takes any action that results in being enrolled in fewer than full-time class load, the student athlete will be immediately ineligible.

The academic requirements described in the Satisfactory Academic Progress policy are set forth by Adrian College for academic eligibility and satisfactory progress. Please see the "Academic Status Policy" in the "Academic Policies and Programs" section of this catalog.

### ***Adrian College Athletic Insurance Policy Coverage***

Adrian College provides secondary athletic accident coverage for all student-athletes participating in NCAA intercollegiate athletics. An accident is defined as an unexpected, sudden, and definable event, which is the direct cause of bodily injury independent of any illness, prior injury, or congenital disposition. Coverage is NOT provided for medical expenses resulting from illness, disease, or conditions unrelated to accidental bodily injury. Pre-existing conditions, out-of-season injuries, injuries that occur in-season that are not directly related to competition, supervised practice (intramurals, conditioning class, etc.), or routine medical care (illness, dental or eye care, etc.) are not covered.

For other policy exclusions, please contact the athletic training room at 517-264-3969.

### ***Procedures***

If a student-athlete is accidentally injured during competition or supervised practice and generates medical expenses associated with the accident, all claims must first be filed with the student's or parents' personal (primary) insurance company. If a balance remains after the personal insurance company has paid its maximum, that balance can be submitted to the school's insurance company.

If the expense is covered, the school's insurance company will pay the balance of the eligible medical expenses up to the maximum of the policy.

If the primary family coverage is through an HMO or PPO, the proper procedures required by that plan must be followed in order for the school's insurance to satisfactorily complete its portion of the claim. This is especially important if the plan requires pre-authorization to have the

## Athletic Activities

student-athlete treated out of the plan's network or service area.

### ***Submitting Claims to Adrian College***

To pay the balance of the bill, the student-athlete must submit the bill to the Athletic Trainer along with a copy of the EOB (explanation of benefits) from their insurance company that shows that the personal insurance has already paid its maximum. Please submit bills to:

Athletic Trainer  
110 S. Madison St.  
Adrian, MI 49221

For any questions, please call 517-264-3969.

## Academic Activities

### **Academic and Cultural Enrichment**

The College offers many opportunities for intellectual and cultural enrichment outside the classroom.

#### ***Ribbons of Excellence Day***

The annual event features the scholarly and creative activities of Adrian College students based on the standards of excellence or “ribbons” established in 2007 to support the College’s mission statement. The purpose of this day is to encourage students to engage in the acquisition of new knowledge outside the classroom and act as a catalyst for student/faculty collaboration.

#### ***Lectureship Series***

The college offers numerous opportunities to the Adrian College community to engage international and national experts on a variety of topics and subjects through lecture and film. In recent years, audiences have seen and heard speakers as varied as Jonah Lehrer, Temple Grandin, Christine Brennan, Kevin Michael Connolly, Meg Jay, Richard Rhodes, Paul Smith, Amy Roloff, Susannah Callahan, and Rupert Isaacson.

#### ***Disabilities Awareness Week***

Adrian College is one of the few colleges in Michigan dedicating a week to the study and recognition of issues of disability. Persons of national renown are part of the week as are community persons and agencies active in areas of disability.

#### ***Art Exhibits***

The Valade Gallery presents at least seven exhibits each school year. These include the works of regionally and nationally known artists, emerging artists, and Adrian College art faculty and students. The Heritage Room in Shipman Library also hosts exhibits, including art by regional artists and Adrian College students and alumni.

#### ***Journalism and Literary Arts Activities***

The English/Journalism Department provides all interested students with the opportunity to contribute to the student-run newspaper, *College World*, and/or to *Oxcart*, the college’s literary arts magazine.

#### **College World**

College World is published digitally and has a student-led editorial board. Any student who would like to write for or work on the newspaper staff is encouraged to inquire.

#### **Oxcart**

Oxcart is a professional quality literary arts magazine that publishes selected poetry, fiction, and non-fiction literary pieces as well as art work submitted by Adrian College students. The student driven editorial board and staff of Oxcart also offers an opportunity to learn more about the work of editing, design, and publication. All students who are interested in submitting work to *Oxcart* or serving on its staff are encouraged to inquire.

#### ***Musical Organizations***

The Music Department presents several annual concerts including the Showcase Concert in November, the Service of Lessons and Carols in December, and band and choir spring concerts in April. For further information on musical organizations and programs, please contact the Music Department.

#### **Adrian College Choir**

The Adrian College Choir is open to all students without audition. Music ranges in style from classical to contemporary. The choir performs several times a year and goes on an annual tour.

#### **Jazz Bands**

The two jazz bands at Adrian College perform modern jazz and blues throughout the year at a variety of events on and off campus. Open to all qualified students.

#### **Adrian Concert Band/ Marching Band**

The band offers students the opportunity to march and play at football games in the fall and play traditional band literature in the spring. The band also participates in the annual Homecoming Parade and the Intercollegiate Honors Band performance. Open to all qualified students.

#### **Pep Band**

Band members may also choose to participate in pep band, which plays for basketball, hockey, and a variety of other team sporting events.

#### **Adrian College Chamber Choir**

Repertoire ranging in style from classic to contemporary. Performs in concert and in the community several times a year. Annual choir tour. Audition required.

#### **Adrian Symphony Orchestra (ASO)**

The Adrian Symphony Orchestra is the Professional Orchestra-in-Residence at Adrian College. The ASO performs a season, which includes classical concerts, chamber music, Casual Classic concerts, pops and family concerts.

## Academic Activities

### Adrian Student Symphony Orchestra (ASSO)

The Adrian Student Symphony Orchestra (ASSO) is open to all students without audition. Music selections focus primarily in classical genres. The ASSO performs several times per year.

### Chamber Ensembles

Students may audition for any of the following chamber ensembles: Brass Quintet, Woodwind Quintet, Percussion Ensemble, String Ensemble, Trombone Quartet, Flute Ensemble, and Saxophone Quartet. Audition required.

### ***Media, Film, & Public Relations Activities***

The Communications Art and Sciences Department is located in its own multi-purpose media production facility, Rush Hall. Students are provided with a variety of hands-on learning opportunities. Some of these include the HD TV Studio, HD Field Production program, Digital Audio Production Lab, and Adrian College's student-run radio station, WVAC 107.9 FM. Student productions reach the public via WVAC, Audio Podcasting from our departmental website, Audio Streaming on the web, and Video Podcasting.

### ***Theatre Activities***

Adrian College Theatre stages four major productions each year, with at least one musical. Productions in recent years include RENT, A Nervous Smile, Othello, Miss Firecracker Contest, The 25<sup>th</sup> Annual Putnam County Spelling Bee, When the Rain Stops Falling, Rumors, Baby, Agnes of God, Sylvia, and A Midsummer Night's Dream. Adrian College Theatre is an active participant in the Kennedy Center's American College Theatre Festival and has received awards for student work in design, playwriting, and acting. Adrian College Theatre has been invited to perform at the region festival on numerous occasions. Students who have distinguished themselves in classes and through participation in productions are invited to join the local chapter of Theta Alpha Phi, the national dramatic honorary society.

### ***Religious Activities***

The chaplain; the Department of Philosophy, Religion, and Leadership; faculty; staff; and students work together at Adrian in numerous curricular and extracurricular religious activities designed to help the campus and community develop sound Christian character. The Chaplain's Office seeks to offer programs, information, and opportunities that nurture men and women in the experience and practice of personal and social holiness as defined by scripture and Christian theology.

### Chapel

Chapel attendance is a rewarding experience for many members of the College community. Students, faculty, and staff are invited to participate in the weekly chapel programs, which feature contemporary music, a relevant message, and prayer.

### Student Religious Organizations and Activities

Several student religious groups meet on campus. Wesley Fellowship, a fellowship and study group affiliated with The United Methodist Church, is ecumenical in nature. The Catholic Student Association provides study and fellowship activities. Additional religious groups offer non-denominational Bible studies. The "Not for Sale" Anti-human trafficking organization, a chapel praise team, Brothers in Action, and A.L.P.H.A. (African-American Leaders Promoting Higher Achievement) are vital contributors to student religious life.

Students who wish to register for Conscientious Objector status may do so through the Chaplain's Office.

The Religious Life Council serves as a forum where all religious groups on campus can come together to coordinate and discuss their activities and concerns. In this way, it supports and promotes open communication and ecumenical dialogue on campus.

### Church Participation

The churches of the City of Adrian are organized for worship and service. Students are welcome to attend all services and will find an atmosphere of genuine fellowship and many helpful contacts with pastors and members of the congregations.

### Training for Church Leadership

The Christian church is essential to a society founded on Christian principles, and its effectiveness will always depend upon its leadership. Adrian College aims to help develop effective church leaders. Students planning careers in the ministry, Christian education, church music, or mission service will find appropriate foundational courses to help them prepare for graduate training.

For those looking ahead to the ordained ministry, mission service, or another church occupation, the College offers a selection of courses leading to these vocations. However, courses in philosophy and religion are open to all students, who are encouraged to elect as many as possible.

Our pre-seminary/pre-ministry student organization and other groups offer students an opportunity to develop leadership skills that will be useful in church or community work regardless of occupations.

## Academic Activities

### The Ministry

For service in the ministry of any major denomination, a three-year graduate course at an approved theological seminary is required. The pre-seminary undergraduate program should include philosophy and religion. Pre-ministerial students might consider a major in philosophy or religion or in such fields as history, sociology, social work, English, or psychology. This, however, is not a requirement.

Pre-seminary students can obtain catalogs and the requirements of many seminaries from the Chaplain's Office or the chairperson of the department of philosophy and religion. United Methodist pre-ministerial students should maintain contact with their local church, district, and conference boards of ministry, with special attention given to requirements and procedures dictated by the Boards of Ordained Ministry. Pre-ministerial students also should consider Christian vocational opportunities in such fields as chaplaincy, college teaching, and Christian education. Students interested in various forms of ministry will want to join the "Major Cole" pre-seminary association.

## Academic Affairs

The Division of Academic Affairs houses the offices of the Vice President and Dean of Academic Affairs, Dean of Graduate Studies and Institutional Effectiveness, the Assistant Dean of Academic Affairs, the Jane McCloskey Office of Academic Services, the Institute for Career Planning, the Office of Institutional Research and Assessment, Information Services and Blackboard Support Specialist, Shipman Library, and the Office of the Registrar. Each office provides support to the academic mission and the Ribbons of Excellence, enforces academic policies, and reviews policies and procedures for the academic structure of the college.

### Office of Academic Affairs

The Office of Academic Affairs, located in the Stanton Administration Building, is under the leadership of the Vice President and Dean of Academic Affairs. The Assistant Dean of Academic Affairs is also located in this office. The Office of Academic Affairs is the nexus of all academic activities, policies, and programs. Students may make an appointment by emailing [academicaffairs@adrian.edu](mailto:academicaffairs@adrian.edu).

### Office of Graduate Studies

The Office of Graduate Studies, under the leadership of the Dean of Graduate Studies and Institutional Effectiveness, is committed to the success of all graduate students and supporting students interested in graduate study. Students may stop by in the Stanton Administration Building or make an appointment by emailing [graduatestudies@adrian.edu](mailto:graduatestudies@adrian.edu).

### The Jane McCloskey Office of Academic Services

The Jane McCloskey Office of Academic Services, named after the beloved former Director Jane McCloskey (1997-2011) and located in 205 Jones Hall, has a professional staff that supports students' academic success. Services include tutoring, support for students with disabilities, and special programs. All services are provided free of charge.

Hours: Monday- Friday 8:30 a.m. to 5:00 p.m.

#### *Tutoring Services*

Adrian College provides trained tutors for most courses, in group and one-on-one settings, at no cost to students. Requests for tutoring can be made online by visiting the Adrian College website and clicking on "My Adrian," where the link for making a tutoring request is found. Requests for tutoring are best made at the beginning of a semester, though are accepted throughout the semester. Applications for serving as a paid tutor can be obtained from the Office of Academic Services. Contact Academic Support Specialist and Tutor Coordinator, Jones 205J, extension 4095.

**\*Graduate students may apply to serve as tutors. A faculty recommendation is required. Contact the Tutoring Coordinator by emailing [tutoringservices@adrian.edu](mailto:tutoringservices@adrian.edu)\***

#### *Services for Students with Disabilities*

Support for students with disabilities is coordinated with the Accessibility Services Specialist. Services include test proctoring, adaptive software, readers, mobility assistance, and others. Students who would like to receive these services should provide the Accessibilities Services Specialist with written documentation from an appropriate, certified medical professional as soon as possible in order to ensure reasonable and appropriate adjustments are made early in the semester. **Contact Accessibilities Services Specialist, Jones 205G, extension 4090.**

### The Institute for Career Planning

The Institute for Career Planning, located in the Caine Student Center, offers a wide array of services designed to help students choose a rewarding career and make the transition from college to graduate school and/or the professional world. Students are invited to focus their career goals via online career assessments provided by Career Planning and take advantage of individualized career coaching with the Career Planning staff. All students have access to the Institute's recruitment and career management system called Handshake, a powerful tool that links students with job and internship opportunities.

The following is a list of services offered through the Institute for Career Planning:

- Handshake, online database for jobs, internships, mentors, and more
- Resume and cover letter review
- Internship assistance
- Interview preparation
- Networking assistance
- Graduate and professional school preparation
- Job search assistance
- On- and off-campus career-related events
- Career-related programs
- Job shadowing
- Social media assistance
- Presentations
- Suit-a-Bulldog (Professional Dress Closet)

#### *Internships*

The Institute for Career Planning coordinates the Adrian College Internship Program. The goal of the internship program is to provide all students with the opportunities to test their career interests and develop job-related skills through college-approved work experiences. Faculty sponsors guide students as they link theoretical knowledge with the practical learning gained in part- and full-time internships.

Any student in good standing (minimum 2.00 cumulative GPA at undergraduate level and 3.00 cumulative GPA at graduate level) is eligible for participation in the internship

program following completion of 12 credit hours at Adrian College, provided the student is acceptable to the employer, obtains the approval of his/her advisor, and secures a faculty sponsor for the internship. Students earn from one to six semester hours of credit during a single semester of an internship; The number of credit hours available for internships is designated by the Internship Committee. (A limited number of “full-time” semester hour internships may be available or could be arranged by the student.) Generally, credit is awarded on the following basis: a minimum of 40 total hours on the job plus five academic contact hours assigned by faculty sponsor equals one hour of credit. The hours earned will be listed as elective credit on the student’s transcript, unless approved for departmental credit by the department chairperson.

Adrian College offers two types of internships. Exploratory internships, designed as course number 199 on the student’s transcript, are part-time experiences open to second-semester first-year students, sophomores, and upper-class students with a credit limit of three hours per semester. Exploratory internships are designed to acquaint students with work in a particular setting, to bring them in contact with professionals in the field and, in more instances, to give them the opportunity to assume limited responsibilities in the career area being explored. Professional internships, designed as course number 399 on the student’s transcript, are experiences for juniors and seniors in which they may utilize and enhance entry-level career skills (sophomores can also be considered). The credit limit, unless stated otherwise, is a max of six hours per semester for 399 internships.

Graduate students may complete a Practicum, designed as course number 569 on the student’s transcript. These professional experiences allow graduate students the opportunity to enhance their career skills in a work setting. The credit limit, unless stated otherwise, is six hours per semester in a 569 Practicum.

The cost for internship or Practicum credit is the same as that for regular coursework in Fall and Spring semesters. May and Summer Term tuition rates apply. Students may incur additional costs for travel, accommodations, meals, and transportation. A student may receive salary or wages for internship services, depending on the employer’s policy.

The Institute for Career Planning maintains a list of approved internship sites, though any student, faculty, or staff member at the College may propose such a site. All proposed sites must be approved by the Internship Committee prior to a student beginning the internship. Internship packets can be accessed online, however, students should contact the Institute to discuss the program with a Career Planning staff member. The Institute for Career Planning also offers information regarding off-campus internship programs such as the Chicago Center and the Washington Center.

### ***Role of Career Planning***

This Institute is the central coordinating facility for 199 and 399 internships and 569 practicums conducted for academic credit. In cooperation with the faculty internship committee, the

Career Planning staff establishes, administers, and publicizes procedures governing the program. Career Planning also reviews your major for the internship designation. Any questions regarding the internship program should be directed to this institute.

### ***Role of Internship Committee***

This committee establishes procedures governing the internship program, reviews proposed sites, monitors the quality of the program, and hears requests for variances from normal policy.

### ***Role of the Faculty Sponsor***

The faculty sponsor is responsible for designing an academic component for the internship experience. This academic component should be above and beyond the normal work responsibilities the student assumes at the site and will be outlined in a syllabus and agreed upon by the faculty sponsor and intern prior to the start of the internship. The faculty sponsor ensures compliance with established procedures, monitors student performance during the internship, maintains contact with the on-site supervisor, assesses student progress, and grades the experience.

## **Office of Institutional Research and Assessment**

The Office of Institutional Research, located in the Stanton Administration Building, is responsible for collecting and analyzing data about Adrian College. In addition, the office submits and collects various surveys on campus and community life.

## **Office of the Registrar**

The Office of the Registrar, located in the Stanton Administration Building, supports students, faculty, and staff as students pursue their baccalaureate and graduate degrees. The office is the official source of academic policy information and academic records. For questions or additional information, contact the Registrar at [registrar@adrian.edu](mailto:registrar@adrian.edu).

## **Shipman Library**

Shipman Library is here to support and assist students with all information needs. They have extensive collections of both print and online materials:

- Over 100 online research databases
- Thousands of journals, magazines, and newspapers
- Over 200,000 e-books and over 125,000 print books
- Streaming video content

During the Fall and Spring semesters, the building is accessible 24/7, and all online research material is always accessible on the library website, including off-campus. Two professional librarians are available to assist students in-person or via email or instant message. Books and articles Adrian College does not own can be acquired through the convenient interlibrary loan service.



### **Don Kleinsmith Writing Center**

The Don Kleinsmith Writing Center, named after the Professor Emeritus, is located in the Caine Student Center. Services are offered free of charge by the English Studies and Journalism Department to the campus community. Trained peer consultants from multiple disciplines work with students of all levels and disciplines on any writing project at any point in the writing process. The Writing Center is open for drop-in services (in-person or online) or by appointment Monday through Friday with many evening and some weekend hours available. Hours are posted at the Writing Center, on the Writing Center website, and provided to students through email notification. To contact the Writing Center, email [writingcenter@adrian.edu](mailto:writingcenter@adrian.edu).

### **Bosio Math Lab**

The Mathematics Department provides mathematics tutoring in the Bosio Math Lab, named after former Professor Cindy Bosio. Trained tutors and Mathematics faculty provide assistance to students free of charge. The Math Lab is located in Peelle 215 and open both semesters, Monday through Friday, with some evening hours available. Hours are posted at the Math Lab and provided to students through email notification.

### **Statistics Resource Center**

The mission of the Statistics Resource Center, located in Valade Hall, reflects Adrian College's Ribbons of Excellence by helping members of the Adrian College community think critically and creatively about numerical data. The purpose of the Statistics Resource Center is to assist students, faculty, and staff with the statistical treatment and interpretation of data. We provide assistance in the following areas:

- Design of experimental and survey research
- Statistical analysis and interpretation of data
- Statistical software programs for data analysis
- Computerized data collection for experimental and survey research

Please contact The Statistics Resource Center Coordinator ([statresources@adrian.edu](mailto:statresources@adrian.edu)) to set up a meeting during the academic year.

## Academic Policies and Programs

Adrian College is a liberal arts college with many career development resources. Adrian College's academic programs are designed to increase the student's understanding of the great areas of culture, encourage exploration of individual interests, and provide depth of knowledge in one or more specific disciplines. The curriculum offers a foundation for professional and graduate training in many areas.

Sensitivity to the career needs of each student is also stressed. Departmental faculty members, together with the staff of the Institute of Career Planning, offer career counseling and other services to help students focus their vocational goals.

Students are expected to graduate under the departmental and curricular requirements published in the Adrian College Catalog in effect the year they matriculate. However, the right is reserved to change requirements for graduation at any time as a means of keeping pace with the educational, scientific, and technological developments affecting various curricula. Though such changes may be applied to students already enrolled, every effort will be made to give them the benefit of the new educational program without imposing undue hardship.

Adrian College maintains a high standard of academic honesty. Dishonesty in assignments, examinations, or other academic work is considered an extremely serious offense.

Requirements for graduation and the most important academic regulations are contained in this section. More information about administrative procedures appears in the Graduate Student Handbook, which is issued to students each fall and available 24/7 on [grad.adrian.edu/student-resources.php](http://grad.adrian.edu/student-resources.php).

### **Degree Requirements**

#### ***Degrees Offered***

Adrian College is authorized by its Board of Trustees to grant the following degrees: Master of Arts, Master of Business Administration, Master of Education, Master of Science, and Post-Baccalaureate Certificates. Students in one of the master degree programs must complete an application for their degree during the first semester of their final year and indicate the specific degree to be conferred. Students initiate the process for graduation and finalizing degree completion by submitting the online application sent to them at the beginning of the semester. This may also be found on the Registrar's webpage.

#### ***Commencement Participation***

It is the intention of the College that all students participating in a commencement exercise will have completed all requirements for their respective degrees prior to commencement.

#### ***Graduation Major and Professional Certification Areas***

A student must select at least one major area of study in any one of the following academic programs:

#### **A. Academic Degrees:**

Master of Arts:

- Criminal Justice
- Exercise and Rehabilitative Science
- Higher Education Administration and Leadership
- Sport Management

Master of Business Administration:

- Accounting
- Finance
- General Business
- Healthcare Administration
- Human Resources
- Marketing

Master of Education:

- Curriculum, Instruction, and Assessment

Master of Science:

- Accountancy
- Athletic Training
- Computer Science

#### **B. Post-Baccalaureate Certificates & Endorsements:**

- Educational Leadership Endorsement
- Healthcare Administration
- Higher Education Institutional Effectiveness
- Higher Education Leadership
- Reading Specialist Endorsement

#### ***Grade Point Average (GPA)***

To be eligible for graduation, a student must receive a cumulative grade point average of 3.00.

To compute a student's grade point average for a single semester, the academic points earned are divided by the number of semester hours attempted as if no repeats were taken. To compute the cumulative grade point average, the total academic points earned are divided by the total number of semester hours attempted.

In computing the grade point average, all semester hours attempted will be included for which a student has received the grades A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. No attempted hours will be counted for grades of NG, W, or I, unless the I is not made up within the time limit. A student receives 4.0 academic points per hour of course credit for a course in which a grade of A is earned, 3.7 points per credit hour for a grade of A-, 3.3 points for a B+, 3 points for a B, 2.7 points for a B-, 2.3 points for a C+, 2 points for a C, 1.7 points for a C-, 1.3 points for a D+, 1 point for a D, 0.7 for a D-, and no points for grades of F, I, NG, or W.

#### ***Academic Progress***

All full-time graduate students are required to complete the degree within three years. All part-time graduate students are required to complete the degree within five years. Written appeals for extension of the time limit will be considered by the Academic Status Review Committee.

#### **Academic Policies**

##### ***Thesis Continuation Policy***

Students conducting thesis research or completing thesis

projects after the completion of thesis research and/or graduate project/capstone courses must pay \$650 continuation fee for each academic term until the work is completed. This will not count as credit toward degree completion.

### ***Degree Completion and Graduation Policy***

Current Adrian College undergraduate students who have been provisionally admitted must complete their undergraduate degree at least one semester prior to completion of their graduate program, unless permission by the Dean of Graduate Studies is granted.

### ***Academic Integrity Policy***

Consistent with Adrian College's mission statement and based on principles of integrity and honesty, Adrian College seeks to develop students who are scholars capable of working independently. This includes the ability to analyze, organize, express, and synthesize information in an original fashion. Any student who engages in behaviors that violate academic integrity and honesty can face disciplinary proceedings that may involve dismissal from Adrian College.

Students suspected of academic dishonesty may be subject to academic and/or administrative disciplinary procedures. In the first disciplinary procedure level, faculty members notify students of suspected dishonesty, meet with the students to discuss the infraction, and impose appropriate academic penalties if an academic integrity violation is determined (e.g., reduced or failing grade for project and/or class). The faculty member also has the authority to report the incident to the Office of Student Life for inclusion in the student's file. In the second procedural level, the Office of teacher e may apply administrative action in addition to or in the absence of academic disciplinary procedures. Contact the Dean of Students at x 3142 for more information.

### ***Expectations for Academic Honesty***

- No student shall intentionally or inadvertently present others' ideas as his/her own.
- No student shall give or receive assistance on course assignments beyond the guidelines established by the professor.
- No student shall violate the academic and intellectual standards as established by the professor, professional association of the discipline, or other sanctioning bodies such as the state or federal government. It is a joint responsibility of faculty and students to create awareness and understanding of professional standards. Faculty members have the duty to inform students of relevant professional standards, and students have the superseding duty to learn professional standards even in the absence of explicit instruction from the faculty.
- No student shall falsify or fabricate data, distort data through omission, or in any other way misrepresent data.
- No student shall engage in obstruction, defined as conduct that damages or destroys another person's work or hinders another in her/his academic endeavors.
- No student shall forge any person's signature.

- No student shall misrepresent his/her personal accomplishments nor misrepresent information about her/his Adrian College career.

### ***General Definition of Academic Dishonesty***

Academic dishonesty includes attempts to present as one's own work, that which is not; help others in efforts to present as their own work, that which is not; or prevent others from receiving appropriate academic credit.

### ***Types of Academic Dishonesty***

This list is not exhaustive and may be modified to reflect specific course requirements by a professor. Note: Seeking assistance from appropriate sources such as professors, a tutor, or an assistant in the College Writing Center or Math Department is NOT academically dishonest. Academic dishonesty includes:

- Obstruction: Any behaviors that would affect another's work or materials necessary to complete such work. For example, withholding reference materials; destroying or tampering with computer files, laboratory or studio work, library resources, or research projects. Obstruction also includes any action that interferes with the teaching efforts of faculty members by disrupting the classroom, interfering with their interactions with other students, or in any way impeding or disrupting faculty member's research projects.
- Misconduct in Research and Creative Efforts: Submission of work that the student knows to be inaccurate, including the fabrication, falsification, improper revision, selective reporting, or inappropriate concealing of data. Misconduct also includes a violation of human subjects standards including the failure to obtain IRB or equivalent approval before conducting research with human subjects; and/or the release of information or data given in the expectation of confidentiality to the researcher, creative artists, etc.; and/or failure to adhere to any applicable federal, state, municipal, disciplinary, or collegiate regulations, standards, or rules for the protection of human or animal subjects, or the protocols of the study population.
- Cheating on Quizzes, Tests, or Examinations: Using or attempting to use any materials, including but not limited to notes, study aids, books, or electronic devices not authorized by the instructor; copying off another student's work; allowing another student to copy off your own work; taking an exam (which includes tests and quizzes) for another student or allowing another person to take an exam in your place; providing or receiving any kind of unauthorized assistance in an examination, such as providing or receiving substantive information about test questions or materials, topics, or subjects covered by the test.
- Use of Prohibited Materials: Using prohibited materials or equipment for performances, rehearsals, or classics assignments. For example, using a hidden "cheat sheet" with text for a vocal repertoire, vocal jury, or junior/senior recital.
- False Submission: Submission as one's own work that has been produced by another. For example, using another person's speech or presentation materials (e.g., a

- PowerPoint presentation created by another student or obtained from the Internet) or submission of work written or produced by another person (e.g., a paper acquired online from other published sources, student organization files, or unattributed results generated by computer algorithm).
- Aiding and Abetting False Submissions: Providing papers or other academic work to fellow students. For example, providing a paper from student organization files, writing or researching a paper for another student, or completing an assignment for another student. In general, unauthorized collaboration on the production of any academic work without prior approval of the instructor is prohibited. When in doubt, students should consult with the course instructor.
- Multiple Submissions: Submission of the same work, in whole or substantial part, to more than one course without the explicit prior approval of all instructors currently involved. If work has been submitted in a prior course, either at Adrian or another institution, the student(s) must receive approval from the instructor(s) of the current course. If work is to be submitted to multiple courses in the same term, the student(s) must receive approval from the instructor of each course.
  - o The policy applies to resubmission of assignments for a course that is retaken for any reason.
  - o The multiple submissions rule is not intended to prevent students from building on or further developing work begun in prior courses. Examples include the further development of an art object begun in a course such as Two Dimensional Design in a later studio art class, the expansion of a project begun in a research methods course for a capstone project, the ongoing development of a laboratory experiment, etc. In each of these cases, however, the instructor of the later course has the authority to determine to what degree the original work may be incorporated into the later work.
- Corrupted Files: Submitting an unreadable file known to be corrupted or intentionally corrupted. Claiming false grounds for requesting an extended deadline. For example, using an online site or application to corrupt the file in order to create delay and avoid deadlines (note that intentional data corruption is typically detectable).
- Fabrication: The use of invented, counterfeit, or forged information, sources, or data in any assignment, test, paper, project, lab report, etc. Includes alteration or misleading omission of relevant data and dishonest reporting of research results but does not apply to legitimate disagreement over the interpretation of findings, data, concepts, theories, etc.
- Plagiarism: Plagiarize – Webster’s New Collegiate

Dictionary defines plagiarism as, “To steal and pass off the ideas or words of another as one’s own; to use a creative production without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source.”

- o The act of submitting a paper, project, test, or other assignment signifies that the student affirms that the work is his/her own. The absence of any discernible attempt to give credit to your source will be taken as prima facie evidence of intent to plagiarize. In other words, if you have made no attempt to give credit to someone else, you have created a presumption of intentional plagiarism. Inadvertent plagiarism is sloppy scholarship and unacceptable, even if committed out of ignorance.
- o Types of Plagiarism: Direct plagiarism is taking the exact words of an author without giving due credit. There should be a visual indication of using an author’s exact words, such as quotation marks or block indentation, and there should be a proper citation of the author’s work.

### ***Orientation***

All new graduate students must participate in virtual orientation and orientation sessions hosted by the Office of Graduate Studies or their program. Virtual orientation is available at [bb.adrian.edu](http://bb.adrian.edu) on the Graduate Studies Resources page.

### ***Graduate Student Advising Process***

Academic advising is the process in which students work with faculty and staff to create an Academic Plan that includes academic courses, explores research agendas, identifies field placement and professional internships opportunities, charts a plan for degree completion, and investigates post-graduate career pathways.

Once the deposit is paid, graduate students will receive communications from the Dean of Graduate Studies regarding their assigned academic advisor (with contact information) and instructions on how to develop an Academic Plan.

As incoming students, graduate students will plan courses for their first semester via email or meetings in collaboration with their advisor. The student will complete the electronic registration form for that semester. After their first semester, graduate students are responsible for course planning and selection via our Student Information Portal and expected to confer with advisors when making their course selections.

### ***Registering for Classes***

Prior to each semester, currently enrolled students consult with their advisors through email communications or meetings to prepare their class schedules. During the advising period, students complete registration online through NetClassroom. A late registration fee may be accessed to those students not registered by the end of the normal registration period. New graduate students follow the advising process outlined in the Graduate Student Handbook available at [adrian.edu/admissions/graduate-studies/resources](http://adrian.edu/admissions/graduate-studies/resources).

Adrian College undergraduate students may not enroll in graduate-level classes to be applied to an undergraduate degree. The combined B.S. in Exercise Science/M.S. in Athletic Training

is the only exception to this policy.

Adrian College undergraduate students may enroll in graduate-level courses to be applied to a graduate degree after they have been provisionally admitted to a graduate program at Adrian College. To register for courses, AC undergraduate students must meet with their graduate advisor and then submit the electronic registration form for that semester.

#### ***Class Load (Fall and Spring Semesters)***

For financial aid purposes, full-, half-, and less-than-half-time class loads for graduate students are:

- Full-time = 9 or more credit hours
- Half-time = 6-8 credit hours
- Less-than-half-time = 1-5 credit hours

Students who wish to take 19 credit hours or more in one semester must petition the Dean of Graduate Studies for approval prior to registration.

#### ***Class Load (May and Summer Semesters)***

For financial aid purposes, May and Summer semesters are combined to calculate students' class loads. For example, a student enrolled in 9 credit hours in BOTH May and Summer semesters is considered a full-time graduate student. Please note that students do not need to be enrolled in both terms to take courses during May or Summer semesters.

#### ***Less-Than-Full-Time Students***

Part-time students are expected to satisfy the GPA standard for the number of semesters enrolled according to the Graduate Studies GPA policy.

#### ***Graduate Student Class Standings***

- First year = 0 to 18 credits earned
- Second year = 19 to 36 credits earned
- Third year = 36 or more credits earned

#### ***Class Schedule Changes (Add, Drop, Withdraw)***

All students must register for classes no later than the second day of the semester. Schedule changes for open classes made on NetClassroom through the add/drop period.

For closed and "permission required" courses, a signed schedule change form must be submitted to the Office of Graduate Studies for processing. Forms for this purpose are available online at the Registrar's Office webpage. The student's academic advisor must sign the form to approve all added and dropped closed and "permission required" courses. The instructor's signature is required for all added closed and "permission required" courses. The following are add, drop, and withdrawal deadlines for each term and course length. Please note that no courses may be added after these periods.

Fall and Spring terms:

- For 15-week classes, the add/drop period is the first six days of each semester. The withdrawal period for 15-week classes extends until seven days after mid-semester grades are distributed.
- For 8-week classes, the add/drop period is the first two days of those courses. The withdrawal period for 8-week classes extends until 10 days after the start of classes.

May and Summer terms:

- Students may add or drop classes from their course schedule on the first two days of the term.
- The withdrawal period is determined by the published dates on the Academic Calendar.

A student desiring to withdraw from a course after the add/drop deadline must obtain signatures of both the instructor and academic advisor. When the signed form is returned to and processed by the Registrar's Office, a grade of "W" will be recorded on the permanent record. No withdrawal forms will be accepted after 5 p.m. on the withdrawal deadline. Students with severe illness or exceptional circumstances may petition the Academic Status Review Committee for late withdrawal permission.

#### ***Academic Status Review Committee***

The Academic Status Review Committee reviews student records at the conclusion of each semester. A student who is failing to make normal progress toward graduation may be warned, placed on academic probation, advised to withdraw, or be suspended from Adrian College. This committee also reviews and acts on all academic petitions.

#### ***Academic Petition***

Students may petition the Academic Status Review Committee for exceptions to rules concerning academic policies and circumstances. The committee will consider only those petitions that have first been reviewed by the academic advisor and have been submitted far enough in advance that, if denied, the petitioner will have sufficient time for rescheduling or other appropriate action. Petitions dealing with graduation requirements must be submitted prior to the last semester of attendance.

#### **Academic Status Policy**

#### **Satisfactory Academic Progress (SAP)**

The Higher Education Act of 1976, as amended, requires Adrian College to develop and apply a consistent and reasonable standard of academic progress for all students. Students who fall behind in their coursework or fail to achieve minimum standards for grade point average and completion of classes, risk losing their eligibility for federal and state financial aid, external scholarships/grants/loans, Adrian College scholarships and grants, and athletic eligibility.

SAP is assessed both qualitatively (by cumulative grade point average) and quantitatively (by earned credit hours). Students must also complete their degree within a maximum time frame of 150% of the published program length. A student is not permitted to receive Federal student aid if the attempted credit hours exceed the maximum time frame of 150%. Progress is measured at the end of each term to determine a student's academic and financial aid eligibility for future enrollment periods. Students not meeting SAP standards will be notified by the Registrar's Office and the Office of Financial Aid (both by mail using their self-reported permanent address and through their Adrian College email account).

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

1. Qualitative Measure – Maintain a 2.0 cumulative GPA (undergraduate students) or a 3.0 cumulative GPA (graduate students); and

2. Quantitative Measure – Successfully complete (i.e., pass) 2/3 of the credit hours attempted.

*Maximum Timeframe (150% Rule):* Students are not permitted to receive federal student aid for a period no longer than 150 percent of the published length of the program.

*Grade Point Averages (GPAs)* are calculated by dividing total quality points by quality hours (i.e., credit hours attempted). Hours for courses for which grades of NG, NC, W, or I are given are excluded from the hours attempted to obtain quality hours.

Hours successfully completed include all credit hours attached to course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and D-. Hours attempted include those successfully completed as well as those attached to courses in which grades of F, I, W, NG, and NC were assigned.

#### **SATISFACTORY ACADEMIC PROGRESS WARNING**

The first time a student does not meet SAP standards they will be placed on Academic and Financial Aid Warning for the next semester. This means they are one term away from being able to continue their education at Adrian College. Failure to meet SAP standards in the semester in which the student is on Warning will result in Academic Suspension.

#### **SATISFACTORY ACADEMIC PROGRESS SUSPENSION**

Students who do not meet academic satisfactory academic progress requirements at the end of the academic warning period will be placed on academic suspension.

Please contact the Office of Graduate Studies for information regarding the appeals process. Students must be in Good Academic Standing to receive a degree from Adrian College.

#### **Enrollment Verification**

Verification of enrollment or grade verification for financial aid purposes, Social Security benefits, loan deferments, good student insurance discounts, or other reasons may be obtained from the Registrar's Office.

#### **Class Attendance**

Class attendance is an integral part of the educational experience. Individual instructors set the attendance requirements for their classes, as outlined in the syllabus. The student is responsible for missed class work and arranging to make it up with the instructor.

#### **Grades**

The grading system is as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, NG, I, and W (a plus or minus attached to a grade indicates achievement slightly above or below the grade level as described below):

**A** - Indicates work of superior or distinctly above average quality, showing originality, thoroughness, constructive thinking, or special ability in handling the subject and marks the maximum fulfillment of the requirements of the course.

**B** - Indicates a faithful and creditable fulfillment of the requirements of the course to a minimum standard.

**C** - Indicates a below average fulfillment of the requirements of the course.

**D** - Indicates barely passing work.

**F** - Indicates failure.

**NG** - Indicates an allegation of academic dishonesty and only assigned as a final grade option. Students should contact the instructor of record for information.

**I** - Indicates incomplete work at the time the final grade is due. This grade is given only for absences from class or examination because of illness or other emergency during a considerable part of the semester or at the end of the semester and for laboratory experiments, internships, or education field assignments scheduled for completion after the grading period. It is not given for work that is below passing or for failure to submit work on time through negligence. It is given only when the student intends to complete the course within the prescribed time limit. An "I" will be removed upon completion of the work specified by the instructor. All Incompletes must be resolved and reported to the Registrar's Office no later than the day on which final grades are due for the first regular semester following the assignment of the incomplete. Failure to remove the incomplete by the specified time will result in computing the grade of the work not completed as an F.

**W** - Indicates withdrawal from class. This grade does not count in computing the grade point average.

#### **Student Complaint Process**

1. If a student would like to dispute a grade, they should contact the instructor of record and request a review of the grade. If not satisfied, the student should contact the Department Chair for further information. Students will be expected to provide supporting documentation for the grade dispute.
2. If a "W" does not appear for a withdrawn course, students should contact the Registrar's Office.
3. If an added course does not appear on the grade report, students should contact the Registrar's Office.
4. If there is an error in the grade point average or credit hours, students should contact the Registrar's Office.
5. If "NG" is awarded for suspicion of academic dishonesty, students should contact the professor who awarded the mark.

Students may also visit MyAdrian to submit a student complaint through an online form ([adrian.edu/concerns-complaints/](http://adrian.edu/concerns-complaints/)).

#### **Grade Appeal Policy**

Students have 30 days after final grades are posted to submit an appeal for a final grade to an instructor. Appeals submitted after the 30 days may not be reviewed. Students should expect to provide supporting documentation for grade disputes. Students are required to follow the process below. The Academic Affairs Office will not review a grade appeal until this procedure has been followed:

- Email the instructor and request a review of your final grade.
- If a resolution is not achieved with the instructor, the student should send their appeal to the department chair.

- If a resolution is still not reached after speaking with the department chair, undergraduate students should contact the Assistant Dean of Academic Affairs; graduate students should contact the Dean of Graduate Studies. Students should expect to prove to the Assistant Dean or Dean of Graduate Studies that they have reached out to the instructor no later than 30 days after final grades are posted.

If a grade change is warranted, it must be reported in writing by the instructor to the Registrar. The assignment of grades is the sole responsibility and prerogative of the instructor and will not be changed by chairpersons, Deans, the Registrar, or the Academic Status Review Committee.

### ***Grade Reports***

Final grades are available online in the student database to students and advisors. Mid-semester grades are also available online.

### ***Repeating Courses***

Only courses in which a student has earned a grade of C-, D+, D, D-, or F, may be repeated. When a course is repeated, both grades will appear on the permanent record, with the second grade indicated as a “repeat.” To figure grade point average, the higher grade is selected. If the second grade is higher, the point differential between the old and the new grade is added to the cumulative points. The hours attempted for the repeat are not counted a second time. Courses must be repeated at Adrian College. A student may not repeat a graduate-level course more than once.

### ***Experimental Courses***

Experimental courses are classes offered on a trial basis. A course may be offered no more than twice as an experimental course. After the second offering, the course must be submitted through the curriculum review process and become a regular course offering in the Graduate Academic Catalog.

### ***The Family Educational Rights and Privacy Act Notification of Student Rights under FERPA***

Adrian College and the Adrian College School of Graduate Studies uphold the Family Educational Rights and Privacy Act (FERPA) of 1974 and its amendments, which affords students confidentiality and certain rights with respect to their education records. Students are notified of their rights under FERPA during Orientation as well as in the annual Catalog. If confidential information from a student’s educational record is accidentally released, Adrian College and the Adrian College School of Graduate Studies follow the breach checklist to remedy the situation. Questions regarding FERPA may be directed to the Registrar’s Office at registrar@adrian.edu or the Office of Academic Affairs at academicaffairs@adrian.edu.

Students’ rights under FERPA begin when the student has matriculated to Adrian College or the Adrian College School of Graduate Studies. This will occur after the enrollment census is confirmed.

Under FERPA, students have the following rights: limit disclosure of personally identifiable information (known as

“directory information”); inspect and review their educational record; request amendments to their educational records; and file a complaint with the Department of Education. All educational records are kept in perpetuity.

### ***Disclosure Policy***

Directory information contained within student records includes the following:

- Name
- Address (including permanent, local, and email addresses)
- Phone number
- Birth date and place of birth
- Name of parents/guardians
- Previous school(s) attended
- Dates of attendance
- Awards or honors received
- Degrees awarded
- Dates of degrees awarded
- Majors and minors
- Official Adrian College ID photo
- Classification (first year, second year, etc.)
- Enrollment status
- Athletics: statistics (including weight, height, etc.), other information included on team activity sheets
- Participation in officially recognized events, activities, and sports
- Leadership positions at Adrian College

Any of the above information may be released by the College, as it is deemed to not be an invasion of privacy for students. Adrian College will only release directory information to a third party as needed, including if it receives a Freedom of Information Act of Solomon Amendment (includes citizenship status) request.

Students may request their directory information be confidential and not released by submitting a completed, handwritten non-disclosure form to the Registrar’s Office. The form must be received by the 10<sup>th</sup> day of Fall semester classes and must be re-submitted annually.

All other information beyond directory information is considered confidential and has its confidentiality guaranteed. The following circumstances are the only approved exceptions to this:

- Adrian College faculty or staff who have a legitimate need
- A court order or subpoena
- National Student Clearinghouse reporting
- Financial Aid purposes
- The protection/safety of students, faculty, and staff

In all other instances, student confidential information will not be disclosed without written consent.

### ***COVID-19 Reporting***

Disclosure of student information does not apply to COVID-19 reporting. No individual student will be identifiable through what is reported from the College, whether it is to the community or the health department, unless it helps an at-risk student or employee take appropriate precautions for their own health. This follows what was written on September 24, 2020 by the Student Privacy Policy Office.

### ***Where to Find Records***

Student records are housed in various offices across the Adrian College campus. These offices include:

- Academic Affairs
- Academic Services
- Alumni
- Faculty advisors
- Financial Aid
- Health & Counseling Center
- Housing
- Institute for Career Planning
- Office of Graduate Studies
- Registrar
- Student Life

### ***Record Review Process***

FERPA awards students the right to review their educational record. The Registrar's Office and Office of Academic Affairs have been designated by the College to coordinate the review process. Students who wish to review their record must make a written request to both the Registrar and the Assistant Dean of Academic Affairs listing the item(s) of interest. Records covered by FERPA will be made available to the student within 45 days of receipt of the request. All documents will be reviewed in the presence of a designated College official.

If the record to be reviewed is not housed within the Registrar's Office or Office of Academic Affairs, the Registrar and Assistant Dean of Academic Affairs will advise the student of the correct official to whom the request should be addressed.

A student who believes that their educational record contains inaccurate or misleading information or is in violation of their privacy rights may discuss the problem informally with the Registrar and Assistant Dean of Academic Affairs. If the discussion resolves the challenge, the record in question will be amended within 45 days of the discussion. If the discussion does not resolve the challenge, the student will be notified within a reasonable period of time that the record will not be amended, the student will then be informed of their right to a formal hearing.

The formal hearing request must be made in writing to the Vice President and Dean of Academic Affairs, who will then notify the student within a reasonable amount of time of the date, place, and time of the hearing. The student is welcome to present evidence relevant to the challenge and may be assisted by a person of the student's choice at the hearing. The hearing panel will be composed of the Vice President and Dean of Academic Affairs, the Dean of Graduate Studies & Institutional Effectiveness, and two faculty members of the Academic Status Review Committee's choosing. However, no member of the hearing panel may have a direct interest in the outcome of the hearing. If such an occasion arises, the Academic Status Review Committee will determine the proper administrative replacement.

Decisions of the panel are final and will be based solely on the evidence presented during the hearing. A written final statement will be sent to the student within 45 days of the hearing. If the decision is not in favor of the student, they may place statements commenting on why they believe the

information is misleading in their record. The final statement from the panel will also be filed in the educational record.

If the student still believes the College has violated their rights under FERPA, they have the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202-4605.

### ***Restricted Information***

As outlined in FERPA, students may not review the following: financial information submitted by parent(s) or guardian(s); letters and recommendations to which the student has waived the rights of review; or educational records containing information about more than one student. If a student requests to review their educational record and it contains information in any of the above categories, the College will permit access only to the part of the record pertaining to that student.

The College is not required to permit students to review confidential letters and recommendations placed in their files prior to January 1, 1975.

### ***FERPA for Faculty and Staff***

Maintaining confidentiality of all student educational records is everyone's responsibility. Adrian College and the Adrian College School of Graduate Studies require all faculty and staff to know and comply with FERPA.

Faculty and staff who handle student records may not release any confidential information without expressed written consent from the student, including progress and grades in courses; graded materials; or class lists (to anyone outside the College). Any directory information released will be done in an ethical and professional manner to the inquirer who has established identity and reasonable need for the information.

If purging old physical documents, including any advising documents, with confidential information, faculty and staff members are required to shred it. If a shredder is not available, faculty and staff are welcome to bring it to the Registrar's Office for shredding. If purging old electronic documents, faculty and staff members are required to destroy the file.

### ***FERPA for Families***

At Adrian College, we strive to follow our Ribbons of Excellence: caring for humanity and the world; learning throughout a lifetime; thinking critically; crossing boundaries and disciplines; and developing creativity. We believe that in order for students to learn and live these ribbons, they must be guided into independence. We hope to nurture our students as they step into adulthood, fostering academic success, self-reliance, good judgment, and mature relationships. This means that once they turn 18, the right to see confidential information transfers from parents/guardians to students. FERPA awards them this right.

### ***Transcripts***

Adrian College follows these guidelines for releasing or withholding official transcripts in accordance with regulations issued by the U.S. Department of Education:

Transcript requests are released when the student account balance meets one of the following conditions:

1. A full transcript will be released when your account



balance is fully paid. This includes being current through the most recent installment due for those enrolled in a multi-payment plan.

2. A partial transcript will be released if your account has an unpaid balance but Title IV federal aid has been applied. The partial transcript will include all semesters through the most recent semester where Title IV federal aid was used and the balance has been paid in full.

Transcript requests may be withheld for semesters with an unpaid balance due in which Title IV federal aid has not been applied.

Title IV federal student financial aid programs are comprised of the following: Federal Pell Grant, Direct Subsidized and Unsubsidized Stafford Loans, Direct Parent PLUS Loans, Federal Supplemental Educational Opportunity Grant (SEOG), and Federal Campus Employment programs.

For more information regarding additional transcript requests please visit the Registrar's Webpage at <https://www.adrian.edu/academics/registrar/transcripts>.

If students have questions or need further assistance, please contact the Adrian College Registrar's office at [registrar@adrian.edu](mailto:registrar@adrian.edu) or (517) 265-5161 ext. 3192.

#### Additional transcript information:

- Electronic transcripts will be emailed within 24-48 hours once the order is received by the National Clearinghouse.
- Mailed transcripts will be sent within 5-7 days of receiving the request from the National Clearinghouse. Please allow an additional 7-10 business days for delivery by USPS.
- All transcripts processed and sent are official transcripts.
- Students can attach additional documents that need to be sent along with official transcripts.
- If students have questions or need further information or assistance, please contact the Adrian College Registrar's Office at [registrar@adrian.edu](mailto:registrar@adrian.edu) or 517-265-5161 ext. 3192.

#### ***Transfer Credit***

A maximum of 9 semester hours of graduate credit earned while enrolled at the graduate level over the previous five years at other approved institutions may be accepted for transfer to Adrian College. Acceptance of transfer credit must have written approval by the department chair to the Registrar and the Office of Graduate Studies. Transfer credits are only allowed for grades "B" (3.00 on a 4.00 scale) and higher. Grades for transfer credits do not count in the Adrian College cumulative grade point average.

#### ***Life Learning Experience Credit***

Life Learning Experience credit may be granted upon evaluation of accomplishments and experiences not ordinarily considered part of the traditional academic study. These activities may include, but are not limited to, professional experiences in business, industry, or the community; supervision of volunteer activities; or apprenticeship positions. All such experiences must be shown to relate to

educational goals and will be evaluated in terms of their contribution to learning.

Briefly, the procedural steps to be followed in applying for LLE credit are:

1. Complete the application for admission to the Life Learning Program in consultation with the Dean of Graduate Studies.
2. Review the application with the Dean and the appropriate department chairperson(s) to identify those experiences that are appropriate to present for credit.
3. Compile evidence of life learning experiences applicable to the identified courses.
4. Present the portfolio and defend the credit request in an interview before the Life Learning Experience Assessment Committee.

To qualify for LLE credit, the applicant must be at least 21 years of age and an accepted Adrian College graduate student. Students interested in LLE credit should contact the Dean of Graduate Studies at [graduatestudies@adrian.edu](mailto:graduatestudies@adrian.edu) for application materials.

#### ***Veteran Certification***

The Office of Institutional Research, in conjunction with the Registrar's Office, the Office of Financial Aid, the Office of Admissions, and the Billing Office, certifies veterans under the G.I. Bill® and its extensions. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>. Changes in enrollment status or current address must be reported to the Registrar's Office. Changes regarding dependents should be sent directly to the Veteran's Administration office.

A complete record of classes taken and grades received is maintained in the Registrar's Office. Degree audits are also available to assist with program planning and course scheduling. The Office of Institutional Research, in conjunction with the Registrar's Office, must notify the Veterans' Administration if a veteran fails a course and report his or her class attendance record in that course. Failure to achieve normal progress toward graduation may result in loss of certification.

#### ***Withdrawal from College***

Students who desire to withdraw from the College must follow the procedure outlined below.

If a student is unable to continue in school for any reason after they have registered for and attended classes, they must officially withdraw from the College and follow the procedure outlined below:

1. Email [registrar@adrian.edu](mailto:registrar@adrian.edu) for the Withdrawal Form.
2. Fully complete and submit the Withdrawal Form to the Registrar's Office. All offices must sign off before a withdrawal can be complete.

The last date to withdraw from the College as a whole, not just from classes, during the regular fall and spring semesters is the Friday of the week preceding final exams. For more information, consult with the Registrar's Office.

After a student completes the Form, an email is sent to the student's faculty for the last date of academically related activity.

The information is then shared with Housing, Student Business Office, Financial Aid, and Academic Services.

No student will be presumed to have officially withdrawn from the College until each of these steps has been completed in the order specified. Upon approved withdrawal from the College, grades of “W” with the withdrawal date will be recorded for the semester’s courses on the permanent record. Failure to follow the withdrawal procedure will result in recording grades of “F” on the permanent record.

***Study Abroad Opportunities***

Adrian College offers an exciting variety of Study Abroad opportunities. If interested, a student should contact his/her academic advisor.

## **Academic Lectureships**

Lectureships bring outstanding speakers from many areas to campus and add flavor and depth to the academic program. Endowed lectureships include:

### ***The Dawson Lectureship***

Funded by the John H. Dawson, Virginia Bates Dawson, and Marsha Dawson Nelson Endowment Fund, this lectureship is designated for use by the teacher education department.

### ***John Davis Modern American History Lectureship***

Dr. Davis, professor emeritus, served the College's history department from 1961-1985. Upon his retirement, colleagues and friends established this fund.

### ***Bob and Jean Lok Freligh Community Lecture Series***

This lectureship is funded by a donor in recognition of Bob and Jean Lok Freligh, local community members and supporters of Adrian and Adrian College.

### ***Edward C. DeMeritt Lectureship in Social Sciences***

This lectureship is funded from the estate of Mr. DeMeritt, a Lenawee County businessman, investor, and friend of the College.

### ***Charles and Lena Beem Gillilan Lectureship in Business Administration***

This prominent program was made possible by a bequest from Mr. Gillilan, a successful businessman in the rubber industry. Lena Beem Gillilan graduated from Adrian College in 1909. The lectureship brings to campus leading authorities in American free enterprise.

### ***Kartemquin Film and Documentary Lectureship Series***

### ***Allen L. Goldsmith Lectureship in Science***

The Goldsmith Lectureship was funded by gifts from the family and friends of the late Mr. Goldsmith, distinguished Adrian industrialist and trustee of the College.

### ***Edward and Mildred Meese Lectureship in Religion and Philosophy***

This program was made possible by a gift from the estate of Mr. and Mrs. Meese of Lansing. Mr. Meese was an Associated Press telegrapher.

### ***Mary A. Merritt Lectureship***

Mary A. Merritt attended Adrian College from 1874 to 1878. On the 100th anniversary of her entry at Adrian, this lectureship was established in her name, in remembrance of the courage and high purpose that characterized her throughout her long life. Established by Anne Wood Murray of Washington, D.C., the lectureship sponsors guest lecturers in English and poetry.

### ***Genevieve R. Oliver Lectureship in Art***

This lectureship is funded from the estate of Mrs. Oliver, late owner of the Oliver Instrument Company of Adrian.

### ***Mildred A. Smith Lectureship in the Humanities***

This program is funded by a bequest from the estate of Mrs. Smith of Adrian.

### ***J. Mabel Stephenson Memorial Lectureship***

Funded by a gift from the family, this lectureship enables the College to benefit from the presence of outstanding individuals who are active leaders in the cause of Christian missions.

## **Institutes**

Institutes integrate theoretical and practical learning designed to create distinctive learning opportunities. Institutes offer students an ability to dialogue, research, and serve around timely topics of interest. Additionally, they offer opportunities for faculty, staff, alumni, and the surrounding community to connect in meaningful ways, such as lecture series, advisory boards, workshops, and trips abroad.

The following are the current institutes. See each institute web page for further details; <http://adrian.edu/academics/institutes/>.

### ***Institute for Career Planning***

The Institute for Career Planning provides assistance in all phases of the career development process, including self-assessment, decision making, career development, networking, job search and graduate study preparation. Our mission is to empower students and alumni with the skills, knowledge, and resources necessary for successful career development. These individualized services are offered throughout the year and utilize partnerships with Adrian College faculty, administrators, alumni, and employers. The Institute for Career Planning also coordinates the Adrian College Internship Program and manages the Handshake platform (a career-recruiting and informational tool).

### ***Institute for Cross-Cultural Studies***

The mission of the Institute for Cross-Cultural Studies is to provide opportunities for academic study, programs, and services designed to encourage cultural, academic, social, and personal growth and understanding among the Adrian College community. The Institute reflects Adrian College's commitment to creating an equitable learning and social environment, where a wide range of perspectives, experiences, and academic interests are promoted in and out of the classroom. In particular, the Institute aims to work with student organizations to promote community awareness of how social differences and cultural practices as well as pressing contemporary issues related to race, class, gender, ethnicity, religion, sexual orientation, and/or disability impact our society, learning environment, and

## Academic Policies and Programs

personal growth. To promote these goals, they seek to provide scholarly platforms that allow students to work as public intellectuals as they engage in political interests and social causes that enhance diverse and inclusive habits of mind.

### **Institute for Education**

The mission of the Institute for Education is to develop a collaborative model that brings best practices in teaching and learning to the Adrian College campus and the community. The Institute is apolitical and strives to create an environment where the exchange of ideas and opinions are welcomed. The Institute for Education will support students as they develop to their fullest potential by equipping them with an education grounded in innovation, research, and practice of professional excellence.

### **Institute for Entrepreneurial Studies**

The Institute for Entrepreneurial Studies strives to create and provide an academic environment (classes, seminars, lecturers, and participation in various entrepreneurial activities) in which students will be exposed to the entrepreneurial environment. Entrepreneurship training calls for the development of multi-disciplinary and non-traditional business skills. The Institute strives to help students develop the skills that will prepare them to deal with challenges of operating in a startup-like business environment that favors initiative, creativity, and risk-taking.

### **Institute for Leadership and Ethics**

The Institute for Leadership and Ethics promotes conversations about ethics and raising awareness about the kinds of ethical problems common to the disciplines. It provides resources for the community through identifying the major ethical theories found in the professions, developing models of approaching ethical problems, and providing forums in which those issues can be discussed. The Institute is not an advocacy group for or on any particular side of moral issues.

### **Institute for Health Studies**

The Institute for Health Studies supports students' planning for any career in the healthcare industry. For many students, this means graduate or professional school in the health professions (medicine, dentistry, pharmacy, and others). Through the Institute, students are assisted in career selection, experiential learning here and abroad, professional school preparation and application, and training in various content areas relevant to future work in health care.

### **Institute for Innovation and Creativity**

Everyone has a creative spark that can be nurtured and cultivated in a systematic way. The Institute for Innovation and Creativity implements creativity in the curriculum and campus life to prepare students to be leaders in the world.

Creativity is not limited to the performing and visual arts but is vital in every discipline.

### **Institute for Sports Medicine**

Sports Medicine is an area of medical practice and allied health concerned with the prevention and treatment of injuries and illness that occur in the physically active. The mission of the Institute for Sports Medicine is to:

- Inform: Provide educational resources to youth organizations, high schools, college, athletes, coaches, parents, and the community.
- Influence: Through partnerships, bring health care providers, wellness professionals, and the community together to stimulate change.
- Inspire: Encourage youth organizations, high schools, colleges, athletes, coaches, and parents to expect and uphold high standards for the delivery of sports medicine in the community.

### **Institute for Study Abroad**

Through the Institute for Study Abroad, students may enrich their education by studying all over the world. The Institute offers traditional semester/year abroad options as well as May/Summer term options, tours, internships, service learning, and faculty-led programs. The Institute helps students with choosing the right program, navigating the application process, and finding financial aid.

### **George Romney Institute for Law and Public Policy**

The George Romney Institute for Law and Public Policy works to weave legal and public policy considerations into the academic fabric of Adrian College. Specifically, the Institute enhances pre-law and graduate opportunities for students, increases opportunities to study legal and policy issues, brings speakers to campus, promotes interdisciplinary exploration of law and public policy, and explores the opportunities for practitioners and academics to work together on these issues.

## **Ribbons of Excellence Program**

In 2007, the academic community at Adrian College adopted the idea of the ribbons to represent its standards of excellence. From the long-standing tradition of the ribbons attached to the shepherd's crook at graduation, the Ribbons of Excellence have been developed to support the College's mission statement. As the Latin inscription on the cane suggests, these Ribbons of Excellence cannot be achieved without hard work. The 5 ribbons are:

- Learning Throughout a Lifetime
- Caring for Humanity and the World
- Thinking Critically
- Crossing Boundaries and Discipline
- Developing Creativity

The Ribbons of Excellence Conference was proposed by faculty to celebrate student research and accomplishments which go beyond the classroom experience and the first annual conference was held in April 2009. Each Spring semester, classes are cancelled for one day and the campus becomes a conference to showcase student work and bring it to the broader community. The program requires students to take part in research and other projects to *think critically* and tie these ribbons back into their lives, not just the Shepherd's Crook. We strive to achieve *learning throughout a lifetime* by inviting community members, faculty, staff, students, and other visitors to attend the day's events. This event features work from our first-year courses all the way through senior capstone research projects and graduate theses and/or projects.

In January 2014, the Ribbons of Excellence Co-Curricular (ROE-CC) program was started to encourage students to participate in campus-wide events that support the mission of Adrian College and specifically the Ribbons of Excellence. In the past, some of the endorsed events include convocation, a film series, various theatre productions, and guest speakers. The Academic Planning Committee designates events as a Ribbons of Excellence endorsed to allow students to collect ROE-CC points. These points are accumulated towards a free cap and gown and can be used to qualify for special recognition at graduation.

More information about the Ribbons of Excellence can be found at [adrian.edu/about/ribbons-of-excellence](http://adrian.edu/about/ribbons-of-excellence).

# Academic Calendar

## Fall Semester 2024

August 26 - Classes Begin for all 15-Week and Term A Courses (7:30 a.m.)  
 August 27 - Last day to Register  
 August 27 - Last Day to add or drop a Term A Course  
 September 3 - Last day to add or drop a 15-Week Course  
 September 2 - Labor Day - No Classes  
 September 3 - Classes resume (7:30 a.m.)  
 September 6 - Rize Last day to add a 14 week & Term A class  
 September 13 - Rize Last day to drop a 14 week & Term A class  
 September 26 - Last day to report any grade changes from Spring, May, or Summer 2024  
 October 4-8 - Mid-Term Break begins (No instruction for 15-week courses)  
 October 9 - Classes resume (7:30 a.m.)  
 October 11 - Last Day of Instruction: Term A Courses  
 October 18 - Mid-Term grades due for 15-week courses (Noon)  
 October 14 - Classes begin for Term B courses  
 October 20 - Rize Term A ends  
 October 21 - Rize Term B begins  
 October 24 - Last day to add or drop a Term B Course  
 October 25 - Rize Term A Grades Due  
 October 25 - Last Day to Withdraw from a 15-Week Class  
 October 27 - November 8 - Advising/Registration for Spring 2025  
 October 28 - Last Day to Withdraw from a Term B course  
 November 1 - Rize Term B Last day to add a course  
 November 8 - Rize Last day to drop a Term B course  
 November 27 - December 1 - Thanksgiving Break  
 December 2 - Classes resume (7:30 a.m.)  
 December 6 - Last day of instruction: 15-week courses  
 December 8 - Rize Last day for 14 week classes  
 December 9-13 - Final Exam Week for 15-Week  
 December 13 - All Graduate grades due - Noon  
 December 13 - Winter Commencement  
 December 13 - Rize Grades Due for 14 week classes  
 December 15 - Rize End of Term B classes  
 December 17 - Rize Grades Due for Term B classes  
 December 18 - Final Grades Due (Noon); All Incompletes Due from Spring, May and Summer 2024

## Spring Semester 2025

January 13 - Classes Begin for all 15 & 14 week courses and all Term A Courses  
 January 14 - Last day to Register; Last day to add/drop a Term A course  
 January 21 - Classes Resume (7:30 AM), Last day to Add or Drop a 15-week course  
 January 24 - Rize Last day to add a 14 week & Term A class  
 January 27 - Last day to Withdraw from a Term A course  
 January 31 - Rize Last day to drop a 14 week & Term A class  
 February 5 - Last day to report any grade changes from Fall 2024  
 March 1-9 - Holiday Spring Break Begins (5:00 PM) - No Instruction for 15-week semester)  
 March 7 - Last day of classes for Term A courses  
 March 9 - Rize Term A End of Term  
 March 10 - Classes Resume (7:30 AM), Classes begin for Term B courses  
 March 10 - Undergrad and Graduate Instruction Resumes  
 March. 10 - Rize Term B Begins  
 March 11 - Last day to add/drop a Term B course  
 March 12 - Mid-Term Grades Due for 15-week courses (Noon)  
 March 14 - Rize Term A Grades Due  
 March 19 - Last Day to Withdraw from a 15-week course  
 March 21 - Rize Term B Last day to add a course  
 March 24 - Last day to Withdraw from a Term B course  
 March 28 - Rize Last day to drop a Term B class  
 March 31 - April 4 - Advising/Registration for Fall 2025  
 April 2 - Ribbons day  
 April 3 - Instruction Resumes  
 April 18 - Good Friday - No Classes  
 April 21 - Classes Resume (7:30 AM)  
 April 25 - Last Day of Instruction: 15-week Semester  
 April 27 - Rize Last day for 14 week classes  
 April 28 - May 2 - Final Exam Week  
 May 2 - Last Day of Instruction: Term B Courses  
 May 2 - Graduate Grades Due (Noon)  
 May 2 - Rize Grades Due for 14 week classes  
 May 4 - Commencement  
 May 4 - Rize End of Term B classes  
 May 6 - Rize Grades Due for Term B classes  
 May 8 - Final Grades Due (Noon); All Incompletes Due from Fall 2024

**May Term 2025**

May 7 - Classes Begin  
May 8 - Last Day to Add or Drop a Class (4:00 PM),  
Last Day for Tuition Refund  
May 14 - Last Day to Withdraw  
May 26 - Memorial Day - No Classes  
June 4 - Last day of Classes  
June 6 - May Grades Due (Noon)

**Summer Term 2025**

June 11 - Classes Begin, Last Day to Register  
June 12 - Last Day to Add or Drop a Class (4:00  
PM), Last Day for Tuition Refund  
June 17 - Last Day to Withdraw  
July 4 - 4th of July Holiday - No Classes  
July 23 - Last day of Classes  
July 25 - Summer Grades Due (Noon)

## Courses of Instruction

The courses of study that follow are listed alphabetically by departments.

### **Course Numbers**

A three-digit system is used for numbering courses. The first digit indicates the level of the course. Courses at the 500 level or higher are graduate-level courses.

### **Common Terms**

The following terms are common throughout the listing of courses or may be helpful in navigating a student's Academic Plan:

- **Courses**

The courses of instruction are broken into individual course units. Each course is approved by the Adrian College Faculty to meet any criteria set forth via the curricular process of the College. The faculty member for every class at Adrian College can waive prerequisites or co-requisites to their course of instruction for the semester they are teaching the course.

- **Prerequisite**

A course that is required to be passed before enrolling in the course desired.

- **Co-requisite**

A course that must be taken in conjunction with another course. The co-requisite course must be completed at the same time as the course desired.

- **Course Fees**

Departments can attach fees to the courses to cover the expense of materials required for completing the course. These non-refundable fees are assessed after the Add/Drop period for the semester.

- **Changes to Curricular Requirements**

The curriculum of a department may change during the time that a student is enrolled at Adrian College due to a number of reasons. Once the curricular changes are approved by the faculty, the department must work with the Registrar and students in the program to allow substitutions to courses that may not otherwise be taught.

- **Departmental Permission**

When a course requires Departmental Permission, it is an indication that the course is designed for students enrolled in a specific departmental program. Students must seek the approval of the department chair in order to enroll in the course.

- **Course Substitution**

A required course may be replaced with another course upon written approval of the department chair. This must be submitted to the Registrar prior to registering for the substitute course.

- **Experiential Learning**

When a department requires an experiential component to their program, the component must be approved before a student registers for or completes the experiential experience.

- **Course Waiver (no credit assigned)**

A course waiver can be granted by a department chair when submitting written reasons to the Registrar. However, students receiving a course waiver will receive no credit hours for the waived course.

- **Topics Courses (1-4 credits)**

In depth study of a special topic or theme reflecting a special or current topic of interest or reflecting specialized knowledge and experience of a given professor. At the department's discretion, students may repeat topics courses if the topic is different.

- Topics may be offered as electives; not program requirements.
- After three offerings within a catalog period, the Registrar's Office will contact the department for further curricular development.
- Students who want to retake a topics course for a grade change may only retake it if it is the identical topic and instructor with the permission of the instructor. (REV. 2013)

### **Credit Hour Policy**

In accordance with federal regulations and mandates from the Higher Learning Commission in July 2013, Adrian College defines **one credit hour** as:

"A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than:

- (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, and studio work, and other academic work leading toward the award of credit hours." (Source: Federal Compliance Requirements for Institutions, June 2012, Higher Learning Commission: A Commission of the North Central Association)

### **15-week Courses – Fall and Spring**

As the majority of courses at Adrian College fall within a 15-week scheduled class block, the following is adopted as our assumptions for course work:



## Courses of Instruction

- a. 1 credit hour course offered in a 15-week schedule consists of 1 hour/week of classroom instruction and 2 hours/week out of class work (3 hours/week x 15 weeks = 45 hours of student effort).
- b. 2 credit hours courses offered in a 15-week schedule consists of 2 hours/week of classroom instruction and 4 hours/week of out of class work (6 hours/week x 15 weeks = 90 hours of student effort).
- c. 3 credit hour courses offered in a 15-week schedule consists of 3 hours/week of classroom instruction and 6 hours/week of out of class work (9 hours/week x 15 weeks = 135 hours of student effort).
- d. 4 credit hour courses offered in a 15-week schedule consists of 4 hours/week of classroom instruction and 8 hours/week of out of class work (12 hours/week x 15 weeks = 180 hours of student effort).

As the majority of activities at Adrian College fall within a 15-week schedule class block, the following is adopted as our assumptions for these activities:

- a. Natural science labs are 2-3 hours of instruction, attached to a course.
- b. Internships are assumed as 1 credit hour = 40 hours of work at the approved site.
- c. Practicums are defined by the external accrediting bodies, and information is found in the department's web pages.
- d. Studios are defined as 3 hours of instruction, twice a week.
- e. Undergraduate research follows the above assumptions for credit hours and student effort.
- f. Allied health program clinical education experiences assume that one semester credit hour of clinical learning = a maximum requirement of 100 hours of clinical time.

For courses or activities that fall outside of the 15-week course schedule, faculty are required to add the above equivalencies to their syllabus as a statement entitled: Credit Hour Policy Compliance. The following courses and activities covered under this provision include:

- a. Courses offered over a condensed timeframe in any semester

### ***8-week Courses – Fall and Spring***

- 1 Credit Course: 1.875 hours of classroom instruction per week, 3.75 hours out of class work (45 hours of student effort)
  - 3 Credit Course: 5.625 hours of classroom instruction per week, 11.25 hours out of class work (135 hours of student effort)
- b. Independent and individualized studies in any semester

- c. May and summer terms courses

### ***May Term – 4 weeks***

- 1 Credit Course: Must have 45 hours of student effort. Ex. 5 contact hours per week, 4.25 hours assumed student effort.
- 3 Credit Course: Must have 135 hours of student effort. Ex. 15 contact hours per week, 18.75 hours assumed student effort.
- 4 Credit Course: Must have 180 hours of student effort. Ex. 20 contact hours per week, 25 hours assumed student effort.

### ***Summer Term – 6 weeks***

- 1 Credit Course: Must have 45 hours of student effort. Ex. 5 contact hours per week, 2.5 hours assumed student effort.
- 3 Credit Course: Must have 135 hours of student effort. Ex. 15 contact hours per week, 7.5 hours assumed student effort.
- 4 Credit Course: Must have 180 hours of student effort. Ex. 20 contact hours per week, 10 hours assumed student effort.

Monitoring of C for compliance will occur through the Vice President and Dean of Academic Affairs office each semester.

# Degree Index

## **Accountancy**

Master of Science in Accountancy

## **Business Administration**

Master of Business Administration in Accounting  
Master of Business Administration in Finance  
Master of Business Administration in General Business  
Master of Business Administration in Healthcare Administration  
Master of Business Administration in Human Resources  
Master of Business Administration in Marketing  
Graduate Certificate in Healthcare Administration

## **Computer Science**

Master of Science in Computer Science

## **Criminal Justice**

Master of Arts in Criminal Justice

## **Exercise Science and Athletic Training**

Master of Arts in Exercise and Rehabilitative Science  
Master of Science in Athletic Training

## **Higher Education Administration and Leadership**

Master of Arts in Higher Education Administration and Leadership  
Graduate Certificate in Higher Education Institutional Effectiveness  
Graduate Certificate in Higher Education Leadership

## **Sport Management**

Master of Arts in Sport Management

## **Teacher Education**

Master of Education in Curriculum, Instruction, and Assessment  
Master of Education in Educational Leadership  
Reading Specialist Endorsement  
Educational Leadership Endorsement

## **Course Descriptions**

## Accountancy

### *Mission Statement*

To prepare our students to become versatile accounting professionals who are capable of ascending to partner, principle, CFO, or corporate treasurer positions.

The fully online Master of Science in Accountancy program is designed for students who have developed a solid knowledge of accounting theory and application in their undergraduate accounting degree program.

During the program, students are strongly encouraged to participate in a CPA examination review course and sit for their professional examinations.

### **Certified Public Accountant (CPA) Licensing**

The curriculum is offered in four 8-week modules that mirror the four sections of the CPA exam. These modules are designed to cover the information included in each section of the CPA exam and incorporate a CPA review course. The State of Michigan and many other states require 150 hours of college/university credit hours to become a CPA. However, Michigan allows candidates to take the CPA exam after completion of the bachelor's degree. Therefore, students can take each part of the CPA exam after completing the applicable module.

The following charts outline courses that have been approved as transfer equivalencies. These courses may be taken at the undergraduate institution listed to be counted for graduate credits at Adrian College. Students are eligible to complete a maximum of 9 credit hours of transfer credit prior to beginning the Master of Science in Accountancy program. The 9 credit hours of transfer credit to be used at Adrian College must be taken in addition to the required course work for the undergraduate degree (i.e. the courses below cannot be used to satisfy undergraduate requirements). For example, if a minimum of 124 hours is required for the B.B.A. in Accounting degree, students must graduate with 133 hours of undergraduate course work.

Spring Arbor University Equivalencies Table			
Course #	Course Name	AC Course #	Cr
ACCT392	Organizational Taxation	ACCT522	3
ACCT404	Fund Accounting	ACCT518	3
ACCT443	Auditing Principles II	ACCT512	3
ACCT452	Accounting Theory	ACCT517a-d	4

Hillsdale College Equivalencies Table			
Course #	Course Name	AC Course #	Cr
ACC393	Fraud Accounting	ACCT515	3
ACC317	Federal Income Tax II	ACCT513	3

Accountancy

**Master of Science in Accountancy**

(31 credit hours)

**Accountancy Core (22 credit hours)**

ACCT501	Accounting Theory I (3)
ACCT502	Accounting Theory II (3)
ACCT512	Advanced Auditing and Professional Ethics (3)
ACCT514	Advanced Accounting Systems and Controls (3)
ACCT516	Pass-Through Entities and Advanced Taxation (3)
ACCT522	Corporate Taxation (3)
ACCT535	Government and Non-Profit Organizations (3)
MBA513	Data Analytics (3)

**Accountancy Electives (3 hours selected from the following courses)**

ACCT515	Fraud Examination (3)
ACCT517a	Professional Exam Review – CPA AUD (1)
ACCT517c	Professional Exam Review – CPA REG (1)
ACCT517d	Professional Exam Review – CPA FAR (1)
ACCT524	Tax Research (2)
ACCT595	Master’s Thesis/Project (1-3)
ACCT599	Special Topics (1-6)

*Students must choose one of the following tracks:*

**Business Analysis and Reporting (6 credit hours)**

ACCT530	Advanced Managerial Accounting (3)
ACCT531	Advanced Business Reporting (3)

**Tax Compliance and Planning (6 credit hours)**

ACCT523	Individual Compliance and Planning (3)
ACCT526	Entity Compliance and Planning (3)

## **Business Administration**

### ***Mission Statement***

To foster the development of future business leaders, enabling them to excel in an ever-changing landscape by creatively synthesizing and applying essential business principles.

### ***Program Objectives***

- Prepare students to synthesize, analyze, and integrate knowledge to solve complex problems and create innovative solutions
- Prepare students to communicate ideas effectively
- Prepare students to seek quality information and generate new data through research
- Prepare students to consider ethical implications of outcomes
- Prepare students to demonstrate broad thinking and global consideration of decisions

Each track has embedded curricular modules developed by Harvard Business School that combine extensive business research with practical application to enhance leadership skills to support industry change. To pay for these modules, some MBA courses have additional course fees of \$400 per credit hour:

- MBA541 Quality Management (3)
- MBA543 Finance and Accounting Principles (3)
- MBA545 Managerial Economics (3)
- MBA546 Disruptive Strategy (3)

### **Master of Business Administration – Accounting**

The fully online 30-credit-hour MBA in Accounting is intended to provide advanced coursework for students interested in expanding their business knowledge with an emphasis on accounting. This track is also ideal for students seeking to become CMAs. Case studies and practical scenarios will guide the theoretical investigation of topics. Program prerequisites include intermediate accounting I and II at the undergraduate level.

### **Master of Business Administration – Finance**

The fully online 30-credit-hour MBA in Finance prepares the students for a career in finance. Through this program, students obtain knowledge and competence in applying financial theories to solve real-world business problems. It trains the students to gain insights and understanding of the ever-evolving financial markets based on time-tested financial principles and methods.

### **Master of Business Administration – General Business**

The fully online 30-credit-hour MBA in General Business is intended to provide advanced coursework for students interested in expanding their general business knowledge. Case studies and practical scenarios from multiple industries will be used to emphasize content and expand application options. The courses within this graduate program focus on a broad perspective of business knowledge and application. This includes core business knowledge as well as personal and professional behaviors such as leadership, emotional intelligence, and communication that enhance outcomes.

### **Master of Business Administration – Healthcare Administration**

The fully online 36-credit-hour MBA in Healthcare Administration equips students to manage services, employees, and facilities; to understand and implement the policies and regulations relevant to healthcare fields; and to develop working knowledge of informatics and analysis, insurance industry processes, and quality management.

Case studies and practical scenarios will guide the theoretical investigation of topics.

This MBA in Healthcare Administration infuses the strength and practice of high functioning business practice and combines it with innovative strategies that are critical within a health industry in the midst of reform.

### **Master of Business Administration – Human Resources**

The fully online 30-credit-hour MBA in Human Resources focuses on core business concepts while emphasizing aspects that support and enhance a business' largest expense: Its employees. Coursework will focus on recruitment, retention, and a variety of human-resource practices and policies that can align with the organization's strategic initiatives to support operational goals.

### **Master of Business Administration – Marketing**

The fully online 33-credit-hour MBA in Marketing includes core business concepts as well as courses poised to prepare students for next-level marketing strategies. Courses will emphasize marketing communication, technology, consumer behavior and the user experience, research options, digital analytics, and strategic communication planning and tactics.

## Business Administration

### **Graduate Certificate in Healthcare Administration**

The Graduate Certificate in Healthcare Administration is a component of the MBA in HCA and is intended to offer the healthcare leader foundational content to support their role as they navigate an evolving industry. Courses can be used to complete the full MBA. The Graduate Certificate is 15 credit hours with online courses offered in 8- or 15-week sessions.

### **Master of Business Administration – Accounting** (30 hours)

#### **MBA Accounting Core (21 hours)**

ACCT501	Theory of Accounting I (3)
ACCT502	Theory of Accounting II (3)
MBA513	Data Analytics (3)
MBA541	Quality Management (3)
MBA542	Marketing and Consumer Relations (3)
MBA545	Managerial Economics (3)
MBA546	Disruptive Strategy (3)

#### **MBA Accounting Electives (9 hours)**

Choose 9 hours required from the following:

ACCT506	Advanced Business Law (3)
ACCT512	Advanced Auditing and Professional Ethics (3)
ACCT514	Advanced Accounting Systems and Controls (3)
ACCT522	Corporate Taxation (3)
ACCT525	Individual Compliance and Planning (3)
ACCT526	Entity Compliance and Planning (3)
ACCT530	Advanced Managerial Accounting (3)
ACCT535	Government and Non-Profit Organizations (3)
ACCT550	Topics in Accountancy (3)
ACCT555	Experimental Course (3)
ACCT569	Practicum (3)
ACCT595	Master's Project/Thesis (3)

### **Master of Business Administration – Finance** (30 hours)

#### **MBA Finance Core (21 hours)**

ENGL590	Thesis Writing (1)
MBA541	Quality Management (3)
MBA542	Marketing and Consumer Relations (3)
MBA543	Finance and Accounting Principles (3)
MBA545	Managerial Economics (3)
MBA546	Disruptive Strategy (3)

MBA560	Thesis I (2)
MBA561	Thesis II (3)

#### **MBA Finance Electives (9 hours)**

Choose 3 hours required from the following:

ACCT506	Advanced Business Law (3)
ACCT515	Fraud Examination (3)
ACCT522	Corporate Taxation (3)
ACCT550	Topics in Accountancy (3)
ACCT569	Practicum (3)
FIN510	Advanced Managerial Finance (3)
FIN511	Financial Derivatives (3)
FIN512	Financial Modeling (3)
FIN513	Entrepreneurial Finance (3)
MBA513	Data Analytics (3)

### **Master of Business Administration – General Business** (30 hours)

#### **MBA General Business Core (21 hours)**

ENGL590	Thesis Writing (1)
MBA541	Quality Management (3)
MBA542	Marketing and Consumer Relations (3)
MBA543	Finance and Accounting Principles (3)
MBA545	Managerial Economics (3)
MBA546	Disruptive Strategy (3)
MBA560	Thesis I (2)
MBA561	Thesis II (3)

#### **MBA General Business Electives (9 hours)**

Choose 9 hours required from the following:

ACCT515	Fraud Examination (3)
FIN510	Advanced Managerial Finance (3)
FIN513	Entrepreneurial Finance (3)
HCA582	Political Climate and Regulation (3)
HCA/MBA584	Human Resources and Operational Strategies (3)
MBA513	Data Analytics (3)
MBA523	Leadership and Communication (3)
MBA530	Business Process Improvement (3)
MBA531	Non-Profit Management (3)
MBA547	Business Abroad (3)
MBA550	Advanced Topics in Business Administration (3)
MBA555	Non-Profit Management (3)
MLC501	International Business Culture (3)

**Master of Business Administration –  
Healthcare Administration**  
(36 hours)

ENGL590	Thesis Writing (1)
MBA541	Quality Management (3)
MBA542	Marketing and Consumer Relations (3)
MBA543	Finance and Accounting Principles (3)
MBA545	Managerial Economics (3)
MBA546	Disruptive Strategy (3)
MBA560	Thesis I (2)
MBA561	Thesis II (3)
HCA581	Health Systems and Policy Execution (3)
HCA582	Political Climate and Regulation (3)
HCA583	Insurance and Payor Sources (3)
HCA/MBA584	Human Resources and Operational Strategies (3)
HCA585	Applied Health Law and Ethical Practice (3)

**Master of Business Administration –  
Human Resources**  
(30 hours)

ENGL590	Thesis Writing (1)
HCA/MBA584	Human Resources and Operational Strategies (3)
HUR570	Employment Law and Labor Relations (3)
HUR571	Benefits and Compensation (3)
MBA541	Quality Management (3)
MBA542	Marketing and Consumer Relations (3)
MBA543	Finance and Accounting Principles (3)
MBA545	Managerial Economics (3)
MBA546	Disruptive Strategies (3)
MBA560	Thesis I (2)
MBA561	Thesis II (3)

**Master of Business Administration –  
Marketing**  
(33 hours)

**MBA Marketing Core (30 hours)**

ENGL590	Thesis Writing (1)
HCA/MBA584	Human Resources and Operational Strategies (3)
MBA541	Quality Management (3)
MBA542	Marketing and Consumer Relations (3)
MBA543	Finance and Accounting Principles (3)
MBA546	Disruptive Strategies (3)
MBA560	Thesis I (2)
MBA561	Thesis II (3)
MKTG501	Marketing Communications and Technology (3)
MKTG502	Strategic Communication Planning and Tactics (3)
MKTG503	Insights Development (3)

**MBA Marketing Electives (3 hours)**

Choose 3 hours required from the following:

HCA582	Political Climate and Regulation (3)
MBA523	Leadership and Communication (3)
MBA545	Managerial Economics (3)
MBA555	Experimental Course (1-6)
MLC501	International Business Culture (3)

**Graduate Certificate in  
Healthcare Administration**  
(15 hours)

HCA581	Health Systems and Policy Execution (3)
HCA582	Political Climate and Regulation (3)
HCA583	Insurance and Payor Sources (3)
HCA/MBA584	Human Resources and Operational Strategies (3)
HCA585	Applied Health Law and Ethical Practice (3)

***Select MBA courses have additional course fees of \$400 per credit hour:***

MBA541	Quality Management (3)
MBA543	Finance and Accounting Principles (3)
MBA545	Managerial Economics (3)
MBA546	Disruptive Strategy (3)

## Computer Science

### *Mission Statement*

The Master of Science in Computer Science program prepares our students to become competent professionals and to be ready to address complex challenges. The program exposes the students to advanced technical methods to solve challenging problems in the field of computing as well as cutting-edge research in various fields of computer science, hence equipping our students with deep understanding of core computer science principles, emerging technologies and interdisciplinary applications. Through a blend of theoretical knowledge and hands-on experience, the program empowers the students to make meaningful contributions to academia and industry by preparing them to become leaders and innovators in the field.

This Master of Science in Computer Science program effectively equips students for diverse career paths, providing a solid foundation for success in both industry roles and the pursuit of advanced studies in a Ph.D. program.

The goals of this program include:

- Develop a deep understanding of advanced concepts in computer science in the areas of algorithms, data structures, system programming, database systems, and software engineering.
- Develop a theoretical understanding and hands-on ability in advanced and emerging fields such as artificial intelligence, computer vision, image and signal processing.
- Improve critical thinking skills and capacity to address complex problems by applying advanced techniques.
- Develop and improve proficiency in software development methodologies.

### **Master of Science in Computer Science**

(30 hours)

#### **MCS Core (18 hours)**

CS552	Advanced Software Engineering (3)
CS581	Advanced Database Design (3)
CS545	Advanced Concepts in Computer Science (3)
CS529	Advanced Systems Programming (3)
CS591	Applied Research I – Project (3)
CS592	Applied Research II – Project (3)

#### **MCS's Electives (12 hours)**

CS570	Digital Signal Processing (3)
CS573	Pattern Recognition (3)
CS575	Advanced Topics in Digital Image Processing (3)
CS574	Advanced Topics in Deep Learning and ANN (3)
CS543	Advanced Topics in Optimization (3)
CS541	Advanced Topics in Data Structures and Algorithms (3)
CS578	Advanced Topics in Computer Vision (3)



## Criminal Justice

### *Mission Statement*

To prepare our students to be competent, knowledgeable generalists in the criminal justice field while instilling values of social action, peace and justice, and inclusion.

The Master of Arts in Criminal Justice program will broaden and deepen its students' understanding of the criminal justice system through advanced analysis and research combined with extensive experiential learning opportunities. Our goal is to train students to become thoughtful, caring, inclusive, and active professionals committed to fairness, human rights, and constitutional remedies. This program will sharpen research and critical thinking skills and develop advanced knowledge in criminal justice content areas.

The goals of this program include:

- Preparing students to be mature, competent, and effective scholars and/or working professionals in the criminal justice field.
- Developing in students an advanced understanding of criminal justice content areas such as criminal justice policy, law and society, criminal procedure, crime prevention, juvenile justice, policing, and corrections.
- Promoting and developing in students an understanding of multiple perspectives, conflicting values, and the role of advanced research-based knowledge and critical thinking in the criminal justice field.
- Preparing students for application to Ph.D. programs in criminal justice.

Before completion of the Master of Arts in Criminal Justice program, students will:

- Demonstrate an understanding of how to function effectively and with advanced competence in criminal justice occupations and organizations.
- Demonstrate the ability to apply critical thinking skills to sophisticated criminal justice readings, produce publication-quality academic writing, and deliver professional presentations.
- Demonstrate the ability to apply advanced theoretical frameworks to the criminal justice system and explain the multiple perspectives and value conflicts inherent in the history of the U.S. criminal justice system.
- Demonstrate the ability to analyze, formulate, and assess social policies.
- Demonstrate professional values and conduct such that the program faculty can recommend the student to employers, doctoral programs, and law schools.

## Master of Arts in Criminal Justice

(33 hours)

### **Criminal Justice Core (12 hours)**

SCJ500	Criminology and Prevention Policy (3)
SCJ503	Advanced Criminal Procedure and the Constitution (3)
SCJ525	Graduate Research Methods I: Methods of Data Collection (3)
SCJ575	Graduate Research Methods II: Methods of Data Analysis (3)

*All students must choose one of the tracks below:*

*Thesis Option (21 hours)*

*Non-Thesis Option (21 hours)*

### **Criminal Justice Thesis Option Core (3 hours)**

SCJ599	Thesis Defense (3)
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### **Criminal Justice Thesis Option Electives (18 hours)**

Choose 18 hours required from the following:

SCJ505	Advanced Homeland Security (3)
SCJ506	Advanced Community Policing (3)
SCJ509	Civil Liberties Seminar (3)
SCJ510	Legal Research Methods (3)
SCJ511	Crime and the Media (3)
SCJ512	Advanced Wrongful Conviction Seminar (3)
SCJ515	Advanced Study of Capital Punishment in the United States (3)
SCJ520	Advanced Corrections (3)
SCJ550	Advanced Topics in Criminal Justice (3)
SCJ560	Family Theories of Delinquency (3)
SCJ569	Graduate Practicum (1-3)

### **Criminal Justice Non-Thesis Option Core (1-6 hours)**

SCJ595	Research Hours (1-3) *
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*\* Students are expected to complete a minimum of one credit hour of SCJ595 but may elect to complete a maximum of 6 credit hours*

### **Criminal Justice Non-Thesis Option Electives (15-20 hours)**

Choose 15-20 hours required from the following:

SCJ505	Advanced Homeland Security (3)
SCJ506	Advanced Community Policing (3)
SCJ509	Civil Liberties Seminar (3)
SCJ510	Legal Research Methods (3)
SCJ511	Crime and the Media (3)
SCJ512	Advanced Wrongful Conviction Seminar (3)
SCJ515	Advanced Death Penalty Seminar (3)
SCJ520	Advanced Corrections (3)
SCJ550	Advanced Topics in Criminal Justice (3)
SCJ560	Family Theories of Delinquency (3)
SCJ569	Graduate Practicum (1-3)

## Exercise and Rehabilitative Science

### *Mission Statement*

The program is designed for students desiring to advance existing knowledge in the fields of strength and conditioning, exercise science, physical education, kinesiology, or movement science with an emphasis in orthopedic sports rehabilitation. In addition, this degree is properly suited for students seeking to supplement coursework with the anticipation of pursuing future careers in physical therapy, occupational therapy, physician assistant or medical school.

### *Program Objectives:*

Upon completion of this degree, students will be able to:

- Analyze the knowledge acquired in exercise science and integrate better into the careers available as an exercise science graduate.
- Apply the in-depth knowledge and skills gained, specifically in the area of rehabilitation, to any future career in exercise science and/or healthcare.
- Appraise and assess quality research with a basic understanding of statistical data to better provide client/patient centered care.

The degree fills the common gaps in exercise science professions by:

- Providing students with the ability to adapt exercise programming for injury and physical deficits.
- Integrating advanced information with the skills needed to enter exercise science or healthcare related professions more deeply prepared.
- Instructing students how to better appraise research by performing experimental research and statistical analysis.
- Requiring hands-on learning through community and professional based experiences.

### **Master of Arts in Exercise and Rehabilitative Science**

(32 hours)

#### **Exercise and Rehabilitative Science Core (20 hours)**

AT520	Research Methods (3)
OR AT543	Therapeutic Interventions III (3)
AT540	Mental & Behavioral Health (3)
AT539	Advanced Strength & Conditioning (3)
AT541	Therapeutic Interventions I (2)
AT541L	Therapeutic Interventions I Lab (1)
AT542	Therapeutic Interventions II (2)
AT542L	Therapeutic Interventions II Lab (1)
ESAT577	Graduate Seminar 1 (2)

ESAT588	Graduate Seminar 2 (2)
ESAT590	Advanced Topics in Exercise Science (1)

#### **Exercise and Rehabilitative Science Electives (6 hours)**

SMGT510	Sport Administration (3)
SMGT511	Sport Ethics (3)
SMGT512	Sport Sales (3)
SMGT521	Sport Law (3)
SMGT523	Leadership and Communication (3)
SMGT531	Sport History (3)
SMGT533	Sport and Gender (3)
SMGT535	Sport Issues (3)
SMGT536	Intercollegiate Athletics (3)
SMGT537	Youth Sports (3)
SMGT538	Sport in Film (3)
SMGT541	Facility and Event Management in Sport (3)
SMGT543	Advanced Coaching (3)
SMGT546	Sport Finance (3)
SMGT548	Sport Psychology (3)
SMGT550	Advanced Topics in Sport Management (3)
SMGT569	Practicum (3)
SMGT579	Thesis (3)
HCA581	Health Systems and Policy Execution (3)
HCA582	Political Climate and Regulation (3)
HCA583	Insurance and Payor Sources (3)
HCA584	Human Resources and Operational Strategies (3)
HCA585	Applied Health Law and Ethical Practice (3)
HAL511	Diverse Student Populations (3)

Choose two additional courses (6 credits) of Graduate Electives, approved by Program Liaison. Students may substitute AT551 Independent Study (3) for one elective.

## Athletic Training

### *Mission Statement*

To deliver exceptional educational programming for the future success of athletic training graduates and the profession.

Athletic trainers are board-certified allied healthcare professionals who specialize in preventing, recognizing, managing, and rehabilitating injuries that result from physical activity. Students who want to become athletic trainers must earn a degree from an accredited athletic training curriculum and pass a comprehensive national exam administered by the Board of Certification.

For students interested in majoring in Athletic Training, years one and two comprise the Candidacy Phase. Once complete, students then apply to the Graduate Professional Phase. During the Professional Phase (years 3-5), students will complete the combined degree program concurrently—that is, by completing the degree requirements for the bachelor's and master's degrees at the same time. By the end of the fourth year, students will have earned a B.S. in Exercise Science. By the end of the fifth year, students will have earned an M.S. in Athletic Training.

### **Athletic Training Professional Phase & Graduate Application**

After the Candidacy Phase (typically after the second year of study), students must apply to the graduate program through the Athletic Training program's application process.

#### ***Minimum Requirements for Admittance***

- Completed Graduate Program Application
- Minimum cumulative undergraduate GPA of 2.75
- Minimum GPA of 2.75 for pre-requisite courses
- Completion of the following courses with a grade of C or better: AT100, AT145, AT200, ESAT225, ESAT226, ESAT250, PSYC100, and the biology, physics, and chemistry requirements (see pre-athletic training cognates)
- Interview with Athletic Training faculty
- Signed technical standards
- Proof of current CPR/BLS (or equivalent) certification
- Proof of first aid training
- Proof of up-to-date immunizations required by Adrian College
- Signed Communicable Disease Policy

#### ***Professional Phase Retention***

Students will be evaluated each semester and retention will be based on the following criteria. Students must:

- Maintain a minimum cumulative and major GPA of 2.75 as undergraduate students, and a 3.0 as graduate students
- Maintain a minimum GPA of 3.0 in graduate-level coursework
- Complete all required coursework with a grade of C or better (see the Academic Status Policy)

#### ***Professional Phase Probation***

Prior to completing the B.S. in Exercise Science / Pre-Athletic Training, students who do not meet minimum retention criteria will be placed on probation and have a maximum of one year from the original probation date (from the date of the first offense, only) to rectify the deficiency. If deficiencies are not corrected within the one-year period, the student may be dismissed from the Athletic Training program. Moreover, students who do not earn the minimum grade requirements in athletic training clinical skills courses (AT501-506) will not be allowed to move on to the subsequent clinical skills course or graduate.

If students do not meet the minimum criteria at the time of completion of the B.S. in Exercise Science / Pre-Athletic Training, they will not be allowed to continue with the final year of graduate-level coursework.

#### ***Transfer Students***

Information regarding Adrian College's transfer policies can be found in the Academic Catalog under the Admissions section. Students wishing to transfer into the Athletic Training program will be held to the Professional Phase retention/probation standards listed in this catalog. Students should be aware that certain coursework may not transfer. Transfer acceptance is contingent on space availability and performance level in the stated criteria.

## Athletic Training

### **B.S. in Exercise Science / Pre-Athletic Training and M.S. in Athletic Training**

**B.S. Requirements:** Students must complete the Skills/Distributions requirements, Exercise Science/Pre-Athletic Training Core, Exercise Science/Pre-Athletic Training Cognates, and indicated Athletic Training Graduate Core courses.

**M.S. Requirements:** Students must complete the remainder of the Athletic Training Graduate Core.

\*Certain courses may meet both college Distribution/Skills and Exercise Science/Pre-Athletic Training major requirements. See the Undergraduate Catalog for details.

#### **Exercise Science/Pre-Athletic Training Core (28 hours)**

AT100	Medical Terminology (2)
AT145	Introduction to Athletic Training (1)
AT145L	Introduction to Athletic Training Lab (1)
AT200	Pathology of Injury and Illness (3)
ESAT225	Human Anatomy (3)
ESAT226	Human Anatomy Lab (1)
ESAT250	Human Physiology (3)
ESAT300	Kinesiology (3)
ESAT311	Exercise Physiology (3)
ESAT350	Exercise Physiology Lab (1)
ESAT240	Introduction to Research (3)
AT300	Introduction to Pharmacology (3)
ESAT312	Sport Nutrition (3)
or BIOL209	Human Nutrition (3)

#### **Exercise Science/Pre-Athletic Training Cognates (20 hours)**

BIOL101	Biology and Society (4)
or BIOL103	Plant Biology (4)
or BIOL104	Animal Biology (4)
CHEM101	The World of Chemistry (4)
or CHEM102	Kitchen Chemistry (4)
or CHEM105	General Chemistry I (3)
and CHEM117	Introductory Chemistry Lab I (1)
HCA282	Health Clinic Operations (1)
MATH115	Pre-Calculus Mathematics (4)
PSYC100	General Psychology (3)
PHYS101	Introductory Physics I (3)
and PHYS103	Introductory Physics Lab (1)

#### **Athletic Training Graduate Core (67 hours)**

AT500	The Practicing Athletic Trainer (2) ^
AT501	AT Clinical Skills I (1)
AT501L	AT Seminar I (1)
AT502	AT Clinical Skills II (2)
AT502L	AT Seminar II (1)
AT503	AT Clinical Skills III (2)
AT503L	AT Seminar III (1)
AT504	AT Clinical Skills IV (2)
AT504L	AT Seminar IV (1)
AT505	AT Clinical Skills V (2) ^
AT506	AT Clinical Skills VI (4) ^
AT510	Strength and Conditioning (3)
AT520	Research Methods (3) ^
AT521	Prevention & Pre-Hospital Care I (1)
AT521-L	Prevention & Pre-Hospital Care I Lab (1)
AT522	Prevention & Pre-Hospital Care II (1)
AT522-L	Prevention & Pre-Hospital Care II Lab (1)
AT530	Athletic Training Administration (3) ^
AT531	Examination and Diagnosis I (2)
AT531-L	Examination and Diagnosis I Lab (1)
AT532	Examination and Diagnosis II (2)
AT532-L	Examination and Diagnosis II Lab (1)
AT533	Examination and Diagnosis III (2)
AT533-L	Examination and Diagnosis III Lab (1)
AT540	Mental and Behavioral Health (3) ^
AT541	Therapeutic Interventions I (2)
AT541-L	Therapeutic Interventions I Lab (1)
AT542	Therapeutic Interventions II (2)
AT542-L	Therapeutic Interventions II Lab (1)
AT543	Therapeutic Interventions III (2) ^
AT543-L	Therapeutic Interventions III Lab (1) ^
AT550	Emergency Medical Services (5) ^
AT560	Exam Prep (1) ^
AT595	Capstone Course: AT Thesis I (4) ^
AT596	Capstone Course: AT Thesis II (4) ^

^ indicates courses typically taken during the final year as a graduate student.

#### **Master of Science in Athletic Training Graduation Requirements**

- Completion of B.S. in Exercise Science / Pre-Athletic Training degree from Adrian College
- Completion of remaining credits of Athletic Training Graduate Core (see retention and probation criteria for more specific information)

**Note:** Students who have completed all undergraduate requirements for Exercise Science / Pre-Athletic Training who opt not to continue with the post-graduate portion of the program may earn a B.S. in Exercise Science / Pre-Athletic Training upon completion of the capstone course, ESAT404.

## Higher Education Administration and Leadership

### *Mission Statement*

To promote ethical decision making with emphasis on how theory and best practice can be applied to timely topics and issues in the field, resulting in solutions-driven leadership that supports diversity, inclusion, and equity efforts in higher education.

### **Master of Arts in Higher Education Administration and Leadership**

The fully online Master of Arts in Higher Education Administration and Leadership is designed for both recent graduates and established professionals who wish to pursue or advance a career in higher education. The 30-credit-hour graduate program prepares students to become effective and ethical leaders in higher education who possess understanding of the history, contemporary landscape, and philosophical foundation of higher education in the United States. HAL graduates seek career advancement through mid-level leadership positions with an emphasis on academic affairs.

### **Graduate Certificate in Higher Education Institutional Effectiveness**

The fully online 15-credit-hour Graduate Certificate in Higher Education Institutional Effectiveness equips higher education professionals with the skills, knowledge, and tools necessary to make data-driven decisions and conduct effective data governance. Students also obtain knowledge of retention, persistence, and completion theories and practices to develop understanding of effective institution-wide assessment systems.

### **Graduate Certificate in Higher Education Leadership**

The fully online 15-credit-hour Graduate Certificate in Higher Education Leadership equips professionals with the knowledge of the history, policy and ethics, legal theories, financial management, and theories of leadership necessary to become effective higher education leaders.

### **Master of Arts in Higher Education Administration and Leadership** (30 hours)

#### **H.E. Administration and Leadership Core (18-21 hours)**

HAL500	Foundations of Higher Education (3)
HAL501	Policy & Ethics in Higher Education (3)
HAL502	Administration and Leadership in Higher Education (3)
HAL503	Higher Education Governance (3)
HAL504	Institutional Effectiveness (3)

Choose 1-2 options required from the following:

HAL600	Capstone Research (3)
OR	
HAL601 and HAL602	Research Methods (3) Thesis Research (3)

#### **H.E. Administration and Leadership Electives (9-12 hours)**

HAL505	Legal Theories & Higher Education (3)
HAL506	Higher Education Finance (3)
HAL507	Retention, Persistence & Completion (3)
HAL508	Assessment (3)
HAL509	Distance Education (3)
HAL510	Theories of Student Learning and Development (3)
HAL511	Diverse Student Populations (3)

### **Graduate Certificate in Institutional Effectiveness** (15 hours)

HAL500	Foundations of Higher Education (3)
HAL501	Policy & Ethics in Higher Education (3)
HAL504	Institutional Effectiveness (3)
HAL507	Retention, Persistence & Completion (3)
HAL508	Assessment (3)

### **Graduate Certificate in Higher Education Leadership** (15 hours)

HAL500	Foundations of Higher Education (3)
HAL501	Policy & Ethics in Higher Education (3)
HAL502	Administration and Leadership in Higher Education (3)
HAL505	Legal Theories & Higher Education (3)
HAL506	Higher Education Finance (3)

## Sport Management

### *Mission Statement*

To guide the personal and professional growth of individual students in a supportive, student-centered learning environment that propels them into a successful sport management career.

The Master of Arts in Sport Management program can be completed in two years (nine credit hours per semester) for a total of 36 credit hours and is offered as an in-person, fully online, or hybrid program.

In the program, students receive an education that is immediately applicable to sport management careers yet still driven by advances in theory. For students interested in being a leader in the sport management field, critically analyzing complex problems, and using theory and research to identify and solve issues for sport organizations, then the program at Adrian College is the best option.

This program provides stimulating learning experiences and professional development opportunities to future leaders in the sport industry. Students will acquire an understanding of profits as well as people, learning to function as change-leaders in their teams or organizations. Instructors in the program are scholars with real industry experience.

Most courses include internships, assistantships, and class projects that require the student to investigate a problem and attempt to solve it through critical thinking. Sport Management graduates will be able to:

- Demonstrate knowledge of current problems, trends, and issues in sport management in general and specifically in niche sport markets.
- Demonstrate knowledge of the core concepts of socio-psychological aspects of sport, the marketing of sport, and such specific aspects as promotions, public relations, advertising, and sales as they relate primarily to niche areas of the sport industry.
- Demonstrate ability to transfer theoretical knowledge into a practical application environment.
- Demonstrate knowledge and ability to create a marketing plan.
- Demonstrate knowledge of administration and leadership of sport facilities and events.
- Demonstrate knowledge of communication and relationship necessary in leadership.
- Understand and describe the need for continuing research in sport management.

### Master of Arts in Sport Management

(36 hours)

#### **Sport Management Core (18 hours)**

SMGT510	Sport Administration (3)
SMGT511	Sport Ethics (3)
SMGT522	Sport Marketing (3)
SMGT523	Leadership and Communication (3)
SMGT531	Sport History (3)
SMGT569	Practicum (3)
or SMGT579	Thesis (3)

#### **Sport Management Electives (18 hours)**

Choose 18 hours required from the following:

SMGT512	Sport Sales (3)
SMGT521	Sport Law (3)
SMGT533	Sport and Gender (3)
SMGT535	Sport Issues (3)
SMGT536	Intercollegiate Athletics (3)
SMGT537	Youth Sports (3)
SMGT538	Sport in Film (3)
SMGT541	Facility and Event Management in Sport (3)
SMGT543	Advanced Coaching (3)
SMGT546	Sport Finance (3)
SMGT548	Sport Psychology (3)
SMGT550	Advanced Topics in Sport Management (3)

## Teacher Education

### *Mission Statement*

To cultivate inquiring, knowledgeable, and caring educational leaders who apply research-based practices and instructional/assessment strategies that lead to intercultural understanding and respect.

### **Master of Education in Curriculum, Instruction, and Assessment** (30 hours)

The totally online Master of Education in Curriculum, Instruction, and Assessment program will introduce and cultivate the best research-based educational practices to strengthen candidate knowledge of curriculum design, instruction, assessment, mentoring, and coaching. Working in a world with rapid and constant technological development, graduate students will explore vital and relevant methods critical to the integration of current technology in the classroom.

This course of study complements the Adrian College Ribbons of Excellence and is designed to introduce and cultivate research-based best practices in instructional and assessment strategies and methods. Completion of this program enhances teacher effectiveness, which leads to improved student learning, and may position graduates for advancement in school districts leading to higher pay. In addition, this degree may ensure job security.

This program does not lead to the Michigan Teaching Certificate at the elementary, secondary, or K-12 levels.

#### **T ED Graduate Core (18 hours)**

T ED501	Introduction to Curriculum and Instruction (3)
T ED502	Curriculum Planning (3)
T ED503	Learner Centered Pedagogy (3)
T ED504	Assessment Practices (3)
T ED506	Research in Education (3)
T ED507	Project/Thesis (3)

#### **T ED Graduate Electives (12 hours)**

Choose 12 hours from the following:

T ED505	International Education Policy (3)
T ED521	Foundations of K-12 Literacy (3)
T ED522	K-12 Literacy Instructional Practices (3)
T ED523	K-12 Literature & Understanding (3)
T ED524	Leadership & Coaching (3)
T ED530	Social and Emotional Learning (3)
T ED540	Personal Health (3)
T ED541	Today's Health Content I (3)
T ED542	Today's Health Content II (3)
T ED543	Teaching Health Methods in Middle and High School (3)
T ED544	Role of Health Education (3)
T ED545	School Health Curriculum (3)
T ED546	Teaching Sexuality in Schools (3)

T ED547	Assessment in Health Education (3)
T ED575	International Education Policy (3)
T ED578	Comparative International Education (6)
T ED579	Assessment and Evaluation (3)
T ED580	School Law (3)
T ED581	Inquiry-Based Literacy Instruction (3)
T ED582	Urban Education (3)
T ED583	Supporting, Reaching and Engaging English Learners in K-12 Classrooms (3)
T ED584	Literacy in the Content Areas (3)

### **Master of Education in Educational Leadership** (30 hours)

The totally online Master of Education in Educational Leadership program is a signature model in the preparation of educational leaders at the K-12 building level and a transformational force in the advancement of educational leaders. This cohort-based program introduces and cultivates the best research-based practices to strengthen candidate knowledge in mission, vision, and improvement; ethics and professional norms; equity and cultural responsiveness; curriculum, instruction, and assessment; community of care and support for students; professional capacity of school personnel; professional community for teachers and staff; meaningful engagement of families and community; operations and management; and school improvement. The course of study complements the Adrian College Ribbons of Excellence and may position graduates for advancement in school districts leading to higher pay and job security.

This program does not lead to the Michigan Teaching Certificate at the elementary, secondary, or K-12 levels.

#### **Educational Leadership Required Coursework (24 hours)**

EDL512	Economic Allocation in Public Education (3)
EDL518	Human Resource Optimization for Achievement (3)
EDL530	Principles of Ethics of School Law (3)
EDL540	School Climate and Culture for Student Learning (3)
EDL544	Innovative Leadership (3)
EDL550	Implementation Science and School Improvement (3)
EDL560	Educational Evaluation and Engaging Instruction (3)
EDL587	Internship in Educational Leadership (2)
EDL588	Internship in Educational Leadership (1)
T ED506	Research in Education (3)
T ED507	Project/Thesis (3)

**Reading Specialist Endorsement**

(27 hours)

The totally online Reading Specialist Endorsement (BR) program prepares candidates who already hold teaching certificates for an additional K-12 endorsement. This endorsement provides teachers with specialized literacy knowledge and skills that go beyond that of initial teacher preparation.

Students will take course work to strengthen their knowledge about literacy content and curriculum; instruction and assessment; and how to organize and implement school and district reading programs as well as enhance essential leadership, coaching, and core teaching practices. Students must successfully complete all coursework and take and pass the MTTC (092) Reading Specialist Test in order to be eligible to add this endorsement to their MI teaching license.

**Reading Specialist Required Coursework (27 hours)**

T ED502	Curriculum Planning (3)
T ED503	Learner Centered Pedagogy (3)
T ED504	Assessment Practices (3)
T ED521	Foundations of K-12 Literacy (3)
T ED522	K-12 Literacy Instructional Practices (3)
T ED523	K-12 Literature & Understanding (3)
T ED524	Leadership & Coaching (3)
T ED581	Inquiry-Based Literacy Instruction
T ED584	Literacy in the Content Areas (3)

*\*Note: Students may choose to add the following two courses to also earn the Master of Education in Curriculum, Instruction, and Assessment:*

T ED506	Research in Education (3)
T ED507	Project/Thesis (3)

**Educational Leadership Endorsement**

(24 hours)

The Educational Leadership Endorsement is a signature model in the preparation of educational leaders at the K-12 building level and a transformational force in the advancement of educational leaders. This totally online, cohort-based certification program introduces and cultivates the best research-based practices to strengthen candidate knowledge in mission, vision, and improvement; ethics and professional norms; equity and cultural responsiveness; curriculum, instruction, and assessment; community of care and support for students; professional capacity of school personnel; professional community for teachers and staff; meaningful engagement of families and community; operations and management; and school improvement. The course of study complements the Adrian College Ribbons of Excellence and may position graduates for advancement in school districts leading to higher pay and job security.

The program leads to the Michigan Elementary & Secondary Administrator K-12 (ES) endorsement.

**Educational Leadership Required Coursework (24 hours)**

EDL512	Economic Allocation in Public Education (3)
EDL518	Human Resource Optimization for Achievement (3)
EDL530	Principles of Ethics of School Law (3)
EDL540	School Climate and Culture for Student Learning (3)
EDL544	Innovative Leadership (3)
EDL550	Implementation Science and School Improvement (3)
EDL560	Educational Evaluation and Engaging Instruction (3)
EDL587	Internship in Educational Leadership (2)
EDL588	Internship in Educational Leadership (1)

*\*Note: Students may choose to add the following two courses to also earn the Master of Education in Educational Leadership:*

T ED506	Research in Education (3)
T ED507	Project/Thesis (3)



## Course Descriptions

If a semester is listed after a course description, that indicates when that course is expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs.

### **Graduate Courses in Accountancy (ACCT)**

#### **ACCT501. Accounting Theory I (3).**

An examination of theory and practices for income measurement, balance sheet reporting, and disclosure. This course will focus on interpretation and application of GAAP, IFRS, and SEC requirements. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT502. Accounting Theory II (3).**

An examination of theory and practices for Consolidated Financial Statement, Pensions, Leases, Financial Instruments, and other advanced topics. This course will focus on interpretation and application of GAAP, IFRS, and SEC requirements. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT506. Advanced Business Law (3).**

Legal problems of business enterprises, including principals and agents, partnerships and corporations, and government regulation of business such as securities and antitrust; creditors' and debtors' rights including bankruptcy; and Uniform Commercial Code. Other topics potentially include real and personal property laws, environmental law, consumer law, and trusts and estates. (Prerequisite: Graduate student status or permission of the Department). Offered once per academic year.

#### **ACCT512. Advanced Auditing and Professional Ethics (3).**

Course builds upon the fundamentals of the undergraduate auditing class, whereby students research case studies to analyze auditing procedures, financial statement assertions, and decision outcomes. Course focuses on the professional roles of auditors and the ethical implications of accountant and auditor decisions. Research and presentation are primary components of the course. (Prerequisite: Graduate student status or permission of the Department). Offered once per academic year.

#### **ACCT514. Advanced Accounting Systems and Controls (3).**

A study of Accounting Information Systems as it relates to system planning, analysis and design, implementation, operation, and control. The course will also include information system security, data management concepts, and auditing information technology. (Prerequisite: Graduate student status or permission of Department). Offered once per academic year.

#### **ACCT515. Fraud Examination (3).**

Course studies procedures to detect and prevent fraud and embezzlement. Case studies exemplifying sound reporting of fraud and embezzlement. The roles of management and the professional responsibilities will be reviewed. (Prerequisite: Graduate student status or permission of the Department). Offered once per academic year.

#### **ACCT516. Pass-Through Entities and Advanced Taxation (3).**

Analyzes tax treatment off pass through entities including the treatment of partnership/s corporation distributions, withdrawal of an owner, dissolution, sales, or exchanges. Other topics include gift, estate, and trust taxation. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT517a. Professional Exam Review – CPA AUD (1).**

Detailed review of auditing concepts and procedures. Topics include professional ethics, assessing risk, developing audit plans, obtaining evidence, forming conclusions, and reporting. Designed for students who plan to take the AUD section of the CPA exam. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT517b. Professional Exam Review – CPA BEC (1).**

Detailed review of business environment concepts. Topics include governance, economics and analysis, financial management, information technology, and operations management. Designed for students that plan to take the BEC section of the CPA exam. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT517c. Professional Exam Review – CPA REG (1).**

Detailed review of professional responsibility, business law, and federal taxation. Designed for students who plan to take the REG section of the CPA exam. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT517d. Professional Exam Review – CPA FAR (1).**

Detailed review of financial accounting and reporting standards. Topics include the conceptual framework, standards, financial reporting, and governmental accounting. Designed for students who plan to take the FAR section of the CPA exam. (Prerequisite: Graduate student status or permission of the Department).

#### **ACCT519a. Professional Exam Review – CMA Part 1 (1).**

Detailed review of managerial accounting topics of financial reporting, planning, performance, and control. Designed for students who plan to take the CMA Exam Part 1. (Prerequisite: Graduate student status or permission of the Department).

## Course Descriptions

### **ACCT519b. Professional Exam Review – CMA Part 2 (1).**

Detailed review of managerial accounting topics associated with financial decision making. Designed for students who plan to take the CMA Exam Part 2. (Prerequisite: Graduate student status or permission of the Department).

### **ACCT522. Corporate Taxation (3).**

Analyzes tax treatment, tax planning, and research techniques involving transactions between corporations and their shareholders; transfers to corporation; capital structure; dividends and other distributions; stock redemptions and liquidations. (Prerequisite: Graduate student status or permission of the Department).

### **ACCT523. Individual Compliance and Planning (3).**

This course covers individual tax planning strategies, basics of mergers and acquisitions, asset acquisition, use and disposition, tax accounting methods, trusts, tax-exempt organizations, and tax research techniques. Spring every year.

### **ACCT524. Tax Research (2).**

The course will develop foundational tax research knowledge and skills focusing on the importance and order of law, case law, commentary, and treaties. Research will be performed using the professions leading tax research software. (Prerequisite: Graduate student status or permission of the Department).

### **ACCT526. Entity Compliance and Planning (3).**

Topics include entity selection, transactions between a shareholder and the corporation, net operating loss, shareholders basis, tax planning for various entities, and tax treatment of formation and liquidation of business entities. Spring every year.

### **ACCT530. Advanced Managerial Accounting (3).**

Course will identify and define financial valuation methods and decision models, describe and apply techniques used for forecasting and projection. Perform financial statement analysis to identify and analyze errors. Quantify and mitigate financial risks, describe and analyze working capital components, and identify and apply cost accounting concepts and methods. Spring every year.

### **ACCT531. Advanced Business Reporting (3).**

Explain accounting research and application. Classify and interpret notes to financial statements and use them to make informed decisions, define elements and prepare required financial statement note disclosures. Identify and calculate goodwill and other indefinite-lived intangible assets reported in the financial statements and prepare entries. Identify and prepare statements for defined contribution employee benefit plans. (e.g., general ledger software, spreadsheet software/applications) as applicable. Spring every year.

### ~~**ACCT532. Government and Non-Profit Organizations (1).**~~

~~Identify basics of and prepare government wide financial statements. Identify basics of and prepare government financial statements including proprietary fund financial statements and fiduciary fund financial statements. Explain the objectives and components of an annual comprehensive financial report. Spring every year.~~

### **ACCT535. Government and Non-Profit Organizations (3).**

Identify basics of and prepare government-wide financial statements. Identify basics of and prepare government financial statements including proprietary fund financial statements and fiduciary fund financial statements. Explain the objectives and components of an annual comprehensive financial report. Spring every year.

### **ACCT550. Topics in Accountancy (1-3).**

This course will discuss the current trends and issues in accountancy. The course may be repeated for credit with a different topic. (Prerequisite: Graduate student status or permission of the Department).

### **ACCT555. Experimental Course (1-6).**

### **ACCT569. Practicum (3).**

The student will do a supervised practical work experience in accountancy that will be closely supervised by a faculty member. The practicum can be taken at any time upon completion of the first six credit hours or with instructor permission.

### **ACCT595. Master's Project/Thesis (1-3).**

Students may choose to work on a thesis or project under the supervision of the faculty. The finished product provides clear evidence of originality, critical and independent thinking, and organization and format, as appropriate for the discipline. (Prerequisite: Graduate student status or permission of the Department).

## **Graduate Courses in Athletic Training (AT)**

### **AT500. The Practicing Athletic Trainer (2).**

Students will learn the legal and ethical standards of practice as well as the foundations of patient centered care, inter-professional collaboration, evidence-based practice, quality improvement, health care informatics. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT501. AT Clinical Skills I (1).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills previously taught will be assessed. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

## Course Descriptions

### **AT501L. AT Seminar I (1).**

This course supplements the associated Athletic Training clinical skills course. Using contemporary topics in healthcare, emphasis will be placed on interpersonal communication and professional socialization (Co-requisite: AT501).

### **AT502. AT Clinical Skills II (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills previously taught will be assessed. (Prerequisite: AT501).

### **AT502L. AT Seminar II (1).**

This course supplements the associated Athletic Training clinical skills course. Using contemporary topics in healthcare, emphasis will be placed on interpersonal communication and professional socialization (Co-requisite: AT502).

### **AT503. AT Clinical Skills III (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills previously taught will be assessed. (Prerequisite: AT502).

### **AT503L. AT Seminar III (1).**

This course supplements the associated Athletic Training clinical skills course. Using contemporary topics in healthcare, emphasis will be placed on interpersonal communication and professional socialization (Co-requisite: AT503).

### **AT504. AT Clinical Skills IV (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills previously taught will be assessed. (Prerequisite: AT503).

### **AT504L. AT Seminar IV (1).**

This course supplements the associated Athletic Training clinical skills course. Using contemporary topics in healthcare, emphasis will be placed on interpersonal communication and professional socialization (Co-requisite: AT504).

### **AT505. AT Clinical Skills V (2).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills previously taught will be assessed. (Prerequisite: AT504).

### **AT506. AT Clinical Skills VI (4).**

Students will be assigned to an approved clinical site and preceptor to gain practical clinical experience. Clinical skills previously taught will be assessed. (Prerequisite: AT505).

### **AT510. Strength and Conditioning (3).**

This course integrates the application of scientific principles, concepts, and theories of exercise to improve the condition of the physically active. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT520. Research Methods (3).**

Prepares students to utilize the best available evidence and procedures to perform research and drive clinical practice. Emphasis will be placed on ethics, formulation of a research question, design, data collection, analysis, and results presentation. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT521. Prevention & Pre-Hospital Care I (1).**

Students will learn to prevent, recognize, and manage acute injuries and illnesses in order to provide optimal initial care and support return to activity. This course also covers basic emergency incident management and understanding of their role and responsibilities within the EMS system. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT521-L).

### **AT521-L. Prevention & Pre-Hospital Care I Lab (1).**

Students will learn and practice the clinical skills associated with AT521. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT521).

### **AT522. Prevention & Pre-Hospital Care II (1).**

Students will learn to prevent, recognize, and manage acute injuries and illnesses in order to provide optimal initial care and support return to activity. This course also covers basic emergency incident management and understanding of their role and responsibilities within the EMS system. (Prerequisite: AT521 and AT521-L, Co-requisite: AT522-L).

### **AT522-L. Prevention & Pre-Hospital Care II Lab (1).**

Building on content learned in Pre-Hospital Care I Lab, students will learn and practice the clinical skills associated with AT522. (Prerequisite: AT521 and AT521-L, Co-requisite: AT522).

### **AT530. Athletic Training Administration (3).**

Students will learn to set policies and perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT531. Examination and Diagnosis I (2).**

This course covers essential knowledge for performing a medical history and physical examination, establishing a plan of care, documentation, referral, and return to activity considerations. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT531-L).

## Course Descriptions

### **AT531-L. Examination and Diagnosis I Lab (1).**

Students will learn and practice the clinical skills associated with AT531. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT531).

### **AT532. Examination and Diagnosis II (2).**

Building on content learned in Examination & Diagnosis I, this course covers essential knowledge for performing a medical history and physical examination, establishing a plan of care, documentation, referral, and return to activity considerations. (Prerequisite: AT531 and AT531-L, Co-requisite: AT532-L).

### **AT532-L. Examination and Diagnosis II Lab (1).**

Building on content learned in Examination & Diagnosis Lab I, students will learn and practice the clinical skills associated with AT532. (Prerequisite: AT531 and AT531-L, Co-requisite: AT532).

### **AT533. Examination and Diagnosis III (2).**

Building on content learned in Examination & Diagnosis II, this course covers essential knowledge for performing a medical history and physical examination, establishing a plan of care, documentation, referral, and return to activity considerations. (Prerequisite: AT532 and AT532-L, Co-requisite: AT533-L).

### **AT533-L. Examination and Diagnosis III Lab (1).**

Building on content learned in Examination & Diagnosis Lab II, students will learn and practice the clinical skills associated with AT533. (Prerequisite: AT532 and AT532-L, Co-requisite: AT533).

### **AT540. Mental and Behavioral Health (3).**

Introduction to the fundamentals of mental illness and psychiatric disorders as well as factors that cause mental illness and influence patient outcomes. Students will learn to identify, refer, and give support to patients with such conditions. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT541. Therapeutic Interventions I (2).**

The essential knowledge regarding treatment and rehabilitation of common injuries and illnesses in the physically active. Students will assess patients in order to establish a plan of care and implement a therapeutic intervention program. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT541-L).

### **AT541-L. Therapeutic Interventions I Lab (1).**

Students will learn and practice the clinical skills associated with AT541. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT541).

### **AT542. Therapeutic Interventions II (2).**

The essential knowledge regarding treatment and rehabilitation of common injuries and illnesses in the physically active. Students will assess patients in order to establish a plan of care and implement a therapeutic intervention program. (Prerequisite: AT541 and AT541-L, Co-requisite: AT542-L).

### **AT542-L. Therapeutic Interventions II Lab (1).**

Students will learn and practice the clinical skills associated with AT542. (Prerequisite: AT541 and AT541-L, Co-requisite: AT542).

### **AT543. Therapeutic Interventions III (2).**

The essential knowledge regarding treatment and rehabilitation of common injuries and illnesses in the physically active. Students will assess patients in order to establish a plan of care and implement a therapeutic intervention program. (Prerequisite: AT542 and AT542-L, Co-requisite: AT543-L).

### **AT543-L. Therapeutic Interventions III Lab (1).**

Students will learn and practice the clinical skills associated with AT543. (Prerequisite: AT542 and AT542-L, Co-requisite: AT543).

### **AT550. Emergency Medical Services (5).**

This course prepares students to perform as competent emergency medical services (EMS) providers. Emphasis is placed on roles and responsibilities of the EMS provider, scene management, triage, patient assessment, and treatment of medical emergencies. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT551. Independent Study (1-3).**

A program of supervised work in an area of special interest to the student. Graduate students may take up to three credits toward graduation. This course may be used as elective credit but may not be used in place of required courses.

### **AT560. Exam Prep (1).**

A preparation course for the athletic training Board of Certification Exam.

### **AT590. Advanced Topics in Athletic Training (1-3).**

This course will cover contemporary topics in athletic training and related fields. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

### **AT595. Capstone: Thesis I (4).**

This is the first of a two-course sequence. Under the direction of a faculty chair, students will design original research and begin writing a thesis manuscript (Prerequisite: Entrance into the Graduate Program in Athletic Training).

## Course Descriptions

### **AT596. Capstone: Thesis II (4).**

This is the second of a two-course sequence. Under the direction of a faculty chair, students will design and implement original research and complete a thesis manuscript. (Prerequisite: AT595).

## **Graduate Courses in Computer Science (CS)**

### **CS529. Advanced Systems Programming (3).**

The course focuses on advanced software development techniques for systems programming across several platforms. Topics covered include Linux operating system, shell scripting and programming, process control, process communication (peer to peer and client-server), multi processes programming, multi-threading. Pre-requisites: Graduate student status or permission of the Department.

### **CS541. Advanced Topics in Data Structures and Algorithms (3).**

This course covers methodologies for developing efficient algorithms. Some advanced and specialized data structures such as R-trees and their variations including Hilbert R-trees, X-trees, and graphs will be presented along with their associated algorithms (traversal, insertion, deletion). Pre-requisites: Graduate student status or permission of the Department.

### **CS543. Advanced Topics in Optimization (3).**

This course covers the major global optimization algorithms and their application in engineering. The topics covered include evolutionary algorithms, genetic algorithms, hill climbing, simulated annealing, and learning classifiers. Pre-requisites: Graduate student status or permission of the Department.

### **CS545. Advanced Concepts in Computer Science (3).**

The course explores advanced topics in algorithm design and analysis, programming techniques, data structures, languages, compilers, translators, regular expressions, grammars, and computing complexity. Pre-requisites: Graduate student status or permission of the Department.

### **CS552. Advanced Software Engineering (3).**

This course provides the students with industry practices and prepares them to integrate medium to large-scale software developments projects. The course revisits the software development models and exposes the students to software design patterns emphasizing their practical application in software analysis and design methodology, implementation techniques, and system development paradigms. The course covers all aspects of software engineering, including testing and verification, ensuring students are well-equipped to deliver high-quality and reliable software. The course also covers process documentation related to specific standards (IEEE, DO178, CENELEC). Pre-requisites: Graduate student status or permission of the Department.

### **CS570. Digital Signal Processing (3).**

This course covers Analysis of discrete-time linear-time-invariant (LTI) systems in the time domain and frequency domain. The course covers discrete-time signals and systems. The main topics include discrete-time Fourier transform and the fast Fourier transform, Z-transform, and filter design. Examples of the application to digital signal processing will also be shown. Pre-requisites: Graduate student status or permission of the Department.

### **CS573. Pattern Recognition (3).**

This course introduces students to pattern recognition (Bayesian learning, linear methods, support vector machines, kernels, feature extraction, feature selection, clustering, regularization, and neural networks). Applications in computer vision and networks may be discussed and include image segmentation, object measurement, and classification and estimation. Pre-requisites: Graduate student status or permission of the Department.

### **CS574. Advanced Topics in Deep Learning and ANN (3).**

The course revisits the fundamentals of artificial neural networks, ANN architectures, and learning algorithms. Supervised and unsupervised learning algorithms will be explored. The course extends to deep learning models. Pre-requisites: Graduate student status or permission of the Department.

### **CS575. Advanced Topics in Digital Image Processing (3).**

This course exposes the students to advanced image processing material. Topics covered include histogram equalization and processing, point operations, algebraic operations, geometric operations, filter design, processing of sampled data, image restoration, and image compression. The course also covers mathematical morphology operators and their usage in image processing. Pre-requisites: Graduate student status or permission of the Department.

### **CS578. Advanced Topics in Computer Vision (3).**

This course covers some advanced topics in computer vision such as stereo correspondence, motion estimation, 3D reconstruction, shape from shading, structure from motion, and face detection. Vision transformers architectures will also be covered. Pre-requisites: Graduate student status or permission of the Department.

### **CS581. Advanced Database Design (3).**

The course covers advanced topics in database design. It revisits 3rd normal form and Boyce-Codd NF, and tackles 4th and 5th normal forms; data models and the SQL query languages along with its variants such as Oracle SQL and procedural version PL/SQL will also be presented. Other topics covered include the physical level, indexing, transaction management, concurrency control, recovery procedures (rollbacks). Pre-requisites: Graduate student status or permission of the Department.

**CS591. Applied Research I – Project (3).**

This course is the first part of a two courses sequence; students will work under the guidance of a faculty member on a specific project that will prepare them for developing real software systems. This course contributes to improving students' technical skills. Students are required to present their work when completed. This first course focuses on reading related literature and starting conceptual design. Pre-requisites: Graduate student status or permission of the Department.

**CS592. Applied Research II – Project (3).**

This course is the second part of a two courses sequence; students will work under the guidance of a faculty member on a specific project that will prepare them for developing real software systems. This course contributes to improving students' technical skills. Students are required to present their work when completed. This second course focuses on implementing the design, testing, experimenting, and drafting a research report. Pre-requisites: Graduate student status or permission of the Department.

**Graduate Courses in Educational Leadership**  
**(EDL)**

**EDL512. Economic Allocation in Public Education (3).**

Students will examine the basic economic, fiscal, and legal theories of support for education, tax structures, state aid formulas, federal aid, and school budgets. Students will explore the allocation of resources with an emphasis on financial equity regarding student achievement, building schedules, and negotiating contracts.

**EDL518. Human Resource Optimization for Achievement (3).**

This course will focus on the skills necessary for principals to effectively work with faculty and staff. Current theories and practices relating to recruitment, development, and appraisal of personnel will be covered. The course will examine specific personnel functions such as recruitment, selection, retention, and evaluation. Additional topics include conflict resolution, effective communication skills, and creating and maintaining a positive school environment.

**EDL530. Principles of Ethics of School Law (3).**

Students will explore the principles of basic school law with an emphasis on the Michigan public education structure and statutes related to educational leadership and school law. Cases and scenarios that involve student rights and responsibilities, school safety/operations management, school finance, and human resources and negotiations will be examined. Policy development will also be discussed. Students will engage in required internship hours (20) focused on aspects of school law within a school setting.

**EDL540. School Climate and Culture for Student Learning (3).**

Students will explore organizational systems that impact school climate and culture. Implementation of programs that play a role in continuous improvement will be explored and assessed for student impact. Diversity among students, staff, and families, including race, ethnicity, culture, language, gender, and sexual orientation, will be taken into consideration. Collaboration with families, community, and community resource allocation will also be a focus.

**EDL544. Innovative Leadership (3).**

Educational systems are ever-changing and striving to improve. This course will guide each learner through the process of understanding through the examination of case studies, research, theories, and best practices. Implementation with integrity through the implementation science model used by the Michigan Department of Education (MDE) will be applied to creating and forming an applicable vision for school leadership.

**EDL550. Implementation Science and School Improvement (3).**

School improvement, student achievement, and required aspects of MDE for improvement will be explored throughout this course. Along with assuring proper implementation, human and fiscal resources as well as resources needed via technology will be assessed. The use of MDE's model of innovative practice in conjunction with UNC NIRN will be applied to students' effective innovation plans.

**EDL560. Educational Evaluation and Engaging Instruction (3).**

This critical process of evaluation will engage participants in case studies focused on reflecting and applying the evaluation process and impact on the growth of educators. The necessity of engaging students and developing educators to assure that a highly effective approach to learning is the ultimate goal. Systems of evaluation through the State of Michigan as well as the important role the full evaluation process plays in assuring human growth and development will be examined.

**EDL587. Internship in Educational Leadership (2).**

The school-based experience provides significant opportunities to synthesize, apply knowledge, and practice to develop the skills identified in the Michigan Standards for the Preparation of School Administration through substantial, sustained, standards-based work in the school setting. Students will have an internship plan that aligns each participant with a mentor with a state administration certificate and five years of experience. Students will engage in reflective practice throughout their internship experience.

## Course Descriptions

### **EDL588. Internship in Educational Leadership (1).**

The school-based experience will provide knowledge regarding administrative practices related to the need of closing a school year with appropriate evaluation cycles, budgeting, and finalization of schedules for the next school year. Students will complete the required reflection log and develop a 90-day individualized implementation plan for interviews. Students will have an internship plan that aligns each participant with a mentor with an administration certificate and five years of experience.

### **Graduate Courses in English (ENGL)**

#### **ENGL590. Thesis Writing (1).**

The purpose of this course is to familiarize students with the skills of planning and writing a thesis paper, which includes the formulation of a research problem, discovery and use of supportive evidence, and techniques for recording throughout the research process. This course presents step-by-step suggestions for writing a thesis manuscript that require research from many sources open to students. It will help them understand the difference between essays and research papers and to become familiar with the essential research tools, such as bibliographies, indexes, online resources, and library catalogs.

### **Graduate Courses in Business Administration – Finance (FIN)**

#### **FIN510. Advanced Managerial Finance (3).**

Advanced study of major decision-making areas of managerial finance. These include leasing, mergers and acquisitions, joint ventures, corporate reorganizations, financial planning, cost of capital, capital structure, and business valuation issues. (Prerequisite: Graduate student status or permission of the Department).

#### **FIN511. Financial Derivatives (3).**

This course examines the valuation and institutional characteristics of derivative securities, such as options, futures, forward contracts, swaps, and various other complex financial products that are used to hedge risks. The course covers the Black-Scholes and binomial option-pricing models. The objective of this course is to understand the practice importance of using these products in commodities and the broader overall financial markets.

#### **FIN512. Financial Modeling (3).**

This course introduces modeling techniques used by professionals in the real-world finance industry. Employing Excel spreadsheets, students will learn how to construct free cash flows, forecast the cash flows, construct portfolio of assets under constraints, evaluate the portfolio performance, and overall sensitivity analysis of various models.

#### **FIN513. Entrepreneurial Finance (3).**

This course studies how entrepreneurs obtain and use financial resources. Includes integration of financial matters into a business plan; identification of resources; financial analysis; business valuations; and investor and financial institution relations. (Prerequisite: Graduate student status or permission of the Department).

#### **FIN520. Advanced Portfolio Management (3).**

This course allows students to develop skills and gain experience not only in advanced financial research but also in assuming leadership roles while actively managing a live investment portfolio. Students will have the opportunity to share insight, guide decisions, and critique financial outcomes.

### **Graduate Courses in Higher Education Administration and Leadership (HAL)**

#### **HAL500. Foundations of Higher Education (3).**

The study of the history and philosophy of higher education. (Prerequisite: Graduate student status or permission of the Department).

#### **HAL501. Policy & Ethics in Higher Education (3).**

The study of policy issues in higher education and the ethical considerations driving them, including diversity, funding, affordability, government policy processes, and measuring and defining the “public good.” (Prerequisite: Graduate student status or permission of the Department).

#### **HAL502. Administration & Leadership in Higher Education (3).**

The study of research-based best practices in higher education administration and leadership. (Prerequisite: Graduate student status or permission of the Department).

#### **HAL503. Higher Education Governance (3).**

The study of shared governance structures and standards and study of responsibility of governing units such as boards of trustees or regents, state offices, administrative leadership, and faculty. (Prerequisite: Graduate student status or permission of the Department).

#### **HAL504. Institutional Effectiveness (3).**

The study of institutional research, data governance, data-driven decision making, theories of strategic planning, accreditation, and compliance. (Prerequisite: Graduate student status or permission of the Department).

#### **HAL505. Legal Theories & Higher Education (3).**

The study of the interplay between legal theories and higher education. (Prerequisite: Graduate student status or permission of the Department).

## Course Descriptions

### **HAL506. Higher Education Finance (3).**

The study of budget processes in colleges and universities including standards for financial reporting to governments and accrediting agencies. (Prerequisite: Graduate student status or permission of the Department).

### **HAL507. Retention, Persistence & Completion (3).**

The study of retention, persistence, and completion through review of historical and emerging trends. Students investigate and construct models and strategies to monitor, report, and assessment purposes. (Prerequisite: Graduate student status or permission of the Department).

### **HAL508. Assessment (3).**

The study of the history and methods of assessment. Students, through case study research, construct examples of student learning outcomes instruments and systems at course, program, and institutional levels. (Prerequisite: Graduate student status or permission of the Department).

### **HAL509. Distance Education (3).**

Study of history, current research, and standards of teaching effectiveness in distance education. (Prerequisite: Graduate student status or permission of the Department).

### **HAL510. Theories of Student Learning and Development (3).**

The study of how students learn and develop and how this knowledge can be used to support a productive learning environment for all students. (Prerequisite: Graduate student status or permission of the Department).

### **HAL511. Diverse Student Populations (3).**

The study of the history of diversity and inclusion in higher education and the evolving needs for resources and adaptations for emerging needs from diverse student populations. (Prerequisite: Graduate student status or permission of the Department).

### **HAL550. Topics in Higher Education (1-3).**

This course will discuss the current trends and issues in Higher Education. The course may be repeated for credit with a different topic. (Prerequisite: Graduate student status or permission of the Department).

### **HAL555. Experimental Course (1-6).**

### **HAL569. Practicum (3).**

The student will do a supervised practical work experience in a Higher Education that will be closely supervised by a faculty member. The practicum can be taken any time upon completion of the first 6 credit hours or with instructor permission.

### **HAL600. Capstone Research (3).**

Students completing capstone projects construct, implement, and evaluate a project that addresses a contemporary program in higher education. Course may be completed as an embedded internship. (Prerequisite: Permission of the Department).

### **HAL601. Research Methods (3).**

Students completing the thesis requirement learn how to formulate a hypothesis, construct surveys, conduct data collection methods, and prepare for data analysis. (Prerequisite: Permission of the Department).

### **HAL602. Thesis Research (3).**

Students completing this requirement analyze data collected in Research Methods (HAL601), write a research report, and present on findings in formal presentations. (Prerequisite: Permission of the Department).

## **Graduate Courses in Healthcare Administration (HCA)**

### **HCA581. Health Systems and Policy Execution (3).**

With the significant changes across the health industry, leaders must be aware of the entire organization that needs to integrate in order to function as a unit. This includes understanding, aligning, and integrating policies and practice. (Prerequisite: Graduate student status or permission of the Department).

### **HCA582. Political Climate and Regulation (3).**

Political issues influence many businesses and health care is no exception. Regulations must be followed but constant fluctuation is difficult and costly to manage. This course will investigate how to focus on key elements that reduce uncertainty. (Prerequisite: Graduate student status or permission of the Department).

### **HCA583. Insurance and Payor Sources (3).**

The insurance industry drives a significant portion of health care practice through funding options and payor designations. Health managers must have a firm grasp on this topic in order to maximize gains and align organizational strategy with practice. (Prerequisite: Graduate student status or permission of the Department).

### **HCA/MBA584. Human Resources and Operational Strategies (3).**

This course will focus on the operational decisions an organization uses to achieve a long-term competitive advantage. Discussion will include how and why operational strategy is important and incorporate an emphasis on maximizing human capital. (Prerequisite: Graduate student status or permission of the Department).



## Course Descriptions

### **HCA585. Applied Health Law and Ethical Practice (3).**

This course will merge substantive principles, rules, and standards of legal and ethical practice with real situational dilemmas, tensions, and pressures that impact health care business decisions. (Prerequisite: Graduate student status or permission of the Department.)

## **Graduate Courses in Human Resources** **(HUR)**

### **HUR570. Employment Law and Labor Relations (3).**

This course covers legal aspects of employment, conflict/dispute resolution, labor/management relations, and mediation. Content also focuses on union negotiation and other competitive strategies organizations must consider.

### **HUR571. Benefits and Compensation (3).**

This course focuses on benefits, compensation, and components of evaluating/rewarding/retaining and developing human capital. Information systems will also be emphasized, showing how and why technology is valuable and can be used to maintain and transition data.

## **Graduate Courses in Business** **Administration (MBA)**

### **MBA513. Data Analytics (3).**

This course covers important concepts in data analytics across a wide range of applications. Students complete the course with a clear understanding of how to utilize quantitative data in real-time problem identification, decision making, and problem solving. Fall every year.

### **MBA523. Leadership and Communication (3).**

Introduces students to the concept of leadership, explores leadership theory, and provides opportunities to develop leadership skills, relates leadership to ethics and values, and assists students in applying good leadership practice into their current and future roles and responsibilities. Cross listed with ACCT523 and SMGT523. Students who have taken ACCT523 or SMGT523 may not take this course for credit. (Prerequisite: Graduate student status or permission of the Department). Offered once per academic year.

### **MBA530. Business Process Improvement (3).**

Driven by the competitive global economy, organizations around the world started adopting “business process” as a tool to improve their market position. The process improvement tools utilized are comprehensive and focus on quality, productivity, and cost. Currently organizations focus on employing managers with this, “cross-functional business process perspective.” The key objective of this course is to learn and apply these concepts, specifically Lean and Six Sigma.

### **MBA531. Non-Profit Management (3).**

This course introduces the student to the unique management of the nonprofit organization. To best illustrate this management approach, a foundation will be built on defining and categorizing what a nonprofit organization is, which sectors it represents, and how it is governed. Further, this course will examine nonprofit organizations and their approach to leadership and successful operation.

### **MBA541. Quality Management (3).**

Students will learn to identify, analyze, design, and influence critical organizational processes as a means of achieving quality results. Content focuses on decision-making, implementation, organizational learning, and change management. (Prerequisite: Graduate student status or permission of the Department). *Previously listed as HCA541.*

### **MBA542. Marketing and Consumer Relations (3).**

Course focuses on the influence of the marketplace and the marketing environment on marketing decision making, the determination of the organization’s marketing mix, and the system for planning, strolling, and communicating to enhance performance. (Prerequisite: Graduate student status or permission of the Department). *Previously listed as HCA542.*

### **MBA543. Finance and Accounting Principles (3).**

Course offers a foundation of accounting principles and a toolkit for making smart financial business decisions using data as well as subjective industry integration. Communicate strategies for key internal and external stakeholders is emphasized. (Prerequisite: Graduate student status or permission of the Department). *Previously listed as HCA543.*

### **MBA545. Managerial Economics (3).**

The course will include foundational economic principles and relate content to leadership strategy by understanding efficiency, effectiveness, value and behavior of the production and consumption of goods and services across an industry. (Prerequisite: Graduate student status or permission of the Department.). *Previously listed as HCA545.*

### **MBA546. Disruptive Strategy (3).**

Change will derail an organization. This course will support a manager’s ability to use change as a lever to unlock innovation and create opportunities by understanding a business’s full potential. (Prerequisite: Graduate student status or permission of the Department.). *Previously listed as HCA546.*

## Course Descriptions

### **MBA547. Business Abroad (3).**

Students will examine business practice and policies in other selected nations in order to analyze and compare various factors in relation to industry in the United States. A Study Abroad Component is required.

### **MBA550. Topics in Health Care Administration (1-3).**

This course will discuss the current trends and issues in Health Care Administration. The course may be repeated for credit with a different topic. (Prerequisite: Graduate student status or permission of the Department).

### **MBA555. Experimental Course (1-6).**

### **MBA560. Thesis/Project I (2).**

Students will explore qualitative, quantitative, and mixed-methods research, investigate the strengths and weaknesses of data collection, and recognize differences in data measurement and evaluation. Students will also conduct a literature review and solidify a topic for their unique thesis/project research. Preparation and submission of an IRB proposal will be included as needed.

### **MBA561. Thesis/Project II (3).**

As the second phase of the research process, students will deploy specific research methodologies outlined in their unique thesis/project plan, evaluate data, and generate findings. Students will execute a formal research manuscript in accordance with the Graduate Studies Handbook and demonstrate proficiency through a thesis defense or poster exhibit. (Prerequisite: MBA560).

## **Graduate Courses in Marketing (MKTG)**

### **MKTG501. Marketing Communication and Technology (3).**

This course is designed to help students understand the value of marketing communication and how organizations can integrate technology to improve consumer outcomes. Students will explore numerous technologies used to communicate their marketing strategies across various online and offline channels, including but not limited to: Email marketing, CRM, SEO, QR codes, Google Analytics, HubSpot, Hootsuite, and others. Through real-world applications, students will learn how firms create value for customers and can integrate technology in delivering a better consumer experience.

### **MKTG502. Strategic Communication Planning and Tactics (3).**

In this class, students will walk through the process of creating a strategic communication plan using public relations theory and tactics. The course will primarily focus on strategic planning for crisis communication using proactive and reactive public relations tactics. Students will complete a crisis communication simulation from Stukent, where they must put their strategic plan into practice for a fictional client.

### **MKTG503. Insights Development (3).**

Marketing success requires understanding consumers. This course will develop skills needed for this understanding, including secondary data in all forms, ethnography, qualitative research, surveys, and experimentation. Product and communication research for both digital and non-digital products will be highlighted, including significant coverage of UX (user experience) research topics. Students will learn the soft skills necessary for working with internal stakeholders in a team environment. Completed assignments will be portfolio worthy.

## **Graduate Courses in Modern Languages and Cultures (MLC)**

### **MLC501. International Business Culture: Germany, Japan, and the Spanish Speaking World (3).**

This course exposes students to the customs and cultures outside of English-speaking countries. It helps students understand the cultural normal, practices, and behaviors specific to German-speaking countries, Japan and east Asia, and Hispanic countries. This class will equip students to navigate the unfamiliar practices of their global counterparts, put their international business partners at ease, and feel confident in their ability to work efficiently no matter where they happen to be. (Prerequisite: Admission into an MBA program).

## **Graduate Courses in Criminal Justice (SCJ)**

### **SCJ500. Criminology and Prevention Policy (3).**

Advanced criminology and crime prevention readings are used to examine recent criminology and public policy. Participants learn policy dimensions of criminology theory and use critical thinking, research methods, and writing skills to create a timely research or program proposal. (Prerequisite: Admission to MA in Criminal Justice Program). Fall.

### **SCJ503. Advanced Criminal Procedure and the Constitution (3).**

Using Supreme Court cases, this course examines the rights of those accused of crimes throughout the criminal justice process—from the onset of police investigation to an inmate's last legal appeal. Special attention given to the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the U.S. Constitution. (Prerequisites: SCJ500). Fall.

### **SCJ505. Advanced Topics in Homeland Security (3).**

Focuses on issues such as foreign and domestic terrorism, cyber-crimes, and other non-military threats against internal U.S. security. Will also explore the structure of international criminal organizations and how they are investigated and prosecuted.

## Course Descriptions

### **SCJ506. Advanced Community Policing (3).**

Analysis of relationships between policing agencies and community partnerships, community policing, performance evaluation, police roles, and discretion. Explores persistent problems including: perception, attitudes, beliefs, values, demography, race and ethnicity issues, violence and collective behavior, special populations, media, and crime prevention. Focus on research-based policy articles on policing.

### **SCJ509. Civil Liberties Seminar (3).**

Focuses on an important historical or contemporary civil liberties issue, such as the rights to freedom of expression, assembly, privacy, due process of law, and others. Will explore tension between liberty and security inherent in our criminal justice system. Issues considered may vary by semester. Offered as needed.

### **SCJ510. Legal Research Methods (3).**

Students will learn skills necessary to performing research-oriented tasks such as briefing court cases, preparing memos, and writing legal articles. Students will learn to locate court documents and interpret and incorporate these documents into their research projects. Throughout, students will gain insight into judicial reasoning and decision making. Offered as needed.

### **SCJ511. Crime and the Media (3).**

Explores the portrayal of crime across several different forms of media, including music, television and film, the news, and the Internet. Special attention is paid to the inaccurate portrayal of criminality and how this connects to theories of deviance.

### **SCJ512. Advanced Wrongful Conviction Seminar (3).**

A deeper investigation and analysis of the causes of wrongful convictions explored in SCJ402. Students are required to conduct original research and write a course paper under the supervision of the instructor.

### **SCJ515. Advanced Study of Capital Punishment in the United States (3).**

A deeper investigation and analysis of the legal, historical, and philosophical issues related to capital punishment in the United States. Students are required to conduct original research and write a course paper under the supervision of the instructor.

### **SCJ520. Advanced Corrections (3).**

Analysis of theories and practice of correctional institutions, probation, and parole. Focus on philosophical justifications for punishment, modes of correctional intervention, the impact of the incarceration environment on the inmate and society, and issues of reentry. Exposure to social, political, economic, and organizational factors affecting correctional policies.

### **SCJ525. Graduate Research Methods 1: Methods of Data Collection (3).**

Familiarizes graduate students with the mechanics, “best practices”, and strengths and weaknesses of data collection methods used in the social sciences. Discusses research design, measurement evaluation, and introductory data analysis. Students will research, evaluate, and discuss methodologies, draft their thesis proposal and literature review, and select a thesis committee chair.

### **SCJ544. Advanced Freedom of Expression and Crime (3).**

A deeper investigation and analysis of the legal, historical, and philosophical issues related to freedom of expression in the United States. Students are required to conduct original research and write a course paper under the supervision of the instructor.

### **SCJ550. Advanced Topics in Criminal Justice (3).**

A seminar that examines a particular topic of interest to faculty and students not typically covered in other courses. Topics vary but will generally treat a particular issue relating to policing, corrections, or legal studies.

### **SCJ555. Experimental Course (1-6).**

### **SCJ560. Family Theories of Delinquency (3).**

Graduate seminar focusing on understanding the ways in which family-level variables are associated with individual-level and societal-level crime and delinquency. Each week, students will read theoretical and empirical works and meet to discuss them as a group.

### **SCJ569. Advanced Practicum (3).**

Field placement in a professional criminal justice situation working with a local court, law firm, police agency, a state probation, corrections or parole agency, prisoner reentry, federal law enforcement agency, or an educational group influencing legislation. Applies criminal justice knowledge to the practitioner setting and goals. (Prerequisite: Admission into the Graduate Program in Criminal Justice). Fall.

### **SCJ575. Graduate Research Methods II: Methods of Data Analysis (3).**

Familiarizes graduate students with the purpose and mechanics of quantitative and qualitative data analysis methods used in the social sciences. Discusses parameter estimation, inferential statistics, correlational and associative techniques, linear regression, graphic presentation of data, and analysis of qualitative data. Students receive hands-on experience using statistical processing software. (Prerequisite: SCJ525).

### **SCJ595. Research Hours (1-3).**

Directed research and writing under faculty supervision. Can be repeated for up to a maximum of 6 credits.

## Course Descriptions

### **SCJ599. Thesis Defense (3).**

A thesis normally requires a minimum fifty-page research project of publishable quality focusing on a relevant scholarly issue. This requires substantial research, analysis, and writing. Students are expected to defend their thesis before their committee after a maximum of two years in the program, demonstrating skill to merit a M.A. in Criminal Justice. (Prerequisite: SCJ575). Summer.

## **Graduate Courses in Sport Management (SMGT)**

### **SMGT510. Sport Administration (3).**

This course is an overview of the nature and scope of the sport industry. This course is also designed to expand the students' understanding of various leadership and management theories, research, and application to sport organization and administration. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL510.*

### **SMGT511. Sport Ethics (3).**

This course investigates moral and ethical issues in sport and judgments. This course will examine the concept of right and wrong behavior among athletes, coaches, and spectators as well as other ethical issues in sport such as cheating, sportsmanship, PED use, and violence. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL511.*

### **SMGT512. Sport Sales (3).**

The purpose of this course is to promote critical examination of theory and practical application with regard to sales and promotion in sport. With the development of an understanding of foundational concepts, students will be challenged to examine theory and practice a variety of sales strategies and promotional tools. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL512.*

### **SMGT521. Sport Law (3).**

This course will examine legal issues including negligence, constitutional law, product liability, administrative law, and contract law as it applies to the sport industry. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL521.*

### **SMGT522. Sport Marketing (3).**

This course is designed to introduce students to all aspects of planning, organizing, marketing, evaluating, and conducting special and sport events. Specifically, this course will examine the difference of marketing organizations such as the NBA versus individual athletes or events. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL522.*

### **SMGT523. Leadership and Communication (3).**

Introduces students to the concept of leadership, explores leadership theory, provides opportunities to develop leadership skills, relates leadership to ethics and values, and assists students in applying good leadership practice into their current and future roles and responsibilities. (Cross listed with ACCT523. Students who have taken ACCT523 may not take this course for credit.) (Prerequisites: Graduate student status or permission of Department) *Previously listed as SAL523.*

### **SMGT531. Sports History (3).**

This course examines the history of sports. Students will explore how athletic activities were transformed into spectator sports at the collegiate and professional levels and how sports reflected and informed issues such as race, class, and gender. *Previously listed as SAL531.*

### **SMGT533. Sport and Gender (3).**

In an effort to understand the role of women in sport, this course is designed to study concepts about cultural, social-psychological, and physiological considerations associated with gender and transgender participation in sport and physical activity. *Previously listed as SAL533.*

### **SMGT535. Sport Issues (3).**

This course examines contemporary issues in sport, focusing on the context in which sport administrators function and the place that sport holds in society and as a social phenomenon. *Previously listed as SAL535.*

### **SMGT536. Intercollegiate Sport (3).**

The intercollegiate athletics course will examine the development of athletics within American institutions of higher learning with an emphasis on prevailing issues affecting college athletics, including recruiting, realignment, pay for athletes, and reform. *Previously listed as SAL536.*

### **SMGT537. Youth Sport (3).**

This course will examine the development of youth athletics, little league to high school, within American institutions with an emphasis on the prevailing issues that underlie the developments of and major problems affecting youth athletics, including specialization and participation fees. *Previously listed as SAL537.*

### **SMGT538. Sport in Film (3).**

The course offers a critical examination of visual representations of sport in popular film. This course seeks to facilitate a deeper understanding of the ways in which social issues are represented in films related to sport. *Previously listed as SAL538.*

## Course Descriptions

### **SMGT541. Facility and Event Management in Sport (3).**

This course is designed to develop an understanding of sport event and sport facility management practices, policies, and procedures and the ways in which the two areas are interrelated in the sport marketplace. *Previously listed as SAL541.*

### **SMGT543. Advanced Coaching (3).**

This course is designed to cover various areas in coaching. The course will address each of the coaching competency areas as set by the National Association for Sport and Physical Education (NASPE). *Previously listed as SAL543.*

### **SMGT546. Sport Finance (3).**

This course teaches the financial skills necessary for sport managers. Students will examine financial strategies related to sport entities and organizations and will be introduced to current economic and financial issues that impact the sport industry. *Previously listed as SAL546.*

### **SMGT548. Sport Psychology (3).**

This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing an in-depth view of the major topics in the area. *Previously listed as SAL548.*

### **SMGT550. Advanced Topics in Sport Management (3).**

This course will discuss the current trends and issues of importance to the practitioner in sport administration and leadership in professional sports, intercollegiate sports, and youth sports. The course may be repeated for credit with a different topic. *Previously listed as SAL550.*

### **SMGT555. Experimental Course (1-6). *Previously listed as SAL555.***

### **SMGT569. Practicum (3).**

The student will do a supervised practical work experience in a sport organization that will be closely supervised by a faculty member. The practicum can be taken any time upon completion of the first-year courses or with instructor permission. *Previously listed as SAL569.*

### **SMGT572. Thesis Preparation (3).**

The student will implement thesis research proposal and prepare and complete literature review and research design with appropriate methods so that the student will be in a position to successfully complete and defend the thesis in the following semester. *Previously listed as SAL572.*

### **SMGT579. Thesis (3).**

The student will do a supervised thesis demonstrating quality research, analysis, and writing ability. The thesis is to be completed during a student's second year, demonstrating skill to merit an M.A. in Sport Management. *Previously listed as SAL579.*

## **Graduate Courses in Teacher Education (TED)**

### **T ED501. Introduction to Curriculum (3).**

Students will explore instruction and curriculum development with regard to historical and current trends. Emphasis is placed on integrating theoretical and practical dimensions and their impact on student learning. *Previously listed as T ED571.*

### **T ED502. Curriculum Planning (3).**

Students will explore how to be actively involved in multiple facets of interdisciplinary curriculum development including planning, design, developmental processes and approaches, implementation, evaluation, and improvement/change. A focus will be on how curriculum must address technology integration, evidence-based practices, and innovative and collaborative learning experiences as well as the impact of social, political, psychological, and economic factors. *Previously listed as T ED572.*

### **T ED503. Learning Centered Pedagogy (3).**

Students will explore learning theories, instructional strategies, and current issues in the psychology of learning, including the social and emotional growth and diverse needs of students. Topics include research related to child development, best teaching practices, learning styles, theories of multiple intelligences, and constructivism. A study of pedagogical models will provide the foundation upon which educators can reflect on best practices and meet the needs of diverse learners. *Previously listed as T ED573.*

### **T ED504. Assessment Practices (3).**

Students will gain knowledge in interpreting and utilizing assessment data as applied in educational settings. Both formal and informal assessment will be studied. Emphasis is placed on how to assess within the classroom and apply assessment results to teaching to improve student learning. *Previously listed as T ED574.*

### **T ED505. International Education Policy (3).**

Students will critically examine the implications of the historical, cultural, economic, social, and political forces that influence education policy from an international and global perspective. *Previously listed as T ED575.*

## Course Descriptions

### **T ED506. Research in Education (3).**

Students will be introduced to various methods in educational research and will study an area of research methodology relevant to their proposed project or thesis. *Previously listed as T ED576.*

### **T ED507. Project / Thesis (3).**

This project/thesis will focus on inquiry and school and community-based research into understanding learnings, curriculum development and pedagogy, assessment, teacher collegiality, and leadership or international mindedness, with reference to IB policy and practice. (Prerequisites: T ED501, T ED502, T ED503, T ED504, T ED506, or instructor permission). *Previously listed as T ED577.*

### **T ED521. Foundations of K-12 Literacy (3).**

The course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The key theoretical underpinnings to research and instruction in literacy will be discussed as well as theories of reading/literacy and their historical roots and current trends in practice.

### **T ED522. K-12 Literacy Instructional Practices (3).**

Students will gain an understanding of pedagogy in reading in regard to providing engaging instructional practices that support a variety of teaching methodologies and techniques for word identification, comprehension, and the writing process in order to create learning environments that support the use of technology, enhance learner motivation, support inquiry, and accommodate individual learning styles. Students will be required to document a school-based experience utilizing and applying course objectives.

### **T ED523. K-12 Literature & Understanding (3).**

This course will focus on familiarizing students with classic works as well as contemporary children's and young adult's literature, fiction, and non-fiction in order to understand key issues, ways to support student choice and enthusiasm, critical thinking, and cultural awareness.

### **T ED524. Leadership & Coaching (3).**

The course provides a foundation of research-supported literacy coaching practices so that students will be able to provide job-embedded, ongoing professional development to other teachers with a primary goal of enhancing classroom literacy instruction.

### **T ED530. Social and Emotional Learning (3).**

This course addresses individual and population approaches to dealing with social and emotional health issues in the learning process. Topics include historical perspectives on social-emotional learning, the role of educators in social-emotional learning, and determinants of mental health, stress, and coping. Their relationship to overall health will be discussed, including relevant resources.

### **T ED540. Personal Health (3).**

Students will be introduced to the six risk factors identified by the CDC and how they impact the individual's personal fitness, wellness, and health. Students will utilize functional knowledge, appropriate resources, and self-assessment to develop positive attitudes and skills to empower students to make responsible decisions that lead to healthy lifetime behaviors.

### **T ED541. Today's Health Content I (3).**

Students will learn that nutrition, physical activity, and ATOD are content areas in a Comprehensive School Health Education Curriculum. The course provides an understanding of optimal nutrition, weight management principles, physical activity concepts, and responsible uses of ATOD. Additional topics include: death/dying and disease prevention. Emphasis on functional knowledge and teaching skills, developing attitudes, and selecting effective educational resources.

### **T ED542. Today's Health Content II (3).**

Students will learn that violence prevention, intentional and unintentional injury, suicide prevention, mental health, environmental health, and character education are content areas in CSHE and that CSHE is one of the eight components of a Coordinated School Health Program. The emphasis will be on providing functional knowledge and teaching skills, developing attitudes, and selecting effective educational resources to encourage adolescents to adopt healthy behaviors.

### **T ED543. Teaching Health Methods in Middle and High School (3).**

Students will learn best practices and instructional methods to teach middle and high school health education. Performance indicators on the Michigan Content Standards and Benchmarks, numerous teaching strategies, and resources will be discussed and modeled.

### **T ED544. Role of Health Education (3).**

Capstone class for the health minor explores the health educator's roles within the school and community, including: providing resources, leadership, and advocacy in support of young people's health. Partnerships with key community and state organizations are emphasized. Participation in a health education related conference is required.

## Course Descriptions

### **T ED545. School Health Curriculum (3).**

Students will be introduced to planning a health curriculum at the middle and high school level as it applies to a Comprehensive School Health Education program. Students will examine criteria for evaluating effective curricula, development of a scope and sequence for utilization of the HECAT (Health Education Analysis Tool) within the framework of Michigan Health Content Standards.

### **T ED546. Teaching Sexuality in Schools (3).**

Sexuality is a content area in a Comprehensive Health Education Curriculum, one of the eight components of a Coordinated School Health Program. This course addresses how to implement a human sexuality curriculum at the middle and/or high school level. Legalities, teaching strategies, sensitive issues, values, and resources will be covered.

### **T ED547. Assessment in Health Education (3).**

The component school health teacher evaluates the effectiveness of a school-based health education program. Appropriate content, skills, and methodology to develop assessment strategies for health education will be covered. Numerous assessment tools will be used including rubrics and formative and summative evaluation techniques.

### **T ED550. Topics in Education (1-3).**

This course will discuss the current trends and issues in Teacher Education. The course may be repeated for credit with a different topic. (Prerequisite: Graduate student status or permission of the Department).

### **T ED555. Experimental Course (1-6).**

### **T ED575. International Education Policy (3).**

Students will critically examine the implications of the historical, cultural, economic, social, and political forces that influence education policy from an international and global perspective.

### **T ED578. Comparative International Education (6).**

Students will examine the educational systems of selected nations with analysis of various social, historical, political, and economic forces in relation to their effect on the establishment of education practices. Study Abroad Component.

### **T ED579. Assessment and Evaluation (3).**

Students will critically examine goals, objectives, and testing techniques; creation of teacher-made tests and interpretation of standardized tests; recording and reporting test results; and the use of the test results in planning.

### **T ED580. School Law (3).**

Students will examine formal and informal legal dimensions of the American system of education. Students will become knowledgeable about the legal limits on teachers in daily school operations.

### **T ED581. Inquiry – Based Reading Instruction (3).**

Students will extend the concept of literacy teaching in elementary grades focusing upon assessment-based instruction. Content includes a wide range of literacy topics including classroom-based assessment, evaluation, and instruction. Meets the Michigan reading requirements for certificate renewal and professional certificate.

### **T ED582. Urban Education (3).**

Students will combine theoretical study with first-hand observations of the urban school. Emphasis is on probing the uniqueness of the urban school subculture and its problems, the nature of the social forces that directly impinge on its functioning, and discernment of the basic similarities that characterize schools servicing socio-geographical populations.

### **T ED583. Supporting, Reaching, and Engaging English Learners in K-12 Classrooms (3).**

This course explores evidence-based instructional practices of language and literacy for culturally and linguistically diverse students in K-12 classrooms. It examines the interconnectedness of language and content-area learning and identifies factors that can motivate and engage English Learners to participate in rigorous, grade-appropriate learning strategies.

### **T ED584. Literacy in the Content Areas (3).**

In this course, students will analyze the application of literacy instruction to all content areas: determining the readability of instructional materials; determining the suitability of instructional materials for given students; recognizing the basic and unique literacy skills required in various content areas and evaluation of student abilities in using those skills; and using various strategies for improving student literacy in content areas.

## Course Descriptions



## Faculty, Staff, and Administration

### College Officers 2024-2025

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President

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Vice President and Dean of Academic Affairs

**Phil Mishka**

Vice President for Business Affairs & CFO

**Frank J. Hribar**

Vice President for Enrollment and Student Affairs

**James A. Mahony**

Vice President of Development

### Faculty

**Yasser M. Alginahi (2020)**

Associate Professor of Computer Science  
B.A. Sc., M. Sc., Wright State University; Ph.D.,  
University of Windsor

**Donna Baker (2015)**

Professor of Accountancy/Business/Economics  
B.A., Siena Heights University; M.B.A., Michigan State  
University

**Malak Bazzi-Abbas (2024)**

Assistant Professor of Biology  
B.S., University of Michigan; Ph.D., University of  
Michigan

**Laura Bearden (2017)**

Associate Professor of Accountancy/Business/Economics  
B.A., Siena Heights University; M.B.A., University of  
Toledo

**Andrew Blazsik (2022)**

Assistant Professor of Accountancy/Business/Economics  
B.A., M.A., M.A., M.B.A., University of Toledo

**Bryan Bott (1997)**

Assistant Professor of Modern Languages and Cultures  
B.A., Brigham Young University; M.A., North Carolina  
State University; Ph.D., University of Colorado

**Christie F. Boxer (2012)**

Associate Professor of Sociology and Criminal Justice  
B.A., M.A., Western Michigan University; M.A., Ph.D.,  
University of Iowa

**Peter Cha (2023)**

Assistant Professor of Physics  
A.B., Harvard University; M.Sc., University of Waterloo;  
Ph.D., Cornell University

**Keith Christy (2012)**

Associate Professor of Accountancy/Business/Economics  
B.S., Central Michigan University; M.S., Michigan State  
University; Ph.D., The Ohio State University

**Tina L. Claiborne (2007)**

Professor of Exercise Science/ Physical Education  
B.A., Ithaca College; M.S., Ph.D., University of Toledo

**Kristin Clark (2016)**

Associate Professor of Music  
B.M.Ed., M.M.- Conducting, M.M.- Performance.,  
D.M.A., University of Michigan

**Phillip Clark (2018)**

Assistant Professor of Music  
B.M., M.M., University of Toledo

**Jenna Cleary (2024)**

Assistant Professor of Accountancy/Business/Economics  
B.B.A., Adrian College; M.A., Siena Heights University

**Brittney Cole (2016)**

Professor of Chemistry  
M.A., Austin Peay State University; M.C., Ohio University

**Carman C. Curton (2003)**

Professor of English  
B.A., Michigan State University; Ph.D., University of  
Denver

**Kevin C. Darr (1989)**

Professor of Exercise Science/Physical Education  
B.S., Wheaton College; M.S., Ph.D., University of  
Wisconsin

**Jody DiMarco (2016)**

Assistant Professor of Social Work  
B.A., Siena Heights University; M.S.W., University of  
Michigan

**Patricia Dudley (2016)**

Instructor of Art and Design  
B.S., Western Michigan University

**Constantin D. Dumitrascu (2011)**

Associate Professor of Mathematics  
B.S., University of Craiova, Romania; M.S., Virginia  
Polytechnic Institute & State University; Ph.D.,  
Pennsylvania State University

Faculty, Staff, and Administration

**Anthony Duran (2022)**

Associate Professor of Marketing  
B.B.A., Cleary University; M.B.A., North Central University; A.B.D., Grand Canyon University

**John E. Eipper (2000)**

Professor of Modern Languages and Cultures  
B.A., Dartmouth College; A.M., Ph.D., University of Michigan

**Scott Elliott (2009)**

Professor of Philosophy and Religion  
Diploma, Zion Bible College; MATS, Assemblies of God Theological Seminary; M.A., Missouri State University; M. Phil, Ph.D., Drew University

**Travis Erxleben (2020)**

Assistant Professor of Art  
B.F.A., M.F.A., Austin State University

**Peter Ford (2003)**

Professor of Music  
B.A., M.A., Indiana State University

**Danielle Gilbert (2021)**

Assistant Professor of Teacher Education  
B.S., Siena Heights University; M.Ed., Adrian College

**Nathan Goetting (2008)**

Professor of Criminal Justice and Jurisprudence  
B.A.G.E., Aquinas College; M.A., Western Michigan University; J.D., Thomas M. Cooley Law School

**Kyle Griffith (2022)**

Assistant Professor of Teacher Education  
B.S., S.A., M.A., Siena Heights University; M.S., California University of Pennsylvania; Ed.D., Northcentral University

**Oded Gur-Arie (2009)**

Professor of Accountancy/Business/Economics  
B.S., M.A., Ph.D., The University of Alabama

**Ahsan M. Habib (1981)**

Professor of Economics  
B.A., M.A., University of Dacca; M.A., Ph.D., McMaster University

**JoLynne Hall (2012)**

Assistant Professor of Mathematics  
B.A., Purdue University; M.S., Eastern Michigan University

**Sarah L. Hanson (1998)**

Professor of Geology  
B.S., M.S., University of New Orleans; Ph.D., University of Utah

**Tyler Harris (2020)**

Assistant Professor of Exercise Science  
B.S., Northern Arizona University; M.S., Northern Michigan University; Ph.D., Michigan State University

**Suzanne G. Helfer (2003)**

Professor of Psychology  
B.S., Pennsylvania State University; M.S., Ph.D., Ohio University

**Cedrick G. Heraux (2012)**

Associate Professor of Sociology and Criminal Justice  
B.A., Purdue University; M.A., University at Albany, State University of New York; Ph.D., Michigan State University

**Garin Horner (2008)**

Professor of Art and Design  
B.F.A., Siena Heights University; M.F.A., Cranbrook Academy of Art

**Philip J. Howe (2005)**

Professor of Political Science  
B.A., Oberlin College, Ph.D., University of California at San Diego

**Terrence W. Jackson (2003)**

Professor of History  
B.A., B.S., Tufts University; M.A., Ph.D., Indiana University

**Nick Kaplan (2023)**

Associate Professor of Spanish  
B.A., Siena Heights University; M.A., Bowling Green State University

**Karen Keune (2022)**

Associate Professor of Accountancy/Business/Economics  
B.S.N., University of Phoenix; M. Jur., Loyola University; Ed.D., Concordia University

**Christine M. Knaggs (2016)**

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A.B., Harvard College; M.Ed., Ph.D., University of Toledo

**Elizabeth A. Lamprecht (1995)**

Professor of Mathematics  
B.S., State University of New York, Buffalo; M.A., Ph.D., State University of New York, Binghamton

**Victor Liberi (2009)**

Professor of Exercise Science  
B.S., West Chester University; M.S., University of Delaware

Faculty, Staff, and Administration

**Alex Martin (2024)**

Associate Professor of Chemistry  
B.S., University of Michigan; Ph.D., Virginia  
Commonwealth University

**James B. Martin (2002)**

Professor of Biology  
A.S., Elgin Community College; B.S., Southern Illinois  
University; M.S., Ph.D., Texas A&M University

**Christy Mesaros-Winckles (2015)**

Associate Professor of Communications Arts and Sciences  
M.A., Spring Arbor University; Ph.D., Bowling Green  
State University

**Marti Morales-Ensign (2009)**

Professor of Biology  
B.S., University of New Mexico; M.S., Ph.D., New  
Mexico State University

**Vanessa B. Morrison (2007)**

Professor of Teacher Education  
A.L.A., Oakland Community College; B.A., University of  
Michigan; M.A., Ph.D., Oakland University

**Thomas W. Muntean (2011)**

Professor of Geology  
B.S., University of California; M.S., University of Nevada  
Ph. D., University of Nevada Las Vegas

**Jeffrey Murphy (2021)**

Assistant Professor of Exercise Science  
B.S., Saint Vincent College; M.S., Ph.D., University of  
Pittsburgh

**Zavin Nazaretian (2016)**

Associate Professor of Sociology and Criminal Justice  
B.A., Saint Mary's University; M.S., Loughborough  
University; Ph.D., Wayne State University

**Michael Neal (2017)**

Assistant Professor of Communications Arts and Sciences  
B.A., Adrian College, M.H., Tiffin University

**Sasha North (2022)**

Assistant Professor of Physical Chemistry  
B.S., Ph.D., Michigan State University

**Cheryl Nutter (2016)**

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B.S., Bowling Green State University; M.A., Spring Arbor  
University; Ed.D., Concordia University

**Mohammed Ouali (2022)**

Associate Professor of Computer Science  
B.S., University of Sciences and Technology; Ph.D.,  
University of Sherbrooke

**Benjamin Pawlisch (2016)**

Associate Professor of Biology  
B.S., University of Wisconsin-Stevens Point;  
Ph.D., University of Wisconsin-Madison

**Janet Pietrowski (2008)**

Professor of Psychology  
B.A., M.A., Ph.D., Eastern Michigan University

**Charles Reid (2018)**

Assistant Professor of Accountancy/Business/Economics  
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**Christopher Rodgers (2024)**

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B.A., Southern University and A&M College; M.A.,  
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B.A., University of Mount Union; M.E.L., University of  
Mount Union

**Heather Schuyler (2008)**

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South Florida; Ed. D., University of St. Augustine

**Stephen M. Shehan (1990)**

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M.S., University of Southwestern Louisiana; Ph.D., Wayne  
State University

**Bethany Shepherd (2011)**

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Ph.D., Brown University

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B.A., Art Institute of Pittsburgh

**James H. Spence (2005)**

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State University

**Kate Steele (2023)**

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Education  
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University

Faculty, Staff, and Administration

**Ian Steinke (2024)**

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B.S., Ferris State University; Ph.D., Auburn University

**Melissa C. Stewart (2003)**

Professor of Philosophy and Religion  
B.A., Wofford College; M.A., Southwest Baptist  
Theological Seminary; Ph.D., Vanderbilt University

**Gregory Thompson (2009)**

Professor of Physics  
B.S., University of Michigan; M.S., Eastern Michigan  
University; Ph.D., The University of Toledo

**Stacey Todaro (2009)**

Professor of Psychology  
B.A., M.A., Ph.D., Northern Illinois University

**Jennifer Towns (2018)**

Assistant Professor of Social Work  
B.A., Alma College; M.S.W., University of Michigan;  
Ph.D., Walden University

**Daniel A. Traylor (2021)**

Assistant Professor of Exercise Science  
B.S., Appalachian State University; M.S., M.S., Armstrong  
State University; Ph.D., Clemson University

**Scott Westfall (2017)**

Assistant Professor of Accountancy/Business/Economics  
B.A., M.Ed., Colorado State University; M.A., University  
of Michigan; Ph.D., Michigan State University

**Kristie Wrasman (2022)**

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B.S., The Ohio State University; Ph.D., Johns Hopkins  
University

**Matthew Zeckner (2011)**

Professor of Mathematics  
B.A., University of Cincinnati; M.A., Ph.D., University of  
Kentucky

**Emeritus Professors**

**George Aichele (1978-2008)**

Professor of Philosophy and Region

**Michael Allen (1986-2017)**

Professor of Theatre

**Bill Bachman (1981-2017)**

Professor of Accountancy and Business Administration

**Pauleve Benio (1978-2014)**

Professor of Art & Design

**Wilnella M. Bush (1973-2004)**

Assistant Professor of Music

**Donald Celleni**

Professor of Modern Languages & Cultures

**Henry W. Cetola (1979-2003)**

Professor of Psychology

**Luella B. Chatters (1986-1996)**

Associate Professor of Teacher Education

**Doris S. deLespinasse (1979-1996)**

Professor of Accountancy and Business Administration

**Roger J. Fechner (1970-2002)**

Professor of History

**Forest Haines (1971-2011)**

Professor of Geology

**Gordon Hammerle (1976-2012)**

Professor of Psychology

**Judith Hammerle (1977-2008)**

Professor of Psychology

**C. Ray Hembree (1984-1996)**

Professor of Mathematics

**Diane A. Henningfeld (1987-2006)**

Professor of English

**Donald A. Kleinsmith (1970-2015)**

Professor of English

**Norman H. Knutson (1970-1998)**

Professor of Art

**Richard E. Koch (1979-2009)**

Professor of English

**Paul A. MacDonald (1966-1996)**

Professor of Exercise Science/Physical Education

**Michael C. McGrath (1983-2003)**

Professor of History

**Albert Misseldine (1964-1997)**

Professor of English

**Thomas D. Nelson (1974-2008)**

Professor of Psychology

**Robert A. Ploegstra (1965-1995)**

Professor of English

**Patrick Quinlan (1982-2020)**

Professor of Business

Faculty, Staff, and Administration

**Kenneth W. Ross (1968-1997)**

Professor of Political Science

**Betty L. Skillman (1970-2000)**

Professor of Teacher Education

**Marianna K. Staples (1968-2001)**

Professor of Foreign Languages

**Jerry L. Stewardson (1969-2003)**

Professor of Philosophy/Religion

**Eugene L. VandenBoss (1968-2004)**

Professor of Mathematics and Computer Science

**Nancy A. Walsh (1964-1998)**

Professor of Exercise Science/Physical Education

**James O. Watson (1968-1996)**

Professor of Mathematics

**Craig A. Weatherby (1978-2015)**

Professor of Biology

**Ching-Kuei Wu (1965-1985)**

Professor of Biology

**Levon L. Yoder (1965-2009)**

Professor of Physics

## **Administration**

### **Office of the President**

**Jeffrey R. Docking (2005)**

President

**Cindy A. Beaubien (1995)**

Assistant to the President for Events and Special Projects

**Andrea R. Saylor (2005)**

Chief of Staff, Office of the President; Assistant Secretary to the Board of Trustees

### **Office of Alumni Affairs**

**Jennifer Carlson (2018)**

Director of Alumni Relations

### **Office of Chaplain and Church Relations**

TBD

### **Division of Academic Affairs**

**Andrea R. Milner (2009)**

Vice President and Dean of Academic Affairs

**Antonis Coumoundouros (2008)**

Dean of Graduate Studies and Continuing Education

**Nathan Gordon (2019)**

Dean of Undergraduate Studies and Institutional Effectiveness

**Christine S. Adams (2008)**

IT Business Analyst & Blackboard Specialist

**Margaret Amory (2023)**

Director of the Institute for Health Studies

**Kahlan Armstrong (2023)**

Academic Affairs Support Coordinator

**David A. Cruse (1999)**

Librarian, Electronic Resources  
Head Librarian

**John Curry (2024)**

Academic Services Support Coordinator

**Janna D'Amico (2005)**

Director of The Institute for Career Planning

**Melissa Freshcorn (2009)**

Executive Administrative Assistant

Faculty, Staff, and Administration

**Richard D. Geyer (1991)**  
Librarian, Reference Services

**Allison Hoag (2022)**  
Accessibility Services Specialist

**Shelley Holly (2024)**  
Academic Affairs Support Coordinator

**Amy Mergen (2021)**  
Registrar

**Madalyn Poling (2023)**  
Academic Support Support Coordinator & Tutor  
Coordinator

**Heather Schuster (2022)**  
Associate Registrar

**Kristina Schweikert (2007)**  
Director of Institutional Research and Assessment

**Selena Stiverson (2021)**  
Director of the Baby Bulldog Center

**Emily West (2024)**  
Assistant Director of Career Planning

**Sheri Wilt (2007)**  
Administrative Assistant

**Amila Zecevic (2024)**  
Director of Academic Services

**TBD**  
Assistant Director of Academic Services

**TBD**  
Assistant Registrar

**TBD**  
Teacher Education Placement Coordinator & Certification  
Officer

**Division of Business Affairs**

**Phil Mishka (2021)**  
Vice President for Business Affairs and CFO

**Matthew G. Armentrout (1998)**  
Facilities Coordinator

**Alexis Burrece (2022)**  
Bookstore Manager

**Andrew Claiborne (2008)**  
Support Specialist, Information Technology Services

**Amber Curtis (2017)**  
Benefits Specialist

**Kristi Griffith (2007)**  
Assistant Manager of Student Business Services

**Alaina Hiatt (2022)**  
Senior Accountant

**Tyler Leonard (2021)**  
IT Technology Support Coordinator

**Chris A. Momany (2016)**  
Event Technology Specialist

**Kimberly Otto (2022)**  
Director of Camps & Conferences

**Ryan Robinson (2024)**  
Business and Compliance Analyst

**Darin Seiler (2019)**  
Chief Information Officer

**Jennifer Six (2019)**  
Director of Venue Operations & Special Events

**Chris Stiver (1996)**  
Director of Facilities & Grounds

**Barbara Stundon (2018)**  
Manager of Student Business Services

**Raymond Lee Thomas (2010)**  
Network Administrator

**Daniel Thompson (2015)**  
IT Data Warehouse & Reporting Analyst

**Bethany Van Etten (2021)**  
IT Data Intelligence & Reporting Analyst

**Donna Ward (2014)**  
Director of Purchasing

**Cameron Welch (2024)**  
Payroll & HR Coordinator

**Shelly White (2019)**  
Controller

**Cindy J. Wingfield (2010)**  
Accounts Payable Coordinator

**Christina Wright (2019)**  
Assistant Vice President of Human Resources & Business  
Operations

Faculty, Staff, and Administration

## **Division of Development**

**James A. Mahony (2006)**  
Vice President of Development

**TBD**  
Director of Annual Giving

## **Division of Enrollment**

**Frank J. Hribar (2010)**  
Vice President for Enrollment and Student Affairs

**Meghan Abbee (2022)**  
Director of Media Production Services

**Mickey Alvarado (2018)**  
Multi-Media Specialist

**Carrie Cousino**  
Administrative Assistant

**Jacob Docking (2022)**  
Dean of Retention and Enrollment Services

**Lori Girrback (2023)**  
Assistant Director of Financial Aid

**Kevin Johnson (2019)**  
Director of Financial Aid

**Kim Kelly (1994)**  
Administrative Assistant

**Lori Kosarue (2020)**  
Assistant Vice President of Enrollment

**Andrea Leach-King (2024)**  
Admissions Counselor

**Michele Mathis**  
Administrative Assistant

**Ian Moran (2024)**  
Senior Admissions Counselor

**Brandon Schulze (2022)**  
Senior Financial Aid Officer

**Claire Simpson (2021)**  
Director of Marketing

**Danielle Soltis (2024)**  
Enrolment Services Specialist & Visit Coordinator

**Olivia Sotelo (2022)**  
Senior Admissions Counselor

**Benjamin Sullivan (2024)**  
Admissions Counselor

**Mariah Sweeney (2024)**  
Senior Admissions Counselor

**Emily Watkins (2021)**  
Financial Aid Officer

**Daniel Yatzek (2024)**  
Director of Undergraduate Admissions

## **Division of Recruitment & Enrollment**

**Phillip Clark (2018)**  
Director of Choir & Orchestra

**Ryan Cupp (2021)**  
Director of Bands

## **Athletics**

**Craig Rainey (1990)**  
Director of Athletics, Head Coach Baseball

**Amanda Asher (2023)**  
Head Coach Women's Lacrosse

**Gary Astalos (2016)**  
Assistant Athletic Director, Head Coach ACHA Division I  
Men's Ice Hockey

**Emily Baldus (2017)**  
Assistant Athletic Trainer

**Maxwell Benedict (2022)**  
Head Coach Cornhole

**Seth Borton (2014)**  
Head Coach Bass Fishing

**Emily Buffington (2023)**  
Head Coach Acrobat & Tumbling

**Miles Caine (2023)**  
Head Coach Men's Cross Country & Women's Cross  
Country

**Caleb Christie (2020)**  
Assistant Athletic Trainer

**Eric Davis (2022)**  
Director of Strength & Conditioning

**Stacey Discher (2022)**  
Administrative Assistant MSFC

Faculty, Staff, and Administration

**Katherine Faunce (2024)**

Assistant Athletic Trainer

**Jamison M. Fetter (2004)**

Head Athletic Trainer

**Kaylee Fox (2022)**

Head Coach Softball

**Tyler Fyfe (2024)**

Assistant Director of Sports Information

**Brent Greenwood (2017)**

Head Coach Men's Golf & Women's Golf

**Kyle Haines (2023)**

Head Coach Men's Tennis & Women's Tennis

**Barb Hanson (2018)**

Administrative Assistant and Arrington Arena Office Manager

**Christopher Hathaway (2023)**

Head Coach Women's Rugby

**Ty Hoover (2022)**

Head Coach Men's Track & Field & Cross Country & Women's Track & Field & Cross Country

**Tim Kaiser (2021)**

Head Coach Men's Basketball

**Alex Knollman (2021)**

Assistant Coach Football

**Joshua Knorr (2021)**

Head Coach Club Baseball

**Nathan Kronewetter (2023)**

Head Coach Women's Soccer

**David Kwan (2012)**

Head Coach Women's Volleyball

**Holly McDonald (2023)**

Administrative Assistant

**Morgan McCool (2021)**

Assistant Athletic Trainer

**Charles Miles (2022)**

Head Coach Men's Soccer

**Samuel Miller (2024)**

Head Coach Women's Basketball

**Brittany Newsome (2017)**

Assistant Athletic Trainer

**James Nicknair (2013)**

Assistant Athletic Trainer

**Jeb Palka (2023)**

Assistant Coach Football

**Joe Palka (2023)**

Head Coach Football

**Tyler Palka (2023)**

Assistant Coach Football

**Adam Phillips (2024)**

Head Coach Men's NCAA Hockey

**Michael Prang**

Sports Information Director

**Gunner Rainey (2022)**

Assistant Coach Baseball

**Ivan Rainey (1985)**

Director of Athletics

**Destiny Rogers (2021)**

Assistant Athletic Trainer

**William Schindel Jr. (2016)**

Assistant Athletic Director

**Meg Sharp (2009)**

Assistant Athletic Director

**Ronald Shiels (2022)**

Assistant Coach Football

**Shawn Skelly (2018)**

Head Coach NCAA Women's Hockey

**Jose Soto (2020)**

Head Coach Women's Volleyball

**Jeremy Symington (2012)**

Ice Arena Manager

**Brett Wetzel (2018)**

Head Coach Men's Lacrosse

**Division of Student Life**

**Thomas Doney (2018)**

Dean of Students

**Wade Beitelschies (2012)**

Director of Campus Safety

**Samantha Bird (2024)**

Greek Life Coordinator & Student Activities Specialist



Faculty, Staff, and Administration

**Kaitlyn Goodson (2020)**  
Director of Housing

**Andy Lopez (2013)**  
Master Safety Officer

**Anna Montgomery (2022)**  
Director of Student Life

**Ethan Powell (2022)**  
Residence Life Coordinator

**James Stephenson (2021)**  
Master Safety Officer

**Brett White (2024)**  
Master Safety Officer

### **Division of Health Services**

**Kellie Berger (2011)**  
Director of Counseling Services

**Holly Nichelson (2024)**  
Director of Medical Center

### **Emeritus Administrators**

**James B. Borland, Jr. (1971-2006)**  
Vice President Emeritus  
Professor of English and Computer Information Systems

**Stanley P. Caine (1988-2005)**  
President Emeritus

### **College Corporation**

**Patrick Farver**  
Chairman of the Board of Trustees

**Jeffrey R. Docking**  
President of the College

## Index

- Academic Affairs, 5, 22, 29, 30, 31, 38, 39, 69  
**Academic Honesty**, 25, 26  
**Academic Integrity Policy**, 26  
**Academic Progress**, 25, 28  
**Academic Status Policy**, 28  
**Accountancy**, 6, 11, 25, 40, 41, 42, 52  
Admission, 5, 8, 9, 32, 47  
**Adrian College Terrace**, 4  
**Applications Process**, 8  
**Arrington Ice Arena**, 4  
**Athletic Training**, 2, 4, 6, 8, 10, 25, 27, 40, 47, 48, 53  
**Baby Bulldog Center**, 6  
**Caine Student Center**, 4, 8, 9, 16, 17, 18, 22, 24  
Campus Safety, 4, 16, 17, 18  
**Campus Services Building**, 4  
**Chapel**, 2, 4, 6, 20  
**Commencement Participation**, 25  
**Commencement Plaza**, 4  
**Confidentiality**, 16, 17, 26, 30, 31  
Counseling Services, 16  
**Credit Hour Policy**, 38, 39  
**Criminal Justice**, 9, 25, 40, 46, 58  
**Dawson Auditorium**, 4, 7  
**Degree Completion and Graduation Policy**, 26  
**Determining Eligibility for Financial Aid**, 14  
**Docking Stadium**, 4  
**Downs Hall**, 3, 6  
FAFSA, 14  
**Federal Aid**, 14  
**Federal Aid Programs**, 14  
**Fees**, 9, 11, 12, 13, 14, 32, 38, 43, 45, 60  
**FERPA**, 30, 31  
**General Requirements**, 8  
**Goldsmith Center**, 6  
Governance, 2, 49, 52, 56  
**Grade Point Average (GPA)**, 25, 28, 29, 30, 33  
Graduate Student Handbook, 25, 27  
**Graduate Student Advising Process**, 24  
**Graduation Major and Professional Certification Areas**, 27  
**Guest Students**, 9  
**Healthcare Administration**, 11, 25, 40, 43, 44, 45, 57  
**Health Insurance**, 14, 17  
Health Services, 16, 17  
**Herrick Tower**, 3, 4  
**Higher Education Administration and Leadership**, 11, 25, 40, 49, 56  
Higher Learning Commission, 2, 38  
**Jones Hall**, 6  
**Mahan Hall**, 6  
**Merillat Sport & Fitness Center**, 6  
Michigan Department of Education, 2  
**Office of Graduate Studies**, 9, 10, 12, 22, 27, 28, 29, 31, 32, 33  
**Online**, 2, 9, 11, 12, 14, 17, 22, 23, 24, 25, 26, 27, 28, 29, 30, 41, 43, 49, 50, 51  
**Online Students**, 9  
**Peelle Hall**, 6  
Policies, 9, 11, 12, 18, 22, 25, 28, 33, 43  
**Prielipp Greenhouse**, 6  
**Registering for Classes**, 27  
Residence Life, 17  
**Ribbons of Excellence**, 1, 19, 22, 24, 31, 36  
Ribbons of Excellence Day, 19  
**Ritchie Marketplace**, 4  
**Robinson Observatory**, 6  
**Robinson Planetarium**, 6  
**Rush Hall**, 6, 20  
**Sage Counseling Center**, 5  
**Services for Students with Disabilities**, 22  
**Shipman Library**, 6, 7, 19, 22, 23  
**Spencer Music Hall**, 4, 7  
**Sport Management**, 10, 11, 25, 40, 50, 59  
**Stanton Administration Building**, 5, 22, 23  
**Statement of Student Responsibility**, 13  
**Student Activities**, 17, 18  
**Student Complaint Process**, 29  
Student Life, 4, 16, 26, 31, 73  
**Teacher Education**, 2, 6, 9, 11, 34, 40, 51, 61  
The Bosio Math Lab, 6, 21  
The Institute for Career Planning, 4, 18, 22, 23, 31, 34  
The Jane McCloskey Office of Academic Services, 22  
The Office of Institutional Research and Assessment, 5, 22, 23  
The Office of the Registrar, 22, 23  
The Statistics Resource Center, 24  
**The William D. Ford Federal Direct Loan (Direct Loan) Program**, 14  
**Thesis Continuation Policy**, 25  
**Transcripts**, 8, 31  
**Transfer Credit**, 32, 41  
**Trustee Terrace**, 5  
**Tuition Discount**, 9  
**Tutoring Services**, 22  
**Valade Hall**, 7, 9  
**Veteran Certification**, 32  
**Veterans**, 9  
**Walden West Property**, 2, 7  
**Ward Admissions House**, 5  
**Withdrawals**, 12, 13, 14, 28, 29, 32  
Writing Center, 4, 18, 24, 26