

ADRIAN COLLEGE  
Graduate Studies  
2022-2023

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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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Revised: 7/31/2022

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# 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 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 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 ox-cart 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 2022) 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 (\$300), 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 \$300 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

## Financial Information

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.

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

Michigan K-12 teachers and administrators are eligible to participate in the, “MI Teachers Deserve a Break” discount program. Michigan K-12 teachers and administrators are eligible for a tuition discount of 50% for up to 18 credit hours. Michigan 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 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 [grad.adrian.edu](http://grad.adrian.edu) 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 \$300 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.

### ***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

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- 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 2022-2023 school year. These are subject to change by administrative action.

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

First-time students submit the enrollment deposit of \$300 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 \$600 (2022-2023 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)
- MBA544 Informatics and Analysis (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 2022-2023***

|                                     |       |
|-------------------------------------|-------|
| Tuition (per credit hour)           | \$600 |
| Facilities Fee                      | \$250 |
| Technology Fee                      | \$525 |
| Security Fee                        | \$200 |
| Graduation Fee                      | \$50  |
| Late Payment Fee                    | \$75  |
| Individual Study (per credit hour)  | \$210 |
| Independent Study (per credit hour) | \$210 |

### **Living Accommodations**

Not all graduate programs 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 by emailing the Director at [housing@adrian.edu](mailto:housing@adrian.edu) or calling 1-517-264-3861.

The following programs are fully online and therefore do not have a residency or face-to-face requirement for graduate students:

- Accountancy
- Master of Business Administration—Accounting, Finance, General Business, and Healthcare Administration tracks
- Higher Education Administration and Leadership
- Sport Management (fully online or hybrid option)
- Teacher Education

### **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 NetClassroom 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 NetClassroom. Payments made by check or money order can be processed in the Student Business Services' Center Cashier's Office.

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

## Refunds

### **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 reduces their number of credits for the semester, or completely withdraws from the College after the Add/Drop deadline, they will be responsible to pay tuition and fees according to the schedules below.

Students who officially withdraw from the College or reduce the number of credits for the semester 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, viewable at [adrian.edu/academics/registrar/academic-calendar/](http://adrian.edu/academics/registrar/academic-calendar/).

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.

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:**

| <b>Liability Period</b>                                       | <b>Tuition / Room and Board Ineligible for Refund</b> | <b>Tuition / Room and Board Eligible for Refund</b> | <b>Fees Ineligible for Refund</b> |
|---------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------|-----------------------------------|
| 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:**

| <b>Liability Period</b>                                     | <b>Tuition/Room and Board Ineligible for Refund</b> | <b>Tuition/Room and Board Eligible for Refund</b> | <b>Fees Ineligible for Refund</b> |
|-------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|-----------------------------------|
| 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**

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.

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.

***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 the assessing of additional administrative fees to the student’s financial account balance.

A student who is dismissed for academic or 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/>

***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

## Financial Information

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**

### ***Determining Eligibility for Financial Aid***

In order to identify and/or receive financial assistance, students must complete the Free Application for Federal Student Aid (FAFSA), available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

The FAFSA is a need analysis form that must be submitted by March 1st to the Department of Education. This form must be filed every year. Once the FAFSA has been processed, Adrian's Office of Financial Aid will prepare a financial aid package for each applicant. The financial aid package may consist of one or more of the following types of financial aid:

1. Federal Direct Loan Eligibility – Students must also be enrolled at least at a half-time status in order to qualify for Federal Direct Loans. Similarly, Federal Direct Loans will require repayment after the recipient graduates or falls below a half-time enrollment status.

2. Alternative Loan Eligibility – Students must obtain this type of loan through a private lender before it can be displayed on the financial aid package.
3. Other Funding Source – Students must obtain this type of resource and 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.

The financial aid package will be determined by the student's eligibility for each type of assistance.

### ***Federal Aid Programs***

Per the information provided by the Federal Student Aid division of the Office of the U.S. Department of Education, "To qualify for federal student, you must meet certain requirements. Some of our general eligibility requirements are that you must demonstrate financial need (for most programs), be a U.S. citizen or eligible noncitizen, be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program." For additional information about federal aid program eligibility requirements, visit: [www.StudentAid.gov/eligibility](http://www.StudentAid.gov/eligibility). All of the following programs require filing the FAFSA.

### ***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 Funding Sources***

U.S. Department of Labor:  
[www.careerinfonet.org/scholarshipsearch](http://www.careerinfonet.org/scholarshipsearch)

State Vocational Rehabilitation :  
[www.ed.gov/svr](http://www.ed.gov/svr) and [www.disability.gov](http://www.disability.gov)

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### ***Alternative Loan Providers***

For more information on alternative loan providers, please visit our website at:

<http://adrian.edu/admissions/financial-aid/loan-information/>

## 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 health services, counseling, 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;
- 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.

### 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.

### 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

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- 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.

### **Residence Life**

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

## Student Life

### ***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 Activities 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 Activities 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).

## 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 4093.**

### 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
- Higher Education Administration and Leadership
- Sport Management

Master of Business Administration:

- Accounting
- Finance
- General Business
- Healthcare Administration

Master of Education:

- Curriculum, Instruction, and Assessment

Master of Science:

- Accountancy
- Athletic Training

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

- Healthcare Administration
- Higher Education Institutional Effectiveness
- Higher Education Leadership

#### *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 capstone courses must pay \$600 continuation fee for each academic term until the work is completed. These credits may not count 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 Student Life 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 first-year 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 Student Orientation 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 advisor will complete the electronic Advisor Approval Form for the student’s course choices. After their first semester, graduate students are responsible for course planning and selection via our Student Information Portal and are 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 [grad.adrian.edu](http://grad.adrian.edu).

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. To register for courses, AC undergraduate students must meet with

their graduate advisor, who will then complete and submit an electronic Advisor Approval Form to the Office of Graduate Studies.

### ***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.

### ***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.

#### **Dealing with Problems – 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/)).

#### **Part-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.

#### **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***

Official College transcripts will only be released if student financial obligations are satisfied or current; violations of the Student Code of Conduct are resolved; and all judicial sanctions are completed. Student accounts that are enrolled for multiple payment options must be current through the most recent requested installment due date. For example, if a student is enrolled in a multiple payment plan and the account is current with two remaining installment payments due in the future, official transcripts for that student may be released.

The process and costs associated with requesting transcripts are as follows and can be found on the Registrar's webpage:

#### Transcript request:

<http://adrian.edu/academics/registrar/transcripts/>

#### Cost and Delivery:

Official transcripts ordered through the National Clearinghouse are \$10.00 per transcript plus the following

additional delivery fees:

- Electronic delivery: \$2.50 processing fee + \$1.00 electronic PDF delivery fee (per transcript)
- Paper mailed delivery: \$2.50 processing fee (per transcript)

In-person (Registrar's Office) requests are available at \$25.00 per transcript and may take up to one hour to fulfill the request.

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.
- Any and all holds and outstanding balances need to be resolved prior to a transcript request being fulfilled.
- 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 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.

***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. Support the application for credit.
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. Persons interested in the LLE program should contact the Dean of Graduate Studies at 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. 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 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.

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.

Credit hours earned on an affiliated program are applied to the student's transcript and count towards program completion. Grades received on these programs are also recorded on the student's permanent transcript and will be factored into the cumulative grade point average.

Contact the Office of Graduate Studies at

## Academic Policies and Programs

graduatestudies@adrian.edu with questions about policies and registration. For questions about financial aid, contact the Office of Financial Aid at finaid@adrian.edu.

## **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 Adrian College students and alumni with the skills, knowledge, and resources necessary for successful career development. The 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 Creativity***

Everyone has a creative spark that can be nurtured and cultivated in a systematic way. The Institute for 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 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, personal growth, and understanding among the Adrian College community. The Institute reflects Adrian

## Academic Policies and Programs

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

The Institute works directly with A.L.P.H.A. (African-American Leaders Promoting I.S.O.) and other student organizations such as Safe Place and F.E.M. In fellowship with the other Institutes, the Institute for Cross-Cultural Studies co-sponsors programs that deal with issues of diversity and race.

### **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, lectures, 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 Ethics and Leadership**

The Institute for 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 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 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 standard 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 [www.adrian.edu/roe](http://www.adrian.edu/roe).



# Academic Calendar

## **Fall Semester 2022**

August 22 - Classes Begin for all 15-Week and Term A Courses (7:30 a.m.)  
August 23 - Last day to Register  
August 23 - Last Day to add or drop a Term A Course  
August 29 - Last day to add or drop a 15-Week Course  
September 5 - Labor Day - No Classes  
September 6 - Classes resume (7:30 a.m.)  
September 6 - Last day to Withdraw from a Term A Course  
September 20 - Last day to report any grade changes from Spring, May, or Summer 2022  
October 7 - Mid-Term Break begins (10:00 p.m. – No instruction for 15-week courses)  
October 12 - Classes resume (7:30 a.m.)  
October 14 - Mid-Term grades due for traditional 15-week courses (Noon)  
October 14 - 8-week course Term A ends  
October 17 - 8-week course Term B begins  
October 18 - Last day to add or drop a Term B Course  
October 21 - Last Day to Withdraw from a 15-Week Class  
October 24 - November 4 - Advising/Registration for Spring 2023  
October 31 - Last Day to Withdraw from a Term B course  
November 23-27 - Thanksgiving Break  
November 28 - Classes resume (7:30 a.m.)  
December 5-9 - Final Exam Week for 15-Week and Term B Courses  
December 9 - 8-week course Term B ends  
December 9 - All Graduate grades due - Noon  
December 9 - Winter Commencement  
December 14 - All incompletes Due from Spring, May, and Summer 2022

## **Spring Semester 2023**

January 9 - Classes Begin for all 15-Week and Term A Courses  
January 10 - Last Day to Register  
January 10 - Last Day to Add or Drop a Term A Course  
January 16 - Martin Luther King Jr. Day - No Classes  
January 17 - Classes Resume (7:30 a.m.)  
January 17 - Last day to Add or Drop a 15-Week Course  
January 23 - Last day to Withdraw from a Term A Course  
February 7 - Last day to report any grade changes from Fall 2022  
Feb. 25-March 5 - Spring Break (No instruction for 15-week courses)  
March 3 - 8-week course Term A ends  
March 3 - Term A Final Grades Due (Noon)  
March 6 - Classes Resume (7:30 a.m.)  
March 6 - 8-week course Term B begins  
March 7 - Last day to Add or Drop a Term B Course  
March 8 - Mid-Term Grades Due for traditional 15-week courses (Noon)  
March 15 - Last Day to Withdraw from a 15-Week Class  
March 20 - Last day to Withdraw from a Term B Course  
March 27-April 7 - Advising/Registration for Fall 2023  
April 5 - Ribbons day  
April 7 - Good Friday - No Classes  
April 10 - Classes Resume (7:30 a.m.)  
April 24-28 - Final Exam Week for 15-week and Term B courses  
April 28 - 8-week course Term B ends  
April 28 - All Graduate grades due - Noon  
April 30 - Commencement  
May 4 - All incompletes Due from Fall 2022

## **May Term 2023**

May 3 - Classes Begin  
May 4 - Last Day to Add or Drop a Class (4:00 p.m.); Last day for Tuition Refund  
May 17 - Last Day to Withdraw  
May 29 - Memorial Day - No Classes  
May 31 - Last day of Classes  
June 2 - May Grades Due (Noon)

## **Summer Term 2023**

June 7 - Classes Begin; Last Day to Register  
June 8 - Last Day to Add or Drop a Class (4:00 p.m.); Last Day for a Tuition Refund  
June 19 - Last Day to Withdraw  
July 4 - 4th of July Holiday - No Classes  
July 19 - Last day of Classes  
July 21 - 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.

## **Department and 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  
Graduate Certificate in Healthcare Administration

### **Criminal Justice**

Master of Arts in Criminal Justice

### **Exercise Science and Athletic Training**

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

### **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 are 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**

(30 credit hours)

**Accountancy Core (19 credit hours)**

|          |                                               |
|----------|-----------------------------------------------|
| ACCT501  | Accounting Theory I (3)                       |
| ACCT502  | Accounting Theory II (3)                      |
| ACCT511  | Controllershship and Internal Auditing (3)    |
| ACCT512  | Advanced Auditing and Professional Ethics (3) |
| ACCT517a | Professional Exam Review – CPA AUD (1)        |
| ACCT517b | Professional Exam Review – CPA BEC (1)        |
| ACCT517c | Professional Exam Review – CPA REG (1)        |
| ACCT517d | Professional Exam Review – CPA FAR (1)        |
| ACCT522  | Corporate Taxation (3)                        |

**Accountancy Electives (11 hours selected from the following courses)**

|         |                                                                |
|---------|----------------------------------------------------------------|
| ACCT506 | Advanced Business Law (3)                                      |
| ACCT514 | Advanced Accounting Systems and Controls (3)                   |
| ACCT515 | Fraud Examination (3)                                          |
| ACCT516 | Pass-Through Entities and Advanced Taxation (3)                |
| ACCT518 | Advanced Accounting for Government and Non-Profit Entities (3) |
| ACCT523 | Leadership and Communications (3)                              |
| ACCT524 | Tax Research (2)                                               |
| ACCT595 | Master’s Thesis/Project (1-3)                                  |

## **Business Administration**

### ***Mission Statement***

To prepare future business leaders to excel in an evolving environment by creatively synthesizing and applying business concepts.

### ***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)
- MBA544 Informatics and Analysis (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.

### **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.

Business Administration

**Master of Business Administration –**

**Accounting**

(30 hours)

**MBA Accounting Core (21 hours)**

|         |                                      |
|---------|--------------------------------------|
| ACCT501 | Theory of Accounting I (3)           |
| ACCT502 | Theory of Accounting II (3)          |
| MBA541  | Quality Management (3)               |
| MBA542  | Marketing and Consumer Relations (3) |
| MBA544  | Informatics and Analysis (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)                                           |
| ACCT511  | Controllership and Internal Auditing (3)                            |
| ACCT512  | Advanced Auditing and Professional Ethics (3)                       |
| ACCT514  | Advanced Accounting Systems and Controls (3)                        |
| ACCT515  | Fraud Examination (3)                                               |
| ACCT516  | Pass-Through Entities and Advanced Taxation (3)                     |
| ACCT517a | Professional Exam Review- CPA AUD (1)                               |
| ACCT517b | Professional Exam Review- CPA BEC (1)                               |
| ACCT517c | Professional Exam Review- CPA REG (1)                               |
| ACCT517d | Professional Exam Review- CPA FAR (1)                               |
| ACCT518  | Advanced Accounting for Government and Non-Profit Organizations (3) |
| ACCT519a | Professional Exam Review- CPA Part 1 (1)                            |
| ACCT519b | Professional Exam Review- CPA Part 2 (1)                            |
| ACCT522  | Corporate Taxation (3)                                              |
| ACCT523  | Leadership and Communication (3)                                    |
| ACCT550  | Topics in Accountancy (3)                                           |
| ACCT555  | Experimental Course (3)                                             |
| ACCT569  | Practicum (3)                                                       |
| ACCT595  | Master's Project/Thesis (3)                                         |
| MBA586   | Research Methods and Thesis/Project (3)                             |

**Master of Business Administration –**

**Finance**

(30 hours)

**MBA Finance Core (27 hours)**

|        |                                       |
|--------|---------------------------------------|
| FIN510 | Advanced Managerial Finance (3)       |
| FIN513 | Entrepreneurial Finance (3)           |
| MBA541 | Quality Management (3)                |
| MBA542 | Marketing and Consumer Relations (3)  |
| MBA543 | Finance and Accounting Principles (3) |

|        |                                 |
|--------|---------------------------------|
| MBA544 | Principles (3)                  |
| MBA545 | Informatics and Analysis (3)    |
| MBA546 | Managerial Economics (3)        |
| MBA586 | Disruptive Strategy (3)         |
|        | Research Methods and Thesis (3) |

**MBA Finance Electives (3 hours)**

Choose 3 hours required from the following:

|         |                                  |
|---------|----------------------------------|
| ACCT506 | Advanced Business Law (3)        |
| ACCT515 | Fraud Examination (3)            |
| ACCT522 | Corporate Taxation (3)           |
| ACCT523 | Leadership and Communication (3) |
| ACCT550 | Topics in Accountancy (3)        |
| ACCT555 | Experimental Course (3)          |
| ACCT569 | Practicum (3)                    |

**Master of Business Administration –**

**General Business**

(30 hours)

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

|        |                                       |
|--------|---------------------------------------|
| MBA541 | Quality Management (3)                |
| MBA542 | Marketing and Consumer Relations (3)  |
| MBA543 | Finance and Accounting Principles (3) |
| MBA544 | Informatics and Analysis (3)          |
| MBA545 | Managerial Economics (3)              |
| MBA546 | Disruptive Strategy (3)               |
| MBA586 | Research Methods and Thesis (3)       |

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

Choose 9 hours required from the following:

|         |                                                |
|---------|------------------------------------------------|
| ACCT506 | Advanced Business Law (3)                      |
| ACCT515 | Fraud Examination (3)                          |
| FIN510  | Advanced Managerial Finance (3)                |
| FIN513  | Entrepreneurial Finance (3)                    |
| HCA584  | Human Resources and Operational Strategies (3) |
| MBA523  | Leadership and Communication (3)               |
| MBA530  | Business Process Improvement (3)               |
| MBA547  | Business Abroad (3)                            |
| MBA550  | Advanced Topics in Business Administration (3) |
| MBA555  | Experimental Course (3)                        |
| MLC501  | International Business Culture (3)             |

**Master of Business Administration –**

**Healthcare Administration**

(36 hours)

|        |                                       |
|--------|---------------------------------------|
| MBA541 | Quality Management (3)                |
| MBA542 | Marketing and Consumer Relations (3)  |
| MBA543 | Finance and Accounting Principles (3) |



Business Administration

|        |                                                   |
|--------|---------------------------------------------------|
| MBA544 | Informatics and Analysis (3)                      |
| MBA545 | Managerial Economics (3)                          |
| MBA546 | Disruptive Strategy (3)                           |
| HCA581 | Health Systems and Policy<br>Execution (3)        |
| HCA582 | Political Climate and Regulation<br>(3)           |
| HCA583 | Insurance and Payor Sources (3)                   |
| HCA584 | Human Resources and<br>Operational Strategies (3) |
| HCA585 | Applied Health Law and Ethical<br>Practice (3)    |
| MBA586 | Research Methods and Thesis/Project<br>(3)        |

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

|        |                                                   |
|--------|---------------------------------------------------|
| HCA581 | Health Systems and Policy<br>Execution (3)        |
| HCA582 | Political Climate and Regulation<br>(3)           |
| HCA583 | Insurance and Payor Sources (3)                   |
| HCA584 | Human Resources and<br>Operational Strategies (3) |
| HCA585 | Applied Health Law and Ethical<br>Practice(3)     |

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

|        |                                       |
|--------|---------------------------------------|
| MBA541 | Quality Management (3)                |
| MBA543 | Finance and Accounting Principles (3) |
| MBA544 | Informatics and Analysis (3)          |
| MBA545 | Managerial Economics (3)              |
| MBA546 | Disruptive Strategy (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 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 develop 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) |
|--------|--------------------|

### **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 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)                 |

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

|        |                       |
|--------|-----------------------|
| SCJ595 | Research Hours (1-3)* |
|--------|-----------------------|

*\* 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)                 |

## **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 a M.S. in Athletic Training.

### **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.

### **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 GPA of 2.75
- Minimum major GPA of 2.75
- Completion of the following courses with a grade of C or better: AT100, AT200, ESAT225, ESAT226, ESAT250, PSYC100, HCA282, 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 immunization review
- 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.

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 wishing to transfer into the Athletic Training program must do so during the Candidacy Phase (year 1 or 2). 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 Exercise Science Core, Exercise Science Cognates, Pre-Athletic Training Core, Pre-Athletic Training Cognates, and designated Athletic Training Graduate Core courses.

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

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

|            |                                     |
|------------|-------------------------------------|
| AT100      | Medical Terminology (2)             |
| 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.

## **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     | Research Methods (3)  |
| and HAL602 | 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.

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.

## Master of Education in Curriculum, Instruction, and Assessment

(30 hours)

### **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 required 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 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 | Second Language Teaching and Learning (3) |
| T ED584 | Literacy in the Content Area (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.

#### **ACCT511. Controllership and Internal Auditing (3).**

Course examines the responsibilities and functions of the controller in the daily operations of a corporate setting. Topics will include study and analysis of internal control procedures, budget preparation, management of financial resources and liabilities, and reporting requirements under the controllership responsibility. (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 plan, 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).



## Course Descriptions

### **ACCT 518. Advanced Accounting for Government and Non-Profit Organizations (3).**

Study of the specialized accounting and financial reporting activities for governmental and other non-profit organizations as required by GASB, FASB, and IFRS. Case studies, simulations, and writing to learn are employed to facilitate understanding CAFR's and annual reports for governmental and other non-profits. (Prerequisite: Graduate student status or permission of the Department). Offered once per academic year.

### **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).

### **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. 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 assist students in applying good leadership practice into their current and future roles and responsibilities. Cross listed with MBA523 and SMGT523. Students who have taken MBA523 or SMGT523 may not take this course for credit. (Prerequisite: Graduate student status or permission of the Department). Offered once per academic 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).

### **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 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).

### **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).

## Course Descriptions

### **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).

### **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).

## Course Descriptions

### **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).

### **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 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).

### **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;

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financial analysis; business valuations; and investor and financial institution relations. (Prerequisite: Graduate student status or permission of the Department).

### **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).

#### **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,

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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.)

#### **HCA584. 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.)

#### **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 Business Administration (MBA)

#### **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.

#### **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.*

#### **MBA544. Informatics and Analysis (3).**

Course introduces methods to acquire, store, retrieve, and use data to enhance collaboration and analysis of information that supports quality business decisions. (Prerequisite: Graduate student status or permission of the Department.). *Previously listed as HCA544.*

#### **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

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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.*

### **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).**

### **MBA586. Research Methods and Thesis/Project (3).**

Through qualitative or quantitative inquiry, graduate students will select a topic, conduct a literature review, plan and implement unique research, and evaluate and analyze data. Outcomes may be published and should be of high quality. (Prerequisite: Completion of 21 credit hours of MBA courses). *Previously listed as HCA586.*

## **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.

### **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.

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### **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 Death Penalty Seminar (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.

### **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 theoretic 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.

### **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.*

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### **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 on the ways in which social issues are represented in films related to sport. *Previously listed as SAL538.*

### **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



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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 a 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.*

### **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 regards 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

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development to other teachers with a primary goal of enhancing classroom literacy instruction.

### **T ED540. Personal Health (3).**

Students will be introduced to the six risk factors identified by the CDC and how they impact the individuals 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 leave 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.

### **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 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.

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### **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. Second Language Teaching and Learning (3).**

Students will examine the methodology, materials, and curricula appropriate for use with non-English speaking pupils and pupils who have learned or are learning English as a second language.

### **T ED584. Literacy in the Content Area (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 the content area

Faculty, Staff, and Administration

Faculty, Staff, and Administration

## College Officers 2022-2023

**Jeffrey R. Docking**  
President

**Andrea R. Milner**  
Vice President and Dean of Academic Affairs

**Jerry Wright**  
Vice President of Business Affairs

**Frank J. Hribar**  
Vice President for Enrollment and Student Life

**James A. Mahony**  
Vice President of Development

### Faculty

**Yasser M. Alginahi (2020)**  
Assistant Professor of Computer Science  
B.A. Sc., M. Sc., Wright State University; Ph.D.,  
University of Windsor

**Donna Baker (2015)**  
Associate Professor of Accountancy/Business/Economics  
B.A., Siena Heights University; M.B.A., Michigan State  
University

**David M. Bartley (2011)**  
Associate Professor of Chemistry and Biochemistry  
B.A., Alma College; M.A., 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

**Kristin Clark (2016)**  
Associate Professor of Music  
B.M.Ed., M.M.- Conducting, M.M.- Performance.,  
D.M.A., University of Michigan

**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

**Gretchen Carroll (2017)**  
Assistant Professor of Accountancy/Business/Economics

B.S., Purdue University; M.B.A., J.D., University of  
Toledo; Ed.D., Bowling Green State University

**Tina L. Claiborne (2007)**  
Professor of Exercise Science/ Physical Education  
B.A., Ithaca College; M.S., Ph.D., University of Toledo

**Tim Clark (2016)**  
Assistant Professor of Mathematics  
B.S., Michigan State University; Ph.D., Western Michigan  
University

**Brittney Cole (2016)**  
Professor of Chemistry  
M.A., Austin Peay State University; M.C., Ohio University

**Kathleen J. Conway (2011)**  
Assistant Professor of Exercise Science/ Physical  
Education  
B.S., Youngstown State University; M.A., Western  
Michigan University

**Antonis Coumoundouros (2008)**  
Professor of Philosophy and Religion  
B.S., Radford University; M.A., Ph.D., Duquesne  
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

**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

**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

Faculty, Staff, and Administration

**Raed A. El-Khalil (2021)**

Associate Professor of Business  
B.S., University of Michigan; Eng. D., Lawrence  
Technological University

**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)**

Associate Professor of Music  
B.A., M.A., Indiana State University

**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

**David Goldberg (2018)**

Assistant Professor of History  
B.A., Elizabethtown College; M.A., Villanova University;  
Ph.D., West Virginia University

**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

**Sam Hill (2016)**

Assistant Professor of Physics  
B.A., Williams College; S.M., Ph.D., University of  
Chicago

**Michelle K. Hiscock (2011)**

Assistant Professor of Teacher Education  
B.S., M.S., Central Michigan University

**Garin Horner (2008)**

Professor of Art and Design  
B.F.A., Siena Heights University; M.F.A., Cranbrook  
Academy of Art

**Jobaer Hossain (2022)**

Assistant Professor of Accountancy/Business/Economics  
B.B.A., University of Dhaka; Ph.D., University of  
Memphis

**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

**Monique James (2017)**

Assistant Professor of Social Work  
B.A., Grand Valley State University; M.S.W., University  
of Michigan; Graduate Certificate, Wayne 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)**

Associate Professor of Teacher Education  
A.B., Harvard College; M.Ed., Ph.D., University of Toledo

**R. Seth C. Knox (2007)**

Professor of Modern Languages and Cultures  
B.S., Adrian College; M.A., University of Illinois;  
Ph.D., Wayne State University

Faculty, Staff, and Administration

**Jeffrey K. Lake (2011)**

Associate Professor of Biology  
B.A., Grinnell College; Ph.D., University of Georgia

**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

**Linda Learman (2009)**

Professor of English  
B.S., M.A., Eastern Michigan University; Ph.D., Wayne  
State University

**Victor Liberi (2009)**

Associate Professor of Exercise Science  
B.S., West Chester University; M.S., University of  
Delaware

**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

**Andrea R. Milner (2009)**

Professor of Teacher Education  
B.Ed., M.Ed., Ph.D., University of Toledo

**Dawn M. Milner (2019)**

Assistant Professor of Teacher Education  
B.Ed. University of Toledo; M.Ed. University of Toledo;  
Ph.D. Mercer University

**Marti Morales-Ensign (2009)**

Professor of Biology  
B.S., University of New Mexico; M.S., Ph.D., New  
Mexico State University

**Annissa Morgensen-Lindsay (2000)**

Professor of Theatre  
B.A., Viterbo College; M.A., Ph.D., Bowling Green 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)**

Associate 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)**

Assistant 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

**Jane D. Newman (2021)**

Assistant Professor of Biology  
A.S., B.S., Lake Superior State University; Ph.D., Indiana  
University

**Cheryl Nutter (2016)**

Assistant Professor of Accountancy/Business/Economics  
B.S., Bowling Green State University; M.A., Spring Arbor  
University; Ed.D., Concordia University

**Julie Osland (2022)**

Assistant Professor of Psychology  
B.A., Central College; Ph.D., University of Albany

**Mohammed Ouali (2022)**

Associate Professor of Computer Science  
B.S., University of Sciences and Technology; Ph.D.,  
University of Sherbrooke

**Jessica Patterson (2019)**

Assistant Professor of Teacher Education  
B.A., M.Ed., Siena Heights University

**Benjamin Pawlisch (2016)**

Assistant 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

**Katie Rasmussen (2016)**

Assistant Professor of Core  
B.A., M.A., Ball State University; Ph.D., Wayne State  
University

**Charles Reid (2018)**

Assistant Professor of Accountancy/Business/Economics  
B.S., M.A., Ph.D., Florida State University

**Janet L. Salzwedel (1993)**

Professor of Biology  
B.A., Lawrence University; M.S., North Carolina State  
University; Ph.D., Michigan State University

## Faculty, Staff, and Administration

### **Heather Schuyler (2008)**

Professor of Exercise Science/ Physical Education  
B.S., Eastern Michigan University; M.A., University of  
South Florida; Ed. D., University of St. Augustine

### **Stephen M. Shehan (1990)**

Professor of Communication Arts and Sciences  
A.A., Jackson Community College; B.A., Albion College;  
M.S., University of Southwestern Louisiana; Ph.D., Wayne  
State University

### **Bethany Shepherd (2011)**

Associate Professor of English  
B.A., Kalamazoo College; M.A., University of Arizona;  
Ph.D., Brown University

### **Jason Smart (2020)**

Instructor of Graphic Design  
B.A., Art Institute of Pittsburgh

### **James H. Spence (2005)**

Professor of Philosophy and Religion  
B.A., University of Delaware; M.A., Ph.D., Bowling Green  
State University

### **Michelle Stansley (2016)**

Assistant Professor of Teacher Education  
B.Ed., University of Toledo; M.Ed., Lourdes University;  
A.B.D., University of Toledo

### **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)**

Associate 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

### **Nancy E. VanOver (1991)**

Professor of Interior Design  
B.A., Central Michigan; M.A., Michigan State 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)**

Assistant Professor of Biology  
B.S., The Ohio State University; Ph.D., Johns Hopkins  
University

### **Vincent Yu (2022)**

Assistant Professor of Accountancy/Business/Economics  
B.A., National Taiwan Normal University; M.Des., Art  
Institute of Chicago

### **Matthew Zeckner (2011)**

Associate 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 Religion

### **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

Faculty, Staff, and Administration

**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

**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



Faculty, Staff, and Administration

## **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

**Christine M. Knaggs (2016)**  
Dean of Graduate Studies and Institutional Effectiveness  
Associate Professor of Teacher Education

**Katie Rasmussen (2016)**  
Assistant Dean of Academic Affairs  
Assistant Professor of Core

**Christine S. Adams (2008)**  
IT Business Analyst & Blackboard Specialist

**Marcia Jo Boynton (2008)**  
Director of the Institute for Health Studies

**Hunter Causie (2021)**  
Academic Support Specialist & Tutor Coordinator

**David A. Cruse (1999)**  
Librarian, Electronic Resources  
Head Librarian

**Janna D'Amico (2005)**  
Director of The Institute for Career Planning

**Selena Doan (2021)**  
Director of the Baby Bulldog Center

**Melissa Freshcorn (2009)**  
Executive Administrative Assistant

**Richard D. Geyer (1991)**  
Librarian, Reference Services

**Danielle E. Gilbert (2021)**  
Teacher Education Placement Coordinator & Certification Officer

**Amanda McGovern (2019)**  
Director of Academic Services & Accessibility Services  
Specialist

**Lisa Mattin (2022)**  
Assistant Registrar

**Amy Mergen (2021)**  
Registrar

**TBD**  
Assistant Director of Academic Services

**Kristina Schweikert (2007)**  
Director of Institutional Research and Assessment

**Jennifer Six (2019)**  
Assistant Director of Career Planning

**Jarrold Stober (2020)**  
Student Support Services Specialist

**Emily Watkins (2021)**  
Support Coordinator

**Sheri Wilt (2007)**  
Administrative Assistant

**Ronni VanSteenkiste-Amador (2022)**  
Administrative Assistant

### **Division of Business Affairs**

**Jerry Wright (2009)**  
Vice President for Business Affairs and CFO

**Matthew G. Armentrout (1998)**  
Facilities Coordinator

**Kimberly Brown (2015)**  
Assistant Director of Conferences

**Andrew Claiborne (2008)**  
Support Specialist, Information Technology Services

**Christina Corson (2019)**  
Assistant Vice President of Human Resources & Business Operations

**Amber Curtis (2017)**  
Human Resources Generalist

Faculty, Staff, and Administration

**Jessica Emrick (2017)**

Bookstore Manager

**Kristi Griffith (2007)**

Assistant Manager of Student Business Services

**Alaina Hiatt (2022)**

Staff Accountant

**Tyler Leonard (2021)**

IT Technology Support Coordinator

**DeAnne Lewin (2008)**

Director of Conferences

**Phil Mishka (2021)**

Business Practices & Compliance Analyst

**Chris A. Momany (2016)**

Event Tech Specialist

**Jolene Nofzinger (2018)**

Benefits Specialist

**Heather Schuster (2022)**

Student Business Services Support Coordinator

**Darin Seiler (2019)**

Director of Information Technology Services

**Chris Stiver (1996)**

Director of Plant Operations

**Barbara Stundon (2018)**

Manager of Student Business Services

**Raymond Lee Thomas (2010)**

Network Administrator

**Daniel Thompson (2015)**

Blackbaud Database Assistant

**Bethany Van Etten (2021)**

IT Data Intelligence & Reporting Analyst

**Donna Ward (2014)**

Director of Purchasing

**Shelly White (2019)**

Controller

**Cindy J. Wingfield (2010)**

AP Coordinator

**Division of Development**

**James A. Mahony (2006)**

Vice President of Development

**Grace Waterstradt (2015)**

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

**Kyle Armstrong (2021)**

Financial Aid Officer

**Blair Briggs (2022)**

Financial Aid Officer

**Jacob Docking (2022)**

Dean of Retention and Enrollment Services

**Ben Gilsdorf (2020)**

Assistant Director of Financial Aid

**Blake Hairston (2017)**

Assistant Director of Admissions

**Andrew Hribar (2022)**

Admissions Counselor

**Allison Hulshof (2013)**

Administrative Assistant and Admissions Visit Coordinator

**Kevin Johnson (2019)**

Financial Aid Officer

**Lori Kosarue (2020)**

Assistant Vice President of Enrollment

**Bonnie Lynch (2015)**

Director of Admissions

**Kolby Miller (2021)**

Admissions Counselor

**Samantha Mohn (2022)**

Admissions Counselor

**Sheldon Mudd (2022)**

Senior Graphic Designer

Faculty, Staff, and Administration

**Brandon Schulze (2022)**

Admissions Counselor

**Claire Simpson (2021)**

Director of Marketing

**Michaela Sumner (2022)**

Admissions Counselor

**Kim Williams (1994)**

Admissions Application Coordinator

**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

**Ali G. Alamdari (2008)**

Head Coach Women's Soccer

**Brittany Archambeau (2022)**

Athletics

**Gary Astalos (2016)**

Assistant Athletic Director, Head Coach ACHA Division I Men's Ice Hockey

**Harrison Bailey (2011)**

Assistant Coach Football

**Ellen Barker (2016)**

Head Coach Acrobatics and Tumbling

**Alex Bellfy (2022)**

Assistant Coach Football

**Maxwell Benedict (2022)**

Head Coach Cornhole

**Kali Bills (2021)**

Head Coach Women's Lacrosse

**Kassidy Block (2021)**

Assistant Coach Women's Wrestling

**Seth Borton (2014)**

Head Coach Bass Fishing

**Michael Bowen (2022)**

Head Coach Women's Rugby

**Brian Carney (2022)**

Assistant Coach ACHA DI Women's Hockey

**Caleb Christie (2020)**

Assistant Athletic Trainer

**Katie Crawford (2021)**

Assistant Coach Women's Basketball

**Cliff Cushard (2017)**

Head Coach Women's Wrestling

**James I. Deere (2007)**

Head Coach Football

**Trenton Demeuse (2021)**

Assistant Coach Football

**Stacey Discher (2022)**

Administrative Assistant MSFC

**Toby M. Ernst (2007)**

Equipment Manager & Kicking Coach

**Jamison M. Fetter (2004)**

Head Athletic Trainer

**Brandon Forsyth (2022)**

Assistant Coach Synchronized Skating

**Kaylee Fox (2022)**

Head Coach Softball

**Vinnie Granato (2021)**

Head Coach E-Sports

**Brent Greenwood (2017)**

Head Coach Men's Golf & Women's Golf

**Darrin Griewahn (2019)**

Head Coach Men's Bowling and Women's Bowling

**Dana Hall (2022)**

Director of Figure Skating

**Jacob Hankish (2021)**

Assistant Coach Football

**Barb Hanson (2018)**

Administrative Assistant and Arrington Arena Office Manager

**Michael Hatfield (2020)**

Head Coach Men's Soccer

Faculty, Staff, and Administration

**Tim Kaiser (2021)**

Head Coach Men's Basketball

**Miranda Kiser (2019)**

Head Coach Club Softball

**Aaron Klotz (2021)**

Assistant Coach Baseball – Hitting and Middle Fielders

**Alex Knollman (2021)**

Assistant Coach Football

**Joshua Knorr (2021)**

Head Coach Club Baseball

**Hunter Kohls (2022)**

Coach Football

**Adam Krug (2014)**

Head Coach Men's Hockey

**David Kwan (2012)**

Head Coach Women's Volleyball

**Maddy Maloney (2022)**

Head Coach Division II Women's Ice Hockey

**Benny Mateialona (2021)**

Head Coach Men's Rugby

**Martin Mathis (2022)**

Assistant Coach Football

**Morgan McCool (2021)**

Assistant Athletic Trainer

**Kathleen S. Morris (1992)**

Head Coach Women's Basketball

**James Nicknair (2013)**

Assistant Athletic Trainer

**Noah Nieman (2021)**

Assistant Coach Men's Wrestling

**Nate Oekerman (2021)**

Assistant Coach Men's Lacrosse

**Alexia Page-Boyd (2022)**

Assistant Coach Track and Field

**Jessica Patterson (2019)**

Head Coach Cheerleading and Dance

**Adam Phillips (2021)**

Assistant Coach Men's Hockey

**Michael Prang**

Assistant Sports Information Director

**Samuel Pratt (2021)**

Head Coach Crew

**Craig Prince (2021)**

Assistant Coach Baseball

**Doug Raymond (2021)**

Head Coach ACHA Division III Men's Ice Hockey

**Chasity Reynolds (2020)**

Administrative Assistant- Merillat Sports and Fitness Center

**Destiny Rogers (2021)**

Athletic Trainer

**Parker Saenz (2021)**

Assistant Men's & Women's Volleyball

**Ronald Shiels (2022)**

Assistant Coach Football

**William Schindel Jr. (2016)**

Assistant Athletic Director, Head Coach Men's Wrestling

**Meg Sharp (2009)**

Assistant Athletic Director

**Kate-Lynn Sidenstacker (2022)**

Assistant Coach Acrobatics and Tumbling

**Ashley Skelly (2015)**

Head Coach Softball

**Shawn Skelly (2018)**

Head Coach NCAA Women's Hockey

**Peter Smith (2021)**

Assistant Coach Men's Basketball

**Victoria Smith (2022)**

Assistant Coach Synchronized Skating

**Joel Snyder (2021)**

Assistant Sports Information Director

**Jose Soto (2020)**

Assistant Coach Women's Volleyball

**Amber Staniulis (2021)**

Assistant Coach Softball

**Jeremy Symington (2012)**

Ice Arena Manager

Faculty, Staff, and Administration

**Matthew Sutton (2021)**

Assistant Coach Men's and Women's Track and Cross Country

**Caleb Taylor (2021)**

Assistant Coach Bass Fishing

**Brian Thill (2016)**

Head Coach Men's and Women's Track and Cross Country

**Justin Tobin (2022)**

Assistant Coach Women's Soccer

**Michael Twiss (2021)**

Assistant Coach Men's Soccer

**Brennon Wachter (2022)**

Head Coach Men's Ice Hockey ACHA D2

**Brett Wetzel (2018)**

Head Coach Men's Lacrosse

**Sarah Wright (2022)**

Athletic Trainer

**Division of Student Life**

**Thomas Doney (2018)**

Dean of Student Affairs

**Wade Beitelschies (2012)**

Director of Campus Safety  
B.S., Eastern Michigan University

**Kellie Berger (2011)**

Director of Counseling Services

**Bart Bradley (2013)**

Safety Captain

**Kaitlyn Goodson (2020)**

Director of Housing

**Andy Lopez (2013)**

Safety Captain

**Anna Montgomery (2022)**

Director of Student Life

**Faith Neubig (2022)**

Medical Assistant

**Ethan Powell (2022)**

Residence Life Coordinator

**Cynthia Schmucker (1999)**

Greek Life Coordinator & Student Activities Specialist

**Kelly Truchan (2021)**

Director of Health Services

**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

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