

ADRIAN COLLEGE
Graduate Studies
2021-2022

Graduate Academic Catalog

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.

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), a regional accreditation agency recognized by the U.S. Department of Education."

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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 that 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
- Learning throughout a lifetime
- Thinking critically
- Crossing boundaries and disciplines
- Developing creativity

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), 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, 3rd 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.



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 was begun.

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 connects 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.

The 23 academic departments are organized according to traditional academic disciplines and are responsible for

General Information

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.

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.

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.

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

General Information

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)

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 and toddler care 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) 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 145,000 printed volumes, 15,000 e-books, and 85,000 periodicals. Nearly 100 research databases are

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available, many with full text. The media collection includes more than 3,500 audio and video recordings. A reciprocal borrowing arrangement with nearby Siena Heights University provides access to additional resources. The library web page (www.adrian.edu/library) provides on-site and remote access to the collection. The library reference area contains 36 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 property featuring a rare Fen habitat. The land is part of a gift from Jim and Mary White and will be utilized by the natural sciences departments

Admissions

Requirements and Procedures

Graduate Students

Admission to Adrian College 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 undergraduate transcripts, and three letters of recommendation. Requirements may vary by program. Upon review, prospective graduate students are notified through a letter of acceptance. Students pay a deposit (\$300). After deposit is paid, students may, with assistance from their graduate studies faculty advisor, register for courses.

Undergraduate students may not enroll in graduate-level classes to be applied to an undergraduate degree. The combined BS/MS is an exception to this policy.

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.

General Requirements

Prospective graduate students must meet 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 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

Applications Process

Adrian College graduate programs start at different times during the academic calendar. Students are highly encouraged to follow this timeline:

- 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

Graduate Provisional Admission Status

Provisional admission status may be granted to potential graduate students who have strong potential for academic success but 1) 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: Students who are close to completing their undergraduate degree but 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 official admission into a graduate program may occur.
3. Missing Admissions Criteria: Students who do not meet one of the admissions criteria but are 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, students will be officially admitted into their graduate program.

Special Students

An individual who is not a candidate for a degree but wishes to take college courses may be admitted as a special student and should follow the procedure outlined on the special non-degree application form provided by the Office of Admissions.

Financial Information

Tuition Discount Program for Michigan Teachers

Michigan K-12 teachers and administrators are eligible to participate in the Michigan Teacher Tuition 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 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 student applicant must apply using the graduate application (<http://grad.adrian.edu/apply.php>) and receive written permission from the Dean of Graduate Studies for guest admission status (contact graduatestudies@adrian.edu for more information). No application fee is required. Guest students taking more than three credit hours may be subject to fees according to College policies.

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 closely with the Registrar's 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 international students who have earned a bachelor's degree or equivalent from an accredited college or university. Additionally, The Test of English as a Foreign Language (TOEFL) is required of all international 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 unconditional admission consideration.

For More Information

Students who would like more information about Adrian College may contact the Office of Graduate Studies at 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 2021-2022 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 (2021-2022 rates) per credit hour.

Special Course Fees

Some Adrian College courses such as Associate Teaching, 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 \$360 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.

Commencement Fee

All graduate students are assessed a Commencement 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 2021-2022

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

Living Accommodations

Not all graduate programs require residency for students to complete their coursework. Distance 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 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—General, Finance, Healthcare Administration, and Accounting tracks
- Higher Education Administration and Leadership
- Sport Management
- 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 our 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 or calling 1-517-264-3861.

Payment of Accounts

Students may view their online account by logging into Net Classroom and viewing Transaction History. Credit/debit card and electronic check payments for the tuition billing statement can be made through Net

Financial Information

Classroom. Payments made by check or money order can be processed in the Student Business Services Center Cashiers Office.

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

Class Withdrawals/Refunds, Tuition and Fee Adjustments (Tuition and Fee Liability)

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 first day of classes, as scheduled by the College, shall be deemed to be the first day that classes are offered, as scheduled on the Academic Calendar.

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. 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.

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 15-week Tuition & Fee Liability Schedule below.

The 15-week Tuition & Fee Liability Schedule is:

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

The 8-week Tuition & Fees Liability Schedule is:

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

During the 0% Ineligible for Refund period, any refunds will be processed and charges removed for tuition and all fees. After the 0% Ineligible for Refund period, tuition will be prorated according to the schedule, above, **and all fees are due in full.** After 100% Tuition Ineligible for Refund period, Students are liable for **tuition and all fees in full.** Students who register for courses and who do not file the appropriate Withdrawal Request Form or do not drop

Financial Information

courses before the end of the Fourth Week of classes are liable for their full charges.

Withdrawals

IF YOU DECIDE NOT TO ATTEND ADRIAN COLLEGE, IT IS YOUR 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 schedule. 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 11th 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. A student withdrawing shall be responsible for payment of tuition and fees in accordance with the Tuition & Fee Liability Schedule. 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 Dean of Graduate Studies Office, not the date of the last class attended. Students must submit the completed and signed Withdrawal Request Form to the Dean of Graduate Studies' Office.

Non-attendance / Non-payment / Dismissal

Non-attendance of classes WILL NOT withdraw you from classes, nor will it relieve you of your financial obligation or entitle you 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 Schedule.

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.

Please consult with an advisor in the Office of Financial Aid before you officially change your enrollment status or withdraw from the College, as your 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 official Adrian College publications including, but not limited to, the Course Catalog, Student Handbook, web site, and class schedules.

Semester Adjustments - May Term and Summer School

A student who is dismissed or who completely withdraws after the first day of class, and before the end of the Drop and Add period, will receive a 100 percent 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 Director 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 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

Financial Information

Student Aid (FAFSA), available on-line at 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. 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

State Vocational Rehabilitation :
www.ed.gov/svr and www.disability.gov

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, health care, 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 health care 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.
- 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 9:00am-4:00pm 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

Student Life

- health education on preventative health care and lifestyle issues including sexually transmitted infection education
- follow-up of emergency hospital visits
- loan of crutches, wheelchairs, and other medical equipment
- seasonal Influenza vaccine

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

Confidentiality

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

Health Insurance

Students attending Adrian College are responsible for their own health insurance coverage, as the College does not provide health insurance coverage for students. It is highly recommended that students verify that they have coverage through their parent/guardian insurance plan or purchase such coverage directly from an insurance carrier. Students may visit sis-inc.biz 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 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, Deputy Director, Captain, Lieutenants, and Student Officers.

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 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, and the Institute for Career Planning 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 Sibs & Kids Weekend, coffeehouses, bands, magicians/illusionists, comedians, lectures, BINGO, and many more exciting events. 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 graduatestudies@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 with 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.

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.

Telecommunication 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 25th 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 and religion, 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 and occurs on each Wednesday at noon. 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.

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.

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 having 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

205I, extension 4094.

Graduate students may apply to serve as tutors. A faculty recommendation is required. Contact the Tutoring Coordinator by emailing 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. Transportation for students with mobility issues may also be provided with a 24-hour notice of need. Students who would like to receive these services should provide the Accessibility Services Specialist with written documentation from an appropriate, certified 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 school preparation
- Job search assistance
- On- and off-campus career-related events
- Career-related programs
- Job shadowing
- Social media assistance
- Presentations
- Suit-a-Bulldog

Role of Career Planning

This office is the central coordinating facility for all internships conducted through the College. In cooperation with the faculty Internship Committee, the Career Planning staff establishes, administers, and publicizes procedures governing the program. Any questions regarding the internship program should be directed to this institute.

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 assists students in class registration and is the official source of academic policy information and academic records. For questions or additional information, contact the Registrar at registrar@adrian.edu.

Shipman Library

Shipman Library offers extensive resources and information to support student and faculty research. The library has computer labs, study rooms, and conference rooms and is overseen by two professional librarians. Librarians and resources are available in-person and online, and the library is open during regular business hours and also on nights and weekends, offering extended hours during peak times such as the final exam period. Resources include the “Ask a Librarian” chat feature, numerous journal databases, inter-library loans, and a mobile application for iPhone and Android devices to expand student access.

Don Kleinsmith Writing Center

Adrian College’s Writing Center, located in the Caine Student Center, is offered by the English Department. Trained consultants assist students with writing skills at any point during the writing process, not just final review. The Writing Center is open Monday through Friday, with limited hours on Sunday. Hours are posted at the Writing Center and provided to students through e-mail notification.

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 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) 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 Student Handbook, which is issued to all students each fall.

Degree Requirements

Degrees Offered

Adrian College is authorized by its Board of Trustees to grant the following degrees: Master of Arts, Master of Science, Master of Education, Master of Business Administration, 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
Business – General
Finance
Healthcare Administration

Master of Education:

Curriculum, Instruction, and Assessment

Master of Science:

Accountancy
Athletic Training

B. Certificates:

Graduate Certificate:

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. Students may not have more than two courses with a grade of "C" or less. A student may not repeat a class more than once.

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 NC, 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, NC, NG, or W.

Academic Progress

All full-time graduate students are required to complete the degree in three years. All part-time graduate students are required to complete the degree in 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

Students who have been provisionally accepted or accepted under special status into a graduate program (Provisional Admission Status, for example) must complete their undergraduate degree 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 individual programs. Virtual orientation is available at bb.adrian.edu on the Graduate Student Orientation page.

Registering for Classes

Prior to each semester, currently enrolled students consult with their advisors through email communication to prepare their class schedules. During the advising period, students pre-register online and then meet with their advisor to complete registration. A late registration fee will 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.

Undergraduate students may not enroll in graduate-level classes to be applied to an undergraduate degree. The combined BS/MS in an exception to this policy.

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.

Graduate Student and Online 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.

After acceptance into a graduate program, graduate students pay a deposit to the College to secure their spot in the program (\$300 to the Cashier’s Office in Caine Student Center or via this link: <https://easypath.ecsi.net/adrian2/683/Epay?pId=683>)

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 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 Academic Plans. Instructions on how to register can be found in the Graduate Student Handbook.

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 20 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 are processed by the academic advisor. For closed and "permission required" courses, a signed schedule change form must be submitted to the Registrar's Office 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 courses. The instructor's signature is required for all added courses. The completed schedule change form must be returned to the Registrar's Office no later than the sixth day of the Fall or Spring semesters. 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 for these terms extends until 10 days after the start of classes.

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 that have been submitted far enough in advance that, if denied, the petitioner will have sufficient time for rescheduling or other appropriate action.

Senior petitions dealing with graduation requirements must be submitted prior to the last semester of attendance.

Academic Status Policy

The Dean of Graduate Studies reviews the academic records of all students at the conclusion of each grading period. Students whose grade points fall below a 3.0 or whose number of hours earned indicate unsatisfactory progress are subject to special review by the Dean of Graduate Studies and the Academic Status Review Committee.

Students who possess a cumulative GPA of 3.0 are considered to be in **GOOD ACADEMIC STANDING**. Students not in Good Academic Standing are placed on Academic Probation or Dismissal.

ACADEMIC WARNING is a notice to the student of substandard performance and carries no sanction.

ACADEMIC PROBATION is a formal notice indicating academic improvement must occur. A student is placed on Academic Probation if the cumulative GPA within a graduate-level program falls below 3.0. The student must improve their GPA to at or above 3.0 after the following six credit hours of enrolled graduate coursework in order to be placed in Good Academic Standing. Failure to reach this expectation will result in Dismissal from the College.

DISMISSAL is a notice of immediate severance from the College. Students are dismissed from the College if one or more of the following occur:

- a student is on Academic Probation and is not able to return to Good Academic Standing after completing six credit hours of additional coursework, OR

- a student is placed on Academic Probation for the second time, OR
- a student receives a “C” or less in three or more courses within their graduate program, OR
- a student must repeat more than one course to maintain Good Academic Standing.

Students who are dismissed from the College are not eligible for re-admission. 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 for arranging with the instructor to make it up.

Grades

The grading system is as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, NC, 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 quality, showing originality, constructive thinking, or special ability in handling the subject.

B - Indicates work distinctly above average in quality and thoroughness and marks a maximum fulfillment of the requirements of the course.

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

D - Indicates barely passing work.

F - Indicates failure.

NC - Indicates no credit; a final grade of C- or lower will result in no credit for the following courses only: ENGL 101 and MLCE 101-102. A final grade of D+ or lower will result in no credit for the following course only: Math 099.

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. For 15-week classes, withdrawal will not be accepted by the Registrar after 5 p.m. on the seventh class day after publication of mid-semester grades. For 8-week classes, withdrawal will not be accepted past the 11th class day.

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/).

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 Change Policy

Grades can only be changed within the first 30 calendar days of the next semester. Most instructors distribute specific information regarding their grading procedures. Students are encouraged to periodically update their own academic progress in their courses and approach any instructor for clarification of his/her grading procedure. Letter grades are assigned at mid-semester and the end of the semester.

If a student feels that he/she has not received the proper grade, he/she should first discuss the grade with the instructor (see #1 in “Dealing with Problems – Student Complaint Process” section). If a grade change is agreed upon, the change must be reported in writing by the instructor. All grade changes are subject to review by the Academic Status Review Committee.

If there is no satisfaction, then the student may speak with the Department Chairperson. Every student should know that 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-, F, or NC 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 Academic Catalog.

Student Records

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, Adrian College has established policies and procedures to protect the privacy of student records. This policy appears below. Included in this policy are the categories of information designated as “public information.” Students have the right to withhold directory information from the public. They may do this by notifying the Housing Office in writing as described in the policy.

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

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the date the College receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed,

and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In its discretion the College may provide directory information without notice or prior consent. Directory information includes the following: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended by the student. Students may withhold directory information from the printed directory by notifying the Housing Office in writing within two weeks after the first day of class each semester.

Requests for non-disclosure will be honored by the College for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Housing Office.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

Public Information

This classification includes name, address, telephone number, dates of attendance, current enrollment status, courses elected, honors awarded, and degree(s) earned. Public information may be released without student consent upon request from an inquirer who has established identity and reasonable need for the information.

Restricted Information

This includes grades earned, financial arrangements between

the student and the College, and academic and disciplinary actions taken by appropriate committees. Restricted information may be released to persons outside the College only with the student's written consent or under legal process. Such information may be released to authorized College personnel with the understanding that it will be used in an ethical and professional manner.

Privileged Information

All information obtained in confidence and having protected status under the law and common professional practice is considered privileged information. It may be released only upon written request of the student and with the written consent of the College office in custody of the information or under legal process. A Student Consent to Release Educational Records form is available in the Student Business Services office.

Transcripts

It is the policy and practice of Adrian College that approval to release official college transcripts of student academic records requires that student financial obligations be satisfied or current. 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.

A fee of \$10.00 is charged per transcript. However, upon graduation, one free official transcript is sent to each student. Requests for additional transcripts must be in writing and all charges of violations of the Student Code of Conduct must be resolved and all judicial sanctions must be completed before a diploma is granted or a transcript is issued. To request a transcript, visit adrian.edu/academics/registrar/transcripts.

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. 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 for application materials.

Veteran Certification

The Registrar's 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 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 you are unable to continue in school for any reason after you have registered for and attended classes, you must officially withdraw from the College and follow the procedure outlined below:

1. Make an appointment with the Dean of Graduate Studies (graduatestudies@adrian.edu) for an exit interview.
2. At the time of the exit interview, you will be given a preliminary withdrawal form. You must then take this/communicate this form to the Financial Aid Office, Business Office, Student Affairs Office, and Registrar's Office.
3. The last date to withdraw from 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

Academic Policies and Programs

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 graduatestudies@adrian.edu with questions about policies, registration, and financial aid.

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,

Academic Policies and Programs

social, personal growth, and understanding among the Adrian College community. The Institute reflects Adrian College's commitment to creating an equitable learning and social environment, where a wide range of perspectives, experiences, and academic interests are promoted in and out of the classroom. 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 FEM. 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

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 Disciplines, & 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.

Academic Calendar

Fall Semester 2021

- August 23 - Classes Begin for all 15-Week and Term A Courses (7:30 AM)
- August 24 - Last day to Register
- August 24 - Last Day to add or drop a Term A Course
- August 30 - Last day to add or drop a 15-Week Course
- September 6 - Labor Day - No Classes
- September 7 - Classes resume (7:30 AM)
- September 7 - Last day to Withdraw from a Term A Course
- September 21 - Last day to report any grade changes from Spring, May or Summer 2021
- October 7 - Mid-Term Break begins (10:00 PM)
- October 13 - Classes resume (7:30 AM)
- October 15 - Mid-Term grades due for traditional 15-week courses (Noon)
- October 15 - Graduate 8-week course Term A ends
- October 18 - Graduate 8-week course Term B begins
- October 19 - Last day to add or drop a Term B Course
- October 22 - Last Day to Withdraw from a 15-Week Class
- October 26 - November 6 - Advising/Registration for Spring 2022
- November 1 - Last Day to Withdraw from a Term B course
- November 23 - Thanksgiving Break begins (10:00 PM)
- November 29 - Classes resume (7:30 AM)
- December 6-10 - Final Exam Week for 15-Week and Term B Courses
- December 10 - Graduate 8-week course Term B ends
- December 10 - All Graduate grades due - Noon
- December 15 - All incompletes Due from Spring, May and Summer 2021

Spring Semester 2022

- January 10 - Classes Begin for all 15-Week and Term A Courses
- January 11 - Last Day to Register
- January 11 - Last Day to Add or Drop a Term A Course
- January 17 - Martin Luther King Jr. Day - No Classes
- January 18 - Classes Resume (7:30 AM)
- January 18 - Last day to Add or Drop a 15-Week Course
- January 24 - Last day to Withdraw from a Term A Course
- February 8 - Last day to report any grade changes from Fall 2021
- February 25 - Spring Break begins (5:00 PM)
- March 4 - Graduate 8-week course Term A ends
- March 4 - Term A Final Grades Due (Noon)
- March 7 - Classes Resume (7:30 AM)
- March 7 - Graduate 8-week course Term B begins
- March 8 - Last day to Add or Drop a Term B Course
- March 9 - Mid-Term Grades Due for traditional 15-week courses (Noon)
- March 16 - Last Day to Withdraw from a 15-Week Class
- March 28 - Last day to Withdraw from a Term B Course
- March 28-April 8 - Advising/Registration for Fall 2022
- April 5 - Ribbons day
- April 15 - Good Friday - No Classes
- April 18 - Classes Resume (7:30 AM)
- April 25-29 - Final Exam Week for 15-week and Term B courses
- April 29 - Graduate 8-week course Term B ends
- April 29 - All Graduate Term B grades due - Noon
- May 1 - Commencement
- May 5 - All incompletes Due from Fall 2021

May Term 2022

- May 4 - Classes Begin
- May 5 - Last Day to Add or Drop a Class (4:00 PM); Last day for Tuition Refund
- May 18 - Last Day to Withdraw
- May 30 - Memorial Day - No Classes
- June 1 - Last day of Classes
- June 3 - May Grades Due (Noon)

Summer Term 2022

- June 8 - Classes Begin; Last Day to Register
- June 9 - Last Day to Add or Drop a Class (4:00 PM); Last Day for a Tuition Refund
- June 20 - Last Day to Withdraw
- July 4 - 4th of July Holiday - No Classes
- July 20 - Last day of Classes
- July 22 - 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 entire 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 any of the 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 either before or 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 open enrollment period for the semester.

- **Changes to Curricular Requirements**

The curriculum of a department may change in the time that you are 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 catalogue 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

- 3 Credit Course: 9.375 hours of classroom instruction per week, 18.6 hours assumed student effort
- 4 Credit Course: 12.5 hours of classroom instruction per week, 25 hours assumed student effort

Summer Term - 6 weeks

- 3 Credit Course: 6.25 hours of classroom instruction per week, 12.5 hours assumed student effort
- 4 Credit Course: 8.3 hours of classroom instruction per week, 16.6 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 Business – General
Master of Business Administration in Finance
Master of Business Administration in Health Care Administration
Graduate Certificate in Health Care 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
Health Endorsement (for Certified Teachers)

Course Descriptions

Accountancy

Mission Statement

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

The totally online Master of Science in Accounting 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/CMA examination review course and sit for their professional examinations.

Certified Public Accountant (CPA) Licensing

The curriculum is offered in 4 (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.

Certified Management Accountant (CMA) Licensing

The Master of Science in Accounting will also benefit students who wish to enter the private accounting sector and obtain the designation of Certified Management Accountant (CMA). Relevant coursework that incorporates CMA review material is offered to assist students in passing the CMA exam.

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 Graduate 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. For example, if a minimum of 124 hours are required for the B.B.A. 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 Accounting

(30 credit hours)

Accountancy Core (15 hours)

| | |
|---------|--|
| ACCT501 | Accounting Theory I (3) |
| ACCT502 | Accounting Theory II (3) |
| ACCT511 | Controllership and Internal Auditing (3) |
| ACCT514 | Advanced Accounting Systems and Controls (3) |
| ACCT522 | Corporate Taxation (3) |

All students must choose one of the tracks below:

*Public Accounting
Managerial Accounting*

Public Accounting Track (15 hours)

Choose 15 hours required from the following:

| | |
|----------|---|
| ACCT503 | Evolution of Modern Accounting (3) |
| ACCT506 | Advanced Business Law (3) |
| ACCT512 | Advanced Auditing and Professional Ethics (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) |
| ACCT524 | Tax Research |
| ACCT523 | Leadership and Communication (3) |
| ACCT595 | Master's Project/Thesis (1-3) |

Managerial Accounting Track (15 hours)

Choose 15 hours required from the following:

| | |
|----------|---|
| ACCT503 | Evolution of Modern Accounting (3) |
| ACCT506 | Advanced Business Law (3) |
| ACCT515 | Fraud Examination (3) |
| 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) |
| ACCT520 | Advanced Analytics (3) |
| ACCT523 | Leadership and Communication (3) |
| ACCT595 | Master's Project/Thesis (1-3) |
| FIN510 | Advanced Managerial Finance (3) |
| FIN513 | Entrepreneurial Finance (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

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. 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 – General

The fully online 30 credit hour MBA in General Business is intended to provide advanced coursework for students interested in expanding their 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 through enhanced awareness.

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 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 – Healthcare Administration

The fully online 36 credit hour MBA in Healthcare Administration equips pre-professional majors at Adrian College and healthcare professionals in the field 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. This is accomplished by embedding curricular modules developed by Harvard Business School that combine extensive business research with practical application to enhance leadership skills to support industry change.

Graduate Certificate in Healthcare Administration

The HCA graduate Certificate is a component of the MBA in HCA and is intended to offer the health care 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 courses offered in 8-week sessions and online or hybrid.

Select Healthcare Administration courses have additional course fees of \$360 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)

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:

| | |
|----------|---|
| ACCT503 | Evolution of Modern Accounting (3) |
| 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) |
| ACCT520 | Advanced Analytics (3) |
| 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 –

General

(30 hours)

MBA Business Core (21 hours)

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

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

MBA 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) |
| MBA550 | Advanced Topics in Business Administration (3) |
| MBA555 | Experimental Course (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 | Informatics and Analysis (3) |
| MBA545 | Managerial Economics (3) |
| MBA546 | Disruptive Strategy (3) |
| MBA586 | 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) |
| ACCT520 | Advanced Analytics (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 –

Healthcare Administration

(36 hours)

| | |
|--------|---------------------------------------|
| MBA541 | Quality Management (3) |
| MBA542 | Marketing and Consumer Relations (3) |
| MBA543 | Finance and Accounting Principles (3) |
| MBA544 | Informatics and Analysis (3) |

Business Administration

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

**Graduate Certificate in
Health Care Administration**
(15 hours)

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

Select MBA courses have additional course fees of \$360 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:

- To prepare students to be mature, competent, and effective scholars and/or working professionals in the criminal justice field.
- To develop 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.
- To promote 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.
- To prepare 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) |
| SCJ590 | 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) |
| SCJ590 | 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 health care 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, and then students 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 / Pre-Athletic Training and an M.S. in Athletic Training after year five.

Master of Science in Athletic Training Graduation Requirements

- Completion of B.S. degree program in Exercise Science / Pre-Athletic Training 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,

ESAT250, PSYC100, HCA282, the biology, physics, and chemistry requirement (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
- Proof of blood-borne pathogen training
- Signed Communicable Disease Policy
- Proof of HIPAA/FERPA. training

Professional Phase Retention:

Students will be evaluated each semester thereafter, 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 – No graduate student may receive more than 2 Cs while enrolled in their program

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 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 master's 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

BS 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 up to 50% of the Athletic Training Graduate Core.

M.S. Requirements: Completion of the remainder of the Athletic Training Graduate Core.

Exercise Science/Pre Athletic Training Core (31 hours)

| | |
|------------|-------------------------------------|
| AT100 | Medical Terminology (2) |
| AT200 | Pathology of Injury and Illness (3) |
| ESAT225 | Human Anatomy (3) |
| 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) |
| AT301 | AT Seminar I (1) |
| AT302 | AT Seminar II (1) |
| AT303 | AT Seminar III (1) |
| AT304 | AT Seminar IV (1) |
| 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 (63 hours)

| | |
|-------|---------------------------------------|
| AT500 | The Practicing Athletic Trainer (2) ^ |
| AT501 | AT Clinical Skills I (1) |
| AT502 | AT Clinical Skills II (2) |
| AT503 | AT Clinical Skills III (2) |
| AT504 | AT Clinical Skills IV (2) |
| AT505 | AT Clinical Skills V (2) |
| AT506 | AT Clinical Skills VI (4) |
| AT510 | Strength and Conditioning (3) |

| | |
|---------|---------------------------------------|
| AT520 | Research Methods (3) |
| AT521 | Pre-Hospital Care I (1) |
| AT521-L | Pre-Hospital Care I Lab (1) |
| AT522 | Pre-Hospital Care II (1) |
| AT522-L | 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) ^ |

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 totally 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-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 totally online 15-hour Post-Baccalaureate 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.

Graduate Certificate in Higher Education Leadership

The totally online 15-hour Post-Baccalaureate 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 and develop understanding of effective institution-wide assessment systems.

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

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

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

Choose 1-2 options required from the following:

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

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

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

Graduate Certificate in Institutional Effectiveness

(15 hours)

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

Graduate Certificate in Higher Education Leadership

(15 hours)

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

Sport Management

Mission Statement

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

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

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

This program provides stimulating learning experiences 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. Our instructors 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. The Sport Management graduate 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 in relation to 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's 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 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 level.

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 ED577 Project/Thesis (3)

T ED Graduate Electives (12 hours)

Choose 12 hours required from the following:

- T ED505 International Education Policy (3)
- T ED578 Comparative International Education (6)
- T ED579 Assessment and Evaluation (3)
- T ED580 School Law (3)
- T ED581 Inquiry-Based Literacy Instruction (3)
- T ED582 Urban Education (3)
- T ED583 Second Language Teaching and Learning (3)
- T ED584 Literacy in the Content Area (3)

Course Descriptions

The semesters listed after course descriptions indicate when courses are 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).

ACCT503. Evolution of Modern Accounting (3).

Study of the evolution of accounting theory from the mercantile method of accounting to the present day. It focuses primarily on US GAAP but also includes applicable IFRS. (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).

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).

ACCT520. Advanced Analytics (3).

Course emphasizes how financial statements are analyzed and interpreted and results communicated. Models used by business analysts to reformat accounting information from the business-entity to an investor basis are studied. Their uses in establishing asset and business valuations and in financial planning and forecasting are also studied. (Prerequisite: Graduate

student status or permission of the Department.) Offered once per academic year.

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).

Course Descriptions

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).

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).

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).

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).

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. Pre-Hospital Care I (1).

Students will learn to recognize and manage acute injuries and illnesses in order to provide optimal pre-hospital care. 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. 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. Pre-Hospital Care II (1).

Students will learn to recognize and manage acute injuries and illnesses in order to provide optimal pre-hospital care. 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. 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).

Course Descriptions

AT532-L. Examination and Diagnosis II Lab (1).

Building on content learned in Examination & Diagnosis Lab I, students will learn and practice the clinical skills associated with AT532. (Prerequisite: AT531 and AT531-L, Co-requisite: AT532).

AT533. Examination and Diagnosis III (2).

Building on content learned in Examination & Diagnosis II, this course covers essential knowledge for performing a medical history and physical examination, establishing a plan of care, documentation, referral, and return to activity considerations. (Prerequisite: AT532 and AT532-L, Co-requisite: AT533-L).

AT533-L. Examination and Diagnosis III Lab (1).

Building on content learned in Examination & Diagnosis Lab II, students will learn and practice the clinical skills associated with AT533. (Prerequisite: AT532 and AT532-L, Co-requisite: AT533).

AT540. Mental and Behavioral Health (3).

Introduction to the fundamentals of mental illness and psychiatric disorders as well as factors that cause mental illness and influence patient outcomes. Students will learn to identify, refer, and give support to patients with such conditions. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

AT541. Therapeutic Interventions I (2).

The essential knowledge regarding treatment and rehabilitation of common injuries and illnesses in the physically active. Students will assess patients in order to establish a plan of care and implement a therapeutic intervention program. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT541-L).

AT541-L. Therapeutic Interventions I Lab (1).

Students will learn and practice the clinical skills associated with AT541. (Prerequisite: Entrance into the Graduate Program in Athletic Training, Co-requisite: AT541).

AT542. Therapeutic Interventions II (2).

The essential knowledge regarding treatment and rehabilitation of common injuries and illnesses in the physically active. Students will assess patients in order to establish a plan of care and implement a therapeutic intervention program. (Prerequisite: AT541 and AT541-L, Co-requisite: AT542-L).

AT542-L. Therapeutic Interventions II Lab (1).

Students will learn and practice the clinical skills associated with AT542. (Prerequisite: AT541 and AT541-L, Co-requisite: AT542).

AT543. Therapeutic Interventions III (2).

The essential knowledge regarding treatment and rehabilitation of common injuries and illnesses in the

physically active. Students will assess patients in order to establish a plan of care and implement a therapeutic intervention program. (Prerequisite: AT542 and AT542-L, Co-requisite: AT543-L).

AT543-L. Therapeutic Interventions III Lab (1).

Students will learn and practice the clinical skills associated with AT543. (Prerequisite: AT542 and AT542-L, Co-requisite: AT543).

AT550. Emergency Medical Services (5).

This course prepares students to perform as competent emergency medical services (EMS) providers. Emphasis is placed on roles and responsibilities of the EMS provider, scene management, triage, patient assessment, and treatment of medical emergencies. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

AT551. Independent Study (1-3).

A program of supervised work in an area of special interest to the student. Graduate students may take up to three credits toward graduation. This course may be used as elective credit but may not be used in place of required courses.

AT560. Exam Prep (1).

A preparation course for the athletic training Board of Certification Exam.

AT590. Advanced Topics in Athletic Training (1-3).

This course will cover contemporary topics in athletic training and related fields. (Prerequisite: Entrance into the Graduate Program in Athletic Training).

AT595. Capstone: Thesis I (4).

This is the first of a two-course sequence. Under the direction of a faculty chair, students will design original research and begin writing a thesis manuscript (Prerequisite: Entrance into the Graduate Program in Athletic Training).

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).

Course Descriptions

FIN513. Entrepreneurial Finance (3).

This course studies how entrepreneurs obtain and use financial resources. Includes integration of financial matters into a business plan; identification of resources; financial analysis; business valuations; and investor and financial institution relations. (Prerequisite: Graduate student status or permission of the Department).

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 unites 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).

Course Descriptions

HAL602. Thesis Research (3).

Students completing this requirement analyze data collected in Research Methods (HAL601), write a research report, and present on findings in formal presentations. (Prerequisite: Permission of the Department).

Graduate Courses in Health Care 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 as 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.

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 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

Course Descriptions

status or permission of the Department.). *Previously listed as HCA546.*

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).

MBA581. 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 as 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.)

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 Sport Management (SMGT)

SMGT510. Sport Administration (3).

This course is an overview of the nature and scope of the sport industry. This course is also designed to expand the students' understanding of various leadership and management theories, research, and application to sport organization and administration. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL510.*

SMGT511. Sport Ethics (3).

This course investigates moral and ethical issues in sport and judgments. This course will examine the concept of right and wrong behavior among athletes, coaches, and spectators as well as other ethical issues in sport such as cheating, sportsmanship, PED use, and violence. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL511.*

SMGT512. Sport Sales (3).

The purpose of this course is to promote critical examination of theory and practical application with regard to sales and promotion in sport. With the development of an understanding of foundational concepts, students will be challenged to examine theory and practice a variety of sales strategies and promotional tools. (Prerequisite: Graduate student status or permission of the Department.) *Previously listed as SAL512.*

SMGT521. Sport Law (3).

This course will examine legal issues including negligence, constitutional law, product liability, administrative law, and contract law as it applies to the sport industry.

Course Descriptions

(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 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.*

Course Descriptions

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 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.

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).

Course Descriptions

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.

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).

SCJ590. 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.

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 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.

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.

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.

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.

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.

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.

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

Course Descriptions

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 ED577. 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).

T ED578. Comparative International Education (6).

Students will examine the educational systems of selected nations with analysis of various social, historical, political, and economic forces in relation to their effect on the establishment of education practices. Study Abroad Component.

T ED579. Assessment and Evaluation (3).

Students will critically examine goals, objectives, and testing techniques; creation of teacher-made tests and interpretation of standardized tests; recording and reporting test results; and the use of the test results in planning.

T ED580. School Law (3).

Students will examine formal and informal legal dimensions of the American system of education. Students will become knowledgeable about the legal limits on teachers in daily school operations.

T ED581. Inquiry – Based Reading Instruction (3).

Students will extend the concept of literacy teaching in elementary grades focusing upon assessment-based instruction. Content includes a wide range of literacy topics including classroom-based assessment, evaluation, and instruction. Meets the Michigan reading requirements for certificate renewal and professional certificate.

T ED582. Urban Education (3).

Students will combine theoretical study with first-hand observations of the urban school. Emphasis is on probing the uniqueness of the urban school subculture and its problems, the nature of the social forces that directly impinge on its functioning, and discernment of the basic similarities that characterize schools servicing socio-geographical populations.

Course Descriptions

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

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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

TBD
Vice-President of Development

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Michael Allen (1986-2017)

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J. Gregg Arbaugh (1957-1986)

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Professor of Geology

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Professor of Psychology

C. Ray Hembree (1984-1996)

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Diane A. Henningfeld (1987-2006)

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Richard E. Werstler (1965-1985)

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Office of Chaplain and Church Relations

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Barbara Stundon (2018)

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B.S., Mercy College

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Support Specialist, Information Technology Services

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Division of Enrollment

Frank J. Hribar (2010)
Vice-President for Enrollment and Student Life
B.A., M.A., Siena Heights University; D.B.A., Bilkent University

Mickey Alvarado
Marketing Specialist

Sophie Cucci (2020)
Admissions Counselor
B.A., University of Michigan

Ben Gilsdorf (2020)
Financial Aid Counselor
B.A., St. Joseph College; B.M., Siena Heights University

Blake Hairston (2017)
Admissions Counselor
B.B.A., Adrian College

Allison Hulshof (2013)
Administrative Assistant and Admissions Visit Coordinator
B.A., Siena Heights University

Kevin Johnson (2019)
Admissions Counselor
B.A., Adrian College

Lori Kosarue (2020)
Assistant Vice President of Enrollment
B.A., M.A., Siena Heights University

Bonnie Lynch (2015)
Director of Admissions
B.A., Miami University; M.A., Siena Heights University

Stefanie Mineff (2014)
Financial Aid Counselor
M.A., Spring Arbor University

Jarrett Patterson (2015)
Admissions Counselor
B.B.A., Adrian College

Darrian Pitcher (2017)
Multimedia Coordinator
B.A., Adrian College

Patrick Stewart (2015)
Sports Information Director
B.S., Ohio University

Kim Williams (1994)
Admissions Application Coordinator

Division of Recruitment & Enrollment

Ryan Cupp (2021)
Band Director
B.M., M.M., Central Michigan University

Athletics

Michael P. Duffy (1984)
Director of Athletics
B.A., B.B.A., Adrian College; M.S., United States Sports Academy

Ali G. Alamdari (2008)
Head Coach Women's Soccer
B.A., M.A., Western Michigan University

Kali Bills (2021)
Head Coach Women's Lacrosse

Gary Astalos (2016)
Head Coach ACHA Division I Men's Ice Hockey
B.B.A., Eastern Michigan University

Tyler Prater (2021)
Head Coach ACHA Division II Men's Ice Hockey

Ellen Barker
Head Coach Acrobatics and Tumbling

Brittany Archambeau (2021)
Assistant Coach Acrobatics and Tumbling

Chasity Reynolds (2020)
Administrative Assistant- Merillat Sports and Fitness Center

Faculty, Staff, and Administration

Seth Borton (2014)

Head Coach Bass Fishing
B.A., Siena Heights University

Caleb Taylor (2021)

Assistant Coach Bass Fishing

Ashley T. Carlson (2011)

Director of Skating & Head Coach Synchronized Skate
B.A., Miami University

Cliff Cushard

Head Coach Women's Wrestling

Nicole Czuhajewski

Head Coach Figure Skating
B.B.A., Adrian College

James I. Deere (2007)

Head Coach Football
B.A., Adrian College

Zach Elbin (2019)

Head Coach Men's Tennis & Women's Tennis

Toby M. Ernst (2007)

Equipment Manager & Kicking Coach
B.A., Adrian College

Jamison M. Fetter (2004)

Head Athletic Trainer
B.S., Defiance College; M.S., Ohio University

Doug Raymond (2021)

Head Coach ACHA Division III Men's Ice Hockey

Casey Fitzpatrick (2019)

Head Coach Men's Volleyball

Brent Greenwood (2017)

Head Coach Club Baseball
B.B.A., Adrian College

Darrin Griewahn (2019)

Head Coach Men's Bowling and Women's Bowling

Hannah Griffin (2019)

Head Coach ACHA Division I Women's Ice Hockey
B.B.A., Adrian College

Jamie Muenzner (2021)

Head Coach ACHA Division II Women's Ice Hockey

Michael Hatfield (2020)

Head Coach Men's Soccer

Michael Twiss (2021)

Assistant Coach Men's Soccer

Miranda Kiser (2019)

Head Coach Club Softball

Adam Krug (2014)

Head Coach Men's Hockey
B.A., Adrian College

Adam Phillips (2021)

Assistant Coach Men's Hockey

David Kwan (2012)

Head Coach Women's Volleyball
B.A., M.S., York University

Jose Soto

Assistant Coach Women's Volleyball

Tim Kaiser (2021)

Head Coach Men's Basketball
B.A., Adrian College

Peter Smith (2021)

Assistant Coach Men's Basketball

Ashley Skelly (2021)

Head Coach Softball

Taylor Farmer (2021)

Assistant Coach Softball

Barb Hanson (2021)

Administrative Assistant and Arrington Arena Office
Manager

Kathleen S. Morris (1992)

Head Coach Women's Basketball
B.A., Muskingum College; M.S., Ohio University

Katie Crawford (2021)

Assistant Coach Women's Basketball

Kortney Ouellette

Head Coach Cheerleading and Dance

Cassidy Williams (2021)

Assistant Coach Cheerleading and Dance

Michael Prang

Sports Information Director

Joel Snyder (2021)

Assistant Sports Information Director

Jody Prime

Head Coach Equestrian

Troy Prime (2021)

Head Coach Equestrian

Faculty, Staff, and Administration

I. Craig Rainey (1990)

Head Coach Baseball
B.A., Adrian College

Aaron Klotz (2021)

Assistant Coach Baseball – Hitting and Middle Fielders

Craig Prince (2021)

Assistant Coach Baseball

William Schindel Jr. (2016)

Head Coach Men's Wrestling
B.A., University of Mount Union

Ryne Morrison (2021)

Assistant Coach Men's Wrestling

Meg Sharp (2009)

Athletic Trainer and Senior Women's Administrator
B.S., Grand Valley State University; M.S., Middle
Tennessee State University

Jennifer Six (2019)

Administrative Assistant- Merrillat Sports and Fitness
Center

Shawn Skelly (2018)

Head Coach NCAA Women's Hockey
B.A., Adrian College

Kalie Grant (2021)

Assistant Coach NCAA Women's Hockey

Jeremy Symington (2012)

Ice Arena Manager
B.S., St. Lawrence University

Brian Thill (2016)

Head Coach Men's and Women's Track and Cross Country
B.S., University of Wisconsin-Stevens Point
M. Ed., Defiance College

Matthew Sutton (2021)

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

Xavier Aikens (2021)

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

Bart Thompson

Head Coach Men's Rowing and Women's Rowing

Richard Keith Uecker (2011)

Offensive Line Coach & Assistant Head Coach Football
B.S., Auburn University

Eric Tyahla (2021)

Defensive Backs Coach - Football

Alex Knollman (2021)

Assistant Coach Football

Trenton Demeuse (2021)

Assistant Coach Football

Brandon Plyler (2021)

Assistant Coach Football

Brian Murray (2021)

Defensive Line Coach – Football

Deontae Bridgeman (2021)

Defensive Line Coach – Football & Video Coordinator

Brett Wetzel (2018)

Head Coach Men's Lacrosse

Nate Oekerman (2021)

Assistant Coach Men's Lacrosse

Ryan Williams (2013)

Head Coach Men's' and Women's Golf
B.A., University of Rochester

Benny Mateialona (2021)

Head Coach Men's Rugby

John Gulden (2021)

Head Coach Women's Rugby

Vinnie Granato (2021)

Head Coach E-Sports

Division of Student Life

Melinda Schwyn (2013)

Dean of Student Affairs
B.A., Cleary University; M.A., Western Michigan
University

Wade Beitelschies (2012)

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

Kellie Berger (2011)

Director of cre
B.A., M.A., Siena Heights University

Bart Bradley (2013)

Safety Captain

Gabrielle Dixon (2015)

Resident Life Coordinator

Faculty, Staff, and Administration

Thomas Doney (2018)
Student Life Coordinator
B.A. Adrian College

Kaitlyn Goodson (2020)
Director of Housing
B.A., Michigan State University

Andy Lopez
Safety Captain

Emeritus Administrators

James B. Borland, Jr. (1971-2006)
Vice President Emeritus
Professor of English and Computer Information Systems

Douglas L. Boyse (1978-1999)
Registrar Emeritus

Stanley P. Caine (1988-2005)
President Emeritus

James A. Dodd (1964-1990)
Library Director Emeritus

O. Ioan Stepp (1973-1985)
Registrar Emeritus

College Corporation

Patrick Farver
Chairman of the Board of Trustees

Jeffrey R. Docking
President of the College

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