



Defiance College

Academic Year 2021-2022

Undergraduate Academic Catalog

The College reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the College. These changes will govern all current and formerly enrolled students. The College also reserves the right to require withdrawal of any student at any time, for reasons deemed sufficient, that will most effectively protect the welfare of its students and the interests of the College.

Edited by:

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Robert Detwiler, Ph.D.

With contributions from Barb Sedlock, M.L.S.

2021-2022 Defiance College Undergraduate Academic Calendar

Fall 2021 Semester

Fall Matriculation Ceremony	Monday, August 23
Evening, Lab and Adult Online Classes Begin ¹	Monday, August 23
All Fall Classes Begin	Tuesday, August 24
Add/Drop Ends (1 st Half Classes)	Wednesday, August 25
Add/Drop Ends (Full Term Classes)	Friday, August 27
Labor Day Holiday (College Closed)	Monday, September 6
Last Day to Withdraw (1 st Half Classes)	Wednesday, September 22
Course Evaluation Period (1 st Half Classes)	Monday, October 4 – Friday, October 8
Last Day of 1 st Half Classes	Thursday, October 14
Fall Break (No Classes; College Open)	Friday, October 15
2 nd Half Classes Begin	Monday, October 18
Midterm Grades Due	Monday, October 18
1 st Half Classes Grades Due by Noon	Tuesday, October 19
Add/Drop Ends (2 nd Half Classes)	Wednesday, October 20
Spring Semester Registration and Advising Opens	Monday, October 25
Last Day to Withdraw (Full Term Classes)	Friday, October 29
Spring Semester Registration and Advising Ends	Friday, November 5
Last Day to Withdraw (2 nd Half Classes)	Wednesday, November 17
Course Evaluation Period (Full Term Classes)	Monday, November 22 – Friday, December 3
Thanksgiving Break (College Closed)	Wednesday, November 24 – Friday, November 26
Course Evaluation Period (2 nd Half Classes)	Monday, November 29 – Friday, December 3
Last Day of Classes	Friday, December 3
Final Examinations	Monday, December 6 – Friday, December 10
Final Grades Due by Noon	Tuesday, December 14
College Closed for Christmas Break	Friday, December 24 – Friday, December 31
Deadline to complete all requirements for December Graduation	Saturday, January 15

Spring 2022 Semester

GEN 101 Course Begins (required for Classes of 2024 and 2025) <i>(also known as Jacket Journey Days)</i>	Wednesday, January 12 – Friday, January 14
Martin Luther King, Jr. Day (College Closed)	Monday, January 17
All Spring Classes Begin	Tuesday, January 18
Add/Drop Ends (1 st Half Classes)	Wednesday, January 19
Add/Drop Ends (Full Term Classes)	Friday, January 21
Last Day to Withdraw (1 st Half Classes)	Wednesday, February 16
Course Evaluation Period (1 st Half Classes)	Monday, February 28 – Friday, March 4
Last Day of 1 st Half Classes	Friday, March 11
Spring Break	Monday, March 14 – Friday, March 18
1 st Half Grades Due by Noon	Tuesday, March 15
2 nd Half Classes Begin	Monday, March 21
Midterm Grades Due	Monday, March 21
Add/Drop Ends (2 nd Half Classes)	Wednesday, March 23
Summer and Fall Registration and Advising Opens	Monday, March 28
Last Day to Withdraw (Full Term Classes)	Friday, April 1
Summer and Fall Registration and Advising Ends	Friday, April 8
Last Day to Withdraw (2 nd Half Classes)	Wednesday, April 13
Good Friday (College Closed)	Friday, April 15
Course Evaluation Period (Full Term Classes)	Monday, April 25 – Friday, May 6
McMaster Symposium (No Classes; College Open)	Thursday, April 28
Course Evaluation Period (2 nd Half Classes)	Monday, May 2 – Friday, May 6
Last Day of Classes	Tuesday, May 3
Final Examinations	Wednesday, May 4 – Tuesday, May 10

¹ Evening classes are defined as those that begin at 4 pm or later.
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Grades Due for Graduating Students by Noon	Wednesday, May 11
Commencement	Saturday, May 14
Final Grades Due by Noon	Tuesday, May 17
Deadline to complete all requirements for May Graduation	Tuesday, May 31

Summer 2022 Semester (Full Term (12-Week), Sessions I (1st 6-Weeks) and II (2nd 6-Weeks))

Full Term and 1 st 6-Week Classes Begin	Monday, May 16
Add/Drop Ends (Full Term and 1 st 6-Week)	Thursday, May 19
Memorial Day (College Closed)	Monday, May 30
Last Day to Withdraw (1 st 6-Week Classes)	Friday, June 10
Last Day of 1 st 6-Week Classes	Friday, June 24
2 nd 6-Week Classes Begin	Monday, June 27
1 st 6-Week Classes Grades Due by Noon	Tuesday, June 28
Add/Drop Ends (2 nd 6-Week Classes)	Thursday, June 30
Independence Day (College Closed)	Monday, July 4
Last Day to Withdraw (Full Term)	Friday, July 8
Last Day to Withdraw (2 nd 6-Week Classes)	Friday, July 22
Last Day of 12-Week and 2 nd 6-Week Classes	Friday, August 5
Full Term and 2 nd 6-Week Grades Due by Noon	Tuesday, August 9
Deadline to complete all requirements for August Graduation	Tuesday, August 30

2021-2022 Defiance College RN to BSN and Organizational Supervision and Leadership (OSL) Academic Calendar

Fall 2021 Semester

Fall Classes Begin	Monday, August 30
Add/Drop Ends (1 st Half Classes)	Wednesday, September 1
Labor Day Holiday (College Closed)	Monday, September 6
Last Day to Withdraw (1 st Half Classes)	Wednesday, September 29
Course Evaluation Period (1 st Half Classes)	Monday, October 4 – Friday, October 8
Last Day of 1 st Half Classes	Friday, October 22
2 nd Half Classes Begin	Monday, October 25
1 st Half Classes Grades Due by Noon	Tuesday, October 26
Add/Drop Ends (2 nd Half Classes)	Wednesday, October 27
Spring Semester Registration and Advising Opens	Monday, October 25
Spring Semester Registration and Advising Ends	Friday, November 5
Last Day to Withdraw (2 nd Half Classes)	Tuesday, November 23
Thanksgiving Break (College Closed)	Wednesday, November 24 – Friday, November 26
Course Evaluation Period (2 nd Half Classes)	Monday, November 29 – Friday, December 3
Last Day of Classes	Friday, December 17
Final Grades Due by Noon	Tuesday, December 21
College Closed for Christmas Break	Friday, December 24 – Friday, December 31
Deadline to complete all requirements for December Graduation	Saturday, January 15

Spring 2022 Semester

Spring Classes Begin	Monday, January 10
Add/Drop Ends (1 st Half Classes)	Wednesday, January 12
Martin Luther King, Jr. Day (College Closed)	Monday, January 17
Last Day to Withdraw (1 st Half Classes)	Wednesday, February 9
Course Evaluation Period (1 st Half Classes)	Monday, February 21 – Friday, February 25
Last Day of 1 st Half Classes	Friday, March 4
Spring Break	Monday, March 7 – Friday, March 11
1 st Half Grades Due by Noon	Tuesday, March 8
2 nd Half Classes Begin	Monday, March 14
Add/Drop Ends (2 nd Half Classes)	Wednesday, March 16
Summer and Fall Registration and Advising Opens	Monday, March 21
Summer and Fall Registration and Advising Ends	Friday, April 1
Last Day to Withdraw (2 nd Half Classes)	Wednesday, April 6
Good Friday (College Closed)	Friday, April 15
McMaster Symposium (No Classes; College Open)	Thursday, April 28
Course Evaluation Period (2 nd Half Classes)	Monday, April 25 – Friday, April 29
Last Day of Classes	Friday, May 6
Commencement	Saturday, May 14
Final Grades Due by Noon	Tuesday, May 10
Deadline to complete all requirements for May Graduation	Tuesday, May 31

Summer 2022 Semester (Session III (1st 8-Weeks) and Session IV (2nd 8-Weeks))

1 st 8-Week Classes Begin	Monday, May 9
Add/Drop Ends (1 st 8-Week Classes)	Wednesday, May 11
Memorial Day (College Closed)	Monday, May 30
Last Day to Withdraw (1 st 8-Week Classes)	Wednesday, June 8
Last Day of 1 st 8-Week Classes	Friday, July 1
Independence Day (College Closed)	Monday, July 4
2 nd 8-Week Classes Begin	Tuesday, July 5
1 st 8-Week Classes Grades Due by Noon	Tuesday, July 5
Add/Drop Ends (2 nd 8-Week Classes)	Thursday, July 7
Last Day to Withdraw (2 nd 8-Week Classes)	Wednesday, August 3
Last Day of Classes	Friday, August 26
Grades Due by Noon	Monday, August 29
Deadline to complete all requirements for August Graduation	Tuesday, August 30

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INTRODUCTION TO DEFIANCE COLLEGE

Mission

Defiance College graduates students to lead distinctive lives in their chosen professions through a spirit of service by preparing them to know, to understand, to lead, and to serve.

To KNOW: We believe that the liberal arts form a broad basis for all learning. We affirm that academic excellence demands a committed search for truth, competency in research and other problem solving methods, the ability to synthesize knowledge from many sources, and a capacity for self-directed learning.

To UNDERSTAND: We provide opportunities for students to perceive and make connections between the intellectual realm and the world. We strive to develop awareness of and sensitivity to global interdependence and diverse cultures.

To LEAD: We are committed to the betterment of the community, the nation, and the world through the development of leadership skills and abilities. We create opportunities for students to initiate and facilitate beneficial action in and out of the classroom and encourage self-reflection on the role of the dedicated leader.

To SERVE: We encourage our students to be of service to their fellow students, their chosen fields of study, their communities and the world. We provide opportunities for students to transform society through civic engagement along with application of their knowledge and understanding to service. (Board approved, April 2017)

Vision

Holistic Learning and Adaptability for Life.

Prepared Professionals.

Community Leaders.

Civic Stewards.

Core Values

At Defiance College, we go Together:

Inclusive.

Excellence.

Innovative.

Engaging.

Influential.

Soulful.

Intentional.

Affiliation

Defiance College has been affiliated with the Christian Church, now United Church of Christ, since 1902. <http://www.ucc.org/>

Defiance College Educational Philosophy

Defiance College emphasizes learning based on the four pillars of its mission, “to know, to understand, to lead, and to serve.” Within the tradition of liberal education, students experience broadly based learning in communication skills, critical thinking, moral development, the examination of global societies, and the abilities needed to function within a diverse society. Studies within the humanities, arts, sciences, and social sciences lead to an understanding of the complex, diverse world in which we live.

Because superior learning is a natural outcome of learning with engagement, the College strives to ensure that traditional liberal education is actively connected to the real world. Learning at Defiance is characterized by forging intellectual connections and engagement of the mind with the environment, the self with others, the individual with community, generality with context, and deliberation with action. As a result, students are expected to combine knowledge and understanding with active leadership and

service as they develop reasoning abilities, superior professional skills, a well-developed sense of self and moral judgment, and an understanding of their civic roles and responsibilities.

Superior learning is realized through active engagement in undergraduate research, service learning, and campus organizations and activities. It is shared and expanded through interaction with like professionals and in leadership opportunities, cooperative education and internships, and partnerships with local, regional, national, and international organizations. The Defiance College education will provide students with the knowledge and experiences necessary for the improvement of the world of tomorrow.

Campus Covenant*

Defiance College is a community of learners dedicated to nurturing the whole person of each of its members. We seek to inspire a commitment to know the truth, to understand our world and the diverse cultures within it, to lead within our professions, and to serve our families, our communities, and our world as responsible citizens.

As a member of the Defiance College community...

- I will respect the dignity and worth of each person.
- I will recognize the importance of interpersonal relationships and of a caring community.
- I will strongly advocate honest and open intellectual inquiry and academic freedom.
- I will trust that truths, in all their complexities, are ultimately interrelated.
- I will move beyond tolerance and acceptance to understanding and appreciation of religious, cultural, and individual diversity.
- I will recognize the privilege and responsibility of my stewardship for individuals, institutions, and for the resources of the natural world.
- I will commit myself to serving others as an expression of faith and a way of life enrichment and fulfillment.

This statement is intended as a reflection of the central values of Defiance College. It is designed to be discussed and supported by the entire Defiance College community with the understanding that it is always a “work in progress.” This Covenant is recited by all incoming students at Fall Convocation.

*Adapted from the University of South Carolina’s The Carolinian Creed and from the Defiance College statement covenantal status as a United Church of Christ related college.

GENERAL INFORMATION

Accreditation

Defiance College is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411 (800-621-7440). The social work program is accredited by the Council on Social Work Education. The business programs are accredited by the International Accreditation Council for Business Education. The Teacher Education Program has been reviewed and approved by the Ohio Department of Education and by the Council for the Accreditation of Educator Preparation. The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, 665 K Street, NW, Suite 750, Washington, D.C., 20001.

Out of the above noted majors, Defiance College’s offers two licensure programs through the State of Ohio. Students who successfully pass the State of Ohio licensure requirements in Teacher Education are only eligible to teach in the State of Ohio. Prospective students may contact the Director of Education to assist in determining licensure requirements for other states. Students who successfully pass the State of Ohio licensure requirements in Social Work may contact the Director of Social Work to assist in determining licensure requirements for other states.

The Campus

Defiance College is located in Defiance, Ohio, the county seat of Defiance County in northwestern Ohio. Defiance is a city of approximately 20,000 people, situated just off U.S. Route 24. Defiance is conveniently located only hours from major metropolitan

cities of Chicago, Cleveland and Detroit. The campus boasts 150 acres of various academic and athletic facilities. The main campus boundaries include Stadium Drive and North Clinton, Webster and Sessions Streets.

System of Academic Governance

The governance system at Defiance College is designed to ensure that issues related to the effective operation of the College are based on consideration of all points of view. Strategic plans are rooted in the mission and vision of the College. In addition to the administration and Student Senate, the faculty are organized into programs and then divisions. The work of governance occurs through a series of standing advisory and task force committees. Faculty decisions on curriculum and standards are presented as recommendations to the President.

History of Defiance College

The common threads that run through today's Defiance College – academics based in the liberal arts, preparation for successful careers, a sensitivity to the world and its diverse cultures, and a commitment to service – all have more than a century of tradition. Chartered in 1850 by the state legislature as the Defiance Female Seminary, trustees sold canal lands granted to them to start a college. By the mid-1880s, the doors of Defiance Hall were opened to the first students.

In 1902, the Christian Church assumed leadership of the college and changed its name to The Defiance College. The next two decades were years of significant growth of the campus and student body, and it was during this period that the college's mission of service to humanity took root.

The College carried on through the external forces of two world wars, and after World War II saw the arrival of many veterans earning their college education through the GI Bill. Numerous programs were revived and expended, and the physical campus grew with construction of several buildings. In 1967, the Schauffler College of Cleveland and Oberlin merged with Defiance College with focus on social work and religious education studies.

In August 2020, Defiance College launched Jacket Journey, a readiness program designed to prepare students for careers or graduate school by ensuring they can articulate their knowledge, skills, and dispositions for success in their careers. Originally conceptualized by Defiance College's 19th President, Jacket Journey is designed to address key problems facing higher education and the 21st century workforce. Jacket Journey, housed in the Institute for Career Readiness and Lifelong Learning, is a unique learning opportunity that is a required, four-year program with one academic credit hour for each of those four years.

Throughout its history, Defiance College maintains its commitment to making a difference in the lives of others.

Traditions at Defiance College

Matriculation/Convocation Ceremony

DC has held fall convocations to kick off the new academic year since at least the early 1900s. Often the current DC President would give remarks, but outside speakers were brought in also. In 1956, then-U.S. Vice President Richard M. Nixon spoke at DC's fall convocation. Many convocations from the 1960s to 2005 were held in Schomburg Auditorium. From 2006-2016, convocation was held at the Weaner Center, where freshmen were welcomed, heard remarks from administrative and student leaders, signed a class banner, and attended a picnic. In 2017, fall convocation was moved back to Schomburg.

Baccalaureate and Commencement Ceremony

DC's first Commencement in 1888 was held in the original Defiance Hall. By 1890 it had moved to Myers Opera House in town, but after Weston Hall opened in 1908, the ceremonies were held in its auditorium. After the construction of what is now the Weaner Center in the mid-1960s, Commencement and Baccalaureate were usually held in the gymnasium there, or sometimes at Alumni Field/Justin Coressel stadium.

In 2002, Baccalaureate was held in the Weaner Center, but Commencement took place on central campus, between Serrick Center and the Pilgrim Library. Faculty, seniors, and the platform party processed along Webster St. from Weaner to Serrick, and the faculty stopped as they reached Hubbard Hall to form an honor gauntlet for the graduating seniors to pass through on the way to their seats. This tradition has continued as Commencement returned to the Weaner Center in 2016.

Dr. Richard W. Stroede Distinguished Faculty Award

Professor James Frey received the first Distinguished Faculty award in 1984. It was established to honor a member of the faculty who shows continued commitment to both the College and his or her profession. In 2011, the award was renamed the Dr. Richard W. Stroede Distinguished Faculty Award, to memorialize long-time music professor and Academic Dean Dick Stroede. Currently, the honoree gives a lecture/presentation during the McMaster Symposium and Academic Colloquium Day.

Homecoming

DC's first official Homecoming event was held in February, 1920, themed around Washington's Birthday. Events included the senior class play, a varsity basketball game, and a banquet. By 1932, Homecoming had been switched to the fall, centered on a football game. Homecomings in the mid to late 20th century featured a parade between downtown Defiance and the campus, with floats created by Greek and other student organizations. Today's Homecoming celebrations include football and other fall sports matches, Athletic Hall of Fame ceremonies, a tailgate party, alumni class, team, and organization reunions; and crowning of the Homecoming King and Queen.

Messiah

Archival records show that Defiance College choral groups first presented Handel's *Messiah* at Christmastime in 1923. It was performed frequently though not annually in following years, until 1972, when music faculty member Dr. Richard Stroede began conducting the work with college and community singers, with Professor Carolyn Small accompanying on organ, as an annual event. In 1996, Dr. Stroede established a new tradition of using string and wind players to accompany the choir, giving many singers their first chance to perform with a real orchestra. The Christmastime performance continues today.

McMaster Symposium/Academic Colloquium Day

The McMaster School for Advancing Humanity was established by Drs. Harold and Helen McMaster in 2002, to "serve as a focal point for teaching, service, scholarship, and action to improve the human condition worldwide." The first McMaster Symposium was held in April, 2005, with Dr. Sylvia Earle, oceanographer, and Gillian Sorensen, of the United Nations Foundation as keynote speakers. The event has been held annually since 2005, where students of the McMaster learning communities report on their work, and additional presentations fitting the theme are given. The Carolyn M. Small Honors Program was created in 1998 as the result of a gift from the Diehl family. Honors students began taking international trips in 1999, and in 2001, a Carolyn M. Small Honors Symposium began, to provide a forum for students to present the scholarship that gained them honors designation for certain courses. In 2017, the Honors Symposium was made part of the McMaster Symposium, in the "Academic Colloquium" portion of the event.

Pilgrim Medal

The Pilgrim Medal was endowed by Board of Trustee Chair Edward M. Arnos, which "commemorates traits of character, judged by the College, to have been exemplified by him and the Pilgrims ... reliance in self, pride in work, courage in conscience, faith in God" in 1961. The medal features a bust of a Pilgrim, with the College seal on the reverse. The bronze medal is awarded to a graduating senior, and the silver to alumni or citizens who exemplify the four traits. They are usually, but not always, given annually during Commencement ceremonies.

Purple and Gold Banquet

The Purple and Gold Athletic Club has sponsored a spring banquet honoring DC athletes every year since 1974. Sports notables such as Woody Hayes, Doug Bair, Nancy Lieberman-Cline, and DC alumna Pam Borton have been past keynote speakers. It is usually held the last week in April. Individual and team awards, such as the team with the highest GPA, are given at this event.

Signing of the incoming class banner

Records show this tradition started fairly recently, around 2006. Incoming freshmen were asked to sign scrolls or banners, affirming the DC Mission Statement after the Matriculation/Convocation ceremony. The banner is then hung in Defiance Hall President's Suite. The student with the highest GPA at graduation is then presented the poster.

Student Commencement Speaker

From the first Commencement, 1888, students have been speakers or performers at Defiance College Baccalaureates and Commencements. In the early years, students would perform recitations, musical numbers, or read essays they had written. Students in the College choir and/or band have provided music for the ceremonies over the decades. By the mid-1970s, the highest ranking scholars were usually selected to lead scripture readings or prayers at Baccalaureate, which continues today. In the late 1990s, a tradition began of the senior class president or other student leader giving remarks to their fellow graduates during Commencement.

Thanksgiving Dinner

The annual Thanksgiving dinner, served family style to students by faculty and staff, likely started in the late 1970s. It is usually held the week before Thanksgiving.

College-Wide Policies

Right to Modify

The College reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the College. These changes will govern all current and formerly enrolled students. The College also reserves the right to require withdrawal of any student at any time, for reasons deemed sufficient, that will most effectively protect the welfare of its students and the interests of the College.

Title IX Coordinator and Team

Title IX Coordinator:

Lisa Marsalek, Vice President for Student Affairs and Dean of Students

128 Hubbard Hall, 701 N. Clinton St., Defiance, OH 43512

(419) 783-2587 or lmarsalek@defiance.edu

Trained Deputy Title IX Coordinators who can also offer assistance are available in the following offices:

For Employees:

Mary Burkholder, Director of Human Resources

106 F Defiance Hall, 701 N. Clinton St., Defiance, OH 43512

(419) 783-2360 or mburkholder@defiance.edu

For Students:

Mercedes Clay, Assistant Dean of Student Engagement and Director of Intercultural Relations

132 Hubbard Hall, 701 N. Clinton, Defiance, OH 43512

(419) 783-2362 or mclay@defiance.edu

OR

Jennifer Walton, Director of Residence Life

126 Hubbard Hall, 701 N. Clinton St, Defiance, OH 43512

(419) 783-2563 or jwalton@defiance.edu

Defiance College has determined that the following administrators are Officials with Authority to address and correct harassment, discrimination, and/or retaliation. In addition to the Title IX Team members listed above, these Officials with Authority listed below may also accept notice or complaints on behalf of the Defiance College. List all Officials with Authority here:

Derek Woodley, Athletic Director

105 McMaster Center, 701 N. Clinton St., Defiance, OH 43512

(419) 783-2380 or dwoodley@defiance.edu

Defiance College has also classified all employees as Mandated Reporters of any knowledge they have that a member of the community is experiencing harassment, discrimination, and/or retaliation. The section below on Mandated Reporting details which employees have this responsibility and their duties, accordingly.

Inquiries may be made externally to:

Office for Civil Rights (OCR)

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-1100

Customer Service Hotline #: (800) 421-3481

Facsimile: (202) 453-6012

TDD#: (877) 521-2172

Email: OCR@ed.gov

Web: <http://www.ed.gov/ocr>

For complaints involving employees: Equal Employment Opportunity Commission (EEOC):

Patrick V. McNamara Building

477 Michigan Avenue, Room 865

Detroit, MI 48226

1-800-669-4000

Defiance College Equal Opportunity, Harassment, Discrimination and Sexual Misconduct Policy

The complete policy can be found online at <http://www.defiance.edu/student-life/documents/equal-opportunity-harassment-discrimination-sexual-misconduct-policy.pdf>.

Defiance College is a community of learners dedicated to nurturing the whole person in each of its members and affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. Defiance College is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from discrimination, harassment, sexual misconduct and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational enterprise, Defiance College has developed internal policies and procedures that will provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status. Defiance College values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in what is often a difficult time for all those involved.

Jurisdiction

This policy applies to the education program and activities of Defiance College, to conduct that takes place on the campus or on property owned or controlled by Defiance College, at Defiance College-sponsored events, or in buildings owned or controlled by Defiance College's recognized student organizations. The Respondent must be a member of Defiance College's community in order for its policies to apply.

This policy can also be applicable to the effects of off-campus misconduct that effectively deprive someone of access to Defiance College's educational program. The Defiance College may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial Defiance College interest.

Regardless of where the conduct occurred, the Defiance College will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. A substantial Defiance College interest includes:

- a. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law;
- b. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual;
- c. Any situation that significantly impinges upon the rights, property, or achievements of oneself or others or significantly breaches the peace and/or causes social disorder; and/or
- d. Any situation that is detrimental to the educational interests or mission of Defiance College.

If the Respondent is unknown or is not a member of the Defiance College community, the Title IX Coordinator will assist the Complainant in identifying appropriate campus and local resources and support options and/or, when criminal conduct is alleged, in contacting local or campus law enforcement if the individual would like to file a police report.

Further, even when the Respondent is not a member of the Defiance College's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator

In addition, Defiance College may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from College property and/or events.

All vendors serving the College through third-party contracts are subject to the policies and procedures of their employers or to these policies and procedures to which their employer has agreed to be bound by their contracts.

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution, as it may be possible to allege violations through that institution's policies.

Similarly, the Title IX Coordinator may be able to assist and support a student or employee Complainant who experiences discrimination in an externship, study abroad program, or other environment external to the Defiance College where sexual harassment or nondiscrimination policies and procedures of the facilitating or host organization may give recourse to the Complainant.

Notice of Nondiscrimination

Defiance College adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education.

Defiance College does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of: race, ethnicity, religion, national origin, sex, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, veteran status or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

This policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the College community whose acts deny, deprive, or limit the educational or employment or residential and/or social access, benefits, and/or opportunities of any member of the College community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the Defiance College policy on nondiscrimination

Policy on Disability Discrimination and Accommodation

Defiance College is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws and regulations pertaining to individuals with disabilities.

Under the ADA and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits a major life activity.

The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the Defiance College, regardless of whether they currently have a disability. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

The Title IX Coordinator has been designated as Defiance College's ADA/504 Coordinator responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Grievances related to disability status and/or accommodations will be addressed using the procedures below. For details relating to disability accommodations in the Defiance College's resolution process, see page 66.

1. Students with Disabilities

Defiance College is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs, facilities, and activities of the College. All accommodations are made on an individualized basis. A student requesting any accommodation should first contact the Accessibility Services Coordinator, who coordinates services for students with disabilities. The Accessibility Services Coordinator using documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate for the student's particular needs and academic program(s) in accordance with Recipient's applicable policies.

2. Employees with Disabilities

Pursuant to the ADA, Defiance College will provide reasonable accommodation(s) to all qualified employees with known disabilities when their disability affects the performance of their essential job functions, except when doing so would be unduly disruptive or would result in undue hardship to the College. An employee with a disability is responsible for submitting a request for an accommodation to the Director of Human Resources and providing necessary documentation. The Director of Human Resources will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties. Students, staff, administrators, and faculty are entitled to an employment and educational environment that is free of discriminatory harassment. Defiance College's harassment policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters protected by academic freedom. The sections below describe the specific forms of legally prohibited harassment that are also prohibited under College policy. When speech or conduct is protected by academic freedom and/or the First Amendment, it will not be considered a violation of College policy, though supportive measures will be offered to those impacted. All policies encompass actual and/or attempted offenses

3. Discriminatory Harassment

Discriminatory harassment constitutes a form of discrimination that is prohibited by Defiance College policy. Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. Defiance College does not tolerate discriminatory harassment of any employee, student, visitor, or guest. The College will act to remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a "hostile environment." A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe and pervasive and objectively offensive. When discriminatory harassment rises to the level of creating a hostile environment, Defiance College may also impose sanctions on the Respondent through application of the appropriate grievance process below. The Defiance College reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature and not based on a protected status. Addressing such conduct will not result in the imposition of discipline under Defiance College policy, but may be addressed through respectful conversation, remedial actions, education, effective Alternate Resolution, and/or other informal resolution mechanisms. For assistance with Alternate Resolution and other informal resolution techniques and approaches, employees should contact the Director of Human Resources, and students should contact the Dean of Students/Title IX Coordinator.

4. Sexual Harassment

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of Ohio regard Sexual Harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice. Defiance College has adopted the following definition of Sexual Harassment in order to address the unique environment of an academic community. Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved. Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as: Conduct on the basis of sex/gender or that is sexual that satisfies one or more of the following:

- a) **Quid Pro Quo:**
 - i. an employee of the Defiance College,
 - ii. conditions (implicitly or explicitly) the provision of an aid, benefit, or service of the Defiance College,
 - iii. on an individual's participation in unwelcome sexual conduct; and/or
- b) **Sexual Harassment:**
 - i. unwelcome conduct,
 - ii. determined by a reasonable person,
 - iii. to be so severe, and
 - iv. pervasive, and,
 - v. objectively offensive,
 - vi. that it effectively denies a person equal access to Defiance College's education program or activity
- c) **Sexual assault, defined as:**
 - i. **Sex Offenses, Forcible:**
 - i. Any sexual act directed against another person
 - ii. without the consent of the Complainant,
 - iii. including instances in which the Complainant is incapable of giving consent.
 - ii. **Sex Offenses, Non-forcible:**
 - i. **Incest:**
 - 1. Non-forcible sexual intercourse,
 - 2. between persons who are related to each other,
 - 3. within the degrees wherein marriage is prohibited by Ohio law.
 - ii. **Statutory Rape:**
 - 1. Non-forcible sexual intercourse,
 - 2. with a person who is under the statutory age of consent of 16.
- d) **Dating Violence, defined as:**
 - i. violence,
 - ii. on the basis of sex,
 - iii. committed by a person,
 - iv. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
 - i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
 - ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
 - iii. Dating violence does not include acts covered under the definition of domestic violence.
- e) **Domestic Violence, defined as:**
 - i. violence,
 - ii. on the basis of sex,
 - iii. committed by a current or former spouse or intimate partner of the Complainant,
 - iv. by a person with whom the Complainant shares a child in common, or
 - v. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
 - vi. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Ohio
 - vii. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Ohio.

*To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

- f) **Stalking, defined as:**
 - i. engaging in a course of conduct,
 - ii. on the basis of sex,

- iii. directed at a specific person, that
 - i. would cause a reasonable person to fear for the person's safety, or
 - ii. the safety of others; or
 - iii. Suffer substantial emotional distress.
- iv. For the purposes of this definition—
 - i. Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
 - ii. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
 - iii. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Student Complaint Policy

Defiance College is required by the Higher Learning Commission to maintain a record of written student complaints filed with the office of the President, the Chief Academic Officer, and the Dean of Students. Such complaints must be written and signed by a student of Defiance College. The record will include information on the resolution of the complaint. Though the College is required to share this record with HLC, the anonymity of the complainant and others mentioned in the complaint is protected unless a release is signed by the complainant. Further information on this policy is available from the Office of Academic Affairs.

College Facilities

Hubbard Hall/McCann Center

Hubbard Hall began life as the Anthony Wayne Library. U.S. President Dwight D. Eisenhower came to campus to lay the cornerstone for the building in October 1953, which can still be viewed in the Student Life office area. This corner of the building was originally the entrance. In 1965, the Kevin McCann Study Center was added onto the east side of the original library, and the entrance moved to the center of the two halves of the building. The original entrance was covered and converted into a small museum room commemorating Eisenhower. The McCann addition doubled the library's floor space. The patio behind the building was originally designated as the Ruth McCann Reading Court. In 1993, after the Pilgrim Library was built to house a growing book collection, work started on remodeling the former library for other purposes. Renovations were made possible by a donation from the Hubbard family. On October 12, 1996, a ribbon-cutting ceremony was held for Hubbard Hall, and final renovations were completed in 2001. The building originally contained areas for fitness and aerobics, lounge and game room, student organization and staff offices, and the campus bookstore. The Hive snack bar was relocated from Enders Student Union and had its grand opening in November of 1996. Today, Hubbard Hall houses Student Life offices, the Swarm Shop, the Hive, a lounge and game room, and the college mailroom. Photos of Eisenhower's visit, Kevin McCann, and Keith Hubbard are displayed in the lobby.

Justin F. Coressel Stadium

Football stands had existed at Alumni Field since the mid-1960s, but lacked facilities such as locker rooms and restrooms. Spectators and players alike had to cross Webster Street to the Weaner Center for those functions during games. Long-time DC Trustee Justin F. Coressel was one of the major donors to renovating the stadium, which was dedicated on September 20, 1995, and cost \$2.5 million. The new building added much-needed restrooms, locker rooms, a training room, a concession stand, and a press box, which greatly added to the comfort of players and visitors to Alumni Field.

McMaster Center

By the 1980s, there was a need on campus for recreational and intramural sports facilities beyond what was available in the College Community (now Karl H. Weaner) Center. Groundbreaking for the McMaster Center addition was held jointly with a campus convocation on October 18, 1985, where Harold and Helen McMaster were awarded honorary degrees. McMaster matriculated at Defiance College in the 1930s and went on to become president of Glasstech, Inc., and a DC Trustee. The McMasters donated a \$1.2 million stock certificate to fund the project. Later, the McMasters gave the largest gift in College history to found the McMaster School for Advancing Humanity. The building was formally dedicated and the ceremonial ribbon cut on May 21, 1988. Architects were Pastor & Beilharz. Original facilities included faculty offices, a racquetball court, intramurals gymnasium, storage, men's and women's restrooms and showers, and an indoor track. The gymnasium is used by athletic teams for practice space, and for academic

classes. The McMaster Center also hosts dinners, receptions, and is the assembly area for faculty, students and the platform party before Commencement processions.

President's House

In the early 1960s, the Sutphen Memorial Home for the President, located approximately where Schauffler Hall is today, was determined to be too costly to modernize. DC Trustees authorized the purchase of the Dr. John Fauster home, originally built in 1937 at 705 E. High Street, in January 1963 as a President's home for the College. A major remodel was performed in 2005, to improve the house's facilities for hosting gatherings and fund-raising events, provide lodging for College guests, and to make the building more accessible for the disabled.

Serrick Center

After a fire in the Enders Student Union in 1997, plans were made for a new student union building. Construction was announced to begin in the summer of 1998, and the new building would be named for the Serrick family. Architects were The Collaborative, Inc., of Toledo. Enders continued to be used as the Union until Serrick was completed, and then was demolished. Dedication ceremonies for Serrick took place in May of 2000. Lead contributor Robert Serrick cut the ribbon, assisted by DC President James Harris. The building then, as now, houses dining facilities, meeting rooms, the Buchman Board Room, the Cultural Arts Center, computer classrooms, the Hubbard banquet room, and offices for Admissions, Financial Aid, the Registrar, the Institute for Pre-Health and Wellness Studies, and the Office of Public Relations and Marketing.

George M. Smart Athletic Center

The athletic department had long needed indoor space for practices and for games and meets that could be held out of inclement weather. The Board of Trustees approved the construction of a new field house in Spring of 2010, to be designed by Beilharz Architects of Defiance. At the dedication in fall of 2011, DC President Mark Gordon announced the facility would be called the George M. Smart Athletic Center. Alumnus Smart was the Chairman of the Board of FirstEnergy Corp., a vice chair of the DC Board of Trustees, and was instrumental in the fundraising effort.

The official opening was held in February, 2012. The building has over 84,000 square feet and serves as the recreational hub of campus. It has a regulation 200 meter 6-lane track, with a multipurpose floor for tennis, volleyball and basketball courts, as well as facilities for pole vault, jumping, and shot put. It also houses training and weight rooms, locker areas, offices, and the Smart Fitness Center, a partnership with the Defiance Area YMCA. The track is named for Richard M. and Carolyn M. Small, the fitness center for Randall L. and Marilyn A. Buchman, and the student training room, the Duane C. Hocking Training Room, to honor retired Defiance College faculty who have served as mentors, teachers and coaches to thousands of former DC students.

St. John United Church of Christ

St. John United Church of Christ was constructed in 1966-67, built on land donated by the College. The congregation's reasons for relocating included an inadequate old building, and a desire to be closer to campus to serve the College community. Defiance College had an affiliation since the early 20th century with the Christian Church, a church which later merged with other denominations to form the United Church of Christ. St. John UCC has offered performance venues for College musical concerts, hosted dinners for campus organizations, and its pastors have participated in College events such as Baccalaureate and Commencement. DC's Concert Choir sang at the building's dedicatory concert in December 1967, and DC music faculty have served as St. John's organists and choir directors.

Karl H. Weaner Center

The gymnasium in Sisson Hall had become outdated by the 1960s. DC Trustees authorized architects Richards, Bauer and Moorhead of Toledo to create engineering drawings for the proposed Physical Education Center in 1963. It was planned as the first part of a three-unit building, with future units to include a swimming pool and physical education classrooms. The gymnasium was to have a seating capacity of 2,000, and areas were planned for three locker rooms, weight lifting, and facilities for men's and women's physical education classes. At the same time, the pond was constructed near the athletic fields in order to have irrigation water when needed. The cornerstone was laid in May of 1964 by former DC football coach Vic Rowen of San Francisco State College. Rowen's 1953 team was the only undefeated, untied team in Ohio that year. Cleveland Indians pitching great Bob Feller spoke at the building's dedication in May, 1966. The new building became the largest indoor meeting place in the area, and from the beginning was planned to also house cultural events, such as symphony concerts, theater productions, and pop groups, such as the Beach Boys in 1967. It has

been called different names over the decades, such as the Physical Education Center, and the College Community Center. In September 1993, the building was renamed in honor of long-time Trustee and College Attorney Karl H. Weaner. The original gymnasium bleachers were replaced by more modern ones in 2012. Today, the main gymnasium hosts men's and women's basketball and volleyball games, as well as banquets, concerts, and dances. In 2018, work was begun to build additional locker rooms and renovate restrooms and other spaces.

Academic Facilities

Art Center and Women's Commission Art Gallery

Prior to this building, the art department had been housed in Trowbridge Hall, a former student residence. Ground was broken for the new Art Center as an extension of Dana Hall on September 11, 1970. The new facility included a gallery, photography labs, faculty offices, and studios for sculpture, ceramics, painting, crafts, and graphics. The Art Center was completed by the time classes began in September 1971. The Defiance College Women's Commission pledged to raise \$25,000 towards the new gallery, the largest amount the group ever raised since it was founded in 1904. The Gallery's formal opening was held on Sunday, September 26, 1971, with a sculpture and jewelry exhibit. The Women's Commission also funded repairs and beautification of the courtyard in 2000-2002. In addition to displaying art, the Gallery has also been used for lectures and receptions.

Carma J. Rowe Science Hall

The Carma J. Rowe Science Hall is named for a former Board of Trustee member and businesswoman from Hicksville, Ohio, who attended Defiance College and was awarded an honorary degree in 1979. Rowe was an influential Hicksville citizen, providing the means for the Community Memorial hospital and the Johnson Memorial Library, and also served on school and bank boards. Her generous donation to Defiance College made both the Carma J. Rowe Science Hall building and a scholarship fund possible. Ground was broken in summer of 1985, and the building's formal dedication was held on October 10, 1987. The architects were Pastor and Beilhart Associates. Improvements to connecting Tenzer Hall, such as a new roof, were also made during Rowe's construction. Today Rowe is a center for the sciences, housing biology, microbiology, and biochemistry laboratories, plus faculty offices.

Dana Hall and Schomburg Auditorium

After Weston Hall was destroyed by fire in 1960, there was an immediate need for classroom space on campus. Ground was broken for "the new academic building" in 1961. After completion, President Kevin McCann announced in May 1963 that the building would be called Dana Hall to honor the generosity of industrialist Charles A. Dana. William H. Schomburg's service as Trustee to Defiance College from 1955-60 was recognized at the same time; the new lecture hall in Dana was named Schomburg Auditorium to honor him. Schomburg had spoken at the completed venue's first convocation the year previously. Dana Hall originally had several physics laboratories, an archaeology lab, the bookstore, seminar rooms, regular classrooms, faculty offices, and lounges. Today it houses classrooms, lounges, and faculty offices. Schomburg has hosted convocations, lectures, theater productions, music concerts, and other events. Schomburg's original seating was replaced with more comfortable, modern chairs in the late 2000s.

Defiance Hall

The original 1886 Defiance Hall was damaged by fire in 1965 and demolished to make way for the present building. Donations for the rebuild were made before the fire in the old building was even put out. The architects of the present building were Richards, Bauer and Moorehead of Toledo. Federal grants, donations, and insurance money from the fire helped finance the \$1.2 million cost. The cornerstone was ceremonially placed during the October 1968 Board of Trustees meeting, and the official opening was held during Homecoming weekend a few weeks later, with the public invited to an open house and tour on November 3. Defiance Hall originally housed the mailroom, a curriculum center laboratory, a stage with special lighting for the speech department, specialized language classrooms, as well as faculty and administrative offices and general classrooms. The building was also the home of the College's new IBM 1130 computer system. Today, Defiance Hall continues as the administrative center for campus, housing offices of the President, Vice President for Academic Affairs, Human Resources, Business Office, the Testing Center, and Institutional Advancement. In addition to faculty offices and classroom space, the building also contains an ASD high school classroom in cooperation with Defiance City Schools.

Mikula-Frey Science Center

This building began life as the Kettering Genetics Center, which was built when the Charles F. Kettering Foundation provided a grant in 1962 to fund Dr. Bernard Mikula's research on corn. C.F. Kettering, Jr. visited campus in October 1963 to oversee the completion. The original facility included a growth chamber, a workroom, an animal room, and an office for Dr. Mikula. The informal

name around campus for the building became “the greenhouse.” In 2016, an initiative to raise funds for renovation began, to provide dedicated lab space for senior projects and independent research, and also funding to enable students to travel to conferences to present their research. The renovated facility was renamed the Mikula-Frey Science Center, to also honor Dr. James Frey, Mikula’s colleague, a DC alumnus and biology professor from 1961 until his death in 1996.

Pilgrim Library

As the Anthony Wayne Library grew short of book shelving space in the late 1980s, the College began planning a new library facility. Architects were Bauer, Stark & Lashbrook of Toledo. Other sites on campus considered for the building, but ultimately rejected, include the site where Serrick Hall now stands, and between Defiance and Schauffler Halls. Groundbreaking was held on October 3, 1992, and cornerstone ceremonies on January 22, 1993, with Ohio’s Lieutenant Governor and the U.S. 5th District Congressman attending. The Pilgrim Library was ready for use by the start of the new school year in August 1993, with the dedication held on September 25. Remarks were given by Trustees Harold McMaster and Roger Perl, President Marvin Ludwig, and a representative from the Ohio Foundation of Independent Colleges. Special recognition was given to Professor Emeritus Hermann Wiebe, artist of the Ohio courthouse painting collection that were placed in the new building. The paintings were purchased by Harold and Helen McMaster and donated to the College. While originally the building housed only Library functions, student needs and technology changes have required the reallocation of furnishings and space. Besides the Library staff and resources, the Pilgrim Library now houses additional offices: Success Services, the Institute for Career Readiness and Lifelong Learning, Computer Services, and the offices of the McMaster School for Advancing Humanity.

Schauffler Hall

This building was named for Schauffler College, an institution founded by Dr. Henry Albert Schauffler in Cleveland, Ohio, in 1886 to perform missionary work with immigrants among the industrial areas of the city. After Schauffler’s 1905 death, the institution changed its name to Schauffler Missionary Training School to honor him, later evolving into the Schauffler College of Religious and Social Work. Schauffler College became part of Oberlin College in 1954, but in 1966 Oberlin disbanded its theological department, which Schauffler had been a part of. Partly because Schauffler and Defiance College were both associated with the Congregational Christian Church, a predecessor of today’s United Church of Christ, Defiance was chosen to receive Schauffler’s assets. The Sutphen Memorial Home for the President was demolished to make way for the new building, and groundbreaking took place on October 27, 1979. The dedication ceremonies were held on October 31, 1981, with remarks by Margaret Schauffler, daughter of Schauffler College’s founder. Schauffler Hall was designed to conserve energy, with passive solar heating and overhead natural lighting. It became the base for Defiance College’s music, social work, and religion programs. The David K. Ford Chapel is located on the west end of the building. Classrooms and offices for those programs are still located in the building today, along with criminal justice.

Tenzer Hall

This building was named for Herman B. Tenzer, a DC Trustee during the 1910s. Tenzer and his wife donated money towards a new building, with construction beginning in 1917. A severe setback occurred when DC’s President P.W. McReynolds and his wife were killed in a car/train crash on October 3, 1917. Money donated to a memorial fund for McReynolds helped move the project forward. Tenzer’s formal opening was held following the June 1919 Commencement ceremonies. The building originally housed labs for chemistry, biology, physics, zoology, plus a photography darkroom, a mechanical drawing room, and a plant conservatory. Tenzer Hall was designed to provide symmetry, to appear similar to the men’s dormitory Sisson Hall on the opposite side of campus. Besides being the headquarters of the sciences on campus, the building has also been used for additional purposes: a museum, meeting facilities for student literary societies, a Veterans’ Affairs office after World War II, a laundry room in the basement, and dances were sometimes held in the building. The most recent renovation of the historic building took place in 2006, when the third floor was remodeled and a commons area added between Tenzer and Carma J. Rowe Science Hall, with an elevator and new restrooms.

Student Housing Facilities

Grand Avenue Apartments

Built in 1997, the College purchased the apartment complex and some adjoining lots from Weible Construction in 2004 to accommodate an increase in enrollment. The space for 32 DC students was first used as campus housing in 2005.

Jacket Suites

Plans were announced in the summer of 2000 for a new kind of student housing, an apartment-style complex designed by West Carroll Bergmann Associates of Perrysburg. Student focus groups were consulted about the project during the design process. The

result was units of two bedrooms sharing a bathroom, kitchenette and common living room, with hookups provided for cable TV and internet. President James Harris said that the units would provide a transition for upperclassmen from regular dormitory living towards apartment living. The new Jacket Suites residence hall opened for student residents in 2001. Priority for occupancy was given to upperclassmen who had at least a 2.5 average, and to Greek organization members. Today the Jacket Suites has themed units, such as for Service Leaders, and is partly reserved as living spaces for ASD Affinity Program students.

McReynolds Hall

Contracts for the new residence hall were awarded in November 1965; the architects were Richards, Bauer and Moorehead of Toledo. Financing was arranged so that the building would be leased by the contractor to the College for its first 25 years. Once construction was completed in fall 1966, the students living in the 1905 Trowbridge Hall and in temporary house trailers were moved into the new facility. The building was named for the McReynolds family: Rev. P.W. McReynolds, DC's President from 1902 until he and his wife were killed in a car-train crash in 1917; and P.W.'s nephew Dr. L. Ward McReynolds, alumnus, professor, and holder of multiple administrative offices and for 17 years, DC's alumni secretary. Ward McReynolds assisted in the dedication and laying of the cornerstone ceremonies. The Defiance College Women's Commission has provided funds for redecoration and enhancements to the building many times over the decades. Today, McReynolds has the capacity to house approximately 240 first-year students.

Whitney Hall

The residence hall was named for Flossie Whitney, who taught music at Defiance College from 1904-1947, and who remained active in campus life into her 90s. Ground was broken for the building on November 5, 1959; architects were Bellman, Gillett and Richards of Toledo. The cornerstone was laid by alumnus and missionary Dr. Lois Dille ('30). The original section contained rooms for 96 women; an addition to house 120 more was completed in 1962. The Defiance College Women's Commission provided funding for furnishings and improvements to the building many times over the decades. Today, Whitney provides co-ed housing for sophomores, juniors and seniors and has a capacity of approximately 215 residents.

ADMISSIONS

Location: Serrick Campus Center

1-800-520-GODC or 419-783-2359

admissions@defiance.edu

Defiance College ACT Code: 3264

Defiance College SAT Code: 1162

Campus Visit

Prospective students and their families are strongly encouraged to visit. The Office of Admissions offers a variety of scheduled Campus Visitation Days or will design an individual visit based on the needs and interests of the prospective student. Individual or group visits may be scheduled on-line or by contacting the Office of Admissions at 1-800-520-GODC or 419-783-2359 weekdays from 9:00 a.m. to 3:00 p.m., and most Saturdays 9:00 a.m. to 12:00 p.m. from September through May. The office may also be reached by e-mail at admissions@defiance.edu. Directions to the campus, hotel and restaurant information along with sites of local interest are available on the Defiance College website or upon request.

How to Apply

Prospective students may apply on-line at the admissions pages of Defiance College's website at www.defiance.edu or via The Common Application at <http://www.commonapp.org>. Application materials and information can also be obtained by contacting the Office of Admissions by phone at 1-800-520-GODC or 419-783-2359; e-mail at admissions@defiance.edu; or fax at 419-783-2468. Completed materials may be mailed to:

Defiance College
Office of Admissions
701 North Clinton Street
Defiance, Ohio 43512

When to Apply

Defiance College has a rolling admission policy and accepts applications for admission throughout the calendar year. Candidates are encouraged to apply for admission at the earliest possible date, and no later than one month prior to the expected date of enrollment. An early application provides optimal opportunity for financial aid consideration, course selection, and campus housing. High school students are encouraged to apply in the fall of their senior year. Applications are accepted for the fall, spring or summer sessions.

Admission Requirements and Procedures for New or Transfer Students

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. Defiance College is test-optional for applicants for spring, summer and fall 2022. Applicants may be admitted to Defiance College without an ACT or SAT, except for those majoring in Nursing. Students intending to major in Biology, Exercise Science or Molecular Biology may be asked to take a free on-site ACT examination for advising and course placement purposes after a review of their high school transcript. Applicants can self-report their ACT or SAT scores by sending a screenshot that includes the composite score(s) and all subscores as well as their name. Defiance College will use a superscore to determine admission and scholarships.
3. An official high school transcript sent directly from the high school, or test results from the General Educational Development Test (GED). ACT or SAT is not required for students who have graduated from high school two years or more prior to the term of entry or for majors that are test optional for the 2021-2022 academic year.

It is recommended that students complete a college preparatory curriculum including:

- English — four units
 - Mathematics — three units
 - Science — three units
 - Social Studies — two units
 - Foreign Language — two units of the same language
 - Visual and/or Performing Arts — one unit
4. If transferring into Defiance College, an official transcript from each college and university attended, as well as a final high school transcript or GED, sent directly from the institution(s) to the Defiance College Office of Admissions.
 5. A personal interview may be required for students who do not meet the minimum GPA for admission and will be reviewed by the Academic Review Committee.
 6. A sample of the student's writing ability may be required of some students upon stipulation by the Academic Review Committee.
 7. Home schooled students are expected to complete the college preparatory units listed in the admissions criteria section, substantiated by supporting documentation from an approved home school association or local school district.

Admission Requirements for International Students

The following are required to complete the application process:

1. A completed Defiance College International Student Application for Admission.
2. Official transcripts of all secondary and post-secondary grades and course work. If these transcripts are not in English, a certified translation must be provided. Foreign transcripts must be submitted for independent evaluation of equivalency by an acceptable credential evaluation agency. World Education Services and the Office of International Education Services of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are two acceptable credential evaluation agencies. Contact the Defiance College Office of Admissions for additional information. The evaluation will be at the student's expense.
3. An official score report of the Test of English as a Foreign Language (TOEFL). English language proficiency must be demonstrated by a minimum score of 550 (paper) or 213 (computer-based) or 80 (Internet Based). Information on this test can be obtained at www.ets.org/toefl. The TOEFL requirement is waived for students who earned their high school diploma from predominately English speaking countries.
4. Official examination scores from the ACT or SAT if required.

5. Official evidence of adequate means of financial support by submission of an original or certified copy of the Document of Financial Resources.
6. A signed copy of the International Student Understanding Agreement. Additional information may be obtained at the Immigration and Naturalization Service's website: www.ins.gov or by calling the INS Service Center at 1-800-375-5283.

Of special note: International students must pay, in full, deposit, tuition, room and board by the payment due dates as published on student billing statements. Enrollment in a future semester may be denied if a student's account is not paid in full.

Additional Admission Requirements for Specific Academic Programs

For 1+2+1 Bachelor of Science in Nursing Program (in agreement with Northwest State Community College)

1. A completed Defiance College application for admission;
2. A Northwest State Community College application for admission must also be completed simultaneously with the Defiance College application process to be eligible for the 1+2+1 nursing program.
3. Submit official examination scores: ACT composite score of 21 or the SAT combined score of Old Test 980 and New Test 1060. This is a requirement of all applicants to the freshman entry class in the 1+2+1 pre-licensure nursing program.
4. An official high school transcript with a minimum 3.0 cumulative grade point average (on a 4.0 scale) or test scores from the GED with an average of 500 or higher.

NOTE: Acceptance to Defiance College and meeting the minimum application requirements does not guarantee a student entrance into the nursing program at Northwest State Community College (see below).

Entrance into the Associate Degree Nursing Program at Northwest State Community College via the Defiance College Bachelor of Science in Nursing Degree Completion Program is a competitive process, as Northwest State Community College reserves a limited number of seats for Defiance College students. This process requires an individual to:

1. Complete the application process at Northwest State at the same time as the student completes the application process at Defiance College;
2. Receive at least the 50th percentile relative performance on each of the three sections of the National League of Nursing Pre-Admission exam (PAX) (This exam can be retaken one time only and the student has a six-month grace period before the test can be retaken);
3. Computer and keyboarding proficiency is waived if you have graduated high school in the last two years and meet the minimum ACT requirement. If this is not the case the student must demonstrate computer and keyboard literacy through a high school or college course or a computer/keyboarding proficiency test;
4. Have received a "B" or better in high school biology or take a college biology course before enrolling at Northwest State;
5. Successfully complete first-year coursework at Defiance College with at least a 2.5 cumulative GPA while earning a "C" or better grade for all coursework that is needed to transfer to NSCC,
6. Complete the State Tested Nurse Aide (STNA) certification class and be certified.
7. Be Basic Life Support (BLS) certified by either the Red Cross or the American Heart Association.

Nursing students will be notified by June 1 of their acceptance into the nursing program at NSCC based on their first year progress at DC and if necessary, the available seats at Northwest State Community College will be granted by GPA.

For 1+2+1 Bachelor of Science in Nursing Program (in agreement with Rhodes State Community College)

1. A completed Defiance College application for admission;
2. A Rhodes State Community College application for admission must also be completed simultaneously with the Defiance College application process to be eligible for the 1+2+1 nursing program.
3. Submit official examination scores: ACT composite score of 21 or SAT combined score of Old Test 980 and New Test 1060. This is a requirement of all applicants to the freshman entry class in the 1+2+1 pre-licensure nursing program.
4. An official high school transcript with a minimum 3.0 cumulative grade point average (on a 4.0 scale) or test scores from the GED with an average of 500 or higher.

NOTE: Acceptance to Defiance College and meeting the minimum application requirements does not guarantee a student entrance into the nursing program at Rhodes State Community College (see below).

Entrance into the Associate Degree Nursing Program at Rhodes State Community College via the Defiance College Bachelor of Science in Nursing Degree Completion Program is a competitive process, as Rhodes State Community College reserves a limited number of seats for Defiance College students. This process requires an individual to:

1. Complete the application process at Rhodes State Community College at the same time as the student completes the application process at Defiance College;
2. Receive at least the 50th percentile relative performance on the TEAS Test (This exam can be retaken one time only and the student has a six-month grace period before the test can be retaken);
3. Computer and keyboarding proficiency is waived if you have graduated high school in the last two years and meet the minimum ACT requirement. If this is not the case the student must demonstrate computer and keyboard literacy through a high school or college course or a computer/keyboarding proficiency test;
4. Have received a “B” or better in high school biology or take a college biology course before enrolling at Rhodes State;
5. Successfully complete first-year coursework at Defiance College with at least a 2.5 cumulative GPA while earning a “C” or better grade for all coursework that is needed to transfer to NSCC,
6. Be Basic Life Support (BLS) certified by either the Red Cross or the American Heart Association.

Nursing students will be notified by June 1 of their acceptance into the nursing program at RSCC based on their first year progress at DC and if necessary, the available seats at Rhodes State Community College will be granted by GPA.

For RN to BSN Nursing Students:

1. Complete a Defiance College admission and submit an official transcript from each college or university. After transcripts are reviewed a plan of study will be prepared.
2. Must have an Associate degree or diploma in nursing from an NLN accredited institution
3. Valid and unencumbered registered nursing license (for new graduates of a 2 or 3 year nursing program, licensure is required before registering for the first nursing major course. However, they may register and complete General Education requirements before licensure).
4. GPA of 2.5 or higher from an accredited pre-licensure program.

For Autism Spectrum Disorder (ASD) Affinity Program

The ASD Affinity program is designed for students who meet the following requirements:

- Are age 18-24 at initial enrollment;
- Have a documented diagnosis of autism spectrum disorder (DSM-5); autistic disorder, Asperger’s disorder, or pervasive developmental disorder not otherwise specified (PDD-NOS) (DSM-IV-TR) (as indicated by a psychological evaluation);
- Have an average intellectual ability (e.g., intelligence quotient > 80 as determined by intelligence testing);
- Meet the Defiance College academic admissions requirements.

Please note: Consideration for admission to the ASD Affinity Program also requires completion of the separate Defiance College Application for Undergraduate Admission and the following requirements:

- Are independent with self-care and hygiene skills (e.g., bathing, oral hygiene, shaving);
- Are independent with all medication administration;
- Are able to stay overnight independently (that is, at least one night alone) and complete all necessary daily living skills;
- Have no documented incidents of aggressive behavior toward others or self-harm within the last 5 years.

Application procedures and required materials must be submitted to the Defiance College Office of Admissions in order for ASD Affinity Program applicants to receive full consideration by the admissions committee. Please submit any paper documents via fax to 419-784-4101; scan and email to autism@defiance.edu; or mail to Clarissa Barnes, ASD Affinity Program, 701 N. Clinton Street, Defiance, OH 43512.

1. Defiance College ASD Affinity Program Application. This includes student and parent performance level ratings (functional daily living, social skills, and emotional well-being assessment);
2. Defiance College Application for Undergraduate Admission;
3. Current psychological evaluation, results from intelligence and achievement testing (*Results should include subtest scores and a detailed narrative);
4. Most recent individualized educational plan (IEP) if applicable;
5. Two letters of reference from high school teacher, counselor, and/or principal, and;
6. Complete an on-campus assessment with the Hench Autism Studies Program Director.

Admission Decisions – All Students

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores (if required), autobiographical statements, and the ability to benefit from and contribute to the opportunities offered at Defiance College. Defiance College does not engage in illegal discrimination against prospective students because of race, color, creed, sex, age, national and ethnic origin, disability, or sexual orientation.

Defiance College reserves the right to deny admission to any applicant in the best interest of the student or the institution. When a candidate has completed the application process, one of the following decisions will be made:

1. Full Admission in Good Standing
2. Conditional Admission (for applicants to the freshmen class): The Academic Review Committee evaluates all applicants to the freshmen class who fail to meet the minimum admission criteria and make an admissions determination of the appropriate status for each candidate. Freshmen students who demonstrate ability and motivation to achieve academic success may be granted conditional admission. Students granted conditional admission may be required to participate in provisions established by Defiance College to promote academic achievement. These provisions may include a reduction in course load, enrollment in specific classes and engagement in designated services and programs.
3. Admission on Academic Probation (for transfer student applicants): The Academic Review Committee evaluates all transfer student applicants who fail to meet the minimum admission criteria and make an admissions determination of the appropriate status for each candidate. Transfer students who demonstrate ability and motivation to achieve academic success may be granted full admission on academic probation and are expected to earn a 2.00 or higher grade point average in the first semester of enrollment.
4. Provisional Admission: In some cases, students will be given provisional admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. If official documentation arrives in the time period allowed, and is consistent with prior information, the student will be granted full admission in good standing or conditional admission as appropriate.
5. Denied Admission: The Academic Review Committee determines denial of admission to Defiance College. An applicant denied admission has the right to appeal such a decision in writing to the Vice President for Enrollment Management, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic and social success.

Admission for Non-Degree Seeking Students

Individuals interested in taking courses at Defiance College who do not wish to work toward a degree may be permitted to enroll as a non-degree seeking student. A student may enroll in a maximum of 30 credit hours under this status. Course work is limited to a part-time basis not to exceed eight credit hours per semester. Non-degree seeking students are expected to apply for admittance through the Office of Admissions in order to become a degree-seeking student. Applicants must have a minimum of a 2.0 cumulative GPA after completing at least 12 credit hours.

College Credit Plus (CCP) for High School Students

Defiance College participates in the College Credit Plus Program by partnering with a select number of local high schools. This program permits students to complete college course work for high school and/or college credit at Defiance College. To participate in the program, a student must have a cumulative GPA above a 2.25 and must have an ACT composite score of an 18 or higher or SAT combined (Reading/Writing and Math) of 970. In addition, students must have written approval from their parent or guardian and

be attending full-time a high school in the state of Ohio. Full college credit will be awarded for all courses satisfactorily completed according to the College's established requirements and procedures. Courses completed will be applied toward degree requirements if the student enrolls at Defiance College after high school graduation.

Application Procedure:

1. Complete Defiance College's CCP Program application signed by student, parent/guardian, and high school guidance counselor;
2. An official high school transcript stating cumulative grade point average and class rank;
3. A copy of the school district's "Intent to Participate in the CCP Program" form, completed by the student, parent/guardian, and high school guidance counselor.

For more information on how to enroll in the College Credit Plus Program at Defiance College, please contact Isiah Cross in the Office of Admissions at admissions@defiance.edu or 419-783-2359.

Guest/Transient Student Admission

Students who are enrolled in another institution and wish to take a course from Defiance College are required to submit to the Registrar's Office:

1. A completed transient student application form (available from the Registrar's Office).
2. A statement of approval from the student's home institution.

Re-Admission at Defiance College

Students who left Defiance College due to academic, social or financial reasons as specified in this catalog, must meet the parameters of the College's communication in order to return. Please see the appropriate office to do so: for academic issues the Office of the Registrar; for student life issues the Office of the Vice President of Student Affairs /Dean of Students; or for financial issues the Business Office.

Re-Enrollment at Defiance College

Students who have withdrawn from the College or have failed to maintain continuous enrollment for more than one semester must complete a re-enrollment application with the Admissions Office. Upon approval of application material, the Registrar's Office will notify the student regarding updated advising information and degree program progress. Students that have been absent from Defiance College for one calendar year may be placed under the general education requirements to complete their degree program and will be notified upon re-enrollment. The following are required to complete the application for re-enrollment:

1. A completed application for re-enrollment through the Defiance College Office of Admissions website.
2. An official transcript from each college and university attended (regardless of credit earned) sent directly from the higher education institution to the Registrar's Office at Defiance College.
3. A suspension/dismissal form completed by the previous college or university, if the student was suspended or dismissed either for academic or social reasons.
4. A confidential transfer report form.

Veteran Student Admission

Defiance College welcomes applications from veterans who have graduated from high school or obtained a GED certificate. Along with submitting the application and the appropriate application materials, veterans must submit proof of honorable discharge (DD-214) from the armed forces along with a copy of the Certificate of Eligibility. Once enrolled, veterans will work closely with the School Certifying Official in the Registrar's Office and the Veteran, Transfer, and Adult Student Support Coordinator on matters relating to veterans' affairs.

FINANCIAL INFORMATION

Business Office

Location: Defiance Hall

College Charges

The cost of attending Defiance College is competitive with that of attending most independent colleges in the Midwest. Current charges, without factoring in any financial aid, are outlined below. Defiance College reserves the right to change tuition and fees, rates for room and board, or any other charges when necessary because of economic or other conditions. Announcement of such changes will normally be made before the beginning of the school year or term in which a rate change becomes effective. Any currently enrolled Defiance College student may view his/her current term billing statement and other records by accessing their online account. The web interface may be accessed from any device with access to the Internet and the proper browser software. Login requires the student's DC username and password. These may be obtained from the Registrar's Office.

TUITION PER SEMESTER 2021-2022:

Tuition (12-18 credits per semester)	\$17,022.00
Part-time, Undergraduate Tuition:	\$525.00 per credit hour
<i>Summer tuition is charged at the per-credit rate regardless of the number of credits enrolled.</i>	
Overload: (over 18 credits per semester)	\$525.00 per credit hour
Graduate Tuition:	\$450.00 per credit hour
Nursing Affiliated Program Student	\$525.00 first year in nursing program
Bachelor of Science in Nursing (BSN)	\$250.00 per credit hour
Degree Completion Program	
Org. Supervision and Leadership (OSL)	\$375.00 per credit hour
Degree Completion Program	
<i>10% additional discount of this tuition rate is also offered to verified employees of members of the Defiance Area Chamber of Commerce.</i>	
Senior Citizen Tuition (per course)	\$165.00
Audit Fees (per hour)	\$135.00
Affinity Program Supplemental Fee	\$3,500.00 per semester for those enrolled in the ASD Affinity Program

FULL-TIME FEES:

Deposit (Full-time students)	\$150.00
Student Activity Fee	\$175.00 per semester
Technology Fee	\$205.00 per semester

PART-TIME FEES:

Undergraduate Students	\$115 per semester
<i>Students in the RN to BSN degree completion program are exempt from this fee.</i>	
Technology Fee	\$100 per semester
<i>The part-time technology fee is only charged to part-time students in the Organizational Supervision and Leadership (OSL) program.</i>	

ROOM AND BOARD CHARGES:

Residential Fee:	\$125.00
McReynolds/Whitney Hall	\$2,846.00 per semester
Jacket Suites	\$3,010.00 per semester
Grand Avenue	\$3,010.00 per semester
20 College Place	\$3,010.00 per semester
Super Single up charge	\$800.00 per semester

Meal Plan: (If a resident student, meal plan is required)

19 meals + \$100/Semester Munch Money	\$2,567.00 per semester
14 meals + \$200/Semester Munch Money	\$2,517.00 per semester

10 meals + \$275/Semester Munch Money \$2,464.00 per semester

COURSE FEES:

<u>Art:</u>		EDUC 365, 475	\$140
ART 110, 111, 112, 215	\$45	EDUC 485	\$520
ART 220, 230, 240	\$75		
		<u>Exercise Science:</u>	
<u>Biology:</u>		ESCI 234	\$32
BIO 113	\$50		
BIO 120	\$75	<u>First Year Experience:</u>	
BIO 129, 235, 357, 490	\$100	FYE 100	\$13
		<u>Global Studies:</u>	
<u>Business:</u>		GLST 100	\$69
BUS 498	\$45		
		<u>Honors Program:</u>	
<u>Cyber-Forensics:</u>		HONR 101	\$250 for Chicago Center Experience
CBFN 105	\$110		
CBFN 213, 215, 305, 310, 313, 320, 410	\$45		
		<u>Marketing:</u>	
<u>Chemistry:</u>		MKT 240	\$30
CHEM 113	\$90		
CHEM 123, 124, 233, 234, 368	\$75		
		<u>Music:</u>	
<u>Computer Science:</u>		MUS 150, 151, 152, 153, 155, 156, 159, 160, 161, 162, 163, 164	
CSCI 105, 110, 205, 315, 412, 414, 418	\$45	\$450 for 1 credit	\$650 for 2 credits
CSCI 215	\$125		
		<u>Physical Science:</u>	
<u>Design:</u>		PHYS 202	\$50
DSGN 105, 107, 114, 205, 310, 312, 498	\$25		
		<u>Social Work:</u>	
<u>Education:</u>		Program Urban Trip	\$250

OTHER FEES:

Academy/College Consortium Fee: \$250/course. This is only assessed on courses taken through Academy/College Consortium during the fall or spring semesters.

Application Fee: \$25 (waived if student visits campus).

Auditing Courses: Any undergraduate student may audit a course. Auditing fee is \$135 per credit hour. When class size is limited, full-fee students have priority. Full-time students may receive one free audit per semester. Private music instruction and graduate level classes may not be audited. There are no refunds on audited courses. MUS 170 Pep Band, MUS 173 College Choir and MUS 176 Marching Band may not be audited as full participation in the course is a requirement for success.

Convenience Fee: A 3% convenience fee is applied to all payments made by credit or debit card. A \$1.95 convenience fee is applied to all electronic check payments made online.

Diploma Re-Printing/Replacement Fee: \$35 is charged for the re-printing or replacement of a diploma.

Graduation Application Fee: \$50 for undergraduate students and \$85 for graduate students is charged to students who apply for graduation from Defiance College. This fee is charged once per degree level (that is, if a student earns an associate degree and then a bachelor's degree, they will only pay one fee; however, if a student pays the undergraduate fee for a bachelor's degree at Defiance

College and then earns a graduate degree from Defiance College, they will pay the graduate fee). This fee covers the cap and gown, and for graduate students, the master's degree hood.

Independent Study Fee: \$250/course.

Late Payment Fee: \$20.00 per month may be assessed to students whose semester charges are not paid in full by the due date unless the student has entered into a Defiance College Monthly Payment Plan.

Late Registration Fee: A \$100.00 non-refundable fee may be assessed to students who do not complete the registration payment process by the payment due dates as published on student billing statements.

Library Fines and Billing: A \$2.00 per day fine will be charged for failure to promptly return a recalled item. There is a 50-cent per day fine, for the first 29 days, for items not returned by the due date. Items are assumed lost after 30 days of being overdue. Students will be charged \$125.00 for each lost item. The \$125.00 lost item charge includes: a \$75 replacement fee, a \$35 billing fee, and the original \$15 fine. Students will not be able to borrow additional items from the Library until either the lost item(s) is/are returned or \$125 fee is paid per lost item. The \$75.00 replacement fee will be waived for each lost item returned within two months of being billed. However, students will still be required to pay the original \$15.00 fine and the \$35.00 billing fee for each item returned. Recall, renewal overdue and billing replacement notices are sent to student's College email account. Nonpayment may result in the withholding of grade reports, transcripts, and/or diplomas. Outstanding amounts due are forwarded to the Business Office on the first business day of each month and added to students accounts.

Music Fees: In addition to regular tuition, applied music instruction fees is based on the length of instruction:

- \$450 for one credit hour (one 30-minute private lesson per week)
- \$650 for two credit hours (one 60-minute private lesson per week)

Music minors receive a 50% reduction on applied instruction.

Nontraditional Credit: Past work experience, and validation of non-collegiate learning: \$75 per credit hour. Demonstrated proficiency fee: \$75 per course.

Nursing Program Student Fee: Students enrolled in the 1+2+1 BSN Nursing Program will be charged a one-time, non-refundable \$520 fee to secure the student's seat in the Northwest State or Rhodes State nursing program and to continue their relationship with Defiance College throughout their time enrolled at Northwest State or Rhodes State.

Parking Registration: \$30.00 (\$60 per year).

Portfolio Fees: \$100 fee for reader and \$75 per credit hour.

Residential Fee: Resident students are assessed a one-time non-refundable fee of \$125.00. Other fees may be charged for key and card replacement, improper check-out, and room damage.

Return Check/Dishonored Electronic Transaction Fee: A per occurrence fee of \$45.00, plus the amount of any fees charged to the holder of the check by any financial institution as a result of the check not being honored.

Senior Citizen Tuition: Per course \$165.00. Any person who has reached 60 years of age by the first day of the term may enroll in an undergraduate course for this reduced fee. No additional fees are charged.

Technology Fee: A \$205.00 non-refundable fee is charged to all full-time undergraduate students each semester of enrollment. This fee is used to improve all campus technology. This fee does not apply to those in the online BSN program.

Transcripts: Students are able to electronically request transcripts through Parchment Exchange for a cost of \$8. Other options such as pick-up and overnight delivery may be requested for additional cost. Records may be requested to be sent electronically or printed

with expedited shipping. Unofficial copies of current records can be obtained by enrolled students online through the myDC portal. A transcript may be denied if a student has not supplied the Registrar's Office with an official high school transcript with graduation date, official college transcripts if applicable, has not completed student loan exit counseling, paid a library fine, or paid the balance on his/her student account or has any other charges outstanding.

Vehicle Registration Fees and Fines: All motorized vehicles on campus must be properly registered with the Office of Student Life. Registration is \$60.00 per academic year (\$30.00 if enrolling after fall semester). The Student Handbook has additional information regarding the parking policy.

Withdrawal Fee: A \$50 fee is charged for students who withdraw from college after the drop/add deadline for the semester.

Payment of Accounts

Registrations are accepted only for a full semester, term, or other clearly defined period. Bills are due and payable in full on or before August 1 for Fall, January 7 for Spring, or as published on student billing statements. Students not completing the registration payment process by the due dates may be assessed late fees. Grade report card, diploma, transcripts and other services may be withheld for any unpaid balance.

Financial aid will be applied to student accounts in the following order:

1. Federal student aid
2. State student aid
3. Outside Scholarships, private loans and direct payments
4. Defiance College scholarships and grants

Deferred Payments

Persons who find it inconvenient to make lump sum payments at the beginning of each semester may make deferred payment arrangements through the DC Monthly Payment Plan. DC students may choose to pay their college expenses through five monthly installments per semester (three months for the summer term). There is a \$25.00 per semester non-refundable processing fee for the DC Monthly Payment Plan. Payments are due by the first of each month, however students are afforded a 10-day grace period. If payment is not received by the end of the grace period, a \$20.00 per month late fee will be assessed. It is the student's responsibility to inform the Business Office of any adjustments to his/her account that would impact payments. Students cannot pay the following through the Plan: Library fines, parking fines, bookstore charges, or other miscellaneous charges. It is the student's responsibility to know the payment due dates and to make the payments on time.

Students whose employer has a tuition support plan may qualify for deferred payment. Only employer-approved courses are included and deferral is not allowed for books, fees, or other supplies. The option is limited to students in good academic and financial standing as defined by the College's undergraduate and graduate catalogs. Details and procedures for this deferral option are available from the Business Office.

The Defiance College admission policy states that international students are required to pay in full for tuition, room and board by the payment deadline. International students are not eligible for the deferred payment plan for the first year of enrollment. Exceptions may be granted by the Director of Student Accounts for subsequent years.

Students enrolling that had previously attended Defiance College and had a delinquent balance adjusted due to a collections settlement or bankruptcy discharge are not eligible for deferred payments. Students in these scenarios must pay their semester balance due prior to the payment deadline.

Deferred Payment and Veteran Benefits

In accordance with the Veterans Benefits and Transition Act of 2018, Defiance College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

Enrollment Deposit

An enrollment deposit of \$150 (\$500 for International Students) is required of all new full-time students by May 1 for fall entry to the College to confirm intention for enrollment. Defiance acknowledges the “Candidates Reply Date” of the National Association for College Admission Counseling. Therefore, written requests for extensions until May 1 will be granted, and such requests will not jeopardize a student’s status for admission or financial aid. Deposits submitted earlier for the fall semester are refundable until May 1 and until December 1 for the spring semester.

Prepayment of Tuition

A prepayment tuition deposit of \$150 is required for all returning full-time students. Failure to make the prepayment by the designated due date may preclude registration in the fall and may delete the schedule and housing contract. A full refund will be made to a student who withdraws from all classes prior to August 1 for fall enrollment and requests a refund in writing to the Business Office by August 1.

Financial Status

By registering for classes or completing a housing or meal plan application, a student incurs a legal obligation to pay tuition, fees, room, and board and other associated charges and fees.

To be considered in good financial standing, students must complete financial arrangements by the semester’s payment due date, which for returning students includes any unpaid balances due. Failure to do so may deny the student the right to attend classes and other College services may be withheld.

To continue in good financial standing, students must complete all required financial aid procedures, meet all deferred payment deadlines, and make other arrangements for any student loans which might be denied. Failure to do so will result in the account being delinquent (in default) and may result in one or more of the following actions: a \$20 late payment fee per month, transcripts of student records will not be released, diplomas of graduating seniors will be held, credit for courses currently being taken will be denied, board will be denied, vacating campus housing will be required, and the student may be administratively withdrawn from the College.

If the student defaults on his/her obligation, penalties may be added and the outstanding balance may be placed with a third-party collection agency. Collection fees, which may be at a maximum of 33% of the debt, and/or reasonable attorney fees, will be added to student balances placed for collection.

If any provision, term, or clause of these terms and conditions is declared illegal, unenforceable, or ineffective in a legal forum with competent jurisdiction to do so, the remainder shall be deemed valid and binding.

Refunds

Withdrawal from the Institution

If a student finds it necessary to completely withdraw from the College before the end of the semester, the withdrawal process begins in the Registrar’s Office where the student obtains an application to withdraw. The official withdrawal date is the date of notification to the Registrar’s Office. More information on the withdrawal procedure is located in the academic section of this Catalog.

The Defiance College refund policy treats all students the same, regardless of the type of financial aid being received or the absence of such. The College follows federal regulations to determine the amount of Title IV program assistance that the student has earned if the student withdraws prior to the end of the semester. Title IV funds include: subsidized and unsubsidized Federal Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, and Federal SEOG. Federal work study funds are excluded from the refund calculation.

The credit of tuition along with the return of unearned federal Title IV Funds is calculated on a per diem basis up to the 60 percent point in the semester. The amount earned is determined by dividing the number of days enrolled by the number of days in the

enrollment period including weekends and holidays, except Thanksgiving break and spring break. After the 60 percent point in the semester, tuition is charged in full and Title IV aid is considered to be 100 percent earned.

The credit of meal plan and housing charges will be calculated based on the official date of withdrawal. Housing and meal plan charges will be credited at 100% the first week, 75% the second week, 50% the third week, and 25% the fourth week. After the fourth week of the semester, meals and housing is charged in full.

A student will not be issued a cash refund on any credit balance until the refund calculation process is complete. Any credit balance remaining on the student's account that is from institutional funds will not be issued as a refund to the student.

Any outstanding balance on the student's account is due immediately. The student will also be responsible for any library fines and room damage fines. A withdrawal fee of \$50 is assessed for withdrawing at any time from the institution.

The following items are non-refundable:

- Activity fee
- Audit fee
- Course related fees
- Deferred payment plan fees
- Finance charges
- Graduation application fee
- Late fees (payment plan or registration)
- Nursing Program Fee
- Parking fee
- Returned check/dishonored electronic transaction fee
- Residential charges damages or fines
- Technology fee
- Withdrawal fee
- All other institutional fees

FINANCIAL AID

Location: Serrick Campus Center Room 204

Fall and Spring Hours: Monday and Thursday, 8:30 am – 7:00 pm; Tuesday, Wednesday and Friday, 8:30 am – 4:30 pm.

Summer Hours: 8:30 am – 4:30 pm

Phone extension: 2364

Financial assistance awarded by Defiance College consists of any combination of the following: scholarships and grants, loans, and/or work study. Scholarships and grants may be from federal, state, Defiance College or private sources, and do not require repayment. Loans are available from several programs and require repayment. Work-study requires that students obtain campus employment. Ninety-nine percent of full-time Defiance College students receive financial assistance through some combination of scholarships, grants, loans and work-study.

Financial aid is administered to students who demonstrate financial need as determined by the FAFSA (Free Application for Federal Student Aid) or who meet the requirements for gift or self-help aid programs. Defiance College financial aid is available through both merit and need-based scholarship and grant assistance to students who meet the prescribed criteria.

Application for Financial Aid

Students must first apply and be accepted for admission to the College. Students who wish to be considered for federal loans or need based aid must complete the FAFSA every year. Defiance College's priority filing date is April 1. The FAFSA is available for completion at www.fafsa.ed.gov. First-time students will receive their financial aid award notification by mail. Returning students will receive their financial aid award notification by e-mail. The award letter will be available online through the myDC portal. Both first-time and returning students have the option to decline or reduce any part of their financial aid award. The student must provide this in writing to the financial aid office.

Renewal of Financial Aid

Financial aid is awarded with the understanding that it may be renewed from year to year. Renewal of aid is dependent upon continuing financial need, academic performance, housing status, and availability of funds. Changes in parent or student income, assets, household, number in college, and cumulative grade point average may affect renewal of federal, state, and Defiance College

aid. Scholarships and grants may require an annual application and/or the maintenance of a specified grade point average for renewal. Students who desire renewal of loans or need-based aid must complete the FAFSA for the aid year that the awards are received.

Awards, Grants, Scholarships and Loans

<u>Name</u>	<u>Source</u>	<u>Criteria</u>
Presidential Scholarships	DC	Full Tuition/Scholarship Competition
Trustee STEM Scholarships	DC	Full Tuition/Scholarship Competition: STEM Majors
Dean's Scholarship	DC	Merit
Pilgrim Scholarship	DC	Merit
Trustee Scholarship	DC	Merit
Achievement Scholarship	DC	Merit
eSports Scholarship	DC	eSports participation/application required
Discover Defiance Grant	DC	Visit DC and meet with Admissions
Service Leadership Award	DC	Service and Leadership
UCC Award	DC	UCC Member and Financial Need
Alumni Legacy Award	DC	Dependent of DC Grad and Financial Need
Transfer Award	DC	Merit Transfer Students
Music Talent Award	DC	Music Audition
Richard W. Stroede Scholarship	DC	Music Audition
Cheer Award	DC	Must cheer all three seasons
NW Ohio Residential Award	DC	Live in select NW Ohio counties
Choose Ohio First	DC	Interview Process

<u>Grants</u>	<u>Source</u>	<u>Criteria</u>
Defiance College Grant	DC	Financial Need
DC Opportunity	DC	Financial Need
Ohio College Opportunity Grant (OCOG)	State	Financial Need and Ohio residency
Pell Grant	Federal	Financial Need
Supplemental Educational Opportunity Grant (SEOG)	Federal	Financial Need

<u>Loans</u>	<u>Source</u>	<u>Criteria</u>
Federal Direct Loans	Federal	Financial Need and Remaining Cost
Parent Loan for Undergraduate Students (PLUS)	Federal	Remaining Cost
GradPLUS	Federal	Remaining Cost
Alternative Education Loan	Private	Remaining Cost

<u>Work-Study</u>	<u>Source</u>	<u>Criteria</u>
Federal Work Study	Federal	Financial Need
Campus Employment	DC	Remaining Cost

Enrollment and eligibility

Following are the enrollment requirements for the various aid programs. If a student changes enrollment after the aid is awarded, the aid may be adjusted.

- Enrollment level (three credits and higher) - Pell Grant, State grants, SEOG and OCOG
- At least half-time (6 credits per semester) - Federal Direct Loans, Plus Loans, GradPLUS Loans
- Full-time (12 credits or more per semester) - Defiance College Scholarships and Grants, Student Employment

Revisions of aid packages

The DC Financial Aid Office has the right to revise financial aid packages according to federal, state, and institutional policies and regulations. Aid awards will be revised when there are changes in originally reported information or when additional scholarships are received.

Federal Financial Aid Refund/Withdrawal

Outside scholarships

Unless otherwise specified by the donor or organization, outside gift aid will replace existing self-help aid. Recipients of outside financial aid awards are required to submit to the Defiance College Financial Aid Office notification of any outside awards as soon as possible. Acceptable documentation will include a letter from the organization or donor that specifies the terms of the scholarship, total dollar amount, and renewal information. Again, submit as soon as possible to ensure the award will be credited to your account.

Verification

Selection for verification is normally determined by the U.S. Department of Education. Students will receive a message on their FAFSA results known as a Student Aid Report (SAR) indicating the selection. Students must submit a completed verification worksheet, tax transcripts or other required documents requested by the financial aid office. Verification must be complete before any federal aid, state need-based aid, or DC need-based aid can be disbursed. Documents must be submitted by the beginning of the semester. Failure to complete the verification process may result in loss of aid and an administrative withdrawal.

Refund Policy

Complete withdraw from Defiance College

Withdraw from the College before the end of the semester, the withdrawal process begins in the Registrar's Office where the student obtains an application to withdraw. The official withdrawal date is the date of notification to the Registrar's Office.

The Defiance College refund policy treats all students the same, regardless of the type of financial aid being received or the absence of such. The College follows federal regulations to determine the amount of Title IV program assistance that the student has earned if the student withdraws prior to the end of the semester. Title IV funds include: subsidized and unsubsidized Federal Direct Loans, Federal PLUS Loans, Federal Pell Grants, and Federal SEOG. Federal work study funds are excluded from the refund calculation.

The credit of tuition, housing and meals, along with the return of unearned federal Title IV Funds, is calculated on a per diem basis up to the 60 percent point in the semester. The amount earned is determined by dividing the number of days enrolled by the number of days in the enrollment period including weekends and holidays, except Thanksgiving break and spring break. The credit of meal plan charges will be calculated based on the official date of withdrawal with one additional week added. After the 60 percent point in the semester, tuition and housing are charged in full and Title IV aid is considered to be 100 percent earned.

A student will not be issued a cash refund on any credit balance until the refund calculation process is complete. Any credit balance remaining on the student's account that is from institutional funds will not be issued as a refund to the student. Any outstanding balance on the student's account is due immediately. The student will also be responsible for any library fines and room damage fines. A withdrawal fee of \$50 is assessed for withdrawing at any time from the institution.

The following items are non-refundable: Activity fee, Audit fee, Course related fees, Deferred payment plan fees, Finance charges, Late fees (payment plan or registration), Parking fee, Returned check/dishonored electronic transaction fee, Residential charges damages or fines, Technology fee Transient student registration fee, Withdrawal fee, All other institutional fees.

Withdrawal from a course

Students who withdraw from a course prior to the drop/add deadline of the semester receive full tuition credit. After the drop/add deadline, there will be no calculation of tuition credits unless the student withdraws from the college.

Students enrolled in classes held in a sub term, a shorter term that starts later in the semester (such as the second summer session) will only be eligible for a tuition credit if the student drops the course prior to the drop/add deadline for the sub term.

Return of Title IV funds

DC students who receive federal financial aid and do not complete their classes may be responsible to repay a portion of the aid received according to federal law. DC must calculate how much federal financial aid earned if a student withdraws or stops attending before completing 60% of the enrollment period. Federal financial aid covered under this regulation includes the Federal Pell grant,

Federal SEOG, Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Parent Loan for Undergraduate Students (PLUS).

If a student receives federal financial aid he/she must “earn” the aid received by staying enrolled in school. The amount of federal financial aid assistance earned is determined on a pro-rata basis. If a student withdraws or stops attending classes during the enrollment period, his/her financial aid award may be affected.

The percent earned is determined by dividing the number of days enrolled by the number of days in the enrollment period including weekends and holidays. Institutionally scheduled breaks of five or more consecutive days are excluded from the calculation.

The withdraw date is the official date recorded by the Registrar. Students should contact their academic advisor or the Student Academic Support Services office to discuss the reason for withdrawal. The Financial Aid Office cannot perform the withdrawal calculation until the withdraw date is officially recorded with the Registrar.

DC and the student are both responsible for returning unearned funds to the appropriate programs. Federal monies will be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG. If the student owes any money to DC resulting from the withdraw calculations, he/she will receive a bill. For all outstanding charges, the student must make payment arrangements with the Director of Student Accounts.

If the student does not repay DC for the charges resulting from the refund policy, their records will be placed on financial hold. This means that he/she will not be able to register for classes or receive transcripts or other services until the balance is paid. Outstanding accounts due to DC may also result in collection agency action, collection costs and negative credit bureau reporting.

Academic Policies Relating to Financial Aid

Leave of Absence

A student may be granted an approved leave of absence if: 1. the student has made a written request for the leave of absence, 2. the leave of absence will not exceed 30 days, 3. the College has granted only one leave of absence to the student in any 12-month period, and 4. approval is received from instructors and the Chief Academic Officer.

Official Withdrawal

A student may request withdrawal from Defiance College by contacting the Registrar’s Office. A withdrawal allows the student the opportunity to re-enroll at Defiance College at a later date. The withdrawal date is the date of notification to the Registrar’s Office. Students who receive financial aid and choose to withdraw from the College must follow the federal refund policy according to the federal regulations. The adjustments in charges for a student withdrawal may result in an outstanding balance on the student’s account that will be due and payable at the time of withdrawal. Failure to follow the withdrawal policy forfeits the student’s right to an honorable dismissal or to any refund of tuition and fees paid.

Post-Withdrawal Disbursement

A post withdrawal disbursement is for any student who completely withdraws from school prior to a Federal loan or grant disbursing to their account. If the post-withdrawal disbursement includes grant funds, the financial aid office will disburse the portion of the funds required to cover any outstanding tuition, fee, room and board charges. If the post withdrawal disbursement includes federal loans, the financial aid office will notify the student and/or parent to provide the option to accept or decline the loan funds within 30 days. If the student does not respond timely, the loans will be cancelled.

Unofficial Withdrawal

In the case of an unofficial withdrawal or an unapproved leave of absence (or a student’s failure to return at the end of an approved leave of absence), the withdrawal date is the date the Registrar’s Office becomes aware that the student ceased attendance. The withdrawal date for a student who withdrew without providing notification will be within 30 calendar days from the earlier 1) the end of the payment period 2) end of the academic year or 3) end of the student’s educational program.

When a Student Fails to Earn a Passing Grade in Any Class

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, the student will be considered unofficially withdrawn. The last date of attendance will determine the withdrawal date. A non-passing grade includes an F, and withdrawn courses.

Satisfactory Academic Progress for Financial Aid

The Defiance College Financial Aid Office is required to monitor Satisfactory Academic Progress (SAP) to comply with Federal regulations for students receiving financial aid. SAP considers both qualitative and quantitative measures of academic progress. Students' cumulative course work will be evaluated at the completion of each semester.

Attempted Hours

All attempted hours will include: remedial, letter grades, pass/fail, withdrawn, academic second chance, repeated courses, incompletes and hours transferred in from other schools as determined by the Registrar's Office. Grade point averages do not transfer in from other schools and therefore are not counted in satisfactory academic progress.

Changes in Major

Students will be expected to maintain satisfactory academic progress standards even if they change from major to major. All hours attempted from prior majors will be included in the total hours attempted for maximum time frame requirements. A student may appeal for longer time frame with rationale of the reasons for the extension. This appeal must be approved by the financial aid committee.

Incomplete Coursework

Incomplete course work will be included as all hours attempted but not in hours passed until the grade is complete. Once the course is graded, the satisfactory academic progress status process will be re-evaluated upon request of the student.

Periods of Enrollment

All periods of the students' enrollment (summer, fall and spring), even periods in which the student did not receive FSA funds, are considered in the satisfactory academic progress calculation.

Remedial Coursework

Currently Defiance College does not offer remedial courses.

Repeated Coursework

A student who fails a required course may repeat the course and receive federal financial aid. A student may repeat a passing course only one time and receive federal financial aid. Repeated coursework will count towards the total hours attempted and total hours passed for satisfactory academic progress. Cumulative grade point average for repeated courses will be determined by the Registrar's Office.

Second Degree

Students who pursue a second degree must pass courses at 67% pass rate and maintain a cumulative grade point average of 2.0 or higher. They may not exceed 150% of the required courses for the new degree.

Withdrawal

All "W" or "WF" grades will be considered not passing for satisfactory academic progress. The "W" or "WF" hours are included in the total hours attempted and total hours earned and will affect the percentage of hours passed.

Qualitative:

Students must earn the following minimum cumulative grade point averages to meet the qualitative requirement for satisfactory academic progress for financial aid.

<u>Cumulative grade point average</u>	<u>Time period</u>
1.65	1-15 hours attempted
1.70	16-30 hours attempted
1.85	31-45 hours attempted
2.0	after 46 hours attempted

Graduate students are required to maintain a 3.0 at the end of each semester.

Quantitative

Students must meet the following pace-toward-degree completion standards in order to meet satisfactory academic progress for financial aid.

<u>Percent of course work passed</u>	<u>Time period</u>
67%	1-15 hours attempted
67%	16-30 hours attempted
67%	31-45 hours attempted
67%	after 46 hours attempted

Maximum time frame

Students must complete their programs of study within 150% of the total credit hours required for the completion of their degree program at Defiance College. Example of hours for maximum time frame: Bachelor's Degree – 120 hours x 150%=180 maximum hours; Associates Degree – 60 hours x 150%=90 maximum hours; Master's Degree – 33 hours x 150%=49 maximum hours, 36 hours x 150%=54 maximum hours.

Warning semester

Students who do not meet the Financial Aid Satisfactory Academic Progress criteria will be placed on a one semester warning status for the next term of enrollment and will continue to receive financial aid. If the student does not meet the criteria after the warning semester, the student will be placed on financial aid suspension.

Suspension and appeals

A student suspended from financial aid may submit a written appeal to be reviewed by the Satisfactory Academic Progress Appeals Review Committee. The appeal should explain in detail the unusual circumstances such as the death of a relative, an injury or illness of the student, or other special circumstances that prevented the student from achieving satisfactory academic progress and what has changed or will change to enable the student to improve the academic performance. The appeal should provide the actions the student proposes to take to bring the academic performance into compliance and any relevant supporting documentation.

If the appeal is granted, the student will be notified and placed on financial aid probation for one semester with an academic plan which will be established by the Committee and the student, and with counsel from the student's academic advisor when appropriate. The individual academic plan will establish the criteria for continued financial aid for future semesters and will be reevaluated each semester.

If the appeal is denied, the student will be notified by the financial aid office and the student will be responsible for any charges for periods of enrollment. Once satisfactory academic progress is reestablished by meeting the requirements, the student will then be reviewed for financial aid eligibility for future semesters.

Withdrawal from course

Students who withdraw from a course prior to the drop/add deadline of the semester receive full tuition credit. After the drop/add deadline, there will be no calculation of tuition credits unless the student completely withdraws from the college. Students enrolled in classes held in a sub term, a shorter term that starts later in the semester (such as the second summer session) will only be eligible for a tuition credit if the student drops the course prior to the start of the sub term.

STUDENT LIFE SERVICES

The Division of Student Life is an integral part of the Defiance College community dedicated to developing the whole person. The Division promotes dynamic and inclusive co-curricular learning experiences that contribute to the academic, career, and personal success of Defiance College students.

Resources for Students

Bookstore (Online at defiance.ecampus.com)

Hours: 24-hours a day

Customer Service: M-F 9 a.m. – 5 p.m. CST

Phone: 1-877-284-6744

The online bookstore offers a large selection of new, used, rental and eBook inventory. Students save money with competitive internet pricing. Students have the additional option of ordering from the marketplace which matches buyers with individual sellers, saving up to 90% on book costs. Payment can be made by credit card, PayPal or buyback credit. Books can be shipped home or to the campus mail center. The bookstore, in conjunction with the Business Office, offers students the opportunity to make purchases utilizing financial aid credit. Students with a pending credit on their student account can complete the textbook charge authorization on the Student Account Information page of their myDC portal to transfer a portion of the credit to the bookstore. The bookstore will buy back purchased books at the on campus buy back session held at the end of each semester or via the online buy back process.

Campus Security

Location: Hubbard Hall/McCann Center, Room 109

Phone extension: 2625

Campus Security is provided via a contractual arrangement with Continental Security Services. Officers provide numerous services to the College community including monitoring of access to the residence halls, security of all campus buildings, reporting maintenance/repair needs, and general assistance to the Residence Life staff. Security staff conducts periodic rounds of the campus and have a presence in the residence halls in the evening/overnight hours each night of the week. Security personnel are also available to provide an on-campus escort service to students, faculty, or staff upon request.

Computer Services

Location: Pilgrim Library 206

Hours: M-F, 8 a.m. – 5 p.m.

Phone extension: 2667

Email: helpdesk@defiance.edu

Information systems (including computers, computer accounts, printers, networks, software, electronic mail, and Internet access) at Defiance College are provided for the use of Defiance College students, faculty and staff in support of the College's academic and administrative programs. All students, faculty and staff are responsible for utilizing these systems in an effective, efficient, ethical, and lawful manner. All access to the College's computing resources, including the issuing of accounts, must be approved through the Computer Services Office. Students may need to be registered for the current term in order to have an active account and password. Students should review the Computer Policy printed in the Student Handbook for additional information about the use of the College computer system. The use of information systems is a privilege, not a right, which may be revoked at any time for misuse immediately upon the discovery of a possible violation of these policies. Further action may be taken by Defiance College or law enforcement in accordance with the severity of the action(s) in question. For more information regarding Defiance College computing policies and guidelines please visit the website at www.defiance.edu and review the Computer Services section.

Counseling Center/Accessibility Services

Location: Defiance Hall, Suite 201

Hours: By appointment

Phone extension: 2562

The Counseling Center provides free and confidential consultation, assessment, individual, group, couple's and family therapy to Defiance College students. Students utilize Counseling Services for a variety of reasons including: stress, difficulty coping with life events, depression and other mood issues, anxiety, relationship issues, struggling with self-worth, eating or body image concerns, alcohol or drug use, sexual assault, and many others. During regular office hours, one of our staff is available for consultation should a crisis arise. Outside of office hours, students in crisis should contact the After Hours Crisis Line (419-439-0359).

In addition to our direct clinical services, the Counseling Center staff also offer a wide range of mental health awareness and prevention programming to the campus community. If you would like to talk to someone in the Counseling Center, you can call (ext. 2562), walk in (Defiance 201) or email counseling@defiance.edu to speak to someone or to make an appointment.

Email

Students will receive official College correspondence by email. Students are expected to check their email on a frequent and continuous basis in order to stay current with Defiance College communications. Students can view email from any computer that has Internet access. Students must enter their DC email address and password to gain access. Students are encouraged to set up mail forwarding to ensure that Defiance College mail is checked at a student's most commonly used email account.

Intercultural Relations

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2362

The Office of Intercultural Relations (OIR) was established to foster a community at Defiance College that embraces diversity and celebrates multiculturalism among students, faculty and staff. The Office of Intercultural Relations promotes a holistic approach to academic and personal growth through educational and co-curricular programming that support and encourages an inclusive and welcoming campus community. Programs are offered addressing diversity, multiculturalism, and cross-cultural issues for all members of the college community. The office also provides individual counseling regarding personal/academic concerns, information referrals, and other services that enhance the social, academic and personal development of students of diverse ethnicities and international students on campus.

Music Programs

Location: Schauffler Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2331

Defiance College Music Programs provides opportunities for students to express their artistic nature, continue musical growth, and make life-long friendships. DCMP offers several instrumental and vocal performing ensembles, private lessons, scholarships, and a music minor degree program - all of which are open to DC students regardless of major. We encourage musicians of all levels to take part in our Music Programs! Music scholarships are available for full-time undergraduate day students participating in an ensemble. For details on how to apply, visit www.defiance.edu/musicscholarship. In addition, music programs directors advise music-driven student organizations and coordinate music for numerous campus and community events. Get involved with DC Music Programs! For more information, please contact the Music Programs staff at music@defiance.edu or extension 2331. Additional information can also be found at www.defiance.edu/music.

myDC Access

Our myDC web portal is an essential College tool used for administrative and academic correspondence. Students will be required to use this tool to access one or more administrative and academic services at the College. Such services include grade report card, unofficial academic transcript, course schedules, billing information, enrollment verification and more.

Residence Life/Housing

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2563

The Office of Residence Life and its staff coordinate a comprehensive system of services for residential students. This includes, but is not limited to, roommate changes, maintenance requests, housekeeping requests, social programming, housing sign-up, roommate conflict resolution, and creating a community committed to respecting the rights and dignities of all students. For more detailed information, see the Office of Residence Life section of the Student Handbook.

Student Activities and Leadership

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2388

This office is responsible for scheduling positive co-curricular activities for students on and off campus. The programs enhance the social, educational, and cultural experiences for students at Defiance College. The Office of Student Activities & Leadership is responsible for large scale programming such as Late Nite @ DC, Family and Friends Weekend, Homecoming, and Spring Fling. Other past events have included concerts, comedians, and hypnotists as well as trips off-campus for hockey games, bowling and more. The Director of Student Activities & Leadership advises the Campus Activities Board (CAB), Greek Life (Tau Kappa Epsilon and Alpha Xi Delta), and the Inter-Greek Council (IGC) and facilitates advising of other student organizations and the creation of new ones. This office also coordinates the Leadership Certificate Program. All students are encouraged to be active on campus and are welcome to be active in as many organizations as they desire. Meeting times for various organizations are advertised frequently around campus.

Student Life Office/Office of the Dean of Students

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2437

This office houses the Dean of Students while also providing administrative and management support for the entire Student Life division. The Office of Student Life promotes a student-centered campus environment and supports student learning and development outside the classroom. The Dean of Students is available to all students as an outlet for any concerns they may have during their Defiance College experience. This office also manages vehicle registration and identification cards.

Veteran, Transfer and Commuter Student Support

Location: Defiance Hall 105

Phone extension: 2313

VTCsupport@defiance.edu

This office is an information and advocacy center for veteran, transfer and commuter students (VTC). The VTC office helps navigate campus offices, resources and processes as well as referrals to off campus resources.

Student Life Policies and Procedures

Accommodations Policy for Students with Disabilities

Kris Knight, Accessibility Services Coordinator

Phone extension: 2445

Email: kknight@defiance.edu

Defiance College offers a variety of services and resources to help students succeed. The Accessibility Services office works closely with students who have disabilities requiring accommodation to ensure equal access to the College's programs, activities, and services. Defiance College complies with all applicable state and federal laws and regulations related to the accommodation of students with physical disabilities, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Accessibility Services is the College's designated office that maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations, and coordinates services for students with disabilities. To receive specific academic adjustments for a disability, students must have an impairment that substantially limits one or more major life activities, have documentation of such and impairment, and demonstrate that the requested academic adjustments are necessary" for them to participate in the programs of the College (Rehabilitation Act of 1973/PL 93-122, Section 504).

Eligibility and Documentation

Eligibility for accommodations under Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, are based on the existence of a physical or mental condition that substantially impacts academic and campus life. In order to receive reasonable accommodations, students should establish a relationship with the Office of Accessibility Services. Disability and accommodation requests will be evaluated using a commonsense standard. Each situation will be considered individually to determine if and how the student is impacted by the described condition. Changes in medical and psychological disabilities should be reported to the Accessibility Services Coordinator as they occur. Students should meet with the Accessibility Services Coordinator each semester to determine the academic accommodations necessary for the classes in which they are enrolled.

Acceptable sources of documentation include:

- Student's Self-report
- Observation and Interaction
- Reports from External or Third Parties – documentation from external sources may include educational or medical records. Documents that reflect education and accommodation history, such as IEP, are particularly helpful.
- Persons with disabilities may be found eligible for accommodations after they have:
 - Become established as students;
 - Presented documentation of the disability that meets Accessibility Services Guidelines;
 - Had documentation reviewed by the Accessibility Services Coordinator, and;
 - Completed an intake interview.

ATHLETICS

Defiance College has a long history of outstanding athletic teams and is well known for fielding winning teams in many sports. The Athletics Program is committed to the pursuit of academic and athletic excellence. Our primary goal is to provide student athletes an opportunity to compete in college athletics, while receiving a great education. Defiance College is a member of the Heartland Collegiate Athletic Conference – an NCAA Division III Conference. This conference brings together similar institutions that share a common commitment to academic quality and athletic competitiveness. It is the responsibility of every Defiance College student to make sure he/she understands how the policies and procedures listed below impact eligibility. Students are encouraged to speak with the Athletic Director or Registrar to discuss their particular situations.

Men's Varsity Sports

Baseball	Soccer
Basketball	Tennis
Cross Country	Track/Field
Football	Wrestling
Golf	

Women's Varsity Sports

Basketball	Softball
Cross Country	Tennis
Golf	Track/Field
Soccer	Volleyball

Co-Ed Sports

Cheer/Dance
E-Sports

Athletic Facilities

Defiance College enjoys a myriad of athletic facilities supporting student athletics. The following is a list of these facilities. Specific descriptions are found on the athletic webpage.

- The George M. Smart Athletic Center

- Justin F. Coressel Stadium
- The Karl H. Weaner Center
- The McMaster Center
- Winsper-Knobel Memorial Field
- Dix Tennis Facility
- Sal Hench Field
- Craig A. Rutter Field
- Eagle Rock Golf Club

Athletic Eligibility

Academic eligibility to participate in NCAA Division III at Defiance College is determined by the Registrar at the beginning of the fall and spring semesters, respectively. To be eligible a participating student-athlete needs to meet all of the following requirements:

1. The student-athlete must be enrolled in a minimum of 12 semester hours of course work at all times;
2. The student-athlete must be in good academic standing - which is interpreted as eligible to enroll at DC and having at least the required minimum grade point average for that particular term; and
3. The student-athlete must maintain satisfactory progress toward a baccalaureate degree, which is interpreted as having at least the required minimum number of credits and proper cumulative GPA for the particular term.

In addition to the above requirements, a student-athlete must meet the NCAA requirements under which a student-athlete has a maximum combined total of ten terms of full-time attendance to be certified for a total of four seasons of participation in any given sport. A student-athlete who meets all of the above requirements may still be denied participation for failure to meet various NCAA requirements, behavioral or other reasons at the discretion of Defiance College.

A student-athlete who has been declared ineligible for athletic participation due to not meeting the Defiance College Athletic Eligibility Standards may submit an appeal for review. The details of the appeal policy and procedure can be found in the Athletic Academic Standards document, Student-Athlete Handbook, and Athletic Department Staff Handbook.

Athletic GPA Requirements

In order to be eligible to compete in NCAA intercollegiate athletics, a student-athlete must have the following minimum GPA at the conclusion of the following full-time semesters of attendance:

Semester One: Achieve a minimum cumulative GPA of 1.40 or higher

Semester Two: Achieve a minimum cumulative GPA of 1.70 or higher

Semester Three: Achieve a minimum cumulative GPA of 1.80 or higher

Semester Four: Achieve a minimum cumulative GPA of 2.00 or higher

Semester Five and all semesters thereafter: Achieve a minimum cumulative GPA of 2.0 or higher.

In calculating whether a student meets the required minimum GPA, only grades received for courses taken at Defiance College are counted in the Defiance College cumulative GPA.

Academic Progress Standards

In order to meet the satisfactory progress standard, student-athletes must successfully complete a certain number of credits at DC for each full-time term in attendance* at DC.

Student-athletes who fail to complete the required credits to maintain their eligibility may attend summer school or complete on-line courses in order to accumulate the appropriate hours; however, students must have prior approval of the DC Registrar before taking course work at colleges other than DC. In addition, only credits earning a "C" or higher grade are eligible to be accepted as transfer credit. Transferable grades from courses taken at other colleges do not affect the overall DC grade point average of a student-athlete. In order to be eligible to compete in NCAA intercollegiate athletics, a student-athlete must have completed while in residence at DC the following minimum number of credit hours by the end of the following full-time semesters of attendance at DC:

Semester One:	No minimum required
Semester Two:	At least 24 hours of credit earned
Semester Three:	At least 24 hours of credit earned
Semester Four:	At least 48 hours of credit earned
Semester Five:	At least 48 hours of credit earned
Semester Six:	At least 72 hours of credit earned
Semester Seven:	At least 72 hours of credit earned
Semester Eight:	At least 96 hours of credit earned
Semester Nine:	At least 96 hours of credit earned

*Terms of Attendance are determined based on NCAA 14.2: “A student-athlete is considered to have used a semester...when a student attends any class while officially registered in a collegiate institution in a regular term of an academic year for a minimum full-time program of studies, even if the student-athlete drops to part-time status at any time during the term, including his or her first day of attendance” (14.2.2.1). All semesters during which a student is at DC will be counted, regardless of whether there was a break in attendance or not between semesters (e.g., such as when a student attends DC, leaves to attend another institution, and then returns).

Students in our 1+2+1 Nursing program with Northwest State Community College and Rhodes State College must have official transcripts sent to the Registrar’s Office after every term to be certified for all semesters while dual-enrolled at both institutions. Students must provide proof of a full-time schedule to the coach prior to every NCAA competition to participate.

Transfer students (i.e., those students who are not starting their first post-secondary school semester at DC and who are transferring in credits from another higher education institution): Even though grades at other institutions do not count toward a transfer student’s DC GPA, a transfer student who transfers in twelve or more credits to Defiance College will NOT be considered to be in Semester One for purposes of determining the required minimum GPA.

Credit Requirements

The Registrar will determine which semester requirement the student must meet based on the number of credits transferred in (with the requirement to increase in each following semester as indicated above). While the Registrar will make the specific determination, the general rule is that transferring in 12 to 23 credits requires a student to meet the Semester Two GPA requirement by the conclusion of the first semester of attendance at DC; transferring in 24 to 35 credits, requires a student to meet the Semester Three GPA requirement by the conclusion of the first semester of attendance at DC; transferring in 36 to 47 credits requires a student to meet the Semester Four GPA requirement by the conclusion of the first semester of attendance at DC; and transferring in 48 or more credits requires a student to meet the Semester Five GPA requirement by the conclusion of the first semester of attendance at DC.

Satisfactory Academic Progress for Transfers (i.e., those students who are not starting their first post-secondary school semester at DC and who are transferring in credits from another higher education institution)

For purposes of meeting the Satisfactory Progress requirement, only credits earned while in residence at DC are counted (meaning that no transferred credits are counted). In addition, the only semesters that are counted for purposes of determining whether this requirement has been met are those semesters while in residence at DC. If there is any question, the Registrar will make the determination regarding how this requirement applies to the specific situations of individual students.

An entering transfer student may only qualify to participate in his/her first semester of enrollment at DC if the student-athlete would have been deemed both academically and athletically eligible at the student’s previous institution regardless of athletic participation. If he/she is deemed not eligible, a year of residence must be completed before certification. (NCAA 14.5). Eligibility is determined through use of a required transfer tracer report DC will send to all qualifying previous institution(s) of previous enrollment. If the student’s most recent tracer report reveals the student is not athletically and academically eligible at his/her previous institution, the student will sit out of all competition for one calendar year. A student under disciplinary suspension MUST complete one calendar year of residency at DC before participating in NCAA Division III athletics.

Other Requirements for Transfers

The above is not a full description of the requirements for transfer students. For example, for purposes of applying the NCAA maximum combined total of ten terms of full-time attendance, a transfer student will be assessed terms of attendance at all previous institutions regardless of whether the student played a sport while at that institution.

Transfer students are strongly encouraged to check with the Registrar as early as possible in the transfer process to understand how they might be affected by these and other requirements.

For All Students

Different students may have particular situations in which they do not fit clearly within any particular category. In such cases, the Registrar will decide how these rules apply.

Defiance College Athletic Insurance Policy

Per NCAA bylaws, Defiance College must certify insurance coverage for medical expenses resulting from athletically related injuries sustained by a student-athlete participating in a covered event in an intercollegiate sport as recognized by the college. To be eligible to participate as a student-athlete, students must carry an insurance policy through Defiance College. Payment can be made in the Business Office or online through the myDC portal. Any questions can be directed to the Athletic Director or Head Athletic Trainer.

ACADEMIC ACTIVITIES

The College offers a variety of opportunities for intellectual and cultural enrichment outside the classroom. The following highlights these annual events and activities.

First Year Experience Common Read

Each fall first year in any time college students take a course focusing on their transition to college, and research skills called First Year Experience Seminar (FYE). Since 2016, each class uses a common read exploring the question “who am I”? The author of the common read then speaks to the entering class each October. Recent authors include Wes Moore (*The Other Wes Moore*), Howard Reich (*Prisoner of Her Past*), Bich Nyguen (*Stealing Buddha's Dinner*) and Kristen Iversen (*Full Body Burden*).

Jacket Journey

Jacket Journey is a career-readiness program that will help students see connections between their experience in the classroom, participation in co-curricular and extracurricular activities, and the soft-skills needed for success in the 21st century workplace. This program is designed to help students better articulate the knowledge, skills, and dispositions they acquire at Defiance College; foster dialogue between the college community and employers through an annual summit; and provide faculty with opportunities to connect with employers.

Jacket Days

Jacket Days (J-Days) occur each January, prior to the start of the spring semester. This 3-day, engaging, immersive, and required (beginning with the class of 2024) provides programming focused on career-readiness. Participation in Jacket Days allows students to earn academic credit. Each year of the Jacket Days experienced is tailored to meet the needs of students and prepare them for success after graduation. Throughout their four-years in the program, students are taught to D.E.F.I.

- Year 1 Discover
- Year 2 Engage
- Year 3 Formulate
- Year 4 Initiate

Jacket Points

Jacket Points are designed to help track student experiences throughout their Jacket Journey. Points are awarded for participation in career-readiness programming, co and extracurricular activities, and various other events. Students will have the opportunity to receive prizes and participate in special events for earning points. Jacket Points will be tracked via the Jacket Journey mobile app.

Matriculation/Convocation

DC has held fall convocations to kick off the new academic year since at least the early 1900s. Often the current DC President would give remarks, but outside speakers were brought in also. In 1956, then-U.S. Vice President Richard M. Nixon spoke at DC's fall convocation. Many convocations from the 1960s to 2005 were held in Schomburg Auditorium. From 2006-2016, convocation was combined with a matriculation ceremony and held at the Weaner Center, where freshmen were welcomed, heard remarks from administrative and student leaders, signed a class banner, and attended a picnic. In 2017, fall convocation was moved back to Schomburg where faculty and staff process in in regalia to denote the welcoming of students into the academic community. A short convocation speech is delivered as part of the ceremony, as well as, faculty accomplishments of tenure and promotion are celebrated.

McMaster Symposium and Academic Colloquium Day

Defiance College recognizes and celebrates student scholarship and research each April since 2005. Classes are cancelled for this day and a conference-style event in which students present, exhibit and perform are highlighted. The annual Stroede Outstanding Faculty member lecture is given, as is, the Krieger Scholar lecture. The day ends with the Honor's Convocation and Division Awards. The McMaster School for Advancing Humanity was established by Drs. Harold and Helen McMaster in 2002, to "serve as a focal point for teaching, service, scholarship, and action to improve the human condition worldwide." The Carolyn M. Small Honors Program was created in 1998 as the result of a gift from the Diehl family and in 2001, a Carolyn M. Small Honors Symposium began, to provide a forum for students to present the scholarship that gained them honors designation for certain courses. In 2017, the Honors Symposium was combined into the McMaster Symposium.

Progeny

Progeny is the literary and art magazine of Defiance College. Begun in 1961 and continuing until 1995, the magazine was generally focused on poetry and reflective prose. After a brief hiatus, *Progeny* was restructured in 1999 by Editor Nathan Ferrell (2001 Pilgrim Bronze Medal Winner) and Advisor Mary Catherine Harper (Professor of English and McCann Chair in the Humanities) to represent an interdisciplinary balance of literary and visual-art genres. *Progeny* has provided opportunities for numerous editors, associate editors, writers, and artists.

The Defender (DC College Newspaper)

The Defender, the DC college newspaper, covers sports, politics, culture, and current events on campus. While it is advised by the English Department, the paper is entirely edited and written by college students for college students.

Women's Gallery Art Exhibits

The Women's Commission Gallery cultivates knowledge and understanding of the arts by hosting a wide array of academic and community programs, events, and exhibitions throughout the year. Exhibitions include works by local, regional and national artists, as well as Defiance College students and faculty. Students engage with guest artists in gallery talks, classroom demonstrations, and public presentations.

ACADEMIC AFFAIRS ORGANIZATION AND CULTURE

Defiance College is a liberal arts based college with an emphasis on career preparation. Defiance's academic programs are designed to increase students understanding and knowledge in their program of study, while developing essential skills within the liberal arts of thinking, speaking, writing and research. Honesty and integrity are expected by everyone as members of our academic community.

Students are expected to graduate under the program and curricular requirements published in the catalog in effect the year they matriculate. However, the right is reserved by the College to change requirements at any time as a means of keeping pace with

changing educational, technological or science developments. Though such changes may be applied to current students, every effort will be made to give them the benefit of the new education program without imposing undue hardship.

Culture of Engagement and Service

Recognizing the fundamental responsibility of colleges and universities to educate students committed to the public good, Defiance College is intentionally creating a dynamic culture of engagement. All students are provided opportunities to link their academic learning in the classroom with meaningful work in communities locally, regionally, nationally, and internationally. There are three interrelated components of the culture of engagement: learning engagement - students do not merely get knowledge; they make knowledge; community (civic) engagement - students learn why and how to be democratic leaders through service learning, public learning, and volunteerism; cultural engagement - students learn to appreciate, understand, and deal effectively with other cultures in a global world.

Division Structure

The Division of Academic Affairs houses the Office of the Vice President and Dean of Academic Affairs (also known as the Chief Academic Officer), Assistant Dean of Student Success, Dean of the McMaster School for Advancing Humanity, the Registrar, the Director of Academic Technology and Lifelong Learning, the Institute for Pre-Health and Wellness Studies, and the Institute for Career Readiness and Lifelong Learning. Each office provides support to the institution's academic mission, develops the curriculum, enforces academic policies, and reviews policies and procedures of the academic structure of the College.

The faculty are organized into three divisions, headed by chairs. Divisions are aligned based on commonalities of the programs involved in both scope of the curriculum and historical developments.

The academic organization of the College consists of three divisions. Those divisions, their Chairs, and the disciplines they include are as follows:

Arts and Humanities

Beverly Fanning, Chair

Courses offered in Art (ART), Arts and Humanities (HUM), Communication Studies (COMM), English (ENGL), General Studies (GEN), Geography (GEOG), Global Studies (GLST), Graphic Design (DSGN), History (HIST), Language (LANG), McMaster (MCC), Music (MUS), Political Science (POL), Religion (REL), and Theatre (THEA).

Business, Education, and Social Work

Carla Higgins, Chair

Courses offered in Accounting (ACCT), Autism Studies (AUT), Business Administration (BUS), Economics (ECON), Education (EDUC), Leadership (LDR), Management (MGT), Marketing (MKT), Sociology (SOC), Social Work (SWK) and Sport Management (SPMT).

Natural Science, Applied Science, and Mathematics

Steven Sondergaard, Chair

Courses offered in Biology (BIO), Chemistry (CHEM), Computer Science (CSCI), Criminal Justice (CRJU), Cyber-Forensics (CBFN), Environmental Science (courses offered under BIO, CHEM and NSCI), Exercise Science (ESCI), Forensic Science (FNCS), Geographic Information Systems (courses offered under NSCI), Law Enforcement Intelligence (LINT), Mathematics (MATH), Natural Science (NSCI), Nursing (NRS), Physical Science (PHYS) and Psychology (PSY).

Honors Program

Director: Dr. Agnes I. Caldwell

Location: Defiance Hall 206C with an Honors Lounge in McCann Student Center

Hours: M-F 8:30 a.m. – 4:30 p.m.

The Carolyn M. Small Honors Program provides opportunities for Defiance College students of all majors to develop academic strength through the Honors First-Year Experience course and the Honors World Issues course, participate in Honors Seminars

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coupled with off-campus experiences, and as juniors and seniors select Honors Option courses. All honors course are designated on the students' transcripts. Honors Program goals:

- Provide opportunities beyond the curriculum of the College that support academic excellence through intentional learning;
- Engage students in the development of a sense of coherence between intellectual realms, founded in a traditional liberal arts education and the real world;
- Promote the development of a sensitivity to the diverse cultures of the world and an understanding of the complexity of world interdependence;
- Model innovative ways to teach and learn; and
- Promote for Honors students the kind of support and camaraderie that contributes to a successful college experience.

What do honors scholars do?

- Engage in challenging learning experiences through Honors course sections of COMM 120 – Introduction to Human Communication, FYE 100 – College Engagement Seminar, ENGL 225 – Composition II, GLST 100 – World Issues, HONR 101 – Honors Seminar, and self-designed Honors Option courses;
- Participate in Honors special events and bi-monthly meetings, and;
- Present at the annual Academic Colloquium and off-campus conferences.

Institute for Career Readiness and Lifelong Learning

Dean: Dr. Jeremy Taylor

Location: Pilgrim Library 201

Hours: M-F 8:30 a.m. -4:30 p.m.

Phone extension: 2349

The Institute for Career Readiness and Lifelong Learning, formerly known as the Office of Career Development, develops programming focused on the needs of professionals in need of additional training and learning as they progress through their lives and oversees Jacket Journey.

Jacket Journey prepares students for careers or graduate school aspirations by ensuring they can articulate their knowledge, skills and dispositions for success in their careers. There are three key objectives for Jacket Journey:

1. Focus on career readiness undergirded by the liberal arts to evolve students to step into the 21st century workplace
2. Connect the classroom and campus experiences to engage students in the development and practicing of power skills for the 21st century workplace
3. Utilize community partners to position students to emerge into their professions of choice

To accomplish these objectives, the Institute manages several signature programs:

- An annual employer summit where constituents from the college, community, and business world discuss the needs of the 21st century workplace;
- Faculty apprenticeships with employers; and,
- A 1-credit required class that meets for three days each January dedicated to solely focus on career readiness. The program, tied to the class known as Jacket Days, will develop each student's power skills to address career readiness, as well as provide students access to a network of regional and national employers, graduate schools and successful alumni/ae.

The Institute also offers a robust program dedicated to fostering the needs of continual education and development of professionals. Through a series of workshops, certificates and trainings the College will be immersed in learning beyond the bachelor's degree in the rapidly developing alternative credential market.

Internship Information

The Office of Career Development coordinates the internship program at Defiance College. The goal of the internship program is to provide all students with the opportunities to develop job-related skills through college-approved work experiences. The discussion

about an internship will begin with faculty during student advising and students interested in completing an internship will arrange for a faculty sponsor for the internship. The sponsor will send the student to the Office of Career Development, where staff will review the internship packet with the student and the next steps of the process. After receiving the internship packet, the student will arrange an appointment with the faculty sponsor to determine the internship site and for assistance in completing the Internship packet paperwork. Upon completion of all required forms, the student will then submit to the Office of Career Development, who will verify all forms are completed properly and forward a copy of the Internship Registration Form to the Registrar. Career Development will follow-up each internship experience with meetings and evaluations for students and employers.

Jacket Journey

Jacket Journey is a career-readiness program that will help students see connections between their experience in the classroom, participation in co-curricular and extracurricular activities, and the power skills needed for success in the 21st century workplace. This program is designed to help students better articulate the knowledge, skills, and dispositions they acquire at Defiance College; foster dialogue between the college community and employers through an annual summit; and provide faculty with opportunities to connect with employers.

Jacket Days

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- Year 1 Discover
- Year 2 Engage
- Year 3 Finalize
- Year 4 Initiate

Jacket Points

Jacket Points are designed to help track student experiences throughout their Jacket Journey. Points are awarded for participation in career-readiness programming, co and extracurricular activities, and various other events. Students will have the opportunity to receive prizes and participate in special events for earning points. Jacket Points will be tracked via the Jacket Journey mobile app.

Institute for Pre-Health and Wellness Studies

Dean: Bridgette Winslow

Location: Serrick Campus Center 206

Phone extension: 2395

The purpose of the Institute for Pre-Health and Wellness Studies at Defiance College is to provide prospective and current students with additional support in advising, career planning, and graduate school acceptance. Health professions are defined as services involving (EAB Health Professions Report, 2017):

1. The identification, evaluation, and prevention of diseases and disorder.
2. Nutrition, rehabilitation and therapy.
3. Health systems management.
4. Support care directly for a patient at the request of a medical provider

The U.S. Bureau of Labor Statistics² predicts an 18% growth in professions in health and wellness, much faster than the average for all occupations, adding about 2.4 million new jobs between 2016 and 2026. The Institute is poised to help Defiance College students realize their aspirations in these professions. Due to the broad array of opportunities in the fields of “health care,” we named the Institute Pre-Health and Wellness Studies to capture the range of interests from medical doctors, to nurses, to medical social workers, to personal health and wellness coaches. The Institute provides Defiance College Pre-Health and Wellness majors

² <https://www.bls.gov/ooh/healthcare/home.htm>
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additional support as well as complementary academic programming such as guest speakers, documentary film screenings, and field trips.

McMaster School for Advancing Humanity

Interim Dean: Dr. Jeremy Taylor

Location: Pilgrim Library

Hours: M-F 8:30 a.m. – 4:30 p.m.

Phone extension: 2552

The McMaster School for Advancing Humanity was founded in 2002 through the generosity and vision of the McMaster family. It was designed to serve as a focal point for teaching, service, scholarship, and action to improve the human condition worldwide. The mission of the McMaster School is: to educate students for responsible citizenship; to produce committed global citizens and leaders who understand the importance of individual liberties in improving the human condition worldwide; and to encourage graduates to take an active role in addressing these issues in whatever professions they may choose.

McMaster Scholars and Fellows

Central to the McMaster School for Advancing Humanity is the Scholars and Fellows program. Each year the McMaster School supports 20-25 students in the McMaster Scholar program and 5-10 faculty members in the McMaster Fellow/Associate Fellow Program. The McMaster Scholars Program provides small research and travel grants to support student scholars who successfully complete a competitive selection process. McMaster Faculty Fellows and Student Scholars work collaboratively in a learning community throughout the academic year to design and complete their projects, as well as develop presentations for the McMaster Symposium and scholarly articles.

Successful projects for both McMaster Fellows and Scholars clearly address the goals of the McMaster School, which are:

- to critically examine the root causes of human suffering through community-based research that addresses systemic factors that impede human progress;
- to give students the knowledge and capacities to be active world citizens and to view themselves as members of the world community;
- to contribute actively through sponsored scholarship and service to the improvement of the human condition worldwide;
- to exchange, create, and disseminate knowledge about successful models of active citizenship and public service; and
- to create at Defiance College one of the nation's premier undergraduate educational programs with a focus on scholarship and service, with a special emphasis on developing an innovative approach to teaching.

McMaster Fellows and Scholars work with local communities both nationally and internationally.

McMaster Research Assistant Program

The McMaster Center for Advancing Humanity Research Assistant Program is an undergraduate research opportunity for first year students that will help them become more deeply engaged in their education through an experience that connects their research to a real world problem. McMaster Research Assistants, selected through a competitive process, are engaged in research during the spring semester that will provide one of the active McMaster learning communities with supplemental research relative to the challenges and issues the initiative has been directed to address by their community partners.

The McMaster Certificate Program

McMaster Scholars are offered the opportunity to enhance the community-based research that takes place in their learning community by participating in the McMaster Certificate Program. In addition to the completion of their individual learning community requirements, students may choose to pursue a McMaster Certificate, which is intended to recognize their work and to help them gain a deeper understanding of the political, social, and economic issues associated with their location of study.

Requirements (total 10 credit hours):

Students must successfully apply for and complete the requirements of a McMaster Scholar within a McMaster Learning Community. Apply for the McMaster School for Advancing Humanity Certificate Program upon the completion of the McMaster

Scholar/Learning Community experience. Participate in a minimum of four “Constitutional Conversations” co-curricular campus debate/discussions.

Required course:

POL 337 Comparative Social and Political Systems (1)

Choose one:

POL 237 American Government and Politics (3)

HIST/POL 336 History of the Constitution (3)

Choose one:

HIST 328 Political Geography (3)

NSCI 380 Global Sustainability (3)

SWK 265 Cultural Diversity (3)

The Service Leadership Program

The Service Leadership Program provides partial tuition scholarships for new students who are committed to community change through service and can demonstrate a record of service during their high school careers. Service Leaders participate in unique and exciting programming geared toward the development of leadership and career readiness skills through civic engagement and service-learning. Service Leaders also have opportunities to travel to relevant conferences, trainings and to engage in civic engagement opportunities beyond campus. The scholarship is renewable for up to four years. Service leaders do the following: develop a deeper understanding and practice of civic engagement; participate in monthly meetings and workshops; work closely with local agencies to earn a minimum of one hundred hours of civic engagement per academic year; provide service back to home communities; travel to conferences; engage in service learning to apply academic knowledge in diverse contexts.

Service Leaders are expected to take on greater responsibility among their peers and to work with a community partner agency in ways that strengthen local and/or regional communities, and their resumes, through the application of their academic knowledge in real world contexts. This program provides students the opportunity through interdisciplinary teams to develop and implement a major service learning project, further distinguishing themselves in the Service Leadership Program. Defiance College Service Leaders will have the opportunity to professionalize their soft skills, strengthen their resumes, and deepen their understanding and practice of civic engagement.

Success Services

Director: Lisa Crumit-Hancock, Assistant Dean of Student Success

Location: Pilgrim Library

Phone extension: 2332

Website: <https://library.defiance.edu/successservices>

All of Your Academic Support in One Building

Success Services at Defiance College encompasses the Pilgrim Library, Academic Support Center (ASC), Writing Studio, Structured Study Program (SSP – Study Tables), DC FIRST, and DC Pathways to Academic Student Success (DC PASS) as well as the First-Year Experience (FYE) program and several other academic retention initiatives.

Pilgrim Library

Director: Assistant Dean Lisa Crumit-Hancock

Hours: during fall & spring semesters: M-T 8am-12am, F 8am-8pm, Sat 9am-5pm, and Sun 12pm-12am

Phone extension: 2481

Website: <https://library.defiance.edu>

The mission of the Pilgrim Library is to contribute to effective teaching, learning, and research at Defiance College, by promoting information literacy, by providing diverse information resources that support the curriculum, by collaborating with faculty to further the academic success of students, and by actively preserving and presenting Defiance College’s rich history for current and past

students as well as the larger community. The most valuable resource in the Pilgrim Library is the professional library staff. The library staff offers a wide range of research and reference assistance. This help may be face-to-face, via email, through chat, or by means of scheduled individual or group instruction. The library building includes a computer lab, space, and tools for both collaborative and independent study, informal lounge areas, and Wi-Fi available to all registered students throughout the facility.

The Pilgrim Library is part of the Ohio Private Academic Libraries (OPAL) consortium as well as OhioLINK (Ohio Library and Information Network) consortium. Beyond what we already house in our building, these consortia memberships provide our students with access to a tremendous body of resources: books (both print and electronic), databases, professional and academic journals, and other research material. A validated student ID is necessary to check out materials and access electronic resources from off-campus.

Academic Support Center

Director: Dr. Lacey Strickler

Location: Pilgrim Library lower level

Hours: Sun 7-10pm, M-T 9am-10pm, and F 9am-4:30pm

Phone extension: 2495

Website: <https://library.defiance.edu/ASC>

The primary objective of the Academic Support Center (ASC) is to provide undergraduate students at Defiance College with resources and opportunities to improve their ability to learn and to achieve academic success by assisting them with various types of support when needed. Specifically, ASC focuses on assisting students with STEM related courses, but can provide assistance with other courses offered at DC. ASC provides the following services:

Supplemental Instruction for select courses in Math and Sciences

Supplemental Instruction (SI) is a free academic assistance program that uses peer-led group study to help students succeed in traditionally difficult courses. SI leaders, who are peer students that have previously completed the targeted course and demonstrated proficiency, facilitate sessions twice a week. The SI sessions allow the leader to review course material, provide group study strategies, and simulate collaborative study techniques specific to a course. Check in the ASC or online each semester for the courses with SI, the list of SI leaders, and the SI study group meeting days/times.

Tutoring

Individual and group tutoring is available through trained peer tutors for most courses at no cost to students. Students should schedule tutors as soon as possible early in the semester, though requests for tutoring are accepted throughout the semester. Math tutors are available for drop-in or scheduled appointments during specific hours each semester. In addition to face-to-face peer tutoring, ASC also provides online tutoring through the Smarthinking platform available to students through the college's learning management system, Moodle.

STEM Computer Lab

The ASC' STEM Computer Lab provides students in STEM majors with laptop workstations set-up with simulation and programming software that can be used for success in their Math, Natural and Applied Science, and Computer Science courses and for furthering their knowledge of their field of study.

Study Skills Development Workshops

Effective study skills are successful strategies for approaching course work and overall learning. ASC recognizes that effective study skills are critical to success in college, especially STEM courses. Each semester a series of free study skill workshops are available for students. Individual study skill consultations are also available by appointment.

Writing Studio

Director: Assistant Dean Lisa Crumit-Hancock

Hours: Sun 7-10pm, M-T 9am-10pm, and F 9am-4:30pm

The Writing Studio provides students with assistance on their papers, projects, and reports from peer writing consultants. Writing Consultants provide students with private, individualized help to develop strategies for approaching their assignments through a

better understanding of purpose, structure, topic, and audience. Writing Consultants, recommended by faculty after completing the composition coursework at DC, are trained to help writers with any stage of the writing process, but are not proofreaders. The Writing Studio also hosts a series of writing skill workshops each semester to provide opportunities for students to learn some quick strategies for improving their written communication. In addition, the Writing Studio also provides free online writing assistance through the Smarthinking platform, which is available to all students through the college's learning management system, Moodle.

Structured Study Program (SSP)

The Structured Study Program or SSP provides arranged and organized study tables for Defiance College students involved in athletics and any students in need of academic structure. SSP creates a resource-rich environment where students can get coursework done free of distractions and where students can access the academic assistance they may need to improve study skills. Sessions are offered throughout the week and must be scheduled with Success Services.

DC FIRST

This program supports first generation college students through a peer mentor program. Students selected each fall for the program are assigned a mentor and attend monthly workshops tied to research based topics for success. Successful completion of the program awards book vouchers to participants.

DC PASS

DC Pathways to Academic Student Success (DC PASS), a program for conditionally admitted students, uses an asset-minded approach to college academic achievement as well as a financial incentive to motivate students towards this achievement. The program involves bi-weekly meetings with an assigned faculty advisor, attendance at academic workshops, and enrollment in a success skills course in the fall semester. Successful academic achievement each semester results in a book voucher for participants.

Office of the Registrar

Registrar: Dr. Robert Detwiler

Location: Serrick Campus Center Room 204

Hours: M-F 8:30 a.m. -4:30 p.m.

Phone extension: 2551

Primary services provided by the Registrar Office include the scheduling of classes, recording of grades, maintenance of transcripts, verification of enrollment, evaluation of transfer credits, degree audit checks, veteran benefit certification, and processing of graduation applications. We are committed to maintaining accurate information while protecting privacy. The Registrar's Office further supports the academic mission of Defiance College by consistently enforcing its academic policies.

ACADEMIC POLICIES AND PROGRAMS

Degrees Offered

Defiance College is authorized by its Board of Trustees and the Ohio Department of Higher Education to grant the following degrees: Associate of Arts, Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing.

Additionally, two master's degrees and one graduate certificate are available: Master of Arts in Education, Master of Business Administration, and a graduate certificate in Law Enforcement Intelligence. Graduate students should see the Graduate Catalog for information regarding academic policies and programs.

Requirements for Graduation: Associate of Arts

Defiance College awards the Associate of Arts degree in the following fields, and specific information on the Associate of Arts degree programs can be found under the various academic areas of this catalog:

- Business Administration
- Criminal Justice
- Self-Designed

Summary of Requirements for an Associate of Arts Degree

Each student must work with an academic advisor to develop a program of study which meets the following requirements:

- Satisfactory completion of 60 or more semester credits as required by program;
- A 2.0 cumulative grade point average (equivalent to a “C” in all work undertaken including the major field);
- Completion of the general education requirements.

Requirements for Graduation: Baccalaureate Degree Offerings

Defiance College awards the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees as determined by the major field of study designated in the following lists. A student may earn the degree other than that designated for his/her major by completing a minor in one of the disciplines listed for the desired degree. The student must file a change of degree request in the Registrar's Office.

Bachelor of Arts

Accounting

Business Administration

Communication Studies

English

Graphic Design

History

Ministry Studies

Organizational Supervision and Leadership

Religious Studies

Self-Designed

Bachelor of Arts Concentrations

Accounting (with Business Administration major)

Entrepreneurship (with Business Administration major)

Finance (with Business Administration major)

Forensic Accounting (with Accounting major)

Management (with Business Administration major)

Marketing (with Business Administration major)

Bachelor of Science

Biology

Clinical Laboratory Science

Computer Science

Criminal Justice

Cyber-Forensics

Early Childhood Education

Environmental Science

Exercise Science

Forensic Science

Integrated Language Arts

Integrated Mathematics

Integrated Social Studies

Intervention Specialist (Mild to Moderate)

Life Science

Life Science and Chemistry

Mathematics

Middle Childhood Education

Molecular Biology

Psychology

Restoration Ecology

Self-Designed

Social Work

Sport Management

Bachelor of Science Concentrations

Field Biology (with Biology major)

Fitness, Strength and Conditioning (with Exercise Science major)

Information Technology (with Computer Science major)

Language Arts (with Middle Childhood major)

Mathematics (with Middle Childhood major)

Pre-Athletic Training (with Exercise Science major)

Pre-Occupational Therapy (with Exercise Science major)

Pre-Physical Therapy (with Exercise Science major)

Science (with Middle Childhood major)

Social Studies (with Middle Childhood major)

Web and Game Programming (with Computer Science major)

Bachelor of Science in Nursing

Nursing

Certificates not associated with majors

McMaster School for Advancing Humanity (this certificate may only be earned with the completion of a degree program)

Education Endorsements

Early Childhood Grades 4-5 Generalist Endorsement

Middle Childhood Grades 4-6 Generalist Endorsement

Self-Designed Major

Students in good academic standing, who believe they would benefit educationally from a major not outlined in this Catalog, may prepare a proposal for a program of study that leads to a self-designed major. Students should arrange a self-designed major in consultation with their academic advisor. In cases where the plurality of courses for the planned design come from a different program than the one in which the advisor resides, the student will contact the Registrar's office to identify an advisor in accordance with change of major policy.

Once established, the academic advisor will review the plan to ensure that:

- The plan articulates a plausible real-world usage and applicability and/or the plan has precisely defined parameters that the student wishes to explore, based on a pure, as opposed to an applied, rationale.
- The plan includes a minimum of 36 core hours, in aggregate, from at least two different programs.
- The plan includes a capstone course. This may draw from existing courses or may be an independent study course, agreed upon by the student and advisor.
- The submitted plan includes a completed "plan of study" form.
- The completed plan will be reviewed by a faculty panel. The panel shall consist of a minimum of three faculty members drawn from the programs that comprise the plan of study. The panel will review the proposal within 10 days from the time of submission.

The panel, after review, may:

- Recommend approval of the plan, and forward recommendation to the Chief Academic Officer.
- Ask the student for specific modifications to the plan before recommending approval.
- Recommend disapproval of the plan, listing reasons for disapproval, and forward the recommendation to the Chief Academic Officer.

If the faculty panel recommends disapproval, the student may rebut. Any rebuttal must be submitted, in writing, within 10 days to the Chief Academic Officer, with copy of the rebuttal also given to the faculty panel. Final approval of a self-designed major will be completed by the Chief Academic Officer. Students interested in a self-designed major may submit their plan as early as the end of their freshman year but must submit prior to reaching senior status. Any deviation from this timeline must be approved by the Chief Academic Officer. Self-designed majors must include a minimum of 36 credit hours and must be the only major the student is pursuing. All baccalaureate degree general education requirements must be fulfilled in addition to the courses indicated in the self-designed major. Once approval is granted, any subsequent changes must be reviewed by the faculty panel and approved by the Chief Academic Officer.

Pre-Professional Programs

Professional schools in such fields as law, the medical professions, and theology rarely specify the undergraduate major. They do, however, recommend certain courses of study. Defiance College provides special faculty advisors in each of these fields to help the student prepare wisely for professional school.

Pre-Professional programs are available in:

- Pre-Dentistry
- Pre-Law

- Pre-Medicine
- Pre-Ministry
- Pre-Optometry
- Pre-Veterinary

Pre-Dentistry

The pre-dentistry student should major in Molecular Biology. The majors should include chemistry (general, organic, biochemistry, and quantitative analysis,) biology (botany, zoology, genetics, bacteriology, and human anatomy and physiology), a year of physics, and electives as recommend by preferred dental and optometry schools. Applicants to these schools must take admission tests. The tests are usually taken in the fall or spring of the year before expected enrollment in dental school.

Pre-Law

A student interested in law should acquire a solid educational background which includes the humanities, history, the social sciences, mathematics, and language skills. English studies are of proven special importance. A recommended program of study for a pre-law student would include courses in literature, speech, a year of accounting, a course in logic, and advanced courses in composition or creative writing. Most law schools require the LSAT (Law School Admission Test). For additional information, the student should consult the current pre-law handbook, published in October and prepared by the Law School Admission Council and The Association of American Law Schools. It is available in the Office of Career Development.

Pre-Medicine

A typical pre-medicine program may be the same as a pre-dental and pre-optical program. However, many medical schools are seeking a variety of backgrounds in their students and the pre-medical student is encouraged to develop verbal skills by electing speech and literature courses. The Medical College Admissions Test is required and should be taken in the spring of the junior year or the fall of the senior year. Pre-Medicine Studies: Defiance College offers the required programs for admission to regular medical colleges, osteopathic medical colleges and chiropractic medical colleges. Further information can be obtained from the Natural Science faculty.

Pre-Ministry Studies

To become an ordained minister in major Christian denominations often requires a master degree. Students who seek eventually to enter a master program at a theological seminary may pursue an undergraduate major, but they should have a broad educational background in the social sciences or and natural sciences. Select courses in Biblical studies, theology, world religions, and Christian Education are especially recommended. Some courses in business, communication, and education also may provide practical knowledge that is useful for ministry. Significant experience providing service to others is encouraged. Mastery of a foreign language is often recommended or required by seminaries, as is the Graduate Record Exam. Because admission requirements vary, students should contact schools of interest early in their undergraduate program. They also should consult with a faculty member in religious studies and the Campus Minister, as well as the Office of Career Development.

Pre-Optometry

The pre-optometry student should major in Molecular Biology. The majors should include chemistry (general, organic, biochemistry, and quantitative analysis,) biology (botany, zoology, genetics, bacteriology, and human anatomy and physiology), a year of physics, and electives as recommend by preferred dental and optometry schools. Applicants to these schools must take the admission tests. The tests are usually taken in the fall or spring of the year before expected enrollment in dental school.

Pre-Veterinary

The pre-veterinary student should major in Molecular Biology. The major should include chemistry, (general, organic, biochemistry, and quantitative analysis), biology (botany, zoology, genetics, bacteriology, comparative anatomy, and physiology), a year of physics, and electives as recommended by preferred veterinary schools. Farm experience with livestock is desirable, as is work in animal clinics or veterinary hospitals.

Academic Minors

A minor is an approved course of study which consists of a minimum of 18 hours of course work. Most minors are designated by departments that offer majors. Please view the specific minor requirements within the major descriptions of this catalog.

At least half of the total hours prescribed in a minor must be completed in residence at Defiance College. Students who choose to complete a minor must take the prescribed courses as listed in the minor description. Students who choose to complete a second minor must take a minimum of nine additional hours of courses in the secondary minor that also do not apply to general education requirements, major(s) requirements, or the primary minor the student is completing. The change of major/minor/advisor form is available in the Registrar's Office or online through the myDC portal.

Minors

App Development

Art

Autism Studies

Business Administration

Chemistry

Communication and Media

Computer Science

Criminal Justice

Cybersecurity

Cyber-Forensics

Economics

English

Exercise Science

Geographic Information Systems

Graphic Design

History

Leadership

Marketing

Mathematics

Ministry Studies

Music

Psychology

Religious Studies

Sport Management

Writing

Minor Concentrations

Piano Concentration (with Music minor)

Strings, Woodwinds, Brass and Percussion Concentration (with Music minor)

Voice Concentration (with Music minor)

Summary of Requirements for a Bachelor of Arts, Bachelor of Science or Bachelor of Science in Nursing Degree

Each student must work with an academic advisor to develop a program of study which meets the following requirements:

- Enrollment in the First-Year Experience course, FYE 100 College Engagement Seminar, during the first year by all full-time freshmen students below the age of 21 who have not had a successful college experience elsewhere;
- Satisfactory completion of 120 semester credits;
- A 2.0 cumulative grade point average (equivalent to a "C" in all work undertaken) as well as in the major field (unless a higher requirement is otherwise specified);
- Completion of the General Education Curriculum requirements listed in this publication;

- Satisfy the Defiance College residency requirement (see Residency or transfer student section);
- Completion of 24 credits in courses numbered 300 or above;
- Completion of a major field of study;
- Completion of 30 credits at Defiance College, and;
- Completion of the specific courses required for the major field of study.

A major is a sequence of courses in one or more disciplines consisting of a minimum of 30 credits as prescribed by the academic area(s) involved.

For a major field, students may select either a single-discipline major (such as History) or an area major which may include several disciplines. Students may design a major that closely reflects their interests and goals (Self-Designed major). The Self-Designed major form is available in the Registrar's Office and additional specifications are available in this catalog.

Students must declare a major no later than the end of the sophomore year, and is advisable to declare a major in the freshman year. The declaration is filed in the Registrar's Office and students are then assigned an advisor in the major field. The change of major/advisor form is available in the Registrar's Office or online through the myDC portal.

A student who wants to complete more than one major must complete a minimum of 18 hours of additional courses that do not fulfill a minor or any other major the student is completing.

Second Baccalaureate Degrees

Students may earn a second baccalaureate degree from Defiance College. If the first degree was earned from Defiance College, the student must meet the following requirements to qualify for a second degree:

1. Complete a minimum of 30 semester hours after earning the first baccalaureate degree, 24 of these hours must be in residence, in addition to the first degree requirements;
2. Fulfill requirements for a major in a division different from the first degree (Example: A student's degree is supreme. If a student earned a bachelor of arts degree in accounting and returns to major in business administration, a second degree of bachelor of arts will not be awarded but an additional major will be noted on the transcript if all degree requirements are met), and;
3. Must meet all requirements in force at the time of the student's application for the second degree. If the first degree was not earned from Defiance College, the student must fulfill requirements as published in this catalog under Baccalaureate Core Curriculum Requirements.

General Education Curriculum Requirements – All Degrees

The Defiance College General Education Curriculum (GEC) is divided into two parts: required core and elective courses. The GEC designed to nurture student development of the knowledge, understanding, and skills needed to contribute to our global community in productive, creative, and reflective ways. Through required core courses focused upon the 21st century learning skills of critical thinking, creativity, collaboration, and communication. Elective courses promote a breadth of knowledge and perspective, our students will develop an understanding of their world, and become empowered to advocate for change.

General Education Required Core

The following courses are **required** of all students pursuing an Associate of Arts, Bachelor of Arts, Bachelor of Science or Bachelor of Nursing degree programs (14.0 hours).

- COMM 120 Introduction to Human Communication (3)
- ENGL 125 Composition I (3)
- ENGL 225 Composition II (3)
- FYE 100 College Engagement Seminar (2)
- GLST 100 World Issues (3)

All full-time freshmen students below the age of 21 who have not had a successful college experience elsewhere, as a matriculated student, must enroll in FYE 100 College Engagement Seminar during the first fall at Defiance College.

General Education Elective Courses

Each of the following five areas must also be fulfilled for all students pursuing an Associate of Arts, Bachelor of Arts, Bachelor of Science or Bachelor of Science in Nursing degree program (16 hours):

1. **Creative and Expressive Arts (CEA) Courses:** ART 110, ART 111, ART 112, ART 210, ART 215, COMM 130, COMM 245, COMM 250, DSGN 114, DSGN 230, ENGL 185, ENGL 220, ENGL 275, MUS 110, MUS 123, MUS 170, 171, 172, 173, 174, 175, 176, 179, 180, 181. For the Creative and Expressive Arts requirement to be met, three total hours must be earned in this category. This can be earned by taking one three-credit course (e.g. ART 110), or the combination of any applied music or music ensemble courses to reach a total of three credits.
2. **Historical, Political, and Multicultural Perspectives (HPM) Courses:** BUS 260, CBFN 225, HIST 201, HIST 202, HIST 204, HIST 205, HIST 207, REL 201, REL 211, REL 212, REL 267, REL 360, REL 370, SWK 265.
3. **Quantitative Reasoning (QR) Courses:** BUS 212, MATH 105, MATH 110, MATH 114, MATH 201, MATH 306, PSY 230.
4. **Scientific Knowledge (SK) Courses:** BIO 113, 120, CHEM 113, NSCI 200, 201, PHYS 202.
5. **Social and Behavioral Sciences (SBS) Courses:** ECON 201, ECON 205, PSY 110, SOC 120.

General Education Assessment and Defiance College Learning Outcomes (CLOs)

Defiance College has developed a course-based process for the assessment of institutional learning outcomes. Within general education courses, various outcomes are identified for assessment. Each student's performance on these outcomes is evaluated and reported as part of an assessment database. This data is for institutional research only, to assist in the improvement of instruction, curriculum, and resource allocation. Data of individual students are never divulged, have no effect on grading, and are held in the strictest confidence. To assist in documentation of the assessment process, examples of student work are collected and retained anonymously. Assessment of student learning in the general education curriculum assists in the improvement of instruction, effective advisement, and career development.

Below is a list of the CLOs and the course designed to meet those learning objectives is noted in ().

CLO POC: Public Oral Communication: The student will have the ability to communicate orally in a variety of rhetorical situations (Assessed in COMM 120).

CLO PAW: Purposeful Academic Writing: The student will have the ability to communicate in writing for various academic purposes (Assessed in ENGL 125).

CLO RSA: Research and Source Analysis: The student will have the ability to retrieve, analyze, and document information from various sources for the purpose of academic research (Assessed in ENGL 225).

CLO CEE: College Engagement and Empowerment: The student will have the ability to communicate critical self-awareness in relation to academic and social skills (Assessed in FYE 100).

CLO WIP: World Issues Perspectives: The student will have the ability to identify the values, attitudes, and features that inform a given disciplinary perspective or group identity (Assessed in GLST 100).

CLO CEA: Creative and Expressive Arts (see eligible courses listed above)

The student will have the ability to describe cultural production using an established aesthetic theory.

CLO HPM: Historical, Political, and Multicultural Perspectives (see eligible courses listed above)

The student will have the ability to describe historical, political, or multicultural issues, concepts, or theories.

CLO QR: Quantitative Reasoning (see eligible courses listed above)

The student will have the ability to utilize quantitative data to obtain and apply an appropriate conclusion when addressing a selected problem.

CLO SK: Scientific Knowledge (see eligible courses listed above)

The student will have the ability to comprehensively and objectively analyze and evaluate appropriate data (e.g., issues, texts, artifacts, and events) from the physical or biological sciences and develop an informed conclusion.

CLO SBS 1: Social and Behavioral Sciences 1 (see eligible courses listed above)

The student will have the ability to describe findings and theories in at least one area of social or behavioral science.

CLO SBS 2: Social and Behavioral Sciences 2 (see eligible courses listed above)

The student will have the ability to describe the scientific method and how it can be used to assess human behavior and/or interaction.

Commencement Participation

The Commencement ceremony is held once per year in May. Spring semester graduates must participate in Commencement. Fall and summer graduates are encouraged to participate. The College confers degrees at the end of the fall semester, spring semester and summer session after completion of all graduation requirements by the student, as certified by the Registrar's Office.

Students who complete degree requirements in the summer may participate in the annual spring Commencement and will receive their diploma when requirements are completed. Only students who are within nine credits, or two courses totaling no more than 12 credits, of degree completion and registered for those credits during the summer session at Defiance College may be approved as summer graduates. Students must wear the required cap and gown regalia at Commencement. Only graduation honor cords, stoles and other items approved by the Chief Academic Officer and Office of Academic Affairs may be worn on graduation day. All items must be approved prior to Commencement.

ACADEMIC POLICIES AND STANDARDS

All members of the DC community are expected to engage in their academic tasks with integrity and respect for others. A major part of the learning accomplished in college is the development of critical thinking skills, and these skills are only developed when each person's work reflects his or her own original thought. Defiance College is committed to helping each student to understand and practice the highest degree of integrity in his or her academic work, and to take from that work the greatest intellectual and ethical benefit.

Academic Dishonesty and Plagiarism

Responsibilities of Members of the Defiance Community

Each member of our scholarly community has a responsibility to encourage others to maintain a commitment to academic integrity and honesty. Faculty and administrators have a responsibility to educate students about the importance of original work and the ways to avoid academic dishonesty. Students have a responsibility to maintain high standards of honesty in their work and to seek guidance whenever they are in doubt about what constitutes academic integrity.

It is important to note that, in the discovery and sanctioning of an incident of academic dishonesty, the intent of the student will not be considered as a factor, so it is vital that the student ask the course instructor about any potential issues before they arise. Students also have an obligation to obtain and be familiar with the DC student handbook, the syllabi of each course in which they are enrolled, and any bibliographic and/or citation style guides suggested by their instructors.

Academic Dishonesty

The basic rule for academic honesty is that a student's work should always be his or her own. Any misrepresentation in academic work, including plagiarism, is a form of academic dishonesty. Examples of dishonest academic practices include, but are not limited to, using unauthorized notes or material during an exam, deliberately exchanging information with another student during an exam, falsifying data on which the student's conclusions are based, having another student take an exam in place of the student registered in the course, and submitting the same work in two different classes without the permission of both instructors.

Plagiarism and Remediation

Plagiarism occurs whenever someone else's work is submitted or presented for a grade as if it were one's own. This occurs most often when original sources are not acknowledged or cited according to the style format appropriate to the discipline or designated by the instructor. Plagiarism undermines the essential trust between students and instructors, deprives the student of a sense of intellectual ownership and undermines the basic learning process.

Another person's work can take many forms, including papers, essays and articles, book chapters, statistical data, oral or multimedia presentations, musical compositions, drawings and artwork, and computer programs in either electronic or printed form. Whenever such material that was originally created by another is presented or submitted by a DC student, that original source must be acknowledged using the appropriate citation style.

Examples of Plagiarism (a non-exclusive list):

Using the exact words from a source, including cutting and pasting from a Web site, without BOTH quotation marks to indicate the extent of the material borrowed and a citation of the original source.

Paraphrasing or summarizing ideas from a source without proper citation. Changing the words while maintaining the ideas from a source is a paraphrase that must be cited.

- Submitting for credit a work written or created by another, whether such work is written by a friend, a recognized scholar or is downloaded from the internet.
- Quoting from an unacknowledged source during an oral presentation.
- Using data other than that produced by the student's own original research without proper citation of the source.
- Patching together a work using phrases and ideas borrowed from a number of different sources.
- Accepting assistance or collaborating with other students beyond what is explicitly permitted by the instructor.
- Using one's own work in multiple classes without instructor permission (self-plagiarism).

Remediation and Penalties

When a faculty member or other instructor believes that an incidence of plagiarism or other academic dishonesty has occurred, he or she must discuss the matter with the student(s) involved as soon as possible. An instructor confronted with a suspected incident of academic dishonesty must also consult with the Chief Academic Officer to determine if other incidents involving the same student(s) have been reported.

Once the instructor is satisfied that an infraction of this policy has occurred, the sanction to be applied may range from remedial actions (such as requiring that an assignment be rewritten or a test retaken) to failure of the specific assignment or failure of the entire course. The sanction, with the exception of suspension or expulsion, as described below, is left to the discretion of the instructor based on his or her judgment about the seriousness of the infraction. All sanctions for academic dishonesty, even those involving only remedial actions, must be reported to the Chief Academic Officer.

Whenever a single student is the subject of multiple reports of academic dishonesty, or when a single infraction is egregious, the Chief Academic Officer may impose additional sanctions up to and including suspension or dismissal from the College.

Reporting of Infractions

All instances of academic dishonesty must be reported to the Chief Academic Officer using the form provided for that purpose. The Office of Academic Affairs maintains a record-of academic integrity violations.

Appeals Process

A student has the right to appeal an allegation by an instructor that the student committed an act of academic dishonesty. Such an appeal must be addressed to the Chief Academic Officer within a reasonable period of time, but not later than thirty (30) days after the student becomes aware of the finding, unless specific circumstances warrant allowing a delayed appeal.

A sanction at the level of suspension or expulsion may be appealed to the President or the President's designee. The student must submit his or her appeal in writing to the President within five (5) business days of receiving the decision and must state the grounds upon which the appeal to the President is based. The only acceptable grounds for this appeal are 1) to determine if the process of academic discipline has been conducted fairly and in accord with stated procedures, 2) to determine whether the decision reached was based on evidence, 3) to determine whether the sanction imposed was appropriate to the violation(s), and 4) to assess new evidence that was not available at the original appeal.

Defiance College is committed to helping each student become proficient and confident in the best practices of scholarly endeavor in their chosen field. It is the goal of Defiance College to prevent academic dishonesty and to encourage students, faculty and administrators to strive for the highest ethical standards in all academic work.

Academic Advising

Defiance College provides close attention to individuals. At the core of this individual concern is the advisory system and access to professors. All students are assigned a faculty advisor in their major discipline upon enrolling at Defiance College. Students who have not declared a major will be advised by the Director of Student Academic Support Services until a major is declared. Students declare majors and may request an advisor change in the Registrar's Office. Students are encouraged to work closely with their academic advisors throughout their college careers. Advisors are prepared to counsel students on selection of courses, assist with academic functions such as experiential learning, academic second chance paperwork or course substitutions, and career and graduate school advice.

Academic Honor Societies

Defiance College participates in Alpha Chi National College Honor Society, Tau Mu for social work majors, Sigma Beta Delta for business majors, Phi Alpha Theta for history majors, Alpha Rho Lambda for criminal justice majors and Psi Chi for psychology majors.

Academic Year and Terms

Defiance College operates on a semester calendar consisting of two sixteen-week semesters. The fall semester runs from late August to mid-December; the spring semester runs from early January to early May. The RN to BSN and Organizational Supervision and Leadership programs operate on eight week semester courses, six times a year. Please consult with the Director of Nursing and Director of Business Programs for rotation plans of study.

During the fall and spring semesters, students normally take four or five courses which typically are three or four credits each, totaling approximately 15 credits. For a bachelor degree, 120 credits of satisfactory academic work are required. For an associate degree, 60 credits of satisfactory academic work are required.

The College offers four different summer terms from May through August. Most summer courses are also offered during the regular academic year. Students are encouraged to enroll in summer to lighten their course load during the year. Courses run in 1st six week, 2nd six week, all-summer formats and the RN to BSN and Organizational Supervision and Leadership terms run eight weeks in length.

Academic Probation, Suspension and Dismissal Policy

Students must maintain the following minimum cumulative grade point average to remain in good academic standing at Defiance College:

<u>Attempted Career Hours</u>	<u>Minimum GPA</u>
1-12	1.65
13-30	1.70
31-45	1.85
46 and above	2.00

Academic Suspension – Any student whose cumulative average is less than required above will no longer be considered in good academic standing and will be suspended. A student in any semester who earns a 1.0 or below is suspended. Any student suspended may appeal this suspension for reinstatement per the guidelines provided in the letter from the Vice President and Dean of Academic Affairs.

Re-Instatement on Academic Probation – Any student that is reinstated following a suspension must earn a minimum of a 2.00 semester grade point average to continue enrollment. The student will continue on probation until the cumulative grade point average reaches the minimum requirements above. Reinstatement does not invalidate the suspension.

Dismissal – Any student who receives a third academic suspension is ineligible for reinstatement and is dismissed from Defiance College.

Academic Probation – Any student whose cumulative grade point average required for the number of career hours attempted falls below the charted minimum level will be placed on academic probation. At the completion of the following probation semester, a student's term grade point average must be greater than 2.00 or the student may be academically suspended for a minimum of one semester.

Academic Second Chance

Students receiving a grade of C- or below grade in a course may file Academic Second Chance paperwork through the Registrar's office to retake the same course for second chance. The forgiven course (the lower grade) is noted on a student's transcript with an asterisk; the repeated course (the higher grade) is noted with an "R". It is our policy to accept the best grade of the two courses, even if the first grade prevails as higher than the repeated course.

Forgiven courses are not calculated into a student's cumulative GPA and credit hours are not earned for both courses toward graduation requirements. Students may seek permission to take a determined equivalent course at another regionally accredited 4-year institution. Permission must be secured with the student's academic advisor and the Chief Academic Officer.

This option may be exercised with a total of 12 credits during the student's academic career at the College. The Academic Second Chance form must be completed with the Registrar's Office prior to enrolling in the course for the second time. The Academic Second Chance form is available in the Registrar's Office or online through the myDC portal.

Academic Second Chance may only be used for the first undergraduate degree. It may not be used to change academic history after a student has received a degree.

Auditing Courses

Students should register for a course as an audit if they want to obtain the information from the course but do not want to receive credit. An audit student is not required to hand in work or take tests. When class size is limited, full-fee students have priority. Full-time students may receive one free audit per semester. Individual music instruction and graduate courses may not be audited.

Awarding of Degrees

A student who satisfactorily completes the graduation requirements listed below and who is approved for graduation by the faculty and trustees will receive the Associate of Arts, the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Science in Nursing degree. In order to qualify for graduation students must declare their intention to graduate by completing a graduation application. Applications must be submitted to the Registrar's Office at least one semester in advance of the last semester of enrollment. To receive their degrees, students must discharge all financial obligations to the College, including completing exit loan counseling, if applicable. All requirements for graduation must be met and verified by the Registrar's Office by May 31 (for spring term graduates), August 30 (for summer term graduates) or January 15 (for fall term graduates). A full-time student normally is subject to the requirements in the catalog current at the time of entrance, provided a degree is completed within five calendar years of entrance. For part-time students, the time limit is eight calendar years. However, a student may elect to follow all of the requirements stated in a more recent catalog.

Procedures for Incomplete and/or Work in Progress Grades, Transfer Credits, and Graduation

If any requirement for a degree is not satisfied by the dates listed above due to missing transfer credits, incompletes, work-in-progress grades, and/or missing non-course requirements, the student will have the degree conferred in the semester in which all requirements are determined by the Registrar's Office to have been met.

Class Attendance

A student is expected to attend all classes, as well as any special conferences, meetings, and field trips included on the syllabus for the course. The College has adopted the following policies on student absences:

1. If the student knows in advance of an absence, the instructors should be notified before the absence and arrangements should be made to make up work missed. Students participating in a school-sponsored activity that will result in multiple absences from a class must notify their instructors in advance and should work with the instructor to attempt to minimize the negative impact of absences on the student's ability to succeed in class. Finally, if a student is going to be absent for an extended period (more than three days) the Chief Academic Officer must be notified by the student.
2. If the absence could not be anticipated (such as illness or a death in the family), the student should present an excuse to instructors as soon as possible after returning if the student has not been able to contact them while away. Acceptance of the excuse is at the discretion of the individual instructor.
3. The College does not have a "cut" system or a standard set of penalties for unexcused absences. Both are left to the discretion of the individual instructor, and it is up to the student to learn instructors' policies. An instructor has the right to withdraw a student for excessive absences after consultation with the Office of Academic Affairs or the Office of Student Life.

Class Standing

The class standing of a student is determined as follows:

- Freshman: 0 to 29 credits completed
- Sophomore: 30 to 59 credits completed
- Junior: 60 to 89 credits completed
- Senior: 90 or more credits completed

Course Load

Normally, students carry a course load of 15 credits each regular term. However, a student may carry as few as 12 credits in a regular term and still remain enrolled full-time. Students may enroll in up to 18 hours until they are considered in overload. Students must receive permission by the Registrar in order to enroll in more than 18 credits in a semester and an overload fee would apply. Some beginning students are advised to take no more than 12 credits in their first term. Students whose academic skills are not strong upon entering the College should be prepared for the possibility that graduation may require more than four years. Additionally, students who are on academic probation may be limited to 12-13 credit hours as a condition of their academic probation.

All students living in campus residence halls are expected to be full-time students taking an academic load of 12+ credit hours. If a residential student drops a course at any point within the semester, and falls below full-time, special permission to remain on campus must be provided by the Dean of Students. Any undergraduate student who enrolls for 12 semester hours or more in any fall or spring term will be charged the full-time tuition fee. This policy applies to any combination of undergraduate or graduate courses. Undergraduates receiving financial aid as a full-time student must be enrolled in at least 12 hours of undergraduate course work.

Dean's List

After each fall and spring term, students who have achieved a grade point average of 3.5 or above are honored by the publication of their names on the Dean's List. To be eligible, a student must be enrolled in 12 or more semester hours for which letter grades are given.

Definition of a Credit Hour

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and the time requirements for a course taken at Defiance College. At its most basic, a credit hour is a proxy measure of a quantity of student learning and effort. Three (3)

credits are equivalent to a minimum of three hours of instruction per week for a three-hour course in a fifteen-week semester. It is expected that students will work a minimum of six additional hours outside of class per week for a three-hour course. This calculation is applied relatively to courses with a fewer or greater number of credit hours. In certain circumstances, it is possible to work more hours outside of class but not less. This standard provides a measure of student work for transfer students.

Degree Offerings and Requirements

See portion of the catalog for all offerings and requirements.

Experiential Learning

Defiance College offers several opportunities for students to earn academic credit while being actively involved in the larger community. Students must be registered in order to participate in an experiential learning experience. Failure to be registered may result in removal from the student's schedule.

Field Experience

A field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. Field experience differs from an internship in that it does not necessarily take place within the context of a job and students can be observers rather than workers. An Experiential Learning form may be obtained in the Registrar's Office or printed from the College website and must be approved and returned to the Registrar's Office before the published add/drop deadline.

The program is designed to introduce students to a professional area before enrollment in professional courses or to enable students who have completed some professional courses to apply the principles and techniques learned to a practical situation. Students are expected to analyze critically the situation and to evaluate the experience in light of their academic work and career plans. Students must make arrangements with a faculty supervisor before taking part in a field experience. Students in medicine, pre-dentistry, pre-optometry pre-veterinary science and pre-nursing are urged to use a Summer Term for field experiences in hospitals and clinics to gain first-hand experience with practicing professionals.

Internships

An internship is an unpaid or paid on-the-job learning experience related to the student's major field of study, for which credit is received based on quality of performance. The student will be supervised by both a faculty sponsor and a qualified person at the place of work. An Internship Packet may be obtained in the Office of Career Development or printed from the College website and must be approved and returned to the Registrar's Office before the published add/drop deadline. All students seeking professional licensure must complete a 15-week internship with College supervision and specified methods of assessment.

Family Educational Rights and Privacy Act (FERPA) and Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who is attends a postsecondary institution.) These rights include:

1. The right to review and inspect his or her own education records. An eligible student has the right to inspect and review the student's education records within 45 days after the day Defiance College (the "college") receives a request for access. A student should submit a written request to the Registrar that identifies the record(s) the student wishes to inspect. The Registrar 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 Registrar, he/she shall advise the student of the correct records custodian to whom the request should be addressed.
2. The right to request an amendment of the education record that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. The college will, within a reasonable time after receiving the request, decide whether to amend the record as requested. If the college decides not to amend the record as requested, the college will notify the student in writing

of the decision and the student's right to a hearing regarding the request for amendment. Additional information will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Defiance College discloses personally identifiable information (PII) from the student's educational records, except to the extent that FERPA authorizes disclosure without consent. An eligible student has the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The college may, and from time to time does, disclose education records without a student's prior written consent when authorized by FERPA, including to college officials whom the university has determined to have legitimate educational interests. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the college. Defiance College defines "college officials" and "legitimate educational interests" as follows:

- a. "College officials" include
 - i. Persons employed by Defiance College in an administrative, supervisory, academic, research, or clerical or support staff position (including but not limited to law enforcement unit personnel, attorneys, counselors, and health staff);
 - ii. Persons serving on the board of trustees; or
 - iii. Persons (including students) serving on an official university committee, such as a disciplinary or grievance committee.
 - b. A college official also may include a volunteer, contractor, consultant or other party outside of Defiance College
 - i. Who performs an institutional service or function for which the university would otherwise use its own employees,
 - ii. Who is under the direct control of the university with respect to the use and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks, and
 - iii. Who is subject to the obligation not to disclose PII from any education record without the prior written consent of the student.
 - c. "Legitimate educational interests" include performing a task or engaging in an activity related to
 - i. One's regular duties or professional responsibilities,
 - ii. A student's education,
 - iii. The discipline of a student,
 - iv. A service to or benefit for a student,
 - v. Measures to support student success, and
 - vi. The safety and security of the campus.
4. The right to file a complaint. An eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Defiance 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

When does FERPA permit disclosure of personally identifiable information (PII) without student consent?

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to college officials (as defined above), disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

The college may disclose PII from the education records without obtaining prior written consent of an eligible student —

- To other college officials whom the college has determined to have legitimate educational interests, as described above under paragraph 3. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions, provided that certain conditions are met. (§ 99.31(a)(1))
- To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To certain state and local officials or authorities when authorized by state statute in certain cases. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- When it is information the university has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§ 99.31(a)(15))
- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

Any police inquires not covered above will be directed to the Office of Student Life.

Solomon Amendment

The Solomon Amendment (10 U.S.C. § 983) is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 or older who have not filed any FERPA restrictions. As such, Defiance College may disclose directory information to military recruiters in compliance with the Amendment. The U.S. Department of Education has determined the Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data which may or may not match our FERPA directory information described below under "Directory Information."

Defiance College will disclose the following information in compliance with an authorized Solomon request: Name, address, age and date of birth, class standing, degree sought, email, major, and phone number. A student's age, date of birth and major are not defined by Defiance College as Directory Information under the list below, but are required to be disclosed to military recruiters under the Solomon Amendment. Students who have requested a restriction of their directory information as described below under "Request to Restrict Directory Information" will not have their information disclosed to recruiters.

Authorized individuals from the following branches are permitted to request information:

- Army: Army, Army Reserve, Army National Guard
- Navy: Navy, Navy Reserve
- Marine Corps: Marine Corps, Marine Corps Reserve
- Air Force: Air Force, Air Force Reserve, Air Force National Guard
- Coast Guard: Coast Guard, Coast Guard Reserve

Authorized individuals from the military branches listed above may request information on students once per semester and must do so in writing to the Registrar's Office, clearly indicating which branch they represent and whether they are requesting information from the current or previous semester.

Directory Information

Institutions may disclose a student's "Directory Information" without their consent, and without violating FERPA if the student has not restricted their personal information. Defiance College considers the following to be "Directory Information":

- Name
- Email address
- Address (local & home)
- Telephone number (any listed)
- Curriculum
- Enrollment status & credit hours
- Dates of attendance
- Class rank classification
- Receipt or non-receipt of degree
- Academic awards received (dean's list, honors students)
- Participation in officially recognized activities
- Sports photograph(s)
- Position, weight, height in athletics

Request to Restrict Directory Information

While attending Defiance College, students may request to restrict the release of their Directory Information except to university officials with a legitimate educational interest as outlined above. This request will also restrict information shared with military recruiters as described in the Solomon Amendment section above. In order to restrict all information, a signed and dated request must be made in writing to the Registrar's Office, Serrick Campus Center 204. A form is also available in the Registrar's Office. Should the student graduate or otherwise leave the university, this restriction will remain in place until the student requests for it to be removed.

Once a student's record has been made confidential, no information can be shared about the individual without the student's written consent. In such a case, problems may occur thereafter when potential employers or other parties make inquiries about the student.

Any questions about this policy should be referred to the Registrar's Office at registrar@defiance.edu.

Grade Appeals

Students should first discuss concerns with the instructor. Any unresolved concerns of a student in a course of an externally accredited program should be addressed by the formal written policies of that externally accredited program, with the outcome being

reported to the Office of Academic Affairs. Any unresolved concerns of a student in a course that is not of such a program should be addressed by the Office of Academic Affairs in conjunction with the instructor.

Grade Changes

If the instructor submits a grade change form, it must be done within thirty days of the beginning of next semester, and if it is approved, the corrected grade will be changed. Students may view the corrected grade on their transcript and degree audit.

Grade Reports

Any currently enrolled Defiance College student may view his/her midterm and final grades, schedule, transcript, and current billing statement are available online through the myDC portal. These reports may also be obtained from the Registrar's Office. Students are sent notification to their DC e-mail address when grades are available to be viewed online.

Grading System

The following system is used for determining grades and arriving at the grade point average:

A, A-

B+, B, B-

C+, C, C-

D+, D, D-

F

AU – Audit

I – Incomplete (An “I” not made up by the end of the next regular term will become an “F”)

LB – Lab Credit

NC – No Credit

P – Passing at “C” level or above for undergraduate courses and “B” level or above for graduate courses

S – Satisfactory

U – Unsatisfactory

W – Withdrawal

WIP – Work in-progress (currently enrolled classes listed on transcript by year and term)

WF – Withdrawal failing (counts as an “F” in cumulative and term GPA)

In order to compare the standing of students, the College uses a point system which assigns the following numerical value for each hour of credit:

A (4.00), A- (3.67),

B+ (3.33), B (3.00), B- (2.67),

C+ (2.33), C (2.00), C- (1.67),

D+ (1.33), D (1.00), D- (0.67),

F, WF, AU, AW, W - 0 points

Courses in which the student receives grades of “P,” “W,” “S,” “U,” “NC,” “I,” “LB,” and “WIP” are not included when computing the grade point average. To arrive at the average, add all the points the student has earned and divides the total by the number of credit hours taken for a letter grade. Thus, a student who takes five courses of three credits each and receives an “A” in all of them, has accumulated 60 grade-points; divided by 15, the total number of credits, this yields a grade point average of 4.0.

An Incomplete (I) grade is given only when circumstances beyond the student's control prevent completion of a course by the end of the regular semester or term. All coursework for the current and any future term is displayed on the student's transcript with a “WIP” grade which stands for “Work In Progress.”

Graduate Course Enrollment for Undergraduate Students

An undergraduate may take up to twelve (12) credit hours of graduate credit if:

1. The student has completed 90 semester hours;
2. A GPA of 3.00 has been achieved;

3. The student meets the course prerequisites;
4. Approval of the program director; and
5. Space is available in the course.

To be eligible for federal, state, and institutional aid, any undergraduate student must enroll in at least 12 hours of undergraduate course work and obtain approval to take a graduate course from the appropriate graduate program coordinator.

Graduation Honors

Candidates for graduation, who have achieved special distinction in academic work and meet the qualifications for graduation honors, will have the following honors printed on their diplomas.

Summa Cum Laude – awarded to students with a 3.9 or higher cumulative GPA

Magna Cum Laude – awarded to students with 3.7 to 3.89 cumulative GPA

Cum Laude – awarded to students with 3.5 to 3.69 cumulative GPA

Graduation honors are open only to students receiving baccalaureate degrees who have earned the qualifying grade point average at Defiance College and who will graduate with a minimum of 60 hours completed in residence at Defiance College. To be formally recognized during the Commencement ceremonies, students must qualify for honors by the end of the fall semester prior to the May Commencement. However, students who earn the grade point average by the end of their degree program will also receive the notation on their transcripts and diplomas.

Guest/Transient Student

Defiance College students who want to take course work at another college as a guest/transient student must obtain the permission of the Registrar. Permission must be sought each time a course is to be taken. Transfer credit may not be added to the record of a student who has not received prior permission to take the course.

Only the course title and credit are added to the record. The grade is not computed with the Defiance College grade point average, except when computing the GPA for graduation with honors. Beginning in fall 2008, graduation honors is based on the GPA earned at Defiance College. Only those undergraduates completing 60 hours in residence at Defiance College may qualify for graduation with honors with minimum GPA's of 3.50 for *cum laude*, 3.70 for *magna cum laude* and 3.90 for *summa cum laude*.

Students who have completed 60 hours or more and therefore are a junior, senior or postgraduate, should seek to enroll at four-year colleges. A course that is an upper level course at Defiance College may not be taken at a two-year college.

Freshmen and sophomores may be permitted to take course work at two or four-year institutions. A course that is an upper level course at Defiance College may not be taken at a two-year college.

Courses offered by other colleges on the Defiance College campus may not be taken by students enrolled at Defiance College unless the course is not going to be offered at Defiance College before the student graduates. Permission must be granted before the student enrolls in a course.

Honors List

After each fall and spring term, students who enrolled in 6 – 11 semester hours for which letter grades are given are honored by the publication of their names on the Honors List, if they have achieved a grade point average of 3.5 or higher in their semester coursework.

Independent Study Courses

Independent study may be either project or research-oriented. The topics for independent study are not usually part of the curriculum but reflect a student's special interest; or they take a student further into a subject than regular course work allows. Students completing independent study courses will work closely with a faculty member in planning, executing, and evaluating the program. All Independent Study courses must be approved by the Chief Academic Officer. Approved independent study forms must

be submitted to the Registrar's Office within two weeks after the beginning of the semester. Independent Study forms are available online through the myDC portal.

Leave of Absence

A student may be granted an approved leave of absence if:

- The student has made a written request for the leave of absence;
- The leave of absence will not exceed 30 days, the College has granted only one leave of absence to the student in any 12-month period, and;
- Approval is received from instructors and the Chief Academic Officer.

Military Active Duty Policy

Students who are members of any branch of the U.S. military reserves or the National Guard and who are called up to active duty during any term in which they are currently enrolled, have three options: withdrawal from all courses; to seek incompletes; or to take a grade for courses that are sufficiently completed. Details of the options and procedures are available from the Registrar's Office.

Non-Discrimination Policy

Defiance College is committed to providing equal opportunity to all individuals. Defiance College does not discriminate on the basis of race, ethnicity, religion, national origin, sex, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, or veteran status in administration of its admission, financial aid, employment, and academic policies and practices, as well as the College's athletic programs and other college-administered programs, services, and activities. The College will abide by all applicable requirements of state and federal law prohibiting discrimination. Any inquiries regarding the College's nondiscrimination policies should be directed to: Director of Human Resources/Deputy Title IX Coordinator, 106F, Defiance Hall, 419-783-2360 or the Dean of Students/Title IX Coordinator, 128 Hubbard Hall, 419-783-2437. Defiance College selects candidates for admission from those who evidence academic achievement, aptitude, and the ability to benefit from and contribute to the opportunities offered at the College.

Online Learning and Policies

Defiance College is a primarily residential college. This means the vast majority of our students live on campus and are full-time students. However, we recognize that today's students live lives with families and employment. To assist in meeting all students' needs, some undergraduate courses are available in a 100% online format, or in a hybrid format (at least 75% of the course content is online). Defiance College offers online learning using its course management system Moodle. Online courses at Defiance College are developed and delivered with the same dedication to superior learning, engagement in understanding, active leadership, and service as face-to-face courses. The methods of online learning insure that the content and skills of their corollary on-campus courses. In compliance with the Higher Learning Commission requirements, the following policies apply to undergraduate and graduate students as noted except in the RN to BSN program.

Full-Time Undergraduate Student Online Course Enrollment Policy

A full-time student is limited to one course per each term online (whether hybrid or 100% online). Exceptions to the policy must be approved by the Vice President and Dean of Academic Affairs. A student may take no more than 10 total online courses at Defiance College as an undergraduate. First-year students may not enroll in online courses, except ESCI/BIO 220 and in ENGL 225 as detailed below.

Online Undergraduate Course Restrictions and Transfer Credit Policy

Courses in the following areas are not offered online, nor is online transfer credit accepted in these areas: natural science courses with labs; art courses with studios.

Online Course Failing Grade Policy

A student failing an online course may retake the course online upon availability of the online course and only with permission of the instructor. This policy is waived in the situation of an online-only course offering.

Composition Program Online Course Policy

Composition I is not taught online at Defiance College. For any full-time or part-time student a grade of “B” or above in Composition I is the prerequisite for enrollment in an online section of Composition II. Exceptions to the policy must be approved by the Director of Composition.

Pass-Fail Option

After declaring a major, students may register for a total of 12 credits (or four courses) in which they choose to be graded “P” or “F” (Pass / Fail). One such course may be elected per semester, and the course must be outside the major field. A course in which the entire class is graded Pass/Fail is not included in the four-course allotment. Please see course descriptions for which courses are generally graded Pass/Fail. Students must request the Pass/Fail option before the end of the second week of classes by filing a request with the Registrar’s Office. The Petition for Pass-Fail Grading form is available in the Registrar’s Office. Instructors are not told which students have chosen Pass/Fail grading option.

Posthumous Degree Policy

This policy outlines the conditions under which a student who dies before the degree is completed may be awarded the degree posthumously. The awarding of a posthumous degree is seen as a means to celebrate the life and contributions to Defiance College that may bring closure to family and friends of the deceased student and college community.

Undergraduate:

A deceased student who did not complete all requirements for their undergraduate degree at the time of death may be awarded a degree posthumously provided the following conditions are met:

1. The student was enrolled or medically withdrawn at the time of death.
2. The student was in good academic, legal and student affairs standing.
3. The student had a minimum 2.0 cumulative grade point average.
4. The student must have completed 75% of their degree requirements.

Graduate:

A deceased student who did not complete all requirements for their graduate degree at the time of death may be awarded a degree posthumously provided the following conditions are met:

1. The student was enrolled or medically withdrawn at the time of death.
2. The student was in good academic, legal and student affairs standing.
3. The student had a minimum 3.0 cumulative grade point average.
4. The student must have completed 75% of their degree requirements.

Procedures:

1. Upon the request of a faculty member, a letter requesting a posthumous degree should be sent to the Vice President and Dean of Academic Affairs. The letter should include a description of the student’s accomplishments and contributions.
2. The Vice President and Dean of Academic Affairs will determine with conditions noted above for determining the next steps.
 - a. If the conditions are met, the VPAA will contact the deceased student’s immediate family to determine the receptivity of the degree offer. If supported, the posthumous degree will be awarded at the next Commencement ceremony.
 - i. The name will be included on the faculty agenda as an action item, as is true of every degree conferred.
 - ii. If approved by the faculty, the request will be forwarded to the Board of Trustees for approval, as is true of every degree conferred.
 - iii. The Registrar will note on the transcript the degree awarded, the date of the award, and with a note of Awarded Posthumously.
 - b. If the conditions are not met, the following may occur:
 - i. A petition to waive requirement(s) listed above may be submitted by a faculty member or VPAA to the Curriculum and Standards Committee (CAS).
 - ii. If approved by CAS, the request is forwarded to the faculty for a vote, as is true of every degree conferred.

- iii. If approved by the faculty, the request will be forwarded to the Board of Trustees for approval, as is true of every degree conferred.
- 3. The diploma awarded will include a notation “Awarded Posthumously”.
- 4. The student’s name will be included in the Commencement program with an “Awarded Posthumously” designation.
- 5. The family of the deceased student may choose to have the diploma mailed or presented to a member of the family during Commencement.

Prior Learning Credit

Prior learning is learning resulting from work experiences and training since high school. This learning may be demonstrated by testing or portfolio development. Prior learning, not prior experience, is the basis for credit awarded. A maximum of 30 credits may be earned toward graduation through testing (CLEP and DANTES/DSST), armed forces service, and portfolio development. Credit may be counted toward the major only with approval of the appropriate division. Credits earned through the Prior Learning Credit policy will not be counted towards the Defiance College residency requirement. Furthermore, Defiance College will accept a maximum of 90 total credits from regionally-accredited colleges in alignment with the residency requirement.

CLEP

Testing includes the options of both the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSST). A list of the tests available and the passing scores required (as recommended by the American Council on Education) are listed below. Students, who test late in their programs and plan to use testing to complete requirements for graduation, must have all testing completed one semester prior to their final semester of enrollment. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course (e.g. College Composition and College Composition Modular). A minimum score of 400 is required for credit to be awarded for any DSST/DANTES examination taken after 2008. A minimum score of 50 is required for credit for any CLEP examination regardless of test date.

<u>CLEP Examination</u>	<u>Equivalent Course(s)</u>
Accounting (Financial)	ACCT 221 Financial Accounting (3)
American Government	POL 237 American Government and Politics (3)
American Literature	ENGL 345 American Literature (3)
Analyzing and Interpreting Literature	ENGL 220 Topics in Literature (3)
Biology	BIO 120 and 129 Principles of Biology I and II (8)
Business Law	BUS 363 Business Law and Legal Process (3)
Calculus	MATH 201 Calculus I (4)
Chemistry	CHEM 123 and 124 General Chemistry I and II (8)
College Algebra	MATH 110 College Algebra (3)
College Composition	ENGL 125 and 225 Composition I and II (6)
College Composition Modular	ENGL 125 Composition I (3)
College Mathematics	MATH 105 Quantitative Reasoning (3)
Economics: Macro	ECON 205 Macroeconomics (3)
Economics: Micro	ECON 201 Microeconomics (3)
Educational Psychology	EDUC 229 Educational Psychology (3)
English Literature	ENGL 355 British Literature (3)
French Language, Level 1 Proficiency	Elective Credit (4)
German Language, Level 1 Proficiency	Elective Credit (4)
Human Growth and Development	PSY 227 Adolescence and Adulthood (3)
Humanities	Elective Credit (3)
Information Systems	Elective Credit (3)
Management	MGT 240 Principles of Management (3)
Marketing	MKT 240 Principles of Marketing (3)
Natural Sciences	NSCI 200 Earth in the Cosmos (4)
Precalculus	MATH 114 Precalculus Mathematics (4)
Psychology (Introductory)	PSY 110 Introduction to Psychology (3)
Social Sciences and History	Elective Credit (6)

Sociology (Introductory)	SOC 120 Life in Society (3)
Spanish Language, Level 1 Proficiency	LANG 101 and 102 Spanish I and II (4)
United States History I	HIST 201 U.S. History to 1877 (3)
United States History II	HIST 202 U.S. History from 1877 (3)
Western Civilization I	HIST 207 Ages of Empires (3)
Western Civilization II	HIST 204 Europe: The Italian Renaissance to the Present (3)

DANTES/DSST

Testing includes the options of both the College Level Examination Program (CLEP) and the DANTES Subject Standardized Test Program (DSST). A list of the tests available and the passing scores required (as recommended by the American Council on Education) are listed below. Students, who test late in their programs and plan to use testing to complete requirements for graduation, must have all testing completed one semester prior to their final semester of enrollment. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course (e.g. CLEP College Composition and College Composition Modular). A minimum score of 400 is required for credit to be awarded for any DSST/DANTES examination taken after 2008. A minimum score of 50 is required for credit for any CLEP examination regardless of test date.

<u>DANTES/DSST Examination</u>	<u>Equivalent Course(s)</u>
A History of the Vietnam War	Elective Credit (3)
Art of the Western World	Elective Credit (3)
Astronomy	Elective Credit (3)
Business Ethics and Society	BUS 260 Business Ethics (3)
Business Mathematics	MATH 105 Quantitative Reasoning (3)
Criminal Justice	CRJU 111 Introduction to Criminal Justice (3)
Computing and Information Technology	Elective Credit (3)
Environmental Science	BIO 222 Environmental Science (4)
Ethics in America	Elective Credit (3)
Foundations of Education	EDUC 221 Foundations of American Public Education (3)
Fundamentals of College Algebra	MATH 110 College Algebra (3)
Fundamentals of Counseling	Elective Credit (3)
Fundamentals of Cybersecurity	Elective Credit (3)
General Anthropology	Elective Credit (3)
Health and Human Development	Elective Credit (3)
Human Cultural Geography	Elective Credit (3)
Human Resources Management	Elective Credit (3)
History of the Soviet Union	Elective Credit (3)
Introduction to Business	BUS 140 Foundations of Business (3)
Introduction to Law Enforcement	CRJU 111 Introduction to Criminal Justice (3)
Introduction to World Religions	REL 201 Approaches to Religion (3)
Lifespan Developmental Psychology	PSY 227 Adolescence and Adulthood (3)
Management Information Systems	Elective Credit (3)
Math for Liberal Arts	MATH 105 Quantitative Reasoning (3)
Money and Banking	Elective Credit (3)
Organizational Behavior	MGT 331 Organizational Behavior (3)
Personal Finance	Elective Credit (3)
Principles of Advanced English Comp.	ENGL 225 Composition II (3)
Principles of Finance	BUS 350 Business Finance (3)
Principles of Physical Science	Elective Credit (3)
Principles of Public Speaking	COMM 120 Introduction to Public Speaking (3)
Principles of Statistics	BUS 212 Business Statistics (3)
Principles of Supervision	Elective Credit (3)
Substance Abuse	Elective Credit (3)
Technical Writing	ENGL 265 Technical Writing (3)

Prior Learning – Portfolio Development

A maximum of 15 credits may be earned by Portfolio Development. If a CLEP or DAN TES test is available for a course in which credit is desired, the test must be taken and portfolio submission is not available as an option. The faculty have established the following procedures for Portfolio Development:

1. The student must have been admitted as a degree-seeking student at Defiance College.
2. Students must enroll in GEN III Portfolio Development. This is a one-time portfolio development course where the student will be given instruction on how to assemble a portfolio for review by the faculty.
 - a. To receive credit for the course, a portfolio must be completed by the end of the semester in which the GEN III course is taken.
 - b. GEN III is graded pass/fail.
 - c. Portfolio assessment and evaluation is noted below.
3. The student should consult the division chair regarding portfolio development as the first step in the assessment process. More than one portfolio may be required if credit is desired for more than one course.
4. In addition to the tuition for the GEN III Portfolio Development course, an assessment fee of \$50 per credit hour will be charged for each portfolio submitted. The assessment fee must be paid before the portfolio will be reviewed.
5. Tuition and fee assessment must be paid before the course credit will be added to the student's transcript. The current rates are posted in the Tuition and Fees section of this Catalog.

Portfolio Assessment and Evaluation Procedures

1. To receive credit for a course in the curriculum, the portfolio must demonstrate that the learning objectives of the course have been met. In other words, the portfolio must demonstrate that college-level learning has occurred.
2. The division chair will appoint a faculty member from the division who has experience in that area to read and assess the portfolio. The faculty member and the division chair must approve the credit to be awarded.
3. The decision on whether to grant credit will be communicated to the student by the Registrar within 30 days of portfolio submission. In the event that the first portfolio submission is not accepted for credit, the student may continue to work with the faculty member for an additional 30 calendar days to continue towards acceptance of the portfolio by the faculty reviewer.
4. Upon recommendation of credit by the faculty member and division chair, and when all fees have been paid, the course title(s) and credit(s) will be entered on the student's transcript. No grade is recorded. The portfolio will be retained by the College.

Military Training

The American Council on Education (ACE) has worked cooperatively with the Department of Defense (DOD) and the Armed Services to establish standards for recognizing learning acquired in military service. This learning may be worth college credit. The student must submit a military transcript (e.g. Joint Service Transcript or Community College of the Air Force), DD214, and/or DD-295 to the Registrar's Office for evaluation. Defiance College has made a commitment to provide an evaluated educational plan to the service member within 30 days of transcript submission.

Proficiency Examinations***Advanced Placement Credits (AP)***

High school students who take Advanced Placement (AP) courses are encouraged to take the requisite examinations and have their scores sent to Defiance College. Defiance College accepts AP credits based upon scores presented of three or higher. Changes to the equivalencies may be made annually by the department in which the content is housed. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course or when duplicate credit could be earned via multiple different testing options (e.g. CLEP, DAN TES, IB).

AP Examination**Equivalent Course(s)**

Art: 2D Studio

ART 110 2D Fundamentals (3)

Art: 3D Studio

ART 111 3D Fundamentals (3)

Art: Drawing

ART 112 Drawing: Media and Concepts (3)

Art History	ART 210 Art Appreciation (3)
Biology	BIO 120 Biology I (4) and NSCI 495 Special Topics (4)
Calculus AB	MATH 201 Calculus I (4)
Calculus BC	MATH 201 and 202 Calculus I and II (8)
Chemistry	CHEM 123 Chemistry I (4) and NSCI 495 Special Topics (4)
Chinese	Elective Credit (8)
Computer Science A	CSCI 105 Introduction to Programming (3)
Computer Science Principles	CSCI 105 Introduction to Programming (3) and Elective (3)
Economics: Macro	ECON 205 Macroeconomics (3)
Economics: Micro	ECON 201 Microeconomics (3)
English Language and Comp.	Score of 3: ENGL 125 Composition I (3) Score of 4 or 5: ENGL 125 and 225 Composition I and II (6)
English Literature and Comp.	Score of 3: ENGL 125 Composition I (3) Score of 4 or 5: ENGL 125 Composition I and ENGL 220 Literature (6)
Environmental Science	BIO 222 Environmental Science (4)
European History	HIST 204 Europe: Renaissance and HIST 207: Ages of Empires (6)
French Language	Elective Credit (8)
German Language	Elective Credit (8)
Government: U.S.	POL 237 American Government (3)
Government: Comparative	POL 337 Comparative Social and Political Systems (3)
Human Geography	GEOG 232 World Geography (3)
Italian Language	Elective Credit (8)
Japanese Language	Elective Credit (8)
Latin	Elective Credit (8)
Music Theory	MUS 231 History of Music (3) and Elective (3)
Physics 1	PHYS 210 General Physics I (4)
Physics 2	PHYS 220 General Physics II (4)
Physics B	PHYS 210 and 220 General Physics I and II (8)
Physics C: Mechanics	Elective Credit (4)
Physics C: Electricity & Magnetism	PHYS 220 General Physics II (4)
Psychology	PSY 110 Introduction to Psychology (3)
Research	Elective Credit (3)
Seminar	Elective Credit (3)
Spanish Language	Elective Credit (8)
Spanish Literature	Elective Credit (3)
Statistics	BUS 212, MATH 306 or PSY 230 (3)
United States History	HIST 201 U.S. History to 1877 and HIST 202 U.S. History from 1877 (6)
World History	HIST 207 Ages of Empires and World Hist. Elective (Choice) (6)

International Baccalaureate

High school students who take International Baccalaureate (IB) courses are encouraged to take the requisite examinations and have their scores sent to Defiance College. Changes to the equivalencies may be made annually by the department in which the content is housed. Duplicate credit will not be awarded for multiple tests where there is the same equivalent DC course or when duplicate credit could be earned via multiple different testing options (e.g. CLEP, DANTES, AP).

<u>IB Examination</u>	<u>Level</u>	<u>Score</u>	<u>Equivalent Course(s)</u>
Biology	SL	4+	BIO 120 Biology I (4)
	HL	4+	BIO 120 Biology I (4) and 129 Biology II (4)
Business	SL	4+	BUS 140 Foundations of Business (3)
	HL	4+	BUS 140 Foundations of Business (3)
Chemistry	SL	4+	CHEM 123 Chemistry I (4)
	HL	4+	CHEM 123 Chemistry I (4) and 124 Chemistry II (4)

Classical Languages	SL/HL	4+	Elective Credit (8)
Computer Science	SL	4+	CSCI 105 Introduction to Programming (3) and Elective Credit (3)
	HL	4+	CSCI 105 Introduction to Programming (3) and Elective Credit (6)
Dance	SL/HL	4+	Elective Credit (3)
Design Technology	SL/HL	4+	Elective Credit (3)
Economics	SL/HL	4+	ECON 495 Special Topics in Economics (3)
English A: Lang./Lit.	SL/HL	4+	ENGL 125 Composition I (3)
English A: Literature	SL/HL	4+	ENGL 220 Topics in Literature (3)
English A: Lit./Performance	SL	4+	Elective Credit (3)
Environmental Systems	SL	4+	BIO 222 Environmental Science (4)
Film	SL/HL	4+	COMM 130 Introduction to Film (3)
Geography	SL/HL	4+	GEOG 232 World Geography (3)
Global Politics	SL/HL	4+	POL 337 Comparative Social and Political Systems (3)
History	SL/HL	4+	HIST 395 Special Topics (6)
Info. Tech./Global Society	SL/HL	4+	LTRELC Elective Credit (3)
Islamic History	SL/HL	4+	HIST 395 Special Topics (3)
Language AB or B	SL/HL	4+	Elective Credit (8)
Math Studies	SL	4+	MATH 105 Quantitative Reasoning (3)
Mathematics	SL/HL	4+	MATH 201 Calculus I (4)
Mathematics (Further)	HL	4+	MATH 202 Calculus I (4) and MATH 305 Discrete Mathematical Structures (3)
Music	SL/HL	4+	MUS 110 Introduction to Music (3)
Philosophy	SL/HL	4+	Elective Credit (3)
Physics I	SL/HL	4+	PHYS 210 General Physics I (4)
Psychology	SL/HL	4+	PSY 110 Introduction to Psychology (3)
Social and Cultural Anthro.	SL/HL	4+	Elective Credit (3)
Sport, Exercise and Health Sci.	SL	4+	ESCI 128 Strength and Conditioning (1)
Theatre	SL/HL	4+	THEA 205 Introduction to Acting (3)
Theory of Knowledge	SL	4+	Elective Credit (3)
Visual Arts	SL/HL	4+	ART 110 2D Fundamentals (3)
World Religion	SL	4+	REL 201 Approaches to Religion (3)

Residency Requirement

Students seeking a bachelor's degree at Defiance College must complete our residency requirements including:

1. Complete 15 credit hours within the major program of study.
2. Complete 24 credit hours of upper division 300-400 level work (we will allow coursework taken at a 4-year bachelor's degree granting institution to contribute to this requirement).
3. Complete 30 credit hours in residence at Defiance College.

Right to Modify

The College reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the College. These changes will govern all current and formerly enrolled students. The College also reserves the right to require withdrawal of any student at any time, for reasons deemed sufficient, that will most effectively protect the welfare of its students and the interests of the College.

Satisfactory Progress for Student Athletes

See section of catalog entitled Athletics.

Schedule Changes and Course Adjustments

Students may change a class schedule during the first four days of classes in a regular term or the first four days of the summer for all summer sessions. After that, the student may withdraw from a class but may not add one, bearing in mind that reduction of the course load below 12 credits in a regular term makes a student ineligible to participate in intercollegiate athletics and may change financial aid. A student who drops below 12 credit hours in a regular term must also obtain permission from the Dean of Students in order to remain living on campus.

A student who withdraws from a 16-week course after the first week but before the end of the ninth week will automatically receive a grade of "W." The deadline for an eight-week course is the end of the fifth week; for a seven-week course, the end of the fourth week and for a five-week course, the end of the third week. After these deadlines, the grade will be "WF" unless the instructor views the circumstances as extenuating and gives written permission for the grade to be "W." Final determination of whether a grade will be "W" or "WF" will be made by the Registrar and Chief Academic Officer.

Scheduling for Classes

New students will schedule courses as part of the orientation process. Returning students are required to schedule classes for the next term at the announced time. Those who fail to schedule and complete the registration payment process and submit requested financial aid documents, if applicable, on the days indicated by the College calendar may be charged a late registration fee by the Defiance College Business Office. Late registration of full-time students requires advance permission from the Registrar and will be allowed only during the first four days of classes. Students may not register for lower-level courses in areas where they have previously taken more advanced work.

Student-Athlete Eligibility

See section of the catalog entitled Athletics.

Student Complaint Policy

Defiance College is required by the Higher Learning Commission to maintain a record of written student complaints filed with the office of the President, the Chief Academic Officer, and the Dean of Students. Such complaints must be written and signed by a student of Defiance College. The record will include information on the resolution of the complaint. Though the College is required to share this record with HLC, the anonymity of the complainant and others mentioned in the complaint is protected unless a release is signed by the complainant. Further information on this policy is available from the Office of Academic Affairs.

Transcript Requests

Defiance College offers online transcript ordering through Parchment Exchange. Parchment may be used for both rush and regularly processed transcript requests. Regular processing transcripts are mailed via US mail within 3-5 business days of the Defiance College receipt and processing of the transcript order. Transcripts are not processed on days when Defiance College is closed. Other options such as pick-up and overnight delivery may be requested for additional cost. If you are requesting a transcript to be sent to another Defiance College office or are requesting a transcript for a scholarship applied to your DC tuition/fees, please email the Registrar's Office directly at registrar@defiance.edu to complete a specialized release form. The Registrar's Office only issues official transcripts. Unofficial transcripts are available to all enrolled students free of charge through the myDC portal.

Transfer Credits

There is no limit on the amount of credit that can be transferred to Defiance College from two and four-year regionally accredited colleges, provided the courses are compatible with the College's liberal arts program and the grades are a "C" or higher. However, to earn a degree students must complete a residency requirement which includes 30 hours in residence at Defiance College, 15 hours in the major at Defiance College and 24 hours of upper level (300 or above) course credit at Defiance College or other approved four-year college. Course work credit evaluation will be performed by the Registrar's Office. Credit will be granted for courses completed that are compatible with the College's academic program and with grades of a "C" or higher. Acceptance of credit for a course beyond a one-level number increase will be approved on a case by case basis with recommendation from advisor or division chair and approval by the Chief Academic Officer. Transfer students shall satisfy the Core Curriculum and academic concentration requirements including those learning experiences which are unique to Defiance College.

Veteran Educational Benefit Certification

Defiance College is approved to participate in the education programs including the GI Bill® and the Yellow Ribbon Program. Application for Veterans Affairs (VA) benefits should be submitted online to the VA and is processed by the VA Regional Office in St. Louis, Missouri. To find out more about VA benefits, visit their website at www.benefits.va.gov/gibill or contact the VA. Additional Information about application for admission to Defiance College, financial aid and registration procedures can be found on the Defiance College website at <http://www.defiance.edu/veterans.html>. Students must also complete an Intent to Use Benefits Application, submitted to the School Certifying Official (SCO) in the Registrar's Office prior to the start of each semester in order for their benefits to be submitted for certification. Certification of veterans for educational benefits is processed by the Registrar's Office. When registering for classes, keep in mind that the VA will not pay for any classes that are not a degree requirement. The VA periodically checks all applicants to ensure that the courses being taken are relevant to the student's declared major and degree program. Failure to comply with this policy could lead to the VA billing the student directly for benefits received.

Withdrawal

A student may request withdrawal from Defiance College by contacting the Registrar's Office. A withdrawal allows the student the opportunity to re-enroll at Defiance College at a later date. The withdrawal date is the date of notification to the Registrar's Office. Students who receive financial aid and choose to withdraw from the College must follow the federal refund policy according to the federal regulations (see the Tuition and Fees section of this Catalog for more information on refunds). Tuition will be refunded according to the College refund policy as described in this Catalog. The adjustments in charges for a student withdrawal may result in an outstanding balance on the student's account that will be due and payable at the time of withdrawal. Failure to follow the withdrawal policy forfeits the student's right to an honorable dismissal or to any refund of tuition and fees paid. In the case of an unofficial withdrawal or an unapproved leave of absence (or a student's failure to return at the end of an approved leave of absence), the withdrawal date is the date the Registrar's Office becomes aware that the student ceased attendance.

UNDERGRADUATE PROGRAMS OF STUDY

The individual majors that comprise the Defiance College curriculum are as follows:

ACCOUNTING (ACCT)

Program Description

The accounting major is a professional program designed for students who want a solid foundation in all functional aspects of business plus specialized courses in Accounting. In addition, students can select the concentration in Forensic Accounting to augment their Accounting major. Students may choose the traditional four-year plan of student leading to a Bachelor of Arts Degree with a major in Accounting and a two-year Master's degree in Business Administration to obtain the necessary minimum 150 credit hours to sit for the Certified Public Accounting (CPA) exam.

Accounting Major Requirements (75 credit hours)

All major program requirements include Core and Cognate courses.

Accounting Major Core (33 credit hours)

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
ACCT 321	Intermediate Accounting I (3)
ACCT 322	Intermediate Accounting II (3)
ACCT 330	Cost Management (3)
ACCT 340	Federal Taxation (3)
ACCT 370	Accounting Information Systems (3)
ACCT 420	Government and Not-For-Profit Accounting (3)
ACCT 429	Auditing and Accounting Ethics (3)
ACCT 430	International Dimensions of Accounting (3)
ACCT 435	International Financial Accounting (3)

Accounting Major Cognates (42 credit hours)

BUS 140	Foundations of Business (3)
BUS 212	Business Statistics (3)
BUS 260	Business Ethics (3)
BUS 350	Business Finance (3)
BUS 363	Business Law and Legal Process (3)
BUS 365	International Business (3)
BUS 391	Business Internship (3)
BUS 498	Business Capstone Seminar (3)
ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
MATH 105	Quantitative Reasoning (3)
MGT 331	Organizational Behavior (3)
MKT 240	Principles of Marketing (3)

Choose one:

MGT 365	Operations Management (3)
MGT 375	Project Management (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student Choice*

Historical, Political and Multicultural Perspectives: *BUS 260 Business Ethics (3)*

Quantitative Reasoning: *MATH 105 Quantitative Reasoning (3)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *ECON 201 Microeconomics (3)*

Forensic Accounting Concentration (15 credit hours):

Program Description

Forensic Accounting is available as a concentration within the Accounting Major. The Forensic Accounting concentration equips students with the skills to understand the prevention, detection and legal aspects of fraudulent transactions and reports. The students will receive a general overview of digital forensics and forensics accounting to complement the accounting and business courses.

ACCT 380	Forensic Accounting (3)
ACCT 381	Fraud Detection and Deterrence (3)
ACCT 382	Legal Elements of Fraud (3)
CRJU 221	Criminal Evidence and Procedure (3)
CBFN 110	Introduction to Computer and Digital Forensics (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

ACCT 221 Financial Accounting (3)

Survey of financial accounting and reporting for all business division majors: accounting terminology and concepts, tax and payroll requirements, internal controls, interpretation of financial statements prepared by business and nonprofit organizations.

ACCT 222 Managerial Accounting (3)

Accounting information used for purposes of planning and control: product costing, breakeven, budgeting, performance evaluation, pricing, decision analysis. Prerequisite: ACCT 221 with a minimum grade of "C" or higher.

ACCT 295 Special Topics in Accounting (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ACCT 296 Readings in Accounting (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ACCT 321 Intermediate Accounting I (3)

In-depth study of financial accounting and reporting emphasizing both practice and underlying theory; financial statements; revenue recognition and profitability analysis; time value of money concepts; cash and receivables; Inventory; property, plant, and equipment and intangible assets. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 322 Intermediate Accounting II (3)

In-depth study of managerial accounting and reporting emphasizing both practice and underlying theory; investments; current liabilities and contingencies; bonds and long-term notes; leases; accounting for income taxes; pensions and other postretirement benefit plans; shareholders equity; share-based compensation and earnings per share; accounting changes and error corrections. Prerequisite: ACCT 321 with a minimum grade of "C" or higher.

ACCT 330 Cost Management (3)

In-depth study of the controllership functions in organizations, emphasizing analysis and decision-making. This course focuses on manufacturing and cost accounting: product costing, types and behavior of costs, absorption and variable costing, job shop and batch processing, allocating overhead costs to products, activity-based costing and management, analysis of customer profitability, budget analysis, and allocation of service costs to operations. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 340 Federal Taxation (3)

A survey of federal taxation of individuals, corporations, and partnerships. Preparation of Form 1040, including taxation of wages, dividends, interest, pensions, capital gains and losses, and business income; deductions and tax credits. Taxation of corporate and partnership income; allocation of partnership income to partners. Students will be trained and obtain certification to prepare low- to middle-income tax returns through the Ohio Benefits Bureau. Working with community partnerships, students will complete actual low- to middle-income tax returns in the field.

ACCT 370 Accounting Information Systems (3)

An introduction to the common body of knowledge of accounting information systems (AIS). This course emphasizes the user of information systems approach with an emphasis on the resources, events, agents, (REA) model. The student will learn the terminology, reports, documents, procedures, and controls inherent in a modern AIS. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 380 Forensic Accounting (3)

A study of occupational fraud and abuse including asset misappropriation, corruption, and fraudulent statements. The course provides an understanding of fraud examination methodology, and sets forth the schemes used by executives, managers, and employees to commit fraud against their organizations. It provides an analysis of various kinds of frauds and includes cases that illustrate and help the student understand each type of fraud. Based on extensive empirical research in forensic accounting, the course aids the student in identifying exposure to loss and appropriate prevention, detection, and investigation approaches. Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 381 Fraud Detection and Deterrence (3)

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud environments heightened by either a lack of, or non-functioning of, internal controls. Various fraud investigative methods and the process for communicating an expert report will play an essential role in these studies.

ACCT 382 Legal Elements of Fraud (3)

There are four general elements under common law, all of which must be present for fraud to exist: (1) a material false statement, (2) intent, (3) reliance on the false statement by the victim, and (4) damages. This course takes an in-depth look at each of these components in relation to crimes that fall under the umbrella of fraud. It also emphasizes federal legislation related to fraud examinations including coverage of laws that preserve the rights of individuals suspected of committing fraud and laws that govern civil prosecutions, the admittance of evidence, and the testimony of expert witnesses.

ACCT 420 Government and Not-for-Profit Accounting (3)

Accounting and reporting for not-for-profit organizations including state and local governments and colleges/universities (public and private). Emphasis given to Comprehensive Annual Financial Report (CAFR). Prerequisite: ACCT 222 with a minimum grade of "C" or higher.

ACCT 429 Auditing and Accounting Ethics (3)

Introduction to auditing and the professional work of Certified Public Accountants; auditing standards and procedures, evaluation of internal control, legal liability, professional ethics, and auditor opinions. Prerequisite or concurrent: ACCT 322.

ACCT 430 International Dimensions of Accounting (3)

Examines major international dimensions of financial and managerial accounting. Discusses national and cultural influences on accounting and on the accounting profession. Investigates financial regulation and IFRS accounting and financial reporting

standards. Investigates corporate decisions related to methods of currency translation and accounting for gains and losses from exchange rate fluctuations. Explores managerial accounting issues raised by international organizations. Prerequisite: ACCT 222 with a minimum grade of “C” or higher.

ACCT 435 International Financial Accounting (3)

Guiding principles behind international financial reporting standards (IFRS): commonalities, substantial divergences between US GAAP and IFRS. Financial Accounting from a multinational viewpoint involving foreign currency transactions and translation of financial statements denominated in a foreign currency. Prerequisite: ACCT 222 with a minimum grade of “C” or higher.

ACCT 495 Special Topics in Accounting (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ACCT 496 Readings in Accounting (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

APP DEVELOPMENT (APP)

App Development Minor Program Requirements (18-20 credit hours):

The App Development minor is designed for non-computer science majors seeking the ability to create cross-platform apps in order to prepare them for a fast-paced mobile environment. In addition to understanding and creating apps for popular mobile operating systems, students will also develop low-code solutions that are applicable to many businesses seeking to decrease the barrier for employees utilizing important data and optimizing employees' abilities to gain insights within their business.

CSCI 105	Introductory Programming (3)
CSCI 205	Intermediate Programming (3)
CSCI 225	Visual Programming (3)
CSCI 325	Engineering Applications (4)

Choose two:

CSCI 110	Introduction to Web Development (2)
CSCI 305	Information Systems and Architecture (3)
CSCI 330	Understanding Programming Languages and Compilers (3)
CSCI 412	Web Media (3)
CSCI 414	Game Development I (4)

ART (ART)

Program Description

The Art program offers a variety of foundational art courses students can take to fulfill electives or a minor in Art. The Art program affirms and nurtures the intellectual and creative spirit of each individual student. It promotes the appreciation and understanding of the visual arts and its contribution to the cultures and histories of humanity. The minor in Art is open to all majors and provides students with the opportunity to integrate visual literacy, critical thinking, and creative problem solving with other academic and research interests. A minor in Art consists of 18 credit hours of coursework.

Art Minor Program Requirements (18 credit hours)

ART 110	2D Fundamentals (3)
ART 111	3D Fundamentals (3)
ART 112	Drawing: Media and Concepts (3)
ART 210	Art Appreciation (3)
ART 215	Digital Photography (3)

Choose one:

ART 220	Painting (3)
ART 230	Sculpture (3)
ART 240	Printmaking (3)
DSGN 107	Digital Illustration (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

ART 110 2D Fundamentals (3)

This course presents the fundamentals of two-dimensional art through the study of visual literacy, color theory, the elements of art and the principles of design. Coursework explores creative problem solving and develops hands-on skill work using a variety of traditional media, methods and techniques. Open to all students. No prior experience needed.

ART 111 3D Fundamentals (3)

This course presents the fundamentals and technical principles of three-dimensional art through the study of form and space. Coursework will include experimentation with a number of construction methods and materials such as cardboard, metal, wood, plaster, and found objects. Open to all students. No prior experience needed.

ART 112 Drawing: Media and Concepts (3)

This course explores foundational concepts of drawing. Coursework focuses on experimentation and exploration of drawing media, methods and techniques directed toward both descriptive and expressive ends. Open to all students. No prior experience needed.

ART 210 Art Appreciation (3)

This course fosters an understanding and appreciation of the visual arts. Students learn to critically interpret, analyze and reflect upon works of art within formal, cultural, and historical contexts through written, oral and visual communication. Open to all students.

ART 215 Digital Photography (3)

Presents the basic concepts, history and practice of digital photography. Coursework includes camera operation, lighting, exploration of photographic themes and image editing. Though not required, students are encouraged to supply their own camera. Open to all students.

ART 220 Painting (3)

This course presents the fundamentals of painting. Coursework focuses on the investigation of painting media, methods and techniques directed toward both descriptive and expressive visual concepts. Open to all students.

ART 230 Sculpture (3)

This course introduces a variety of materials and techniques used in contemporary sculpture. Open to all students.

ART 240 Printmaking (3)

This course surveys basic printmaking techniques and materials. Open to all students. Prerequisite: ART 110.

ART 295 Special Topics in Art (1-3)

The exploration of a specialized area in art. Topics may vary. The course may be repeated up to a total of 6 hours.

ARTS AND HUMANITIES (HUM)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

HUM 375 Topics in Film (1)

This course examines films representing contemporary issues in culture or the arts. Meeting approximately once every three weeks for film viewings and discussions, this course is taught by professors from a variety of majors and incorporates readings on the chosen topic. Topics vary from year to year. Offered spring semester. Graded Pass/Fail. Prerequisite: sophomore standing.

HUM 498 Liberal Arts Interdisciplinary Seminar (3)

The student will develop a topic of interest which will require cross-disciplinary critical thinking skills and/or research. The course may include presentations by outside speakers, faculty members, and students with particular skills and knowledge within the humanities and arts.

AUTISM STUDIES (AUT)

Program Description

Students who minor in autism studies will develop a thorough understanding of autism spectrum disorder across the lifespan. Throughout the curriculum, students are taught to evaluate challenges associated with autism from a variety of perspectives as they explore the ethical and practical issues related to the inclusion and acceptance of autistic individuals. Additionally, students will learn strategies that can be used to design inclusive environments and support the autonomy of autistic individuals. The opportunity to implement these strategies is provided in a supervised practicum. The autism studies minor may be combined with any major.

Autism Studies Minor Program Requirements (18 credit hours)

AUT 110	Introduction to Autism Spectrum Disorder (3)
AUT 210	Applied Behavior Analysis for Autism Spectrum Disorder (3)
AUT 250	Families and Communities (3)
AUT 389	Behavior Intervention Seminar (1)
AUT 390	Behavior Intervention Practicum (2)
PSY 110	Introduction to Psychology (3)

Choose one:

PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

AUT 110 Introduction to Autism Spectrum Disorder (3)

This course will focus on the history, symptoms, diagnosis, behavioral assessment, and treatment of autism spectrum disorder (ASD). Issues common to ASD as they apply to each stage of the lifespan will be discussed. Students will complete assignments that directly link the material they learn in the course to their respective fields of study.

AUT 210 Applied Behavior Analysis for Autism Spectrum Disorder (3)

This course will provide an overview of the basic principles of applied behavior analysis, behavior measurement, and evidence based interventions for autism spectrum disorders. Critical evaluation of interventions for ASD, professional judgment, and the ethics of intervention will be emphasized. The involvement of the individual, family, and other stakeholders in selecting interventions and intervention targets will be discussed. Prerequisite: AUT 110.

AUT 250 Families and Communities (3)

This course will provide an understanding of the impact of a person with autism spectrum disorder (ASD) on the family system. Family strengths, resources, and stressors will be examined in the context of the larger community. Students will learn about the professionals that make up the interdisciplinary teams that serve individuals with ASD and their families. Additional topics include public policy and community resources. Students will work as a class to plan a community outreach event that will be held at the end of the semester. Prerequisite: AUT 110.

AUT 295 Special Topics in Autism Studies (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

AUT 296 Readings in Autism Studies (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

AUT 389 Behavior Intervention Seminar (1)

A weekly seminar designed to support the activities of the students during their behavior intervention practicum. Seminar will focus on collaborative problem solving and intervention development as well as data analysis and presentation. Prerequisites: AUT 110 and 210. Corequisite: AUT 390.

AUT 390 Behavior Intervention Practicum (2)

Students will apply their knowledge and skills in a supervised setting which provides services to persons with autism and/or other intellectual and developmental disabilities. Through observation and consultation with professional staff, students will receive 80 hours of experience with direct service provision and enhanced training on effective assessment, planning and intervention strategies. Graded Pass/Fail. Prerequisites: AUT 110 and 210.

AUT 495 Special Topics in Autism Studies (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

AUT 496 Readings in Autism Studies (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BIOLOGY (BIO)

Program Description

Biology is the broad study of organisms. It examines every aspect of life from single-celled organisms to complex ecological interactions. Areas of biology include genetics, evolution, ecology, and other more focused fields such as botany, entomology, ornithology, and herpetology. Biology attempts to understand, organize, and classify the living world around us from the sub-cellular mechanisms of individual cells to plant and animal diversity and behavior. Current advances in genetics, cellular and molecular biology, and ecology have greatly influenced areas of medicine, agriculture, and environmental science.

Biology Major Requirements (64 credit hours)

All major program requirements include Core and Cognate courses.

Biology Major Core (32 credit hours)

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)

Choose one:

BIO 250	Field Zoology (4)
BIO 270	Field Botany (4)
BIO 320	Ecology (4)
BIO 357	Comparative Vertebrate Anatomy (4)
BIO 367	Vertebrate Physiology (4)

Choose one:

BIO 338	Histology (4)
BIO 358	Microbiology (4)
BIO 431	Molecular Biology (4)
BIO 462	Immunology (4)
BIO 480	Genetics (4)

Biology majors must also select at least four upper-level (300-400) science courses (three of which must be biology).

Biology Major Cognates (32 credit hours)

CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
MATH 114	Precalculus Mathematics (4)
NSCI 378	Research Methods (2)
NSCI 391	Internship (3)
NSCI 498	Senior Capstone Project (3)
PSY 110	Introduction to Psychology (3)
PSY 230	Behavioral Statistics (3)
REL 321	Ethics and Morals (3)
SWK 265	Cultural Diversity (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: Student choice

Historical, Political and Multicultural Perspectives: SWK 265 Cultural Diversity (3)

Quantitative Reasoning: MATH 114 Precalculus Mathematics (4)

Scientific Knowledge: CHEM 123 General Chemistry I (4)

Social and Behavioral Sciences: PSY 110 Introduction to Psychology (3)

Field Biology Concentration (16 credit hours):

Field Biology is an optional concentration which may only be added to the Biology major:

BIO 250	Field Zoology (4)
BIO 270	Field Botany (4)
NSCI 310	Geographic Information Systems (4)

Choose one:

BIO 320	Ecology (4)
BIO 350	Fisheries and Wildlife Management (4)

BIO 420	Restoration Ecology I (4)
PHYS 202	Introduction to Geology (4)

Biology majors preparing for medical school, graduate programs, or other professional schools should talk to their advisor to determine an appropriate plan of study.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options. Please note, BIO 120 requires an ACT 18 or its equivalent for enrollment, or permission of instructor.

BIO 110 Introduction to Biology (4)

BIO 110L Introduction to Biology Lab (0)

A study of life as an evolving system and the way biologists investigate the various aspects of such a multidimensional, dynamic system. Particular emphasis is placed on the nature and function of man as such a system. Credit does not apply to the Natural Science majors.

BIO 113 Environment Around Us (4)

BIO 113L Environment Around Us Lab (0)

This course examines the characteristics of communities, ecosystems, and landscapes, the ways in which they change with time, and the impact of human activities on those changes. Included will be the study of the science behind current issues such as resource management, pollution, and global climate change, etc. In this course students will be introduced to the basic principles of ecology and environmental science, investigate how these affect the Earth's capacity to sustain life, and be able to apply these principles to understanding the environmental consequences of human activities.

BIO 120 Principles of Biology I (4)

BIO 120L Principles of Biology I Lab (0)

The primary goal of the course is to provide natural science majors with a sound basis in basic biological concepts that will serve them well in their academic track that lies ahead. It will cover the following topics: structure and function of macromolecules, cellular respiration, communication and cycle; photosynthesis; Mendelian genetics, inheritance, and DNA structure and function; and evolution, speciation, phylogenetics, and systematics. To maximize success in this course, successful completion of high school biology and chemistry are recommended. There is a 3-hour laboratory.

BIO 125 Modern Genetics (4)

BIO 125L Modern Genetics Lab (0)

The fundamentals of classical genetics and the basic principles of human genetics are presented for the non-science major. Genetic engineering in bacteria, domestic plants and animals, and in human medicine will be discussed with the ethical issues raised by this new technology. Credit does not apply to the Natural Science majors.

BIO 129 Principles of Biology II (4)

BIO 129L Principles of Biology II Lab (0)

This course is intended for students majoring in a natural science and is the continuation of Biology 120. The course deals mainly with the organismal and supra-organismal levels of biological organization. Evolution will be the unifying theme. The course will cover the following topics: origin of life, prokaryotic and eukaryotic diversity; plant evolution and diversity; fungi, invertebrate and vertebrate diversity and evolution; plant and animal form and function; circulation and gas exchange, homeostasis, reproduction and development, nervous system and special senses; and behavior, population and community ecology and conservation biology. There is a 3-hour laboratory. Prerequisite: BIO 120 with a minimum grade of "C" or higher.

BIO 195 Biological Science (4)

This course provides a basic understanding of biological concepts. It will cover cell function, plants, animals, genetics, gene technology, evolution and a description of the human body systems. Current issues in science will also be covered. The laboratory component will explore the scientific method and develop an understanding of how experimentation answers questions in biology.

BIO 220 Medical Terminology (2)

Through the study of medical terminology the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. The student will be able to recognize, spell, pronounce and define medical words by combining prefixes, suffixes, and roots. In addition to medical terms, common abbreviations applicable to each system will be learned. This course does not satisfy the scientific knowledge general education requirement. Cross-listed with ESCI 220.

BIO 222 Environmental Science (4)**BIO 222L Environmental Science (0)**

Includes topics in ecological principles, conservation and natural resource management, human impacts on the environment, toxic waste disposal, climate change, energy, air and water pollution, environmental geology and geologic hazards. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 229 Essentials of Human Anatomy and Physiology (4)**BIO 229L Essentials of Human Anatomy and Physiology Lab (0)**

This one-semester lecture and lab course will provide the essential knowledge required to understand human anatomy and various physiological processes. Major topics include cell structure and function, tissues, organ systems, homeostasis, and disease. The organ systems covered are: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive.

BIO 235 Human Anatomy and Physiology I (4)**BIO 235L Human Anatomy and Physiology I Lab (0)**

A systematic approach to the structure and function of the human body. This two course sequence will cover the structure of the human body and a systems approach to the functions, homeostatic mechanisms, and the interrelationships of human organ systems.

BIO 236 Human Anatomy and Physiology II (4)**BIO 236L Human Anatomy and Physiology II Lab (0)**

A systematic approach to the structure and function of the human body. This two course sequence will cover the structure of the human body and a systems approach to the functions, homeostatic mechanisms, and the interrelationships of human organ systems. Prerequisite: BIO 235 with a minimum grade of "C" or higher.

BIO 250 Field Zoology (4)**BIO 250L Field Zoology Lab (4)**

Identification and ecological relationships of the fauna of Northwestern Ohio, and methods of designing research projects, collecting and analyzing data, to monitor these populations. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 270 Field Botany (4)**BIO 270L Field Botany Lab (0)**

The study of plant communities and ecosystems in the field. Taxonomy, collection, and preservation for the College herbarium, and additional laboratory exercises using keys are included. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 295 Special Topics in Biology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BIO 296 Readings in Biology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BIO 320 Ecology (4)**BIO 320L Ecology Lab (0)**

Principles of ecology including the organization, interrelationships, and dynamics of populations, communities, and ecosystems. Local terrestrial and aquatic communities will be studied in the field and laboratory. Offered in alternate years. Prerequisite: BIO 129 with a minimum with grade of "C" or higher.

BIO 338 Histology (4)**BIO 338L Histology Lab (0)**

Examines the microscopic anatomy of major cell types and tissues of the human body. Their form and function will be examined as observed with slides of human and animal cells and tissues. Relationships of cell types and tissues structures to physiological functions will also be studied. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 350 Fisheries and Wildlife Management (4)**BIO 350L Fisheries and Wildlife Management Lab (0)**

Foundational and applied aspects of the management of fisheries and wildlife are covered within this course. Application of ecological principles to fisheries and wildlife management, technical aspects of fisheries and wildlife management, and fisheries and wildlife legislation, organizations, and agencies are also covered. Offered in spring of alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 357 Comparative Vertebrate Anatomy (4)**BIO 357L Comparative Vertebrate Anatomy Lab (0)**

The phylogenetic relationships of vertebrates, living and extinct, as revealed by their morphology. Offered in alternate years. Prerequisite: BIO 129 with a minimum grade of "C" or higher.

BIO 358 Microbiology (4)**BIO 358L Microbiology Lab (0)**

Morphology, physiology, genetics and taxonomy of microorganisms affecting humans and their environment. Culture methods and laboratory techniques for studying bacteria will be introduced. Offered in alternate years. Prerequisites: BIO 129 and CHEM 124 with minimum grades of "C" or higher.

BIO 367 Vertebrate Physiology (4)**BIO 367L Vertebrate Physiology Lab (0)**

Physiology is the study of the physical and chemical processes underlying biological function. The focus of the course will be on the physiology of vertebrates, primarily mammals. Offered alternate years. Prerequisite: BIO 357 with a minimum grade of "C" or higher.

BIO 420 Restoration Ecology I (4)**BIO 420L Restoration Ecology I Lab (0)**

An introduction to the new science of restoration ecology. The most recent research regarding the rebuilding of complete ecosystems will be reviewed and basic ecological restoration principles studied. Laboratories will include using applied research techniques at the Thoreau Wildlife Sanctuary located near Defiance College. Offered in alternate years. Prerequisite or concurrent: BIO 320 with a minimum grade of "C" or higher.

BIO 421 Restoration Ecology II (4)**BIO 421L Restoration Ecology II Lab (0)**

Advanced principles and techniques of restoring damaged or destroyed ecosystems will be studied. Emphasis will be placed upon restoration of both terrestrial and aquatic ecosystems. Extensive field work will include hands on experience at various ecological restoration sites. Offered in alternate years. Prerequisite: BIO 420 with a grade of "C" or higher.

BIO 431 Molecular Biology (4)**BIO 431L Molecular Biology Lab (0)**

An in-depth study of modern laboratory techniques used in recombinant DNA technology. Emphasis is placed on cloning strategies and nucleic acid detection schemes. Laboratory 3 hours. Offered alternate years, spring semester. Prerequisite: CHEM 234 with a minimum grade of "C" or higher.

BIO 462 Immunology (4)**BIO 462L Immunology Lab (0)**

Study of the human immune system. Includes innate and adaptive immunity, vaccination and immunity, autoimmune disease, hypersensitivity, and immunodeficiency. Immunological laboratory methods and cell culture techniques will be introduced. Offered in alternate years. Prerequisites: BIO 129 and CHEM 124 with minimum grades of "C" or higher.

BIO 480 Genetics (4)**BIO 480L Genetics Lab (0)**

Mechanisms of inheritance in bacteria, plants, and animals. Emphasis on genetic inheritance in man. The current DNA technology and the ethical concerns surrounding these methods will be discussed. Laboratory will introduce genetic crosses, mitosis and meiosis and current DNA techniques. Offered in alternate years. Prerequisites: BIO 120, 129, and CHEM 124.

BIO 481 Pathogenic Microbiology (4)**BIO 481L Pathogenic Microbiology Lab (0)**

The etiology of human pathogens. Emphasis on bacterial and viral diseases, and host-parasite relationships. Laboratory methods for identifying and isolating pathogenic organisms will be introduced. Offered in alternate years. Prerequisites: BIO 358 and 129 with grade of "C" or higher.

BIO 490 Honors Anatomy and Physiology (1-3)

An advanced human anatomy and physiology course designed for upper level students who have demonstrated the ability and desire to learn these subjects in lower level classes. The course uses a number of excellent teaching modalities including human cadaver as the primary teaching instrument. Enrollment is limited to a maximum of four students and the final selection is based upon invitation by the course professor with final approval by the Chairperson of the Division of Natural Science, Applied Science, and Mathematics Division. Course may be repeated for up to six credit hours. Prerequisite: BIO 236.

BIO 495 Special Topics in Biology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BIO 496 Readings in Biology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BUSINESS ADMINISTRATION (BUS)*Program Description*

Business at Defiance College is a professional program designed for students who want a solid knowledge base in all functional aspects of business. The program is built on the foundation of a core and cognates curriculum focusing on the common professional components needed for all business disciplines. Following the completion of a minimum of 21 credit hours in the core, cognate, or

elective components with a minimum Business GPA of 2.50, students will select at least one concentration area of study. The concentration areas include options in Accounting, Entrepreneurship, Management, and Marketing. Students may select more than one concentration area to create the skill sets needed for their desired career path. The Business major provides students with the knowledge and skills to succeed in the ever-changing business settings. To reach this goal, each student must receive a grade of C or better for each required business course. The required business courses include offerings from Accounting (ACCT), Business (BUS), Economics (ECON), Management (MGT), and Marketing (MKT).

Business Administration Major Requirements (66 credit hours)

All major program requirements include Core and Cognate courses.

Business Administration Major Core (33 credit hours):

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 140	Foundations of Business (3)
BUS 260	Business Ethics (3)
BUS 350	Business Finance (3)
BUS 363	Business Law and Legal Process (3)
BUS 391	Business Internship (3)
BUS 498	Business Capstone Seminar (3)
MGT 240	Principles of Management (3)
MKT 240	Principles of Marketing (3)

Choose one:

BUS 212	Business Statistics (3)
BUS 214	Quantitative Business Analysis (3)

Business Major Cognates (6 hours):

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)

Business Electives – choose four (12 credit hours):

ACCT 382	Legal Elements of Fraud (3)
BUS 228	Business Communications (3)
BUS 365	International Business (3)
BUS 425	Entrepreneurship (3)
ECON 310	Intermediate Microeconomics (3)
MGT 331	Organizational Behavior (3)
MKT 450	Consumer Behavior (3)

Business Major Concentrations (All Business Administration majors must select at least one concentration):

Accounting Concentration – 15 credit hours

ACCT 321	Intermediate Accounting I (3)
ACCT 322	Intermediate Accounting II (3)
ACCT 330	Cost Management (3)
ACCT 340	Federal Taxation (3)
ACCT 429	Auditing and Accounting Ethics (3)

Entrepreneurship Concentration – 15 credit hours

BUS 425	Entrepreneurship (3)
MGT 340	Managing Teams in Organizations (3)
MGT 365	Operations Management (3)

MGT 485 Small Business Management (3)
MKT 344 Retail Management (3)

Finance Concentration – 15 credit hours

BUS 350 Business Finance (3)
BUS 370 Financial Markets (3)
BUS 380 Corporate Finance (3)
BUS 450 Issues in Financial Management (3)
BUS 470 Managerial Finance (3)

Management Concentration – 15 credit hours

MGT 331 Organizational Behavior (3)
MGT 332 Human Resource Management (3)
MGT 340 Managing Teams in Organizations (3)
MGT 375 Project Management (3)
MGT 470 Leadership and Managing Change (3)

Marketing Concentration – 15 credit hours

MKT 341 Integrated Marketing Communications (3)
MKT 348 Sales Management and Professional Selling (3)
MKT 442 Marketing Management (3)
MKT 449 Marketing Research (3)
MKT 450 Consumer Behavior (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *Student choice, but met if BUS 212 is selected for Statistics requirement above.*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *ECON 201 Microeconomics (3)*

4+1 Program

The 4+1 Program is designed to make it possible for all qualifying Defiance College undergraduate students to complete the MBA program in one additional year at Defiance College. The plan of study for the 4+1 Program requires the student to complete 12 credit hours of MBA coursework during the senior year and 24 hours of MBA coursework during the “+1” year. Students interested in pursuing the 4+1 Program must meet the following requirements:

- Complete the application process for the MBA program;
- Submit a goal statement and two recommendation letters.
- Completion or in progress of at least 60 credit hours with a GPA of 3.0 or higher.

For all applicants it will be necessary to complete the foundational business knowledge prerequisites of the following courses below prior to senior status. Incoming transfer credits or other Defiance College program-specific coursework will be considered in meeting prerequisite requirements.

- ACCT 221 Financial Accounting (3)
- ECON 201 Microeconomics (3) or ECON 205 Macroeconomics (3)
- BUS 350 Business Finance (3)
- MKT 240 Principles of Marketing (3)
- BUS 212 Business Statistics (3) or PSY 230 Behavioral Statistics (3)

Students interested in the 4+1 Program are encouraged to contact their program academic advisor and Business Program faculty to ensure the scheduling of required coursework.

Associate of Arts in Business Administration Program Requirements (36 credit hours):

Required courses include the General Education requirements and the following courses:

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 140	Foundations of Business (3)
BUS 260	Business Ethics (3)
BUS 350	Business Finance (3)
BUS 363	Business Law and Legal Process (3)
ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
MGT 240	Principles of Management (3)
MKT 240	Principles of Marketing (3)

Choose one:

BUS 212	Business Statistics (3)
BUS 214	Quantitative Business Analysis (3)

Business Administration Minor Program Requirements (21 credit hours):

The business minor is designed to provide relevant courses to students whose majors are in another department, such as Criminal Justice, Social Work, Communication Studies, Religion, Sport Management, etc. and who desire to acquire the fundamentals necessary to understand and use business principles in an organization. Students majoring in one of the business areas are not eligible to earn a minor in business.

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 140	Foundations of Business (3)
BUS 350	Business Finance (3)
MGT 240	Principles of Management (3)
MKT 240	Principles of Marketing (3)

Choose one:

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)

Economics Minor Program Requirements (21 credit hours):*Program Description*

The Economics minor is open to all majors of the College. Economics as a discipline employs a wide range of critical thinking skills in a way that lends order to events taking place at local, national, and global levels. A command of its principles thus provides those pursuing a wide range of diverse careers with an ability to describe and predict changes and trends in the pattern of public affairs.

BUS 212	Business Statistics (3)
ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
ECON 310	Intermediate Microeconomics (3)
ECON 320	Intermediate Macroeconomics (3)

Choose two:

ECON 305	Money and Banking (3)
ECON 355	Public Finance (3)
ECON 375	International Trade (3)
ECON 452	Investment Analysis (3)

Marketing Minor Program Requirements (19-21 credit hours):

Program Description

The Marketing minor is designed to provide non-Business Administration major students with the fundamentals of the marketing discipline. The Marketing Minor provides valuable, real-world knowledge and skills for students whose future careers will involve promoting and selling their goods and services. The Marketing Minor is not available to Business Administration majors. Business Administration students interested in adding marketing knowledge to their skill set should add the Marketing Concentration to their plan of study.

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
MKT 240	Principles of Marketing (3)
MKT 348	Sales Management and Professional Selling (3)
MKT 442	Marketing Management (3)
MKT 450	Consumer Behavior (3)

Choose one:

MKT 341	Integrated Marketing Communication (3)
MKT 344	Retail Management (3)
MKT 350	Sport Management (3)
MKT 449	Marketing Research (3)
MKT 495	Special Topics in Marketing (1-3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

BUS 140 Foundations of Business (3)

This course is an introductory course in business and provides a general overview of the business environment and the practical vocabulary needed in actual work situations. This course offers information and career suggestions on functional business areas such as accounting, information systems, management, marketing, finance and economics. Required for all freshman business majors and recommended for those students who are undecided. Course may be waived by the Business Program Director for transfer and adult students.

BUS 212 Business Statistics (3)

Statistical measures and analysis, probability, sampling, hypothesis testing, regression, and correlation applied to business decision-making.

BUS 214 Quantitative Business Analysis (3)

This course covers mathematical techniques applied to management and business decision-making. Concepts and application of time-value-of-money, matrix algebra, functions, graphs, linear programming, business decision models and other math models are discussed. Problem-solving and data analysis will be completed using spreadsheets. The course will combine lecture and laboratory components.

BUS 228 Business Communications (3)

A study of the principles of effective written communication and their application to business situations. A comprehensive study of business writing including letters, memos, interoffice correspondence and complete analytical report writings. A study of technology and the use of electronic devices to aid in business communication will be completed. Prerequisite: ENGL 125.

BUS 260 Business Ethics (3)

This course examines corporate citizenship and social responsibility in a business context. It is designed to broaden and deepen a student's understanding of ethical issues that businesses need to consider as part of responsible decision-making. Analysis of stakeholders integrates the external and internal factors such as political factors, global forces, employee issues, etc.

BUS 295 Special Topics in Business (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BUS 296 Readings in Business (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BUS 350 Business Finance (3)

Financial aspects of business management: financial ratios, financial forecasting and budgeting, breakeven analysis and operations leverage, working capital management, cash and credit management, short-term and long-term sources of financing, stocks and bonds, capital budgeting, lease financing, and dividend policy. Prerequisite: ACCT 222.

BUS 363 Business Law and Legal Process (3)

Introduction to commercial law: torts, contracts, sales, negotiable instruments, agency, patents, copyrights, and bankruptcy.

BUS 365 International Business (3)

Introduction to the field of International Business. This course examines the broad perspective of international business related to the internal and external forces impacting global operations of domestic and multinational businesses.

BUS 370 Financial Markets (3)

This course provides an overview of financial markets. It examines the agents, instruments, and institutions that make up the financial system of the modern economy, such as bonds, the stock market, derivatives, and the money market. Along the way, standard concepts and tools of financial analysis are introduced: present discounted value, option value, and the efficient markets hypothesis. Recent developments in the field—in particular, the application of psychology to financial markets (called behavioral finance)—are also discussed.

BUS 380 Corporate Finance (3)

The goal of this course is to develop skills for making corporate investment and financing decisions. Topics include discounted cash flow and other valuation techniques; risk and return; capital asset pricing model; corporate capital structure and financial policy; capital budgeting; mergers and acquisitions; and investment and financing decisions in the international context, including exchange rate/interest rate risk analysis.

BUS 391 Business Internship (1-16)

An internship course is a supervised work experience related to a student's major or field of interest. Preferably, the student should be employed full-time or part-time with pay. A student must complete 40 hours of work for each academic credit hour and may earn up to 16 credits. Prerequisites: junior standing and a major in Business Administration or Accounting. Graded Pass/Fail.

BUS 394 Cooperative Education (1-8)

Cooperative Education is a supervised work experience related to a student's major or field of interest. A student should be employed full-time with pay and should not be enrolled in other courses except by special permission of the Program Director of Business. A student may earn up to 16 credits upon completion of two, three-month summer terms (four credits each) and one six-month internship (eight credits). Graded Pass/Fail.

BUS 397 Field Experience (3)

Students work at no pay for local employers in an observation or limited/closely supervised participation capacity in their area of study or interest. Designed mainly for students without previous experience. A student must complete 40 hours of field experience for each academic credit hour. Prerequisites: junior standing and declared major within the Business Administration department. Graded Pass/Fail.

BUS 399 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs: first, the student investigates an area of special interest; and second, the student works closely with a faculty member in planning, executing and evaluating the program.

BUS 425 Entrepreneurship (3)

This course examines the entrepreneurship process involved in designing and evaluating new business ventures in independent and corporate settings. Topics include entrepreneurial trends, market and industry analysis, strategic and operations planning, financing and venture capital, and measuring value.

BUS 450 Issues in Financial Management (3)

A study of finance including budgeting and capital structures. Interpretation of financial data used to make financial decisions will be emphasized. Financial theory will be applied to profit and non-profit organizations in areas such as bond financing and asset management.

BUS 470 Managerial Finance (3)

This course provides a perspective on the value creation framework in the context of private and public companies. It surveys all core aspects of financial management including investment, funding, and distribution decisions as well as implications for corporate governance and risk management. More specifically, topics covered include financial analysis, financial planning, working capital management, capital budgeting, capital structure and cost of capital, and dividend policy.

BUS 495 Special Topics in Business (3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

BUS 496 Readings in Business (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

BUS 498 Business Capstone Seminar (3)

A senior capstone course which applies what has been learned in previous courses to realistic business situations. Business strategies, policy-making, and management philosophy are developed by means of case studies of actual companies. Prerequisites: senior standing and completion of substantially the entire business Core.

CHEMISTRY (CHEM)

Program Description

Chemistry is a service area for science and education programs as well as the general education curriculum. There is a Chemistry minor available. Students are required to have an ACT Math score of a 22 in order to register for CHEM 123. For students whose scores are an ACT Math score of a 21 or lower should enroll in CHEM 103 and MATH 110 concurrently. For students who earn a B- or lower in CHEM 123, they must also take CHEM 104 while enrolled in CHEM 124.

Chemistry Minor Program Requirements (20-22 credit hours):

CHEM 123 General Chemistry I (4)

CHEM 124 General Chemistry II (4)

Choose three:

CHEM 233/233L Organic Chemistry I and Lab (4+1)

CHEM 234/234L Organic Chemistry II and Lab (4+1)

CHEM 368 Biochemistry I (4)

CHEM 369 Biochemistry II (4)

CHEM 455 Quantitative Analysis (4)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

CHEM 103 Chemistry Skills I (1)

This course is intended to compliment and provide supplemental instruction for the principles and techniques presented in the general chemistry sequence. An emphasis is placed on the application of such principles in problem solving, as well as developing problem solving and critical thinking skills. Corequisite: CHEM 123.

CHEM 104 Chemistry Skills II (1)

This course is intended to compliment and provide supplemental instruction for the principles and techniques presented in the general chemistry sequence. An emphasis is placed on the application of such principles in problem solving, as well as developing problem solving and critical thinking skills. Corequisite: CHEM 124.

CHEM 113 Chemistry Around Us (4)

CHEM 113L Chemistry Around Us Lab (0)

This course and corresponding lab will facilitate a better understanding of the world in which we live through chemistry, suitable for students pursuing studies outside of the sciences. An exploration of the basic principles of chemistry and the scientific method will unravel the mysteries behind topics such as nuclear energy, alternative fuels, nutrition, biochemistry and pharmacology. Through observation, experimentation, and application students will gain an appreciation for how atoms and molecules, the basis for all matter interact, cause reactions and impact their everyday lives.

CHEM 123 General Chemistry I (4)

CHEM 123L General Chemistry I Lab (0)

A two-semester course dealing with the fundamental principles of chemistry, including chemical stoichiometry; understanding and balancing the major reaction types, the properties of gases (emphasizing gas laws), liquids and solids; solutions; atomic and molecular structure, the periodic table, Quantum understanding of atomic and molecular systems, reaction kinetics, chemical equilibria; an introduction to thermodynamics, discussion of the chemical properties of selected elements and the laws and rules that presently form our understanding of basic chemistry. The course emphasizes scientific problem-solving skills as well as those topics which are essential for further work in chemistry and for professional school. The laboratory is designed to support and illustrate chemical concepts studied in the lecture portion of the course, as well as to introduce important laboratory techniques and encourage analytical thinking. The laboratory work emphasizes physio-chemical measurements, basic quantitative analysis and synthesis. In order to maximize success in this two-semester course, high school chemistry, physics, and a strong background in mathematics are recommended. Prerequisite: MATH 110 and 113, or MATH 114, or ACT Math of 22, or satisfactory performance at the Math assessment test. Students with less than a 24 on the ACT Math section are required to enroll in CHEM 103 Chemistry Skills.

CHEM 124 General Chemistry II (4)

CHEM 124L General Chemistry II Lab (0)

A two-semester course dealing with the fundamental principles of chemistry, including chemical stoichiometry; understanding and balancing the major reaction types, the properties of gases (emphasizing gas laws), liquids and solids; solutions; atomic and molecular structure, the periodic table, Quantum understanding of atomic and molecular systems, reaction kinetics, chemical equilibria; an introduction to thermodynamics, discussion of the chemical properties of selected elements and the laws and rules that presently form our understanding of basic chemistry. The course emphasizes scientific problem-solving skills as well as those topics which are

essential for further work in chemistry and for professional school. The laboratory is designed to support and illustrate chemical concepts studied in the lecture portion of the course, as well as to introduce important laboratory techniques and encourage analytical thinking. The laboratory work emphasizes physio-chemical measurements, basic quantitative analysis and synthesis. In order to maximize success in this two-semester course, high school chemistry, physics, and a strong background in mathematics are recommended. Prerequisite: CHEM 123 with a minimum grade of "C" or higher. Students with a grade of "B-" or lower in CHEM 123 are also required to enroll in CHEM 104 Chemistry Skills II.

CHEM 233 Organic Chemistry I (4)

CHEM 233L Organic Chemistry I Lab (1)

A two-semester progressive study of structure, property, spectroscopy and reactivity of organic compounds. Students will learn nomenclature, covalent and ionic bonding, reaction mechanisms, functional groups with special emphasis on mono and polyfunctional compounds, stereochemistry, interactions and laws and rules governing aromatic reactions. Prerequisite: CHEM 124 with a minimum grade of "C" or higher.

CHEM 234 Organic Chemistry II (4)

CHEM 234L Organic Chemistry II Lab (1)

A two-semester progressive study of structure, property, spectroscopy and reactivity of organic compounds. Students will learn nomenclature, covalent and ionic bonding, reaction mechanisms, functional groups with special emphasis on mono and polyfunctional compounds, stereochemistry, interactions and laws and rules governing aromatic reactions. Prerequisite: CHEM 233 with a minimum grade of "C" or higher.

CHEM 295 Special Topics in Chemistry (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CHEM 296 Readings in Chemistry (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CHEM 368 Biochemistry I (4)

CHEM 368 Biochemistry I Lab (0)

An introduction to the biochemical principles including: macromolecules (proteins, lipids, carbohydrates and nucleic acids), enzyme structure, function and regulation, energy transformations, and carbohydrate, protein, and lipid metabolism. Offered in alternate years. Prerequisites: BIO 129; CHEM 234 with a minimum grade of "C" or higher.

CHEM 369 Biochemistry II (4)

CHEM 369 Biochemistry II Lab (0)

An introduction to the biochemistry of the cell including: nucleic acids, nucleic acid metabolism, gene regulation, membranes, membrane transport, organelle biology, signal transduction and cancer biology. Emphasis on theoretical and practical use of molecular biological research techniques. Offered in alternate years. Prerequisite: CHEM 368 with a minimum grade of "C" or higher.

CHEM 455 Quantitative Analysis (4)

CHEM 455L Quantitative Analysis Lab (0)

An intensive study of four places to the right of the decimal including precise laboratory methods; infra-red analysis, chromatography, volumetric, gravimetric methods, acid-base theory and equilibrium reactions. Special emphasis is placed on data collection and statistical analysis. The rules and laws governing science are explored and explained. Prerequisite: CHEM 124 with a minimum grade of "C" or higher.

CHEM 495 Special Topics in Chemistry (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CHEM 496 Readings in Chemistry (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CLINICAL LABORATORY SCIENCE (CLSC)

Program Description

The Clinical Laboratory Science program is a 3+1 baccalaureate program in medical technology. The first three years are taken at Defiance College and in the fourth year students participate in a 12-month clinical internship experience accredited for teaching clinical laboratory science (medical technology), for which 30 credits will be granted. Acceptance by hospitals is competitive and cannot be guaranteed. The baccalaureate degree will be awarded on successful completion of the hospital program. The student will then be eligible to take the medical technologist licensure examination.

Clinical Laboratory Science Major Requirements (96 credit hours)

All major program requirements include Core and Cognate courses.

Clinical Laboratory Science Major Core (32 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
BIO 338	Histology (4)
BIO 358	Microbiology (4)
BIO 462	Immunology (4)
BIO 481	Pathogenic Microbiology (4)

Clinical Laboratory Science Cognates (64 credit hours)

CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 455	Quantitative Analysis (4)
MATH 114	Precalculus Mathematics (4)
NSCI 378	Research Methods (2)
NSCI 391	Internship (30)
NSCI 498	Senior Capstone Project (3)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *CHEM 123 General Chemistry (4)*

Social and Behavioral Sciences: *Student choice*

COMMUNICATION STUDIES (COMM)

Program Description

Studying communication develops an individual's ability to thrive in the workforce and society. Communication skills not only enrich relationships, they also help individuals to continually adapt to a rapidly changing world. In our program, students learn how to conceptualize and analyze various forms of mediated communication in socio-cultural, aesthetic, civic, and economic terms. They

also develop practical skills in relation to various modes of communication and forms of media. The study of communication can prepare students for careers in such fields as education, journalism, public relations, government and public policy, marketing, and advertising. It can also help to provide the basis for future graduate study in these fields and others, such as law and library and information science.

Communication Studies Major Requirements (36 credit hours)

All major program requirements include Core and Cognate courses.

COMM 130	Introduction to Film (3)
COMM 140	Introduction to Communication and Media Studies (3)
COMM 410	Research Methods (3)
COMM 498	Communications Seminar/Capstone (3)

Select a minimum of 6 credits at the 200-level from the courses below.

COMM 240	Interactive Media (3)
COMM 245	Culture and Communication (3)
COMM 250	Introduction to Rhetoric (3)
COMM 260	Introduction to Digital Media Production (3)

Select a minimum of 12 credits at the 300-level from the courses below.

COMM 320	Media Literacy and Society (3)
COMM 350	Topics in Communication and Media Studies (3)*
COMM 360	Topics in Film Studies (3)*
COMM 370	Topics in Rhetoric and Media (3)*
COMM 380	Rhetorical Criticism (3)
COMM 391	Internship (3)

A total of 36 credits must be taken for the Communication Studies major. Courses marked with an asterisk () may be repeated as long as the topic changes, but students must select other courses at the 200- and 300-level in order to fulfill the total credit requirements for the major.*

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: COMM 130 Introduction to Film (3)

Historical, Political and Multicultural Perspectives: Student choice

Quantitative Reasoning: Student choice

Scientific Knowledge: Student choice

Social and Behavioral Sciences: Student choice

Communication & Media Minor Program Requirements (18 credit hours):

3 courses at the 100 or 200 level

2 courses at the 300 or 400 level

1 course at the 400 level

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options. Please note, newly enrolled first year students must have a high school GPA of 3.2 to enroll in COMM 120 for fall term only.

COMM 120 Introduction to Human Communication (3)

This required general education curriculum course addresses the fundamentals of relational and public communication. Students will participate in informative, group, and persuasive public presentations as well as interpersonal engagement activities. Focus will be on the way communication needs shift in varying contexts and the significant role of the audience in communication exchanges.

COMM 130 Introduction to Film (3)

This course provides an introduction to the history and techniques of film and includes the study of the purposes of film and influence of film upon varied audiences. Students will learn to appreciate film as an aesthetic medium and develop strategies to comprehend, interpret, and evaluate contemporary motion pictures.

COMM 140 Introduction to Communication and Media Studies (3)

Examination of the theoretical developments in communication and media studies. This course explains the many dimensions of the communication discipline and the implication communication has on the human condition. The course also provides the foundational knowledge of what it means to be a major in the field. Offered alternate years.

COMM 240 Interactive Media (3)

Focus is placed on the new technological and theoretical developments in media. Students will explore how the Internet, social media, mobile applications, and other trends in interactive media impact them personally as well as the influence interactive media has on cultures, societies, and globalization.

COMM 245 Culture and Communication (3)

What is culture? What does it mean to say that communication creates culture, or vice versa? This course explores these questions, focusing particularly on the ways in which our world is created, organized, and transformed through communication. Areas of study will include but are not limited to popular culture, business culture, and political culture. Students will investigate the impact of culture on notions of race, sexuality, gender, and class in both national and global contexts. They will engage a variety of texts which examine how humans can understand and contribute to the production of culture.

COMM 250 Introduction to Rhetoric (3)

This course offers an introduction to rhetorical theory and rhetorical criticism. The history of rhetoric is examined, including its shifting purpose, definition, and application. Students are also given an introduction to textual analysis for the purposes of studying and producing rhetoric. Offered in alternate years. Prerequisite: ENGL 125.

COMM 260 Introduction to Digital Media Production (3)

This course provides students with an introduction to various aspects of digital media production, including aesthetic and narrative principles and practical skills. Students study the tools used to create digital media and practice skills important to production including high-definition photography, high-definition video shooting/editing, audio recording/editing, and linear and non-linear storytelling. The course is designed to foster competency in digital media production for a wide range of career paths.

COMM 296 Readings in Communications (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

COMM 320 Media Literacy and Society (3)

Media literacy is concerned with understanding the role media plays in equipping citizens for living. Students will critique how media creates culture as well as reflects and shapes society. The course will also help students learn how to use the media to influence perceptions in society through critique of issues such as education, government, and everyday struggles over power. Offered in alternate years. Prerequisite: ENGL 225.

COMM 350 Topics in Communication and Media Studies (3)

This course provides an opportunity for the study of a specific topic pertaining to communication, media, and cultural studies. Topics may include, but are not limited to, social media, media history, fan and audience studies, media and identity, media industries, and sound studies. Please see the Course Schedule for topic choices. Course may be repeated if topic is different from that completed.

COMM 360 Topics in Film Studies (3)

Going beyond the foundational knowledge provide in Intro to Film, this course delves into a specific aspect of film theory. Topics vary each offering and may include but are not limited to film history, auteur theory, adaptations, screenwriting, and film genres. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed. A film lab accompanies this course.

COMM 370 Topics in Rhetoric and Media (3)

This course is a study of the role of rhetoric and/or media in culture and society. Emphasis is placed on finding connections between the theories associated with the topic of study and the lived experiences of the students. Major assignments will vary but will often include a project that attempts to foster active citizenship. Topics vary from section to section. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed. Prerequisite: ENGL 225.

COMM 380 Rhetorical Criticism (3)

A study of the philosophy and methods of rhetorical criticism. Students will explore the transition from neo-Aristotelian criticism to the prevalent methods of today. This course prepares students to read, analyze, and conduct rhetorical criticism as it applies to a diverse range of texts.

COMM 391 Internship (1-3)

This is an on-the-job learning experience related to the study of communication. An internship is supervised by both a college faculty sponsor and a qualified person in the field where the student is working as an intern. No salary is received for an internship. Graded Pass/Fail.

COMM 398 Junior Capstone Preparation (1)

The goal of this course is to get junior level students prepared for the senior capstone course. Students will explore the options available for communication majors after graduation and plan a paper or project suitable for their post-college ambitions.

COMM 410 Research Methods (3)

This course outlines major communication studies methods in the humanities tradition, with some coming from the social sciences. Methods studied include textual analysis, history and historiography, archival research, discourse analysis, qualitative and quantitative data analysis, ethnography, and interviewing. This advanced course provides students with the preparation required to effectively plan and conduct their senior capstone projects. Prerequisite: COMM 140.

COMM 491 Internship (1-3)

This is an on-the-job learning experience related to the study of communication. An internship is supervised by both a college faculty sponsor and a qualified person in the field where the student is working as an intern. No salary is received for an internship. Graded Pass/Fail.

COMM 495 Special Topics in Communications (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

COMM 496 Readings in Communications (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

COMM 498 Communications Seminar/Capstone (3)

This senior capstone experience involves independent research that may be either a project or research oriented. Seniors will work closely with a communication studies faculty member in planning, executing, and evaluating the project.

COMM 499 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

COMPUTER SCIENCE (CSCI)

Program Description

Computer Science is a high demand professional skillset. The Computer Science program at Defiance College places an emphasis on using technology to solve real-world problems. Program graduates will be able to plan, design, and optimize computer software and hardware systems for, commercial, non-profit, and government environments. The program will open a path to diverse careers, including software architect or engineer, application software designer, system analyst or programmer, or systems engineer. This major provides a solid grounding in theory and fundamentals, sustainable designs, and lots of practical, hands-on, laboratory activities with frequent one-on-one faculty contact.

Computer Science Major Requirements (47-49 credit hours):

All major program requirements include Core and Cognate courses.

Computer Science Major Core (30 credit hours):

CBFN 105	Computer Essentials and Practical Applications (3)
CBFN 215	Computer Forensics & Security Ethics (3)
CSCI 105	Introductory Programming (3)
CSCI 205	Intermediate Programming (3)
CSCI 215	Programming and Interfacing with Microcontrollers (4)
CSCI 305	Information Systems and Architecture (3)
CSCI 315	Object-Oriented and Concurrent Programming (3)
CSCI 330	Understanding Programming Languages and Compilers (3)
CSCI 340	Design and Analysis of Computer Algorithms (3)
CSCI 498	Computer Science Senior Capstone (2)

Computer Science Major Cognates (5-7 credit hours):

MATH 305	Discrete Mathematical Structures (3)
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Choose one:

MATH 113	Trigonometry (2)
MATH 114	Precalculus Mathematics (4)

Computer Science Major Concentrations (12 credit hours):

All Computer Science majors must select at least one concentration.

Information Technology (12 credit hours):

CBFN 410	Intrusion Detection (3)
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Choose three:

CBFN 205	Computer Security Fundamentals (3)
CBFN 213	Data Storage Foundations (3)
CBFN 315	Fundamentals of Computer Networks (3)
CBFN 399	Independent Research (3)

Web and Game Programming (12 credit hours):

CSCI 110	Introduction to Web Development (2)
CSCI 412	Web Media (3)
CSCI 414	Game Development I (4)
CSCI 418	Game Development II (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *If selected above in the Cognate area, MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *Student choice*

Computer Science Minor Program Requirements (19 credit hours):

CBFN 105	Computer Essentials and Practical Applications (3)
CBFN 215	Computer Forensics & Security Ethics (3)
CSCI 105	Introductory Programming (3)
CSCI 205	Intermediate Programming (3)
CSCI 215	Programming and Interfacing with Microcontrollers (4)

Choose one:

CBFN 205	Computer Security Fundamentals (3)
CBFN 213	Data Storage Foundations (3)
CSCI 305	Information Systems and Architecture (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

CSCI 105 Introductory Programming (3)

This course will introduce basic programming and computational concepts to students with little or no previous experience. Students will write executable code using Python and C++ programming languages.

CSCI 110 Introduction to Web Development (2)

This course will introduce basic web design concepts to students with little or no previous experience. Students will learn the structure and functionality of the World Wide Web and create web pages using a combination of HTML and CSS. Students will place resources on a server to correctly display their website content.

CSCI 205 Intermediate Programming (3)

This course will introduce students to low-level programming, as well as object-oriented class design. Students will learn to incorporate libraries. This course will use the C++ programming language. Prerequisite: CSCI 105 with a minimum grade of "C" or higher.

CSCI 225 Visual Programming (3)

This course provides comprehensive knowledge in C#. Skills developed in this course facilitate the ability to write object-oriented, event-driven Windows applications. A review of data and control structures will be covered before turning to more technical aspects of C#. Prerequisites: CSCI 205 with a minimum grade of "C" or higher.

CSCI 215 Programming and Interfacing with Microcontrollers (4)

Students will experience a project-based learning approach to developing systems that can interact with the world around them. C and C++ constructs will be focused on within the course. Prerequisites: CSCI 205 and CBFN 105 each with a minimum grade of “C” or higher.

CSCI 295 Special Topics in Computer Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CSCI 296 Readings in Computer Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CSCI 305 Information Systems and Architecture (3)

This course will provide students with an in-depth understanding of the concepts and tools needed to design, build, and maintain distributed computing systems. Prerequisite: CSCI 205 with a minimum grade of “C” or higher.

CSCI 315 Object-Oriented and Concurrent Programming (3)

Students in this course will gain an understanding of and practical experience with designing and testing object-oriented code for concurrent systems. Topics include process states and transitions, management of memory and disk space, scheduling processes, and file systems. Prerequisite: CSCI 205 with a minimum grade of “C” or higher.

CSCI 325 Engineering Applications (4)

This course extends the functionality of C# to a mobile platform. A deep understanding of well-built cross-platform apps are presented to students in order to prepare them for a fast-paced mobile environment. Students will develop apps they will publish to app stores. They will also develop low-code solutions that are applicable to many business seeking to lower the barrier for employees utilizing important data and optimizing employees’ abilities to gain insights within their business. Prerequisite: CSCI 225 with a minimum grade of “C” or higher.

CSCI 330 Understanding Programming Languages and Compilers (3)

This course will provide students with a deeper understanding of the functions and requirements of compilers, and the design elements of programming languages. Prerequisite or Co-requisite: CSCI 315.

CSCI 340 Design and Analysis of Computer Algorithms (3)

This course will familiarize students with the design and analysis of efficient algorithms, placing an emphasis on translating articulable real-world problems into coding solutions. Prerequisite: CSCI 315. Co-requisite: MATH 305.

CSCI 412 Web Media (3)

Students will gain an in-depth knowledge of the technologies and techniques used to create dynamic web content. Video and audio media elements are emphasized. Prerequisites: CSCI 110 and 205 each with a minimum grade of “C” or higher.

CSCI 414 Game Development I (4)

Students will create graphics and manage their properties, so they can be placed within a game world using a tiled editor. This course focuses on creating environments in which a video game takes place. Prerequisites: CSCI 110 and 205 each with a minimum grade of “C” or higher.

CSCI 418 Game Development II (3)

Students will develop a practical approach to designing and implementing video game prototypes through scripting. Students will create sophisticated, autonomous AI entities. Prerequisite: CSCI 414 with a grade of “C” or higher.

CSCI 495 Special Topics in Computer Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CSCI 496 Readings in Computer Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CSCI 498 Computer Science Senior Capstone (2)

This course is designed to provide students an opportunity to present their knowledge and skills defined in the learning objectives for the Computer Science degree. The course is designed as a project-based experience which emphasizes students' computer science concentration of choice.

CRIMINAL JUSTICE (CRJU)

Program Description

The baccalaureate degree program in criminal justice strives to provide a strong background in all areas of criminal justice, to allow concentration in one of several areas, and to prepare students for entry-level positions in a variety of criminal justice agencies, as well as prepare students for graduate school.

Criminal Justice Major Requirements (51 credit hours)

All major program requirements include Core and Cognate courses.

Criminal Justice Major Core (39 credit hours):

CRJU 111	Introduction to Criminal Justice (3)
CRJU 127	Introduction to Juvenile Delinquency (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)
CRJU 221	Criminal Evidence and Procedure (3)
CRJU 223	Introduction to Corrections (3)
CRJU 355	Ethical Issues in Criminal Justice (3)
CRJU 413	Criminal Justice Organization & Administration (3)
CRJU 497	Field Experience (3)
CRJU 498	Criminal Justice Capstone (3)
Choose three CRJU electives (9 credit hours)	

Criminal Justice Major Cognates (12 hours):

PSY 110	Introduction to Psychology (3)
PSY 230	Behavioral Statistics (3)
REL 201	Approaches to Religion (3)
SWK 301	Research Methods (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *REL 201 Approaches to Religion (3)*

Quantitative Reasoning: *PSY 230 Behavioral Statistics (3)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Associate of Arts in Criminal Justice Program Requirements (33 credit hours):

Required courses include the General Education requirements and the following:

CRJU 111	Introduction to Criminal Justice (3)
CRJU 127	Introduction to Juvenile Delinquency (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)
CRJU 221	Criminal Evidence and Procedure (3)
CRJU 223	Introduction to Corrections (3)
PSY 110	Introduction to Psychology (3)
SOC 120	Life in Society (3)

Choose three:

HIST/POL 336	History of the Constitution (3)
POL 237	American Government and Politics (3)
POL 371	Constitutional Law (3)
PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)
PSY/SWK 280	Abnormal Psychology (3)
SWK 235	Social Problems (3)
SWK 265	Cultural Diversity (3)

Criminal Justice Minor Program Requirements (18 credit hours):

CRJU 111	Introduction to Criminal Justice (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)

Choose three CRJU electives numbered 300 and above concentrating in law enforcement or corrections (9 credit hours).

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

CRJU 111 Introduction to Criminal Justice (3)

The philosophical, historical and operational aspects of criminal justice in present society. The administration and definition of scope of interest of criminal justice agencies and how they interrelate.

CRJU 127 Introduction to Juvenile Delinquency (3)

The philosophical, historical and operational aspects of justice in juvenile law enforcement and courts.

CRJU 155 Criminal Law (3)

This course is focused upon the study of elements and proof in crimes of frequent concern, procedural consideration of criminal law, and rules of law. Prerequisite: CRJU 111.

CRJU 194 Cooperative Education (1-16)

A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 199 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CRJU 217 Criminal Investigation (3)

Introduction to criminal investigation procedures including theory of investigation, conduct at crime scene, collection and preservation of physical evidence, introduction to related forensic science, and follow-up legal investigation. Prerequisite: CRJU 155.

CRJU 221 Criminal Evidence and Procedure (3)

Rules of evidence of particular import in criminal justice: testimony, privileges, search and seizure, and exceptions. Prerequisite: CRJU 155.

CRJU 223 Introduction to Corrections (3)

An introduction to the various aspects of correctional systems and their historical development and an examination of societal influences and reactions to treatment of offenders and victims.

CRJU 294 Cooperative Education (1-16)

A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 295 Special Topics in Criminal Justice (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CRJU 296 Readings in Criminal Justice (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CRJU 297 Field Experience (Lower-Level) (3)

A basic exposure to a particular criminal justice agency through observation and limited participation. This course will provide an understanding of how this agency fits into the entire criminal justice system and the local community. Graded Pass/Fail.

CRJU 299 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CRJU 352 Police-Community Relations (3)

The professional concept in policing and its implications; changing nature of social controls; community and police allocation of resources to deal with problems. Offered in alternate years. Prerequisite: CRJU III.

CRJU 353 Institutional Corrections (3)

Historical examination and development of correctional institutions and jails. An examination of various types of current jails and penal institutions and their functions. The course will include a discussion of past and present issues of correctional institutions, a brief look at international approaches and future trends. Offered in alternate years. Prerequisites: CRJU III, 223 and SOC 120.

CRJU 354 Non-Institutional Corrections (3)

Examination of all non-institutional correction programs including pre-trial diversion, probation, parole, community-based correction programs, innovative approaches, and correctional counseling. A discussion of problems, concerns, and trends. Offered in alternate years. Prerequisites: CRJU III, 223 and SOC 120.

CRJU 355 Ethical Issues in Criminal Justice (3)

This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice fields. Such issues may include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment, to name a few. The course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system. Prerequisite: junior or senior standing.

CRJU 361 Delinquency Prevention and Control (3)

A critical evaluation of delinquency causation theories and the social structures and their interrelationships with delinquency prevention and control. Prerequisites: CRJU III and SOC 120.

CRJU 373 Civil Liability (3)

Study of the general concepts of state tort law, negligence, search and seizure violations, deadly force, and jail management. The student will also examine the basis of civil liability grounded with federal law under 42 U.S.C. -1983. The concept of liability will then be studied as it pertains to criminal justice supervisors, including a discussion of defenses and policy decisions involving civil liability. Offered in alternate years.

CRJU 394 Cooperative Education (1-16)

A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 399 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CRJU 413 Criminal Justice Organization and Administration (3)

Principles of organization and management as applied primarily to law enforcement and correctional agencies. Practical and theoretical aspects of management, such as organization, decision making, human relations, and values. Prerequisite: CRJU 217.

CRJU 451 Juvenile Probate System (3)

Examines the legal principles and procedures of the juvenile and probate courts as it relates to the criminal justice and educational systems. The basic structure and operation of the American legal system is considered along with legal provisions related to: crime and delinquency; child welfare; education; family; mental health; guardianships, and the alternatives to these procedures. Offered in alternate years.

CRJU 471 Criminology (3)

An analysis of the sociocultural factors leading to crime with an emphasis on crime causation theories and methods used to prevent and control criminal behavior. Offered in alternate years. Prerequisites: CRJU III and SOC 120.

CRJU 472 Social Deviance (3)

An analysis of the sociocultural factors leading to deviant behavior with an emphasis on deviance causation theories and prevention, control, and treatment of deviant behavior.

CRJU 474 Terrorism (3)

This course provides a basic introduction to terrorism, which will include definitions, criminological political and religious background, the organization and financing of terrorism and terrorism and the media. Examples will be provided that will enable students to understand how terrorism rises and how it functions. It will also give an essential historical (pre-1908) background on the phenomenon of terrorism and the roots of contemporary conflicts, will include detailed descriptions of recent and contemporary conflicts shaping the world's stage and will present theoretical and concrete information about homeland security organizations. The history will also include the beginning of modern terrorism, the Irish troubles, Latin America and beyond, the Middle East, and terrorism today, including Israel/Palestine, Al Qaeda, Persian Gulf, Africa, Southeast Asia, Europe, Russia and domestic terrorism. Students learn how terrorism has been used as a political tool throughout history, and how terrorism has influenced the course of world events. Emphasis is on the political dimension of terrorism. Prerequisite: Student should be minimum junior standing.

CRJU 494 Cooperative Education (1-16)

A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. Graded Pass/Fail.

CRJU 495 Special Topics in Criminal Justice (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CRJU 496 Readings in Criminal Justice (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CRJU 497 Field Experience (Upper-Level) (3-9)

This level meets the same basic objectives as the lower-level, as well as working directly with offenders under supervision when possible. Graded Pass/Fail.

CRJU 498 Criminal Justice Capstone (3)

Senior capstone experience. Completion of a major paper and a presentation of this paper to a professional panel on an approved topic. Discussion and evaluation of policies and practices in the field with accepted theories and procedures. Prerequisites: CRJU 217, 223 and 413.

CRJU 499 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CYBER-FORENSICS (CBFN)

Program Description

Graduates of this program will not only be prepared to become highly competitive and competent cyber-forensic examiners, but also highly competent civic stewards, who have the technical skills necessary to reliably discover relevant evidence, the critical thinking necessary to adapt to rapidly changing technology, and the knowledge necessary to recognize and place contextual significance on recovered evidence. The four "pillars" of Defiance College's educational philosophy are "to know, to understand, to lead, and to serve." DC's Cyber-Forensics program places an emphasis on the scientific method. Evidence-based conclusions are tested thoroughly, and alternate explanations are considered and eliminated by testing as they are in the real world. In the field, cyber-forensic examiners rely heavily on a variety of automated tools to extract meaningful information from immense quantities of raw data. Before our students are taught how to use these tools, they learn and demonstrate a thorough understanding of what it is that each tool does, how it accomplishes its task, and what limitations each tool has. Leadership opportunities exist throughout the four-year progression

of the Defiance College Cyber-Forensics program. These opportunities take the form of group leadership in many group projects, as well as serving as officers in various student organizations, including such diverse organizations as HTCIA, Free the Slaves: Defiance College Chapter, DCPC, Criminal Justice Society, and many others. Our students learn to serve the public good, using science in the service of justice. Throughout the program, our students are able to take advantage of opportunities that practice exactly this kind of service. Examples include recovering lost data for community members while exercising the techniques of evidence collection, planning and conducting the annual crime investigation summer camp for area high school students, and teaching internet safety practices to community members, DC freshmen, and area high school students.

Cyber-Forensics Major Requirements (50 credit hours)

All major program requirements include Core and Cognate courses.

Cyber-Forensics Major Core (38 credit hours):

CSCI 105	Introductory Programming (3)
CBFN 105	Computer Essentials and Practical Applications (3)
CBFN 110	Introduction to Computer and Digital Forensics (3)
CBFN 205	Computer Security Fundamentals (3)
CBFN 213	Data Storage Foundations (3)
CBFN 215	Computer Forensics & Security Ethics (3)
CBFN 305	Seizure and Forensic Examination of Computer Systems (3)
CBFN 310	Advanced Topics in Computer Data Analysis and Recovery (3)
CBFN 313	Mobile Device Forensics (3)
CBFN 315	Fundamentals of Computer Networks (3)
CBFN 410	Intrusion Detection and Network Forensics (3)
CBFN 491	DFS Internship (3)
CBFN 498	Capstone: National Certification (2)

Cyber-Forensics Major Cognates (12 credit hours):

CRJU 111	Introduction to Criminal Justice (3)
CRJU 155	Criminal Law (3)
ENGL 265	Technical Writing (3)
SWK 301	Research Methods (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *Student choice*

Cyber-Forensics Minor Program Requirements (18 credit hours):

CRJU 111	Introduction to Criminal Justice (3)
CRJU 155	Criminal Law (3)
CBFN 105	Computer Essentials and Practical Applications (3)
CBFN 110	Introduction to Computer and Digital Forensics (3)
CBFN 213	Data Storage Foundations (3)

Choose one:

CRJU 355	Ethical Issues in Criminal Justice (3)
CBFN 215	Computer Forensic & Security Ethics (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

CBFN 105 Computer Essentials and Practical Applications (3)

CBFN 105L Computer Essentials and Practical Applications Lab (0)

In this course, the student learns the basics of computer hardware and operating systems, covering skills such as installation, building, upgrading, repairing, configuring, troubleshooting, and preventive maintenance. The course will conclude with advanced practical applications including finding and fixing instructor installed faults, and constructing a PC from individual components (2 hours lecture, 2 hours lab).

CBFN 110 Introduction to Computer and Digital Forensics (3)

This course will provide students with a working foundation of the types of computer and electronic crimes being committed today. This course will identify techniques used by offenders to compromise computer systems as well as vulnerabilities of computer and electronic systems. Emphasis will be placed on criminal theory/behavior of this type of offender.

CBFN 199 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CBFN 205 Computer Security Fundamentals (3)

This course will introduce students to a variety of commonly used computer software systems and their respective security concerns. Specific areas to be studied include wireless technology, PDAs, remote computer access, file transfer mechanisms, networking tools, and various backup devices. Prerequisites: CBFN 105 with a minimum grade of "C" or higher.

CBFN 210 Operating Systems (3)

This course provides an overview of operating systems with an emphasis on widely used operating systems and how operating systems manage memory and file allocation. Prerequisites: CBFN 105 with a minimum grade of "C" or higher.

CBFN 213 Data Storage Foundations (3)

This course addresses the implementation details of computer file system storage. Topics will include media layout (DOS/GPT partitioning, HPA/DCO, RAID, CHS/LBA mapping), file system structures and metadata for commonly found file systems (FAT family, NTFS, Ext family, HFS family), file deletion artifacts and recovery, and the mappings among byte offsets, absolute/relative sector addresses, clusters and blocks. Students will also be introduced to several forensic tools that operate at the file system artifact level. This course prepares students for DFS 305 and DFS 310 by providing the detailed knowledge necessary to understand data recovery and forensic analysis. Prerequisites: CBFN 105 with a minimum grade of "C" or higher.

CBFN 215 Computer Forensics and Security Ethics (3)

This course brings together philosophy, law and technology to provide a rigorous, in-depth exploration and analysis of a broad range of topics regarding the ethical implications of widespread use of computer technology. It is designed to provoke students to reflect upon the social and ethical ramifications of managing information. Special consideration will be given to current topics involving computer forensics or computer security issues.

CBFN 225 Introduction to Human Trafficking (3)

This course will examine the underlying factors that contribute to the continued existence of slavery, and the prosperity of traffickers. Students will gain insight into the mechanisms of the enslavement process, the tactics used by traffickers to control their victims, and methods by which slavery can be attacked. An emphasis will be placed on the methods employed by traffickers and how those methods may create opportunities for detection and the collection of evidence in support of trafficking investigations. The

content has many emotionally charged elements; students should be prepared to address deeply disturbing issues in classroom discussions and assignments.

CBFN 295 Special Topics in Digital Forensic Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CBFN 296 Readings in Digital Forensic Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CBFN 297 Field Experience (1)

This elective course provides basic exposure to a law enforcement agency through 50 hours of observation and limited participation, such as "ride-alongs." It will provide students with a better appreciation for how their field of study fits with other elements of law enforcement. (Graded Pass/Fail) Prerequisites: Minimum sophomore standing and a declared Digital Forensic Science major.

CBFN 299 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CBFN 305 Seizure and Forensic Examination of Computer Systems (3)

This course will introduce students to the processes involved in seizing hardware, computer equipment and data, and searching them for evidence. This includes how information can be altered, deleted and hidden on various digital media. Topics to be covered will include: establishing probable cause for a search, evidence protection, and the chain of evidence. This includes the industry best practices for examining computers that might contain crime related information. This course will involve hands-on experience using software to capture and search for evidence. Prerequisites: CBFN 110, 205 and 213, all with a minimum grade of "C" or higher. Prerequisite/Corequisite: SWK 301.

CBFN 310 Advanced Topics in Computer Data Analysis and Recovery (3)

This course will build on the fundamentals covered in DFS 305. Students will continue the examination of digital evidence, using commercially available and alternative tools. Advanced topics will include: cell phone and Personal Data Assistant (PDA) forensics. Operating system specifics will be explored. Cryptography and steganography will be studied along with password defeating strategies. Lab management utilizing the Scientific Working Group on Digital Evidence (SWGDE) guidelines, along with technical writing and case organization will also be covered. Prerequisite: CBFN 305 with a minimum grade of "C" or higher.

CBFN 313 Mobile Device Forensics (3)

This course will provide an in-depth treatment of the forensic examination of mobile devices, particularly smart phones. These devices have become the dominant source of digital evidence for law enforcement due to their pervasiveness in all aspects of modern society. Students will learn how to acquire and analyze evidence from a variety of current and recently popular mobile devices, while developing the ability to adapt the methods learned in the course to future devices and tools. Prerequisites: CBFN 213 and 305 with a minimum grade of "C" or higher in each course.

CBFN 315 Fundamentals of Computer Networks (3)

This course is a study of data communication concepts, network topologies, transmission media, wireless transmission, network access control, communication protocols, network architecture, LANs, and WANs. Emphasis is placed on analysis of common communication protocols. Topics covering managing the network will also be covered. Prerequisites: CBFN 105 with a minimum grade of "C" or higher.

CBFN 320 Operating System Security (3)

This course provides students with a fundamental understanding of operating system security, and the practical skillset to develop and implement effective security policies. Students will simulate protecting an information system through system hardening, authentication, access controls, password policies, auditing policies, oversight of services and processes, and encryption. Prerequisite: CBFN 205.

CBFN 395 Special Topics in Digital Forensic Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

CBFN 396 Readings in Digital Forensic Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

CBFN 399 Independent Research (1-4)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 12 credit hours.

CBFN 410 Intrusion Detection and Network Forensics (3)

This course will introduce students to the various methods used to detect external and internal intrusion of computer systems. The importance of setting up anomaly and misuse detection measures, host based, multi-host based and network based monitoring strategies and techniques and types of responses will be covered. Various investigative tools will be presented. This course will involve hands-on experiences using intrusion detection software as well as packet and log analysis. Prerequisite: CBFN 205 and CBFN 315 with a minimum grade of "C" or higher in both courses.

CBFN 491 DFS Internship (3)

This course will immerse students in real world digital forensic and information security practices, allowing students to gain hands-on experience applying the skills and knowledge they have acquired from the program. The student gains an immersive exposure to an agency involved in computer forensics, online investigations, or information security, and experiences the investigation of high-tech crimes through observation and participation. This course will allow the student to observe professionals at work, and to test out their own computer forensics skills for a minimum of 120 hours. Prerequisites: complete a sufficient number of the computer forensics courses to prepare for the specific agency's requirement. Repeatable up to 6 credit hours.

CBFN 498 Capstone: National Certification (2)

Each student must earn one of the nationally recognized, vendor-neutral, digital forensic certifications from an approved list. The approved list includes, but is not limited to, the International Association of Computer Investigative Specialists (IACIS-Law Enforcement personnel only), the Seized Computer Evidence Recovery Specialist (SCERS-Law Enforcement personnel only), the SANS GIAC Certified Forensic Analyst (GCFA), the ISFCE Certified Computer Examiner (CCE), and the DFCB Digital Forensics Certified Associate (DFCA). Note. This is a graded course with an automatic "A" given for earning the certification. Should the student not pass the certification exam, a lesser grade will be issued based on the pre-exam preparation course work. Prerequisites: CBFN 305 and 310 with a minimum grade of "C" or higher in both courses. Other applicable courses may be required depending on the selected certification.

CBFN 499 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

CYBERSECURITY (CYBR)

Cybersecurity Minor Program Requirements (18 credit hours):

The Cybersecurity minor is open to all majors of the College. The protection and safeguarding of digital information is critically important to nearly every professional and academic discipline. A strong command of information assurance principles and practical security skills are invaluable assets for business and scientific pursuits.

Cybersecurity Minor Program Requirements (18 credit hours):

CBFN 105	Computer Essentials and Practical Applications (3)
CBFN 205	Computer Security Fundamentals (3)
CBFN 215	Computer Forensic & Security Ethics (3)
CBFN 315	Fundamentals of Computer Networks (3)
CBFN 320	Operating System Security (3)
CBFN 410	Intrusion Detection and Network Forensics (3)

ECONOMICS (ECON)

Program Description

The Economics minor is open to all majors of the College. Economics as a discipline employs a wide range of critical thinking skills in a way that lends order to events taking place at local, national, and global levels. A command of its principles thus provides those pursuing a wide range of diverse careers with an ability to describe and predict changes and trends in the pattern of public affairs. Please refer to the Business Administration section of this Catalog for requirements for the Economics minor.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

ECON 201 Microeconomics (3)

An investigation of the principles of production, distribution, consumption, and price as they relate to the individual consumer or firm.

ECON 205 Macroeconomics (3)

Analysis of national economic policies: laissez-faire, Keynesian, and monetarist theories applied to the questions of inflation, unemployment, government spending and taxation, world trade and finance, the Federal Reserve, and monetary policy.

ECON 295 Special Topics in Economics (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ECON 296 Readings in Economics (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ECON 305 Money and Banking (3)

Role and uses of money, the flow of funds, concepts of the money supply, the Federal Reserve system, tools and effects of monetary policy, international monetary relations. Offered in alternate years. Prerequisites: ECON 201 and ECON 205.

ECON 310 Intermediate Microeconomics (3)

This course examines utility maximization, profit maximization, and price theory at levels consistent with articles published in scholarly journals. Concepts are investigated through application to concrete microeconomic issues. Prerequisite: ECON 201.

ECON 320 Intermediate Macroeconomics (3)

This course concentrates on the empirical evidence behind key macroeconomic relationships. Accordingly, significant attention will be paid to implications for monetary and fiscal policies. A review of constitutional and legislative constraints on policy will be undertaken as well. Prerequisites: BUS 212 and ECON 205.

ECON 355 Public Finance (3)

Economic aspects of government spending, taxation, and indebtedness; allocation of resources between public and private goods. Offered in alternate years. Prerequisites: ECON 201 and 205.

ECON 375 International Trade (3)

Economic and political aspects of world trade: free trade vs. protectionist policies, institutions affecting world trade, currency exchange rates, and world economic development. Offered in alternate years.

ECON 452 Investment Analysis (3)

Functioning of stock exchanges and other capital markets; financial analysis from the investor's point of view. Emphasis is on security analysis, valuation, investment timing, and portfolio theory. Offered in alternate years. Prerequisites: BUS 212, 350, and ECON 205.

ECON 495 Special Topics in Economics (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ECON 496 Readings in Economics (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

EDUCATION (EDUC)

Program Description

The Education faculty's objective is to prepare students to become effective teachers. The curriculum provides students with opportunities to learn both the theoretical and applied aspects of teaching. In addition, students will participate in multiple and varied clinical experiences during each year of their program, beginning as early as their freshman year.

Since the Ohio Department of Education periodically changes teacher licensure requirements, the College reserves the right to modify its programs and requirements to meet changing state standards. The professional courses and teacher licensure areas outlined in this publication meet the current state standards for teacher licensure in Ohio. Students interested in teaching in another state are advised to contact that state's department of education to determine if the Ohio teaching license will transfer to a comparable license in that state. All education students should be aware that the requirements for graduation are extensive, and that careful planning is necessary.

Students admitted to the College who wish to be licensed as teachers must be admitted to the Teacher Education Program. At the time of application, students must have a 3.0 GPA for full admission to the program, but may be conditionally admitted with a 2.9 GPA. Further information regarding admission requirements, including minimum ACT/SAT scores in reading, writing, and math can be obtained in the Teacher Education Office. Early and continuous monitoring of students helps assure success in completing the program in a timely manner. Students may not take courses identified as methods courses or methods practica until they have been admitted to the Teacher Education Program. Each applicant seeking teacher licensure is evaluated by the Teacher Education Council. The requirements for admission to the Teacher Education Program are available from the Teacher Education Office and will be distributed to each student during the EDUC 221 course. In the case of transfer students, the student should go to the Director of Education and obtain a copy of the admissions requirements.

Report on the Quality of Teacher Education:

As part of the Title II Higher Education Act, all colleges and universities with teacher preparation programs where students receive federal assistance under Title IV of that act must report assessment data on their teacher education-Program Completers. Program Completer refers to anyone who completes all requirements for any of the approved teacher education programs. Additional information on the program quality is available on the College website or by contacting the Director of Education.

The College offers the following majors leading to teacher licensure:

- Early Childhood (age 3-grade 5)
- Middle Childhood (grades 4-9)
 - Two content areas selected from Mathematics, Reading/Language Arts, Science, and Social Studies)
- Adolescent and Young Adult (grades 7-12)
 - Integrated Language Arts (valid for teaching Reading, English, Speech and Journalism)
 - Integrated Mathematics
 - Integrated Social Studies (valid for teaching History, Political Science, Geography, Psychology/Sociology, and Economics)
 - Life Science (valid for teaching Biology and the Life Sciences)
 - Life Science and Chemistry (valid for teaching the Life Sciences and Chemistry)
- Multi-Age
 - Intervention Specialist Mild-to-Moderate (K-12)
- Dual Licensure – must major in both of the programs listed below:
 - Early Childhood (age 3-grade 3)
 - Intervention Specialist Mild-to-Moderate (K-12)

Due to the complexity of state licensure programs for majors leading to teaching licenses, all Education Major Program Requirements include Core and Licensure Courses. Education students are advised by faculty in their particular licensure/major area.

Early Childhood Major Requirements (87 credit hours):

Program Description

Candidates seeking Early Childhood Licensure will be licensed to teach all subject areas from age 3 to Grade 5. They must complete requirements as listed below.

EDUC 202	Instructional Technology (3)
EDUC 218	Social Studies Content for Elementary Level Learners (3)
EDUC 219	Science Content for Elementary Level Learners (3)
EDUC 221	Foundations of American Public Education (3)
EDUC 222	Literacy Principles, Practices and Theories (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 232	Introduction to the Profession I (1)
EDUC 234	Introduction to the Profession II (1)
EDUC 236	Introduction to the Profession III (1)
EDUC 240	Family, School and Community Collaboration (3)
EDUC 244	Social Studies Content for Middle Level Learners (3)
EDUC 245	Science Content for Middle Level Learners (3)
EDUC 307	Phonics and Word Study (3)
EDUC 317	Mathematics Content for Elementary Level Learners (3)
EDUC 320	Mathematics Content for Middle Level Learners (3)
EDUC 321	Literacy Content: Reading for Middle Level Learners (2)
EDUC 322	Literacy Content: Writing for Middle Level Learners (2)
EDUC 364	Beginning Methods: Lesson Planning and Instructional Strategies (3)
EDUC 365	Beginning Practicum (1)
EDUC 366	Math, Social Studies, and Science Methods for Elementary Level Learners (3)

EDUC 375	Intermediate Practicum (1)
EDUC 380	Intermediate Methods: Assessment of Teaching and Learning (3)
EDUC 420	Standardized Assessment for Educators (3)
EDUC 435	Reading/Language Arts Methods for Elementary Level Learners (4)
EDUC 446	Reading Diagnosis and Remediation (2)
EDUC 475	Advanced Practicum (1)
EDUC 485	Capstone: Student Teaching (11)
EDUC 498	Capstone: Student Teaching Seminar (2)
ESCI 234	Community First Aid and CPR (1)
PSY 110	Introduction to Psychology (3)
PSY 225	Infancy and Childhood (3)

Early Childhood Generalist Endorsement (13 credit hours):

Program Description

When added to the Early Childhood License, this endorsement enables Early Childhood Educators to teach all subjects in Grades 4-5.

EDUC 442	Teaching Mathematics in Middle School (3)
EDUC 443	Teaching Science in Middle School (3)
EDUC 444	Teaching Social Studies in Middle School (3)
EDUC 445	Integrated Reading/Language Arts Methods for Middle Level Learners (4)

Middle Childhood Major Requirements (73-77 credit hours):

Program Description

Candidates seeking Middle Childhood Licensure will be licensed to teach grades 4-9 in two content specializations from: Reading/Language Arts, Mathematics, Science, and Social Studies. They must complete the Middle Childhood Core Requirements and courses as listed in the various licensure areas.

Middle Childhood Major Core (59 credit hours):

EDUC 202	Instructional Technology (3)
EDUC 221	Foundations of American Public Education (3)
EDUC 222	Literacy Principles, Practices and Theories (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 232	Introduction to the Profession I (1)
EDUC 234	Introduction to the Profession II (1)
EDUC 236	Introduction to the Profession III (1)
EDUC 240	Family, School and Community Collaboration (3)
EDUC 307	Phonics and Word Study (3)
EDUC 364	Beginning Methods: Lesson Planning and Instructional Strategies (3)
EDUC 365	Beginning Practicum (1)
EDUC 375	Intermediate Practicum (1)
EDUC 380	Intermediate Methods: Assessment of Teaching and Learning (3)
EDUC 445	Integrated Reading/Language Arts Methods for Middle Level Learners (4)
EDUC 446	Reading Diagnosis and Remediation (2)
EDUC 475	Advanced Practicum (1)
EDUC 485	Capstone: Student Teaching (11)
EDUC 498	Capstone: Student Teaching Seminar (2)
ESCI 234	Community First Aid and CPR (1)
PSY 110	Introduction to Psychology (3)
PSY 227	Adolescence and Adulthood (3)

Middle Childhood majors must select two of the below content areas to choose from to complete licensure requirements.

Mathematics Licensure Requirements (16 credit hours):

- EDUC 320 Mathematics Content for Middle Level Learners (3)
- EDUC 442 Teaching Mathematics in Middle School (3)
- MATH 114 Precalculus Mathematics (4)

In addition, choose 6 credits of MATH electives except for MATH 105 and 110.

Reading/Language Arts Licensure Requirements (14 credit hours):

- EDUC 321 Literacy Content: Reading for Middle Level Learners (2)
- EDUC 322 Literacy Content: Writing for Middle Level Learners (2)
- EDUC 445 Integrated Reading/Language Arts Methods for Middle Level Learners (4)

Choose one:

- ENGL 325 Postcolonial Literature (3)
- ENGL 345 American Literature (3)

In addition, choose 3 credits of English except for ENGL 109, 125 and 225.

Science Licensure Requirements (18 credit hours):

- CHEM 113 Chemistry Around Us (4)
- EDUC 245 Science Content for Middle Level Learners (3)
- EDUC 443 Teaching Science in Middle School (3)
- NSCI 200 Earth in the Cosmos (4)

Choose one:

- BIO 120 Principles of Biology I (4)
- NSCI 201 Development of Life on Earth (4)

Social Studies Licensure Requirements (18 credit hours):

- EDUC 244 Social Studies Content for Middle Level Learners (3)
- EDUC 444 Teaching Social Studies in Middle School (3)
- HIST 201 U.S. History to 1877 (3)
- HIST 205 The 20th Century World (3)
- HIST 207 Ages of Empires (3)

In addition, choose 3 credits of History.

Middle Childhood Generalist Endorsements

Program Description

When added to the Middle Childhood Licensure, this endorsement enables Middle Childhood Educators to teach additional content areas in grades 4-6. Candidates may select one or more of the following content areas in which to obtain a Middle Childhood Generalist Endorsement.

Mathematics (9 credit hours):

- EDUC 320 Mathematics Content for Middle Level Learners (3)
- EDUC 442 Teaching Mathematics in Middle School (3)
- MATH 115 Principles of Geometry (3)

Reading/Language Arts (10 credit hours):

EDUC 341	Adolescent Literature (3)
EDUC 445	Integrated Reading/Language Arts Methods for Middle Level Learners (4)
ENGL 270	Creative Nonfiction (3)

Science (11 Hours):

EDUC 443	Teaching Science in Middle School (3)
NSCI 200	Earth in the Cosmos (4)
NSCI 201	The Development of Life on Earth (4)

Social Studies (9 credit hours):

EDUC 444	Teaching Social Studies in Middle School (3)
GEOG 232	World Geography (3)
HIST 345	The Ohio Area (3)

Adolescent to Young Adult Major Requirements (92-112 credit hours):

Program Description

Candidates seeking Adolescent and Young Adult Licensure will be licensed to teach grades 7-12 in one content specialization from: Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Science or Life Science and Chemistry. They must complete the Adolescent and Young Adult Core Requirements and courses as listed in the various licensure areas.

Adolescent to Young Adult Major Core (50 credit hours):

EDUC 202	Instructional Technology (3)
EDUC 221	Foundations of American Public Education (3)
EDUC 222	Literacy Principles, Practices and Theories (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 232	Introduction to the Profession I (1)
EDUC 234	Introduction to the Profession II (1)
EDUC 236	Introduction to the Profession III (1)
EDUC 240	Family, School and Community Collaboration (3)
EDUC 364	Beginning Methods: Lesson Planning and Instructional Strategies (3)
EDUC 365	Beginning Practicum (1)
EDUC 375	Intermediate Practicum (1)
EDUC 380	Intermediate Methods: Assessment of Teaching and Learning (3)
EDUC 475	Advanced Practicum (1)
EDUC 485	Capstone: Student Teaching (11)
EDUC 498	Capstone: Student Teaching Seminar (2)
ESCI 234	Community First Aid and CPR (1)
PSY 110	Introduction to Psychology (3)
PSY 227	Adolescence and Adulthood (3)

Adolescent to Young Adult majors must select one of the below content areas to choose from to complete licensure requirements.

Integrated Language Arts Licensure Requirements (41 credit hours):

COMM 130	Introduction to Film (3)
COMM 250	Introduction to Rhetoric (3)
COMM 320	Media Literacy and Society (3)
EDUC 446	Reading Diagnosis and Remediation (2)
EDUC 455	Language Arts Methods: 7-12 (3)
ENGL 260	Language Structure (3)
ENGL 270	Creative Nonfiction (3)

ENGL 275	Creative Writing (3)
ENGL 280	Introduction to Language and Literary Criticism (3)
ENGL 325	Postcolonial Literature (3)
ENGL 335	Shakespeare (3)
ENGL 345	American Literature (3)
ENGL 355	British Literature (3)
ENGL 365	Disability Studies and Literature (3)

Integrated Mathematics Licensure Requirements (49 credit hours):

EDUC 452	Mathematics Methods: 7-12 (3)
MATH 113	Trigonometry (2)
MATH 115	Principles of Geometry (3)
MATH 201	Calculus I (4)
MATH 202	Calculus II (4)
MATH 203	Calculus III (4)
MATH 300	The History of Mathematics (3)
MATH 301	Linear Algebra (4)
MATH 305	Discrete Mathematical Structures (3)
MATH 306	Probability and Statistics (4)
MATH 315	Operations Research (3)
MATH 402	Modern Abstract Algebra (4)
MATH 404	Modern Geometry (4)
MATH 420	Real Analysis (4)

Integrated Social Studies Licensure Requirements (48 credit hours):

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
EDUC 454	Social Studies Methods: 7-12 (3)
GEOG 232	World Geography (3)
HIST 201	U.S. History to 1877 (3)
HIST 202	U.S. History from 1877 (3)
HIST 204	Europe: The Italian Renaissance to the Present (3)
HIST 205	The 20 th Century World (3)
HIST 345	The Ohio Area (3)
HIST 400	Historical Methods and Public History (3)
POL 237	American Government and Politics (3)
REL 201	Approaches to Religion (3)
SOC 120	Life in Society (3)
SWK 235	Social Problems (3)

Choose one:

GLST 300	International Peace & Conflict Resolution (3)
GLST 350	Comparative Issues and Politics (3)
HIST 207	Ages of Empires (3)
HIST 315	Era of the American Civil War (3)
HIST/POL 336	History of the Constitution (3)

Choose one:

HIST 340	History of the Middle East (3)
HIST 350	History of Asia (3)

Life Science Licensure Requirements (50 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 250	Field Zoology (4)
BIO 270	Field Botany (4)
BIO 320	Ecology (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
EDUC 453	Science Methods: 7-12 (3)
MATH 114	Precalculus Mathematics (4)
NSCI 200	Earth in the Cosmos (4)
PHYS 210	General Physics I (4)
PSY 230	Behavioral Statistics (3)

Life Science and Chemistry Licensure Requirements (52 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 368	Biochemistry I (4)
EDUC 453	Science Methods: 7-12 (3)
MATH 114	Precalculus Mathematics (4)
NSCI 200	Earth in the Cosmos (4)
PHYS 210	General Physics I (4)
PSY 230	Behavioral Statistics (3)

Intervention Specialist: Mild to Moderate (85 credit hours):

Program Description

Candidates seeking Intervention Specialist Mild to Moderate Licensure will be licensed to teach in an Intervention setting in Kindergarten to Grade 12. They must complete the Intervention Specialist Core and Licensure Requirements as listed below.

EDUC 202	Instructional Technology (3)
EDUC 221	Foundations of American Public Education (3)
EDUC 222	Literacy Principles, Practices and Theories (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 232	Introduction to the Profession I (1)
EDUC 234	Introduction to the Profession II (1)
EDUC 236	Introduction to the Profession III (1)
EDUC 240	Family, School and Community Collaboration (3)
EDUC 282	Introduction to Students with Mild/Moderate Disabilities (3)
EDUC 305	Individualized Learning for Exceptional Students (3)
EDUC 307	Phonics and Word Study (3)
EDUC 322	Literacy Content: Writing for Middle Level Learners (2)
EDUC 364	Beginning Methods: Lesson Planning and Instructional Strategies (3)
EDUC 365	Beginning Practicum (1)
EDUC 375	Intermediate Practicum (1)
EDUC 380	Intermediate Methods: Assessment of Teaching and Learning (3)

EDUC 382	Learning Environment and Behavior Management for Students with Mild/Moderate Learning Needs (3)
EDUC 420	Standardized Assessment for Educators (3)
EDUC 446	Reading Diagnosis and Remediation (2)
EDUC 475	Advanced Practicum (1)
EDUC 485	Capstone: Student Teaching (11)
EDUC 498	Capstone: Student Teaching Seminar (2)
ESCI 234	Community First Aid and CPR (1)
PSY 110	Introduction to Psychology (3)
PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)

Choose one:

EDUC 435	Reading/Language Arts Methods for Elementary Level Learners (4)
EDUC 445	Integrated Reading/Language Arts Methods for Middle Level Learners (4)

Choose one:

EDUC 218	Social Studies Content for Elementary Level Learners (3)
EDUC 244	Social Studies Content for Middle Level Learners (3)

Choose one:

EDUC 219	Science Content for Elementary Level Learners (3)
EDUC 245	Science Content for Middle Level Learners (3)

Choose one:

EDUC 317	Mathematics Content for Elementary Level Learners (3)
EDUC 320	Mathematics Content for Middle Level Learners (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

EDUC 202 Instructional Technology (3)

This course is designed to provide experiences to teacher candidates in the use of technology in teaching and learning. Data collection, software selection, production and application of technologies in lesson plans for use in classrooms will be studied. In this course, students will explore critical issues surrounding the use of technology in educational settings. Students will also cultivate skills in the use of technological advances relevant to current and future educational and professional experiences. This course will be required of all license seeking students Pre-K to Young Adult. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 218 Social Studies Content for Elementary Level Learners (3)

Using the Ohio Learning Standards in Social Studies as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary level students. Topics of study include, but are not limited to the five themes of social studies.

EDUC 219 Science Content for Elementary Level Learners (3)

Using the Ohio Learning Standards in Science as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary level students. Topics of study include, but are not limited to, earth, life and physical science.

EDUC 221 Foundations of American Public Education (3)

Provides a historical, philosophical, legal, and social overview of education examined through the lens of socio-cultural diversity and democratic principles. Students will examine how schools are organized, administered and financed. In addition, students will explore the professional skills, competencies and dispositions necessary to provide an effective and meaningful democratic education to a diverse student body. This course emphasizes the research and study of these principles as they relate to modern trends and issues in PreK-12 educational environments. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 222 Literacy Principles, Practices and Theories (3)

The course will include the theories of literacy acquisition and history as related to language development. Practices in literacy acquisition will be examined to designing instruction for diverse learners including English language learners. Includes field experience to examine current practices.

EDUC 223 HPE/Expressive Arts Practicum (1)

Students will spend five weeks (40 hours total) in a K-3 physical education, art and music settings for a total of 15 weeks. During the fifth week in each placement students will design and implement one lesson. Best practices will be incorporated when designing and implementing lessons. Abbreviated lesson plan will be utilized. Will be taken concurrently with EDUC 235 and EDUC 238 (Graded Pass/Fail).

EDUC 228 Educating the Exceptional Student (3)

A study of the characteristics of children with disabilities including those who are at risk, those with developmental variations and those with specialized abilities (gifted) will be addressed. The related services and adaptive technologies for children with exceptionalities as well as the impact of family, cultural, racial, and ethnic diversity on learning are explored, as well as coverage of Response to Intervention and Universal Design. The course also addresses the history, law, and philosophy of special education as it relates to services for children with disabilities and the role of the classroom teacher in the process. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 229 Educational Psychology (3)

The course gives teacher education majors the opportunity to learn about developmental stages of children, the study of theories and principles of learning and ways these theories impact learning and teaching. Theories of motivation, impact of learner diversity (ethnic, socioeconomic and cultural) learning style variations, multiple intelligences, brain hemisphericity, physically challenging conditions, and cognitive styles are all addressed as ways that classroom practice is influenced and changed. Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.

EDUC 230 Principles of Early Childhood Education (3)

The study of the nature, history, philosophy and organization of early childhood programs including the characteristics of effective teachers of young children and the ethical principles they uphold. Introduction to the concepts of developmentally appropriate practices and teaching approaches that support learning and the developmental needs of children ages three through eight.

EDUC 231 Curriculum and Practices of Early Childhood Including Emergent Literacy (3)

A study of the guidelines of developmentally appropriate curriculum to meet the needs of all learners including the culturally diverse, at risk and exceptional learners (including gifted) and consideration of the context of the children including multicultural perspectives, socioeconomic status, home language, and home cultural practices as part of curriculum development.

EDUC 232 Introduction to the Profession I (1)

A weekly seminar designed to support the early field experiences of education majors as they explore the profession in partnership classrooms. Students will be required to complete assignments in the P-12 school setting. This seminar is designed to ensure candidates explore topics relevant to the teaching profession. Elements from the Ohio Standards for the Teaching Profession, the Ohio Learning Standards, and CAEP standards will be included in the seminar.

EDUC 234 Introduction to the Profession II (1)

A weekly seminar designed to support the early field experiences of education majors as they explore the profession in partnership classrooms. Students will be required to complete assignments in the P-12 school setting. This seminar is designed to ensure candidates explore topics relevant to the teaching profession. Elements from the Ohio Standards for the Teaching Profession, the Ohio Learning Standards, and CAEP standards will be included in the seminar.

EDUC 235 Expressive Arts (2)

A study of the young child's artistic, symbolic, and aesthetic development in art, music, and movement. Students will experience, critique, and develop appropriate expressive art experiences. Techniques for adapting materials and activities for special needs learners will also be explored.

EDUC 236 Introduction to the Profession III (1)

A weekly seminar designed to support the early field experiences of education majors as they explore the profession in partnership classrooms. Students will be required to complete assignments in the P-12 school setting. This seminar is designed to ensure candidates explore topics relevant to the teaching profession. Elements from the Ohio Standards for the Teaching Profession, the Ohio Learning Standards, and CAEP standards will be included in the seminar.

EDUC 238 Health and Physical Education for the Classroom Teacher (2)

The course is designed for the Early Childhood Education teacher (Pre K-3). It will provide an understanding of the importance of health and physical education for youngsters of this age. The students will develop learning goals and instructional plans within both areas along with exploring school laws topics and current issues.

EDUC 240 Family, School, and Community Collaboration (3)

The focus of this course is the understanding of the family and community as partners with the schools in the education of all students. In addition, candidates will learn about the Ohio Standards for the Teaching Profession.

EDUC 244 Social Studies Content for Middle Level Learners (3)

Using the Ohio Learning Standards in Social Studies as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, history, geography, government, and Ohio History.

EDUC 245 Science Content for Middle Level Learners (3)

Using the Ohio Learning Standards in Science as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, earth and space, and physical and life sciences.

EDUC 282 Introduction to Students with Mild/Moderate Disabilities (3)

The course gives teacher education majors the opportunity to learn about the academic and behavioral characteristics of students with mild and moderate disabilities. Pre-candidates will also learn about the IEP process, collaborative practices, and specialized technology and resources.

EDUC 295 Special Topics in Education (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

EDUC 296 Readings in Education (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

EDUC 305 Individualized Learning for Exceptional Students (3)

Students will learn how to use assessment data to select accommodations and modifications that allow students with exceptionalities to have access to the general education curriculum and that address the social, emotional, and academic needs of the learners. Special attention will be paid to the development of skills necessary to communicate learners' needs to other stakeholders. Admission to the Teacher Education Program required.

EDUC 307 Phonics and Word Study (3)

The theoretical and historical aspects of phonemic awareness and phonic will be studied. Students will examine phonemic awareness and phonics as related to language development and reading achievement. Identification of the grapheme, phoneme and morphological skills in relation to reading development and language acquisition for English language learners and dyslexic students will be addressed. The recommendations of the National Reading Panel and Common Core Standards will be incorporated.

EDUC 309 Reading and Writing Methods for Students with Mild/Moderate Learning Needs (3)

The course gives teacher education majors the opportunity to learn about best practices in teaching reading and writing to K-12 students with mild/moderate disabilities. Included in this course: Ohio Standards for the Teaching Profession, Ohio Academic Content Standards, and edTPA, and dyslexia. Admission to the Teacher Education Program required.

EDUC 317 Mathematics Content for Elementary Level Learners (3)

Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching primary and elementary level students. Topics of study include, but are not limited to, numbers, measurement, geometry, patterns, algebra, data and probability.

EDUC 320 Mathematics Content for Middle Level Learners (3)

Using the Ohio Learning Standards in Mathematics as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, ratios and proportional relationships, number system, expressions and equations, functions, geometry, data, and statistics and probability.

EDUC 321 Literacy Content: Reading for Middle Level Learners (2)

Using the Ohio Learning Standards in English Language Arts as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, literature and informational texts, and speaking and listening.

EDUC 322 Literacy Content: Writing for Middle Level Learners (2)

Using the Ohio Learning Standards in English Language Arts as the foundation, education majors will learn about the content and central concepts that are needed for teaching middle level students. Topics of study include, but are not limited to, writing and language, and speaking and listening.

EDUC 364 Beginning Methods: Lesson Planning and Instructional Strategies (3)

This course is designed to provide candidates, in the teacher education program, with opportunities to engage in instructional planning and preparing for implementation while exploring evidence-based teaching strategies. Candidates will also begin to build a framework for both classroom and behavior management. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, and edTPA. Admission to the Teacher Education Program required.

EDUC 365 Beginning Practicum (1)

Teacher education candidates will spend 45 hours immersed in a classroom learning from a master teacher. Candidates will plan, implement, evaluate and reflect on lessons aligned with Ohio Learning Standards. They will learn about the school's philosophy, curriculum and assessment system, student and staff diversity, human and physical resources and school and classroom management procedures. Admission to the Teacher Education Program required.

EDUC 366 Math, Social Studies, and Science Methods for Elementary Level Learners (3)

The Ohio Learning Standards in Math, Social Studies and Science are used to organize the instruction in the course. The course emphasizes scientifically-based strategies in the teaching of the content areas. Also included are comprehensive, creative approaches and specific techniques with the incorporation of the performing arts and visual arts.

EDUC 375 Intermediate Practicum (1)

Teacher education candidates will spend 45 hours immersed in a classroom learning from a master teacher. Candidates will plan, implement, evaluate and reflect on lessons aligned with Ohio Learning Standards. They will learn about the school's philosophy, curriculum and assessment system, student and staff diversity, human and physical resources and school and classroom management procedures. Pre-requisite: EDUC 365. Admission to the Teacher Education Program required.

EDUC 380 Intermediate Methods: Assessment of Teaching and Learning (3)

Students will examine the role of assessment in teaching and learning and best practices for using assessment to inform teaching practices. Students will examine in depth formative, summative, performance-based and non-cognitive forms of assessment and how to create alignment between learning objectives and those assessments. Admission to the Teacher Education Program required.

EDUC 382 Learning Environments and Behavior Management for Students with Mild/Moderate Learning Needs (3)

The focus of this course is basic classroom management theories and strategies for students with mild and moderate disabilities, effective management of teaching and learning, creating a respectful classroom and social skill development.

EDUC 397 Field Experience (3)

Field experience affords students an opportunity to engage in non-traditional classroom setting learning under the supervision of a qualified person. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling. Graded Pass/Fail.

EDUC 399 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

EDUC 420 Standardized Assessment for Educators (3)

Assessment selection, data analysis, and interpretation of standardized assessment results for parents and professionals will be covered. Principles and concepts of standardized assessment for evaluation team reports, individual education programs, and individual family service plans will be explored.

EDUC 435 Reading/Language Arts Methods for Elementary Level Learners (4)

The Ohio Learning Standards in English Language Arts are used to organize the instruction in the course. The course emphasizes scientifically-based strategies in the teaching of reading and the use of phonics. The course emphasizes comprehensive, creative approaches and specific techniques involved in listening, speaking, writing, grammar, reading, and spelling experiences for learners with focus on integrated development of communication skills and performing and visual art. Forty hour field experience required. Admission to the Teacher Education Program required.

EDUC 442 Teaching Mathematics in Middle School (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for mathematics in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning

Standards, NCTM Standards, and edTPA. When taken for Middle or Early Childhood Generalist Endorsements, practicum hours will be embedded in the course. Admission to the Teacher Education Program required.

EDUC 443 Teaching Science in Middle School (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for science in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NSTA Standards, and edTPA. When taken for Middle or Early Childhood Generalist Endorsements, practicum hours will be embedded in the course. Admission to the Teacher Education Program required.

EDUC 444 Teaching Social Studies in Middle School (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for Social Studies in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCSS Standards, and edTPA. When taken for Middle or Early Childhood Generalist Endorsements, practicum hours will be embedded in the course. Admission to the Teacher Education Program required.

EDUC 445 Integrated Reading/Language Arts Methods for Middle Level Learners (4)

The Ohio Learning Standards in English Language Arts are used to organize the instruction in the course. The course emphasizes scientifically-based strategies in the teaching of reading and the use of phonics. The course emphasizes comprehensive, creative approaches and specific techniques involved in integrating listening, speaking, writing, grammar, reading, and spelling experiences for learners. Focus on integrated development of communication skills. Forty hour field experience required. Admission to the Teacher Education Program required.

EDUC 446 Reading Diagnosis and Remediation (2)

The study of appropriate reading diagnostic and remedial procedures for assessing strengths and weaknesses in learners are included. The use of the results of these procedures to create appropriate teaching strategies is addressed. Students will have the opportunity to implement assessments during a field placement.

EDUC 452 Mathematics Methods: 7-12 (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation in mathematics in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCTM Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 453 Science Methods: 7-12 (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation in science in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NSTA Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 454 Social Studies Methods: 7-12 (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation in social studies in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCSS Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 455 Language Arts Methods: 7-12 (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation of language arts in grades 7-12. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCTE Standards and edTPA. Admission to the Teacher Education Program required.

EDUC 475 Advanced Practicum (1)

Teacher education candidates will spend 40 hours immersed in a classroom learning from a master teacher. Candidates will plan, implement, evaluate and reflect on lessons aligned with Ohio Learning Standards. They will learn about the school's philosophy, curriculum and assessment system, student and staff diversity, human and physical resources and school and classroom management procedures. Prerequisite: EDUC 375.

EDUC 485 Capstone: Student Teaching (11)

An intensive, 15 week, full day teaching experience. Candidates will work in partnership with a master teacher(s) to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to multiple contexts. The candidates must take leadership in the classroom for 4-6 weeks and must meet additional requirements for student teaching as described in the Teacher Education Handbook. Prerequisite EDUC 475. Corequisite EDUC 498. Admission to the Teacher Education Program required.

EDUC 491 Internship (1-6)

An on-the-job learning experience related to the field of study. An internship is cooperatively supervised by a College faculty member and a qualified person in the field where the student is working. Each internship will culminate with a successful written and oral presentation (capstone experience) to the faculty of the Education Department. Graded Pass/Fail.

EDUC 495 Special Topics in Education (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

EDUC 496 Readings in Education (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

EDUC 498 Capstone: Student Teaching Seminar (2)

A weekly seminar designed to support the activities of the student teachers during student teaching. Student teachers meet each week with their college supervisors and then participate in whole group activities including but not limited to teacher/principal panels, instruction in journaling, using the Ohio Teacher Standards for self-assessment, and making application for licensure. Corequisite: EDUC 485.

ENGLISH (ENGL)

Program Description

The English major offers preparation for a number of professions. Major courses enable students to deepen their knowledge of a variety of literatures and their practice of critical thinking, writing, and interpretation skills. These are foundational to a number of professions. Major elective courses allow students to develop skills and knowledge important to professions that benefit from studies in literature and writing.

English Major Program Requirements

All major program requirements include Core and Cognate courses.

English Major Core (39 credit hours):

ENGL 185	Media Writing (3)
ENGL 220	Topics in Literature (3)
ENGL 260	Language Structure (3)
ENGL 265	Technical Writing (3)
ENGL 270	Creative Nonfiction (3)
ENGL 275	Creative Writing (3)
ENGL 280	Introduction to Language and Literary Criticism (3)
ENGL 325	Postcolonial Literature (3)
ENGL 335	Shakespeare (3)
ENGL 345	American Literature (3)
ENGL 355	British Literature (3)
ENGL 425	Modern and Contemporary Literature (3)
ENGL 498	Capstone: Literary and Cultural Theory (3)

English Major Cognates (3 credit hours):

COMM 130 Introduction to Film (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: COMM 130 Introduction to Film (3)

Historical, Political and Multicultural Perspectives: Student choice

Quantitative Reasoning: Student choice

Scientific Knowledge: Student choice

Social and Behavioral Sciences: Student choice

English Minor Program Requirements (18 credit hours):

The minor in English is a balance of literature and writing courses designed to address the interests of students who enjoy literature and the ideas that are part of literary study. The minor in English can be used to deepen the critical thinking skills of students in pre-law and can benefit those whose professional goals include well-styled language.

ENGL 220 Topics in Literature (3)

ENGL 270 Creative Nonfiction (3)

Choose four:

ENGL 265 Technical Writing (3)

ENGL 275 Creative Writing (3)

ENGL 325 Postcolonial Literature (3)

ENGL 335 Shakespeare (3)

ENGL 345 American Literature (3)

ENGL 355 British Literature (3)

ENGL 425 Modern and Contemporary Literature (3)

Writing Minor Program Requirements (19 credit hours):

The Writing Minor is designed to provide students from all majors with concentrated study of—and practice in—a wide range of writing genres. Students will engage in diverse writing experiences, which can help students become successful and productive writers no matter what type of career they follow.

ENGL 398 Writing Portfolio (1)

Select 18 additional credits from:

BUS 228 Business Communications (3)

COMM 250 Introduction to Rhetoric (3)

COMM 380 Rhetorical Criticism (3)

EDUC 322 Literacy Content: Writing for Middle Level Learners (2)

ENGL 185 Media Writing (3)

ENGL 250 Writing Consultant Training (1), plus one semester of peer tutoring experience. May be repeated.

ENGL 260 Language Structure (3)

ENGL 265 Technical Writing (3)

ENGL 270 Creative Nonfiction (3)

ENGL 275 Creative Writing (3)

ENGL 495 Special Topics in Writing (1-3) – may be repeated as long as the topic changes.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following

courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

ENGL 109 Writing Workshop (3)

Writing Workshop focuses intensively on college-preparation skills in reading, expository writing, and analytical thinking. Attention is given to development of reading comprehension and analysis of written texts as well as drafting, revising, and proofreading paragraphs and short essays. Required for those who are placed in it.

ENGL 125 Composition I (3)

This is a writing class that engages students in the study of a core curriculum theme while focusing on the writing, reading, and thinking skills needed for college-level written communication. Writing is taught as a self-reflective process that involves the development of analysis, synthesis, audience awareness, paraphrase, and summary skills. The self-reflective process integrates these skills into the drafting, revising, and editing of expository, critique, and argument essays focused on the thematic content and attending to various writing situations and audiences. ENGL 109 is a prerequisite for those placed in 109.

ENGL 185 Media Writing (3)

An introduction to the process of writing for the media. Students will learn to report, write, and edit stories for print and social media. This course may be repeated.

ENGL 220 Topics in Literature (3)

An introduction to the study of literature through the examination of a contemporary topic, e.g. the relationship between humans and the environment, matters of justice and diversity, economic issues, or other conflict-based issues. The method of study draws on a wide range of genres, literary modes of interpretation, and theories of cultural production.

ENGL 225 Composition II (3)

This required general education curriculum course is a writing-and-research-intensive interdisciplinary theme class that uses a twofold approach. First are activities to deepen analysis, synthesis, audience-awareness, paraphrase, and summary skills and to integrate them fully into expository, critique, and argument essay writing. Second is the self-aware, purposeful use of research to develop thematic understanding through writing, as well as to exercise the intellectual curiosity needed to understand our diverse world and communicate well in it. Prerequisite: ENGL 125.

ENGL 250 Writing Consultant Training (1)

This course is designed to help the student develop into a more effective peer writing consultant. Focus will be on theory, methods, and strategies of writing consultation. The participants will receive additional training as peer tutors by observing, analyzing, and reflecting on tutoring sessions and on the tutoring process. This course requires additional hours as a writing consultant in the Learning Studio. Graded Pass/Fail. May be repeated. Prerequisite: ENGL 225. Co-requisite: appointment as a writing consultant.

ENGL 260 Language Structure (3)

A study of theories that explore the nature of language. The areas studied include models of syntax, grammar, morphology, and phonology, with emphasis on form, function, and those relationships that can be explained through transformational and structural approaches. Offered in alternate years.

ENGL 265 Technical Writing (3)

Study and practice of writing in professional fields. Language and format style, layout, audience, and purpose are examined as students practice writing business proposals and reports, articles for professional journals and magazines, and popular magazines. Offered in alternate years. Prerequisite: ENGL 125.

ENGL 270 Creative Nonfiction (3)

A writing-intensive course that explores the growing possibilities and opportunities of genres outside of academic essay writing including creative nonfiction, memoir writing, travel writing, or food writing. Included are audience profiles, visual and writing composing processes, formal and informal research processes, and techniques of proofreading and documentation. Students will read and critique a variety of published works. Offered in alternate years. Prerequisite: ENGL 125.

ENGL 275 Creative Writing (3)

This course is designed to develop both the imaginative and technical resources of those students interested in creative writing. The course includes writing in two of the following genres: poetry, short stories, and/or drama, as well as critiquing peer and professional writers' works. Prerequisite: ENGL 125.

ENGL 280 Introduction to Language and Literary Criticism (3)

An overview of topics related to the study of language and literary criticism. Emphasis is on the social elements of language and criticism, including topics in sociolinguistics and developments in literary criticism as they relate to class, ethnicity, and gender. Offered in alternate years.

ENGL 295 Special Topics in English (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ENGL 296 Readings in English (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ENGL 325 Postcolonial Literature (3)

A study of texts created in response to colonization, emphasizing the indigenous writing of Africa, Asia, Ireland, and/or the Americas. The course includes representative colonial texts where appropriate. Offered in fall of alternate years. Open to non-majors with the understanding of junior-level major expectations. Prerequisites: ENGL 125.

ENGL 335 Shakespeare (3)

A study of representative plays of Shakespeare, including Comedy, Tragedy, History, and Romance. The course includes close reading and a study of critical responses to the plays and their social context. Attention is also paid to the element of performance, especially as it relates to critical interpretation. Offered in alternate years. Prerequisite: ENGL 125. Open to non-majors with the understanding of junior-level major expectations.

ENGL 345 American Literature (3)

A study of selected American literature. Representative texts are chosen to illustrate distinctive elements of genre and literary movements. Special attention is paid to the expanding canon of women and ethnic writers and to social and historical contexts. Offered in alternate years. Prerequisite: ENGL 125. Open to non-majors with the understanding of junior-level major expectations.

ENGL 355 British Literature (3)

A study of selected texts in British literature. A major concern is the canon, how it is defined, how it operates discursively, and how it has been undermined by postcolonial and feminist writers, among others. Each text is examined in its particular social and historical context. Offered in alternate years. Prerequisite: ENGL 125. Open to non-majors with the understanding of junior-level major expectations.

ENGL 365 Disability Studies and Literature (3)

This theory-based course focuses on disability studies with concrete application to literary and filmic texts, as well as to the world outside the text. There will be special emphasis on diversity, access, ableism, and the limits of the body's social construction. This course is offered in spring semesters. Prerequisites: ENGL 280 and junior standing. Cross-listed with ENGL 498.

ENGL 395 Special Topics in English (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ENGL 398 Writing Portfolio (1)

This course will focus on the construction of an online portfolio of the student's original writing, which may be creative, academic, technical, or pre-professional in nature. Restricted to students in the Writing Minor who have successfully completed 12 credits of the minor.

ENGL 425 Modern and Contemporary Literature (3)

A study of significant writers and texts of the twentieth century, including but not limited to American, British, and Commonwealth writers. When possible, emphasis will be placed on the relationship between literature and the other arts as well as on developments in cultural and intellectual history. Offered in alternate years. Prerequisites: Two ENGL courses numbered above 199 and junior standing.

ENGL 495 Special Topics in Writing Studies (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Course may be repeated as long as the topic changes.

ENGL 496 Readings in English (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ENGL 498 Capstone: Literary and Cultural Theory (3)

The capstone of the English major. This course focuses on disability studies with concrete application to literary and filmic texts, as well as to the world outside the text. There will be special emphasis on diversity, access, ableism, and the limits of the body's social construction. Offered in spring. Prerequisites: ENGL 280 and senior standing. Cross-listed with ENGL 365.

ENGL 499 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

ENVIRONMENTAL SCIENCE (ENV)

Program Description

Environmental Science is an interdisciplinary field that integrates physical, biological and information sciences to the study of the environment, and the solution of environmental problems. Environmental Science majors understand the interconnectedness of all life within ecosystems and between ecosystems. Emphasis is given in courses on how science serves society and the important role that scientists have in monitoring the delicate balance between humans and the environment.

Environmental Science Major Program Requirements (58 credit hours)

All major program requirements include Core and Cognate courses.

Environmental Science Major Core (38 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 222	Environmental Science (4)
BIO 320	Ecology (4)
BIO 358	Microbiology (4)
BIO 420	Restoration Ecology I (4)
NSCI 250	Environmental Health and Toxicology (3)
NSCI 310	Geographic Information Systems (4)
NSCI 380	Global Sustainability (3)
PHYS 202	Introduction to Geology (4)

Environmental Science Major Cognates (20 credit hours):

CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
MATH 114	Precalculus Mathematics (4)
NSCI 378	Research Methods (2)
NSCI 498	Senior Capstone Project (3)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *BIO 120 Principles of Biology I (4)*

Social and Behavioral Sciences: *Student choice*

EXERCISE SCIENCE (ESCI)*Program Description*

The Exercise Science major, with its two specialized concentration areas, prepares students for a variety of professional and graduate study options related to health risk intervention, fitness promotion, and sport programming. Exercise Science concentration areas include: Fitness, Strength, and Conditioning; Pre-Athletic Training; Pre-Occupational Therapy; and Pre-Physical Therapy.

Additionally, a required experiential learning capstone provides students with an opportunity to apply the knowledge, skills and abilities (KSAs) acquired in classroom settings to target populations within real-world professional settings.

The ESCI core sequenced courses (ESCI 280, 380, and 498) allow students to build a foundations of KSAs that are aligned with those promoted by the National Strength and Conditioning Association (NSCA) and our Exercise Science program is recognized by the NSCA, alongside 27 other programs worldwide, as a preparatory program for Certified Personal Trainer (CPT) certification.

The total major core and cognate semester hours are 56 for the Fitness, Strength, and Conditioning concentration; 76 for the Pre-Athletic Training concentration; 82 for the Pre-Occupational Therapy concentration; and 84 for the Pre-Physical Therapy concentration.

For the Pre-Athletic Training, Pre-Occupational Therapy and Pre-Physical Therapy concentrations there are minimum entrance requirements: 3.0 high school GPA and an ACT of 20 is required.

Exercise Science Major Program Requirements (56 to 79 credit hours)

All major program requirements include Core and Cognate courses.

Exercise Science Major Core (30 credit hours):

ESCI 100	Introduction to Allied Health (3)
ESCI 125	Health Risk Intervention (3)
ESCI 220	Medical Terminology (2)
ESCI 234	Community First Aid and CPR (1)
ESCI 237	Recreation for Special Populations (3)
ESCI 280	Fitness, Strength and Conditioning (3)
ESCI 330	Pharmacology (3)
ESCI 340	Sport and Fitness Nutrition (3)
ESCI 355	Exercise Physiology (3)
ESCI 356	Kinesiology and Biomechanics (3)
ESCI 380	Fitness Testing and Leadership (3)

Exercise Science Major Concentrations/Cognates (26 -54 credit hours):

All Exercise Science majors must select one concentration and these cognate requirements are concentration-specific:

Fitness, Strength and Conditioning Concentration (26 credit hours):

BIO 229	Essentials of Human Anatomy and Physiology (4)
CHEM 113	Chemistry Around Us (4)
ESCI 256	Evaluation and Measurement in Health and Physical Education (3)
ESCI 481	Sport and Fitness Coaching and Administration (3)
ESCI 498	Capstone: Fitness and Wellness Programming (3)
PSY 110	Introduction to Psychology (3)
SPMT 320	Sociology of Sport (3)

Choose one (3 credit minimum, may be repeated for up to 12 credits each):

ESCI 397	Field Experience (3)
ESCI 491	Internship (3)

Pre-Athletic Training Concentration (46 credit hours):

BIO 120	Principles of Biology I (4)
BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
CHEM 113	Chemistry Around Us (4)
ESCI 397	Field Experience (3)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY 110	Introduction to Psychology (3)
PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)
PSY 230	Behavioral Statistics (3)
SWK 301	Research Methods (3)

Pre-Occupational Therapy Concentration (52 credit hours):

BIO 120	Principles of Biology I (4)
BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
CHEM 113	Chemistry Around Us (4)
ESCI 397	Field Experience (3)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY 110	Introduction to Psychology (3)
PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)
PSY 230	Behavioral Statistics (3)
PSY/SWK 280	Abnormal Psychology (3)
PSY 450	Neuroscience (3)
SOC 120	Life in Society (3)

Pre-Physical Therapy Concentration (54 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 235	Human Anatomy and Physiology I (4)

BIO 236	Human Anatomy and Physiology II (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
ESCI 397	Field Experience (3)
MATH 114	Precalculus Mathematics (4)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY 110	Introduction to Psychology (3)
PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)
PSY 230	Behavioral Statistics (3)
SWK 301	Research Methods (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: Student choice

Historical, Political and Multicultural Perspectives: Student choice

Quantitative Reasoning: MATH 114 Precalculus Mathematics (4) – for Pre-AT, OT, PT Concentrations
Student choice – for Fitness, Strength and Conditioning Concentration

Scientific Knowledge: BIO 120 Principles of Biology I – for Pre-AT, OT, PT Concentrations

CHEM 113 Chemistry Around Us – for Fitness, Strength and Conditioning Concentration

Social and Behavioral Sciences: PSY 110 Introduction to Psychology (3)

Exercise Science Minor Program Requirements (19-20 credit hours):

ESCI 125	Health Risk Intervention (3)
ESCI 234	Community First Aid and CPR (1)
ESCI 280	Fitness, Strength and Conditioning (3)
ESCI 355	Exercise Physiology (3)
ESCI 380	Fitness Testing and Leadership (3)
ESCI 498	Capstone: Fitness and Wellness Programming (3)

Choose one:

BIO 229	Essentials of Anatomy and Physiology (4)
ESCI 330	Pharmacology (3)
ESCI 340	Sport and Fitness Nutrition (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

ESCI 100 Introduction to Allied Health (3)

This course serves as an introduction to the Allied Health fields, including Exercise Science, Physical Therapy, Occupational Therapy, Athletic Training and other Allied Health professions. This course orients students to their career paths, the knowledge and skill sets that are required in these fields, including taping, bandaging, bracing and assessment techniques.

ESCI 125 Health Risk Intervention (3)

An overview of current personal and community health issues which enables students to understand causes of, and solutions to present-day health problems.

ESCI 131 Individual Fitness and Conditioning (1)

This course is designed to promote individual participation in fitness activities that will maintain or increase personal levels muscular strength, muscular endurance, muscular flexibility, and cardiovascular endurance. The instructor will work with students to develop a sound physical fitness regimen and will supervise biweekly exercise sessions. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. Course offered as needed, is not on a regular rotation. Graded Pass/Fail.

ESCI 132 Racket Sport Activities (1)

This course is designed to promote small group participation in fitness activities that involve racket sports such as tennis, racquetball, badminton, or pickle ball. Students will learn about the rules and strategies involved with these racket sports and will have the opportunity to play them twice weekly. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. Graded Pass/Fail.

ESCI 135 Group Recreational Activities (1)

This course is designed to promote small and/or large group participation in a variety of fitness activities that include volleyball, basketball, soccer, and other court games. Students will learn about the rules and strategies involved within these games and will have the opportunity to play them twice weekly. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. Graded Pass/Fail.

ESCI 138 Strength and Conditioning (1)

This course is designed to promote individual participation in strength training activities that will maintain or increase personal levels of muscular strength and power. The instructor will work with students to develop a sound strength-training regimen and will supervise biweekly exercise sessions. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. Graded Pass/Fail.

ESCI 220 Medical Terminology (2)

Through the study of medical terminology the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. The student will be able to recognize, spell, pronounce and define medical words by combining prefixes, suffixes, and roots. In addition to medical terms, common abbreviations applicable to each system will be learned. This course is double-listed with BIO 220 Medical Terminology.

ESCI 234 Community First Aid and CPR (1)

Students can meet the requirements for Red Cross certification in community first aid and CPR, including infant, child, and adult CPR. The course concentrates on the immediate, temporary care given to the victim(s) of an accident or sudden illness until professional help is secured. After satisfactorily completing the practical requirements and tests, students will receive community first aid and CPR cards. Graded Pass/Fail.

ESCI 237 Recreation for Special Populations (3)

Designed to provide the student with an understanding of activity analysis and selection for special populations. Students will present findings after evaluating the results from the screenings and appraisals.

ESCI 256 Evaluation and Measurement in Health and Physical Education (3)

Designed to develop philosophy and skills with measurement, evaluation, and testing in health, physical education, and sport. Students will have opportunities to collect and interpret data using descriptive and inferential statistical methods. Most assignments will be tailored to fit settings within the student's area of study.

ESCI 280 Fitness, Strength and Conditioning (3)

This course introduces students to fitness and conditioning guidelines for general exercise populations as well as specialized and athletic populations. Standards and guidelines set by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) are examined, discussed, and utilized for both individual and group training environments. Students are also expected to complete a self-reflection process regarding their individual fitness and wellness profile and behaviors.

ESCI 295 Special Topics in Exercise Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ESCI 296 Readings in Exercise Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ESCI 297 Allied Health Field Experience (1)

This course is designed for pre-professional students and allows the students to practice and develop mastery of clinical skills and proficiencies under the supervision of a certified athletic trainer/approved clinical instructor. This course focuses on the application of basic skills and introduction to clinical decision making. Must be taken twice for credit.

ESCI 330 Pharmacology (3)

This course will instruct the student in the knowledge of medications used to treat injuries and illness. The course will also include the discussion of illicit drugs and how health care professionals can intervene on behalf of those individuals using illicit drugs. Offered in the spring semester in alternate years.

ESCI 340 Sport and Fitness Nutrition (3)

This course will instruct the student in the concepts of proper nutrition and how it can benefit physically active individuals. These concepts include the basic nutritional components (proteins, carbohydrates, fats, vitamins, minerals, and water), caloric intake, weight management, pre-game meals, and eating disorders. Offered in the spring semester in alternate years.

ESCI 355 Exercise Physiology (3)

Exercise physiology is the study of how the body adapts to the acute and chronic stress of physical activity. It develops a basic understanding of how the body works by incorporating anatomy, motor learning, kinesiology, biomechanics, and systematic physiology. Prerequisites: BIO 235 and BIO 236, or BIO 229.

ESCI 356 Kinesiology and Biomechanics (3)

The course is designed to investigate four components of physical activity: a) location, origin insertion, and action of the major muscles involved in physical activity; b) principles of motion and how they apply in the physical education/sport domain; c) analysis of various aspects of human movement for efficiency and effectiveness; d) improvement of movement style based on application of physics principles to analysis of movement. Prerequisite: BIO 235 and BIO 236, or BIO 229.

ESCI 380 Fitness Testing and Leadership (3)

This course will provide students with experience in planning and implementing fitness testing within a variety of individual and group environments. Both laboratory and field testing will be addressed for fitness components to include cardiorespiratory endurance, body composition, muscular strength, muscular power, muscular endurance, muscular power, agility, and sport-specific skills. Additionally, students will explore, discuss, and utilize fitness leadership strategies and motivational strategies in a variety of settings. Prerequisite: ESCI 280.

ESCI 397 Field Experience (1-12)

Field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. The program is designed to introduce students to a professional area before enrolling in professional courses and to enable the students who have completed some professional courses to apply the principles and techniques acquired to practical situations. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling. Graded Pass/Fail.

ESCI 481 Sport and Fitness Coaching and Administration (3)

Organization and administration of health, physical education, sports medicine, and wellness programs with an emphasis on facilities, equipment, budget, scheduling, community relationships, use of community resources, current issues, and ethical concerns.

After the first five weeks, the course will involve team teaching. Students will be placed in groups according to their major area of study. Prerequisite: juniors and seniors status only.

ESCI 491 Internship (1-12)

An on-the-job learning experience related to the field of study. An internship is cooperatively supervised by a College faculty member and a qualified person in the field where the student is working. Each internship will culminate with a successful oral presentation (capstone experience) to the faculty of the Exercise Science Department. Graded Pass/Fail.

ESCI 495 Special Topics in Exercise Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

ESCI 496 Readings in Exercise Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

ESCI 498 Capstone: Fitness and Wellness Programming (3)

An in-depth look at current practices and procedures for the implementation of fitness and wellness programs in hospital, industrial, clinical, educational, and collegiate settings. Community-based scenarios will be addressed within group projects. A culmination of programming and management techniques will be implemented. Prerequisite: ESCI 280.

FIRST-YEAR EXPERIENCE (FYE)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

FYE 100 College Engagement Seminar (2)

This required general education curriculum course is designed for first year students to successfully engage in college life, including both the academic and social arenas. This course focuses on exercising academic skills, fostering social competencies, and understanding and accepting diversity as a foundation for developing the student's engagement in the community and the world.

FORENSIC SCIENCE (FNCS)

Program Description

Defiance College's Forensic Science program brings together the fields of chemistry, biology, physics, medicine, and criminal justice. Students in Forensic Science will learn many skills including analyzing evidence from arsons for accelerants, DNA fingerprinting, presumptive tests for narcotics, trajectories for ballistics, human anatomy for drawing evidence from remains, and the legal procedures for taking evidence to court. Forensic Science is a demanding major because of its scientific underpinnings, the skills needed to analyze crime scene evidence while following legal procedures that preserve the evidence for use in court. The Forensic Science major is designed to provide a student with a strong science background coupled with a foundation in criminal justice and legal concepts.

Forensic Science Major Program Requirements (95 credit hours)

All major program requirements include Core and Cognate courses.

Forensic Science Major Core (80 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)

BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
BIO 431	Molecular Biology (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 368	Biochemistry I (4)
CHEM 369	Biochemistry II (4)
CHEM 455	Quantitative Analysis (4)
CRJU 111	Introduction to Criminal Justice (3)
CRJU 155	Criminal Law (3)
CRJU 217	Criminal Investigation (3)
CRJU 221	Criminal Evidence and Procedure (3)
FNSC 343	Forensic Science I (3)
FNSC 353	Forensic Science II (3)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)

Forensic Science Major Cognates (15 credit hours):

MATH 114	Precalculus Mathematics (4)
NSCI 378	Research Methods (2)
NSCI 391	Internship (3)
NSCI 498	Senior Capstone Project (3)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *BIO 120 Principles of Biology I (4)*

Social and Behavioral Sciences: *Student choice*

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

FNSC 295 Special Topics in Forensic Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

FNSC 296 Readings in Forensic Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

FNSC 343 Forensic Science I (3)

FNSC 343L Forensic Science I Lab (0)

A study of modern techniques used in forensic science. Topics include evidence collection, proper processing and analytical instrumentation. Offered in alternate odd years. Prerequisite: CHEM 234 with a grade of "C" or higher.

FNSC 353 Forensic Science II (3)

FNSC 353L Forensic Science II Lab (0)

An in depth study of modern techniques used in forensic science. Topics include evidence collection, proper processing and analytical instrumentation. Offered in alternate odd years. Prerequisite: FNSC 343 with a grade of "C" or higher.

FNSC 495 Special Topics in Forensic Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

FNSC 496 Readings in Forensic Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

GENERAL STUDIES (GEN)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

GEN 101 Jacket Journey: Discover (1)

In this course, students will explore their personal development goals, career options, and career-readiness as they begin their journey from pre-professionals to professionals. Graded Pass/Fail.

GEN III Portfolio Development (1)

Covering the basics of portfolio design and content, this course includes the study of skills, values, methods, and objectives of a variety of disciplines in relation to individual competencies gained through work and/or life experience. There is a primary focus on the development of an effective-portfolio. Offered in spring semester. Graded Pass/Fail.

GEN 200 Career Exploration (1)

This course is designed for first and second year students who wish to explore majors and careers. Students will gain an understanding of the process of career decision-making. They will learn how interests, skills, and values relate to career choices, and acquire information about educational and career options. Emphasis will be placed on self-evaluation, decision-making and goal setting. Offered in spring semester.

GEN 201 Jacket Journey: Engage (1)

In this course, students will engage in experiences that will enhance the coursework in their major and minor areas of study and plan for possible internships, field experiences, etc. germane to their focused path. A study of the organizations and the ethical and theoretical underpinnings of their profession will be explored. Graded Pass/Fail.

GEN 281 Undergraduate Teaching Assistant (1)

Students participating in this course serve as Undergraduate Teaching Assistants (UTAs) for an instructor of an undergraduate course. Responsibilities include assisting the instructor with course activities and facilitating small group and individualized study sessions. UTAs gain experience leading group discussions, which can improve communication skills, increase specific content

knowledge, and gives insight into what is involved in college-level teaching. A qualified student must have a 3.0 cumulative GPA and be approved by the instructor. This course may be repeated for a total of 2 credits. Graded Pass/Fail. Approval of the Director of Student Academic Support Services is required to schedule this course.

GEN 299 Affiliated Program Year One (0)

Students participating in this course are students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar concurrent programs. Students will be scheduled in this course during the first year while in an affiliated program in order to continue their relationship and access to services with Defiance College. Students enrolled in this course are expected to return to Defiance College with transfer credit applicable toward their Defiance College major. This course does not count toward the total number of hours required or earned for a degree. The course is not graded and will not appear on a student's transcript.

GEN 300 Preparing for Graduate and Professional School (1)

This course is designed to prepare students for the graduate and professional school application process. At the end of the course, students should be knowledgeable about the basic differences between Master's, Doctoral and Professional degrees, information to include in a personal statement, when and how to apply, how many schools to apply to, preparing for standardized tests, asking for faculty letters of recommendation, preparing a curriculum vita (CV) or resume, and how to make oneself a strong candidate for admission. Teaching methodologies will include lecture, group discussion, oral presentations, journal entries and readings. Offered each fall.

GEN 301 Jacket Journey: Formulate (1)

In this course, students will formulate their future plans, refine their understanding of how their profession functions in a broader context of the community and the world, and explore their professional responsibilities in their chosen career field. Graded Pass/Fail.

GEN 399 Affiliated Program Year Two (0)

Students participating in this course are students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar concurrent programs. Students will be scheduled in this course for the second year within an affiliated program in order to continue their relationship and access to services with Defiance College. This course does not count toward the total number of hours required or earned for a degree. The course is not graded and will not appear on a student's transcript.

GEN 401 Jacket Journey: Initiate (1)

In this course, students will initiate their career plans by exploring professional opportunities that fit who they have become and by seeking out those that will allow them to realize their fullest potential both in their professional and personal lives. Graded Pass/Fail.

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Program Description

Geographic Information System (GIS) minors develop an in-depth understanding of spatial analysis and the art of digital map-making that complements discipline-specific knowledge in many fields. GIS has become a key method for organizing and interpreting large amounts of data relative to a spatial framework. GIS is useful in an increasingly large number of applications, such as land-use planning, community development, environmental management, epidemiology, law enforcement and in the business fields of risk management and marketing. GIS relies on geospatial technologies and research that include internet mapping, in-vehicle navigation systems, digital cartography, imagery taken by airplanes and satellites, spatial analysis and modeling of social and natural processes, and visualization and data mining of complex information. This minor will improve students' marketability and open up opportunities for intellectual and professional development in a wide variety of fields.

Geographic Information Systems Minor Program Requirements (20 credit hours)

CSCI 105	Introductory Programming (3)
GEOG 231	Geography of the Americas (3)
GEOG 232	World Geography (3)
NSCI 310	Geographic Information Systems (4)
NSCI 311	Geographic Information Systems II (4)
NSCI 380	Global Sustainability (3)

GEOGRAPHY (GEOG)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

GEOG 132 Physical Geography (3)

Landforms, weather and climate, soils and vegetation, and natural hazards. Nature and distribution of these environmental elements and their significance to man. Offered on demand.

GEOG 231 Geography of the Americas (3)

The natural resources, physical environment, economy, population, and cultural patterns of North and South America.

GEOG 232 World Geography (3)

The geography of Europe, Asia, Africa and Australia with emphasis on the natural resources, political conditions, economy, population and cultural patterns of each area. To a lesser extent the geography of the Americas will be studied.

GEOG 295 Special Topics in Geography (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

GEOG 296 Readings in Geography (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

GEOG 495 Special Topics in Geography (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

GEOG 496 Readings in Geography (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

GLOBAL STUDIES (GLST)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

GLST 100 World Issues (3)

This required general education curriculum course introduces students to the philosophy of an integrated liberal arts education through the focused, critical investigation of an impactful global issue. Throughout the semester students will study this issue through a variety of texts, ranging from social discourse to scholarly articles. Using approaches that include the exercise of curiosity about the world, self-reflection, analytical reasoning, and communication practices, students will interrogate this world issue. They

will work toward a greater understanding of their roles in perceiving and even shaping perception about issues locally as well as globally.

GLST 110 Introduction to International Relations (3)

This course provides an overview of the basic concepts and ideas of international relations. Topics may include any of the significant areas of political thought and political philosophy.

GLST 211 Introduction to Global Studies (3)

This course provides an overview of the multidisciplinary aspects of International and Global Studies including the following areas: business, religion, political science, history, environmental management, geography, communication and literature.

GLST 300 International Peace and Conflict Resolution (3)

This course discusses from a philosophical, moral, diplomatic, and historical-political point of view international conflict resolution strategy, with some case studies (e.g. South Africa), war and peace, violence and terror, and especially, issues in international law and human rights.

GLST 350 Comparative Issues and Politics (3)

This course compares and contrasts different nation-states, political systems, institutions, populations, and ideologies in the world. It emphasizes the use of comparative research both as a subject and as a method in the major.

GLST 425 Seminar on Global Security, U.S. Foreign Policy and 9/11 (3)

This course examines foreign policy decision making processes. It specifically examines the social, political and economic forces that shape the U.S. foreign policy in the face of global security challenges in the post 9/11 era.

GLST 450 Seminar on Global Studies (3)

A topics and methods course that examines current hotspots and conflicts around the world. Topics might include any of the significant areas of study in the major. The emphasis is on understanding the methods of the various disciplines of the major.

GLST 499 Senior Capstone Project (3-6)

The senior capstone serves to fully integrate the educational experiences and disciplinary approaches and topics of the major. The capstone incorporates both a classroom component and independent research. Students design and execute a research project that employs sound methodology and results in a comprehensive paper. The capstone culminates in a presentation at one of the honors symposia or other similar event.

GRAPHIC DESIGN (DSGN)

Program Description

A Bachelor of Arts in Graphic Design focuses on the practice of designing innovative visual solutions and experiences across various media, print and digital. The Graphic Design program provides a multidisciplinary education based on art and design principles, applications, theories, and history. Students develop into socially conscious design thinkers and makers in preparation for professional careers in the industry. The Graphic Design major is 47 credit hours of coursework.

Graphic Design Major Requirements (47 credit hours)

All major program requirements include Core and Cognate courses.

Graphic Design Major Core (33 credit hours):

DSGN 105	Digital Imaging (3)
DSGN 107	Digital Illustration (3)
DSGN 114	Introduction to Graphic Design (3)
DSGN 205	Page Layout (3)
DSGN 220	Innovation Through Design Thinking (1)
DSGN 230	History of Design (3)

DSGN 310	Corporate Brand Communication (3)
DSGN 312	Packaging Design (3)
DSGN 320	Motion Graphics (3)
DSGN 410	Business of Graphic Design (1)
DSGN 412	Portfolio Design (1)
DSGN 491	Design Internship (3)
DSGN 498	Senior Capstone (3)

Graphic Design Major Cognates (14 credit hours):

ART 110	2D Fundamentals (3)
ART 112	Drawing: Media and Concepts (3)
ART 215	Digital Photography (3)
CSCI 110	Introduction to Web Development (2)
COMM 260	Introduction to Digital Media Production (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: ART 110 2D Fundamentals (3)

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *Student choice*

Graphic Design Minor Program Requirements (18 credit hours):

CSCI 110	Introduction to Web Development (2)
DSGN 105	Digital Imaging (3)
DSGN 107	Digital Illustration (3)
DSGN 114	Introduction to Graphic Design (3)
DSGN 205	Page Layout (3)
DSGN 220	Innovation Through Design Thinking (1)

Choose one of the following:

COMM 260	Introduction to Digital Media Production (3)
DSGN 310	Corporate Brand Communication (3)
DSGN 312	Packaging Design (3)
DSGN 320	Motion Graphics (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

DSGN 105 Digital Imaging (3)

This course provides an introduction to the creation, manipulation and critical interpretation of graphic works. Students will explore technical as well as artistic aspects of digital capture and image editing techniques.

DSGN 107 Digital Illustration (3)

This course explores the study of digital illustration as visual interpretation of words, concepts, and ideas. Coursework includes developing computer skills and drawing abilities in a digital environment. Strategies for communicating content through pictorial narrative are also explored. Open to all students.

DSGN 114 Introduction to Graphic Design (3)

This course serves as an introduction to the profession of graphic design and the fundamental elements, principles and theories of visual communication. Students will explore the use of creativity and digital technology to solve problems and communicate ideas and messages.

DSGN 130 Social Goods (4)

This course introduces students to social goods, or designed products for human use. Students learn about the relationship between the physical form of an object and its function, both from an emotional and practical standpoint. Students design their own social goods, engaging an iterative design process that incorporates mood boards, sketching and model-building.

DSGN 205 Page Layout (3)

This course builds upon the principles and elements of visual communication design. It focuses on the use of grid systems to create effective and aesthetically pleasing communication pieces. Students will develop visual sensitivity and competency of layout along with typographic setting and arrangement.

DSGN 220 Innovation Through Design Thinking (1)

This course focuses on design thinking—a systematic approach to innovation and creative problem solving applicable to a wide spectrum of disciplines. Students will learn how to apply the methodologies of design research, process and thinking to challenges in business and society.

DSGN 230 History of Design (3)

This course examines historical and technical development in the areas of graphic and product design, beginning from the industrial revolution to contemporary design practices of the 21st century. This course gives students a perspective of the evolution of form and materials, and the meaning of objects and graphics within a specific historical and cultural context.

DSGN 295 Special Topics in Art/Design (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

DSGN 296 Readings in Art/Design (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

DSGN 310 Corporate Brand Communication (3)

This course focuses on corporate identity design as well as fundamental concepts of branding and brand communication.
Prerequisites: DSGN 114 and 205.

DSGN 312 Packaging Design (3)

This course will focus on the design of consumer-based products. Students will explore various production materials and printing techniques and processes used for prototyping professional packaging designs from prepress to post production. Prerequisites: DSGN 114 and 205.

DSGN 320 Motion Graphics (3)

This course challenges students to create interactive design solutions that rely primarily upon the elements of motion and time to portray visual concepts and messages. Students will experiment with notions of form, function and visual messaging through time-based media application.

DSGN 410 Business of Graphic Design (1)

This course investigates a range of both traditional and emerging business topics meant to help prepare students for their transition into the creative industry. Topics relate to freelancing, self-marketing, in-house design, project management, and contractor work.

DSGN 412 Portfolio Design (1)

In this course, students prepare for vocation by developing a digital and print portfolio, resume, business card and promotional piece. Emphasis is placed on building a personal brand, self-marketing, and professional networking. Corequisite: DSGN 498.

DSGN 425 Advanced Web Design (3)

A continuation of the concepts covered in DSGN 225 Introduction to Web Design, this course focuses on implementing site-wide solutions for dividing content and formatting. Creation of dynamic sites and using scripting to create a more interactive user experience is emphasized. Maintaining and planning for the life cycle of web sites is covered. Prerequisite: DSGN 225.

DSGN 491 Design Internship (3)

Students will work for a variety of on-campus and off-campus clients as intern designers. Graded Pass/Fail. Course may be repeated for a total of 12 hours.

DSGN 495 Special Topics in Art/Design (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

DSGN 496 Readings in Art/Design (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

DSGN 498 Senior Capstone (3)

This course challenges students to put into practice acquired knowledge and skill gained throughout the program in the creation of a comprehensive senior project. Students are encouraged to focus on themes relating to social design, design activism, community-based design, and sustainability. Must be a Graphic Design major with senior standing. Corequisite: DSGN 412.

HISTORY (HIST)

Program Description

The History program offers a variety of courses that enable students to obtain a Bachelor of Arts with either a major or minor in History. The goals of the department curriculum are to encourage an informed, critical, and articulate sense of the past, an appreciation for the diversity of the human experience, and an awareness of how the past shapes the present. As a major History develops and emphasizes practical research and communication skills and provides the foundation for graduate work, the study of law, teaching, archival sciences, civil service, and the private sector. A minimum of 21 hours must be taken at the 300 level or above.

History Major Program Requirements (36 credit hours)

All major program requirements include Core and Cognate courses.

History Major (36 credit hours):

HIST 400 Historical Methods and Public History (3)

Choose one:

EDUC 454 Social Studies Methods: 7-12 (3)

HIST 498 Seminar: Senior Capstone Experience (3)

Choose five U.S. History courses:

GEOG 231 Geography of the Americas (3)

HIST 201 U.S. History to 1877 (3)

HIST 202 U.S. History from 1877 (3)

HIST 311 Colonial America (3)

HIST 315 Era of the American Civil War (3)

- HIST/POL 336 History of the Constitution (3)
- HIST 345 The Ohio Area (3)
- HIST 395 Special Topics in U.S. History (3)
- POL 237 American Government and Politics (3)

Choose five World History courses:

- GEOG 232 World Geography (3)
- HIST 204 Europe: The Italian Renaissance to the Present (3)
- HIST 205 The 20th Century World (3)
- HIST 207 Ages of Empires (3)
- HIST 328 Political Geography (3)
- HIST 340 History of the Middle East (3)
- HIST 350 History of Asia (3)
- HIST 395 Special Topics in World History (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *Student choice*

History Minor Program Requirements (21 credit hours):

Choose one:

- HIST 400 Historical Methods and Public History (3)
- HIST 498 Seminar: Senior Capstone Experience (3)

Choose three U.S. History courses:

- GEOG 231 Geography of the Americas (3)
- HIST 201 U.S. History to 1877 (3)
- HIST 202 U.S. History from 1877 (3)
- HIST 311 Colonial America (3)
- HIST 315 Era of the American Civil War (3)
- HIST/POL 336 History of the Constitution (3)
- HIST 345 The Ohio Area (3)
- HIST 495 Special Topics in U.S. History (3)

Choose three World History courses:

- GEOG 232 World Geography (3)
- HIST 204 Europe: The Italian Renaissance to Present (3)
- HIST 205 The 20th Century World (3)
- HIST 207 Ages of Empire (3)
- HIST 328 Political Geography (3)
- HIST 340 History of the Middle East (3)
- HIST 350 History of Asia (3)
- HIST 495 Special Topics in World History (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

HIST 199 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HIST 201 U.S. History to 1877 (3)

A survey of U.S. history from European contact to 1877, covering the major themes and issues in this country's early history. Major themes include the Colonial and Revolutionary Eras, Jacksonian America, and the Civil War.

HIST 202 U.S. History from 1877 (3)

A survey of US history from Reconstruction covering the major themes and issues in this country's post-Civil War period. Major themes include Populism, Westward Migration, Industrialization and America's involvement in the wars of the late 19th and 20th centuries.

HIST 204 Europe: The Italian Renaissance to the Present (3)

A survey of European history from the Renaissance to the French Revolution and industrial ages, followed by the study of nation states, ideologies Imperialism and World Wars One and Two. Special attention is paid to European religious, cultural, political, social, and economic transformations that shaped the modern world.

HIST 205 The 20th Century World (3)

This survey of the 20th world is designed to provide an overview of one of the most tumultuous periods in human history. The 20th century was an era of horror violent massacres and worldwide wars and unprecedented economic prosperity, technological and scientific innovation, and social justice. Looking at this age of extremes renders one sure verdict: the world is decidedly more interconnected than ever before. The responsibility for horror, prosperity, and justice belong to us all. This course takes that interconnectedness and that responsibility as the starting point, examining specific events for their global circumstances and ramifications.

HIST 207 Ages of Empires (3)

This course will survey world civilizations of the Ancient Near-East, India, China, Greece, Rome, Islam and Africa from prehistory to 1500 CE. It will examine how and why human civilizations arise, the differences and similarities between civilizations of the world, and why some civilizations succeeded and others failed. The course will examine the development of politics, religion, philosophy, economic and the variety of cultures present in these regions. Offered in fall of alternate odd years.

HIST 250 The Emergence of Total War 1860-Present (3)

This thematic survey of the nineteenth century to the present from a historical and global perspective emphasizes the origins of the world in which we live and discusses how the world we live in has been shaped by historical forces through global conflict.

HIST 295 Special Topics (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

HIST 296 Readings in History (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

HIST 299 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HIST 311 Colonial America (3)

An in-depth study of the Colonial Era, from European contact through the Revolutionary War. Themes that will be investigated will be Indian-white relations, the role of women and minorities in colonial America, and the social and cultural institutions, which helped shape American culture and history.

HIST 315 Era of the American Civil War (3)

This course is an intensive study of the political, social, military, and economic aspects of the American Civil War period. Particular attention will be paid to the causes, conduct, and consequences of the war.

HIST 328 Political Geography (3)

Political geography will examine diplomacy and international relations in the last two centuries. The course will examine geopolitics from the local, national, and global perspectives and discuss how the world has been fundamentally "reordered." A variety of themes will be discussed including, but not limited to, state building, the role of imperialism, colonial legacies, terrorism, and national self-interest. Offered in spring of odd alternate years.

HIST 336 History of the Constitution (3)

This course focuses on the historical ideas, events, and perceptions that led to the creation of the U.S. Constitution. Special emphasis will be placed on the motivations of the framers, the rationale of the Federalists and anti-Federalists, the Bill of Rights, the evolution of the government including the key concepts of liberty and freedom. Moreover, the course incorporates a degree of flexibility, which will allow for the accommodation of themes or issues in constitutional history that are of particular interest to the class participants. Offered in spring of even alternate years. Cross-listed with POL 336.

HIST 340 History of the Middle East (3)

A survey of the history of the Islamic Middle East and North Africa with special attention paid to the Arab expansion of the medieval period, the Ottoman Empire, and particularly the modern Middle East in crisis. Offered in alternate years.

HIST 345 The Ohio Area (3)

History of the Ohio area from prehistoric to post-Civil War times. A survey of regional geography and economic and social influences. Offered in alternate years.

HIST 350 History of Asia (3)

A survey of the early histories of China and India, followed by major developments in Asia before the modern period, and culminating with the emergence of modern Japan, India's struggle for independence, China's ongoing 20th century revolution, and the crisis in southeast Asia. Offered in alternate years.

HIST 360 The American Built Environment (3)

The American Built Environment explores the history, design, and meaning of ordinary buildings in the U.S. from houses and amusement parks to skyscrapers and factories. Topics include theories of "high" and "low" culture, definitions of house and home, the cultural significance of real estate, and how to assign value to mass-produced landscapes. Students will learn to use buildings as evidence of larger social, economic, and political trends in the nineteenth and twentieth centuries, and to interpret buildings through methodologies and theories from urban and architectural history, cultural geography, anthropology, and sociology.

HIST 399 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HIST 400 Historical Methods and Public History (3)

This course introduces and reinforces the major skills and methods of the historical profession. Topics covered include historical writing and the proper documentation of that writing, advanced research skills, oral interview techniques, and basic archives and records management.

HIST 495 Special Topics (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

HIST 496 Readings in History (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

HIST 498 Seminar: Senior Capstone Experience (3)

In a seminar for credit, the faculty leader selects a topic or theme which is published in the regular schedule. The student works independently to a greater degree than in a regular course. A seminar meets on a regular basis for discussion of materials relative to the topic.

HIST 499 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

HONORS PROGRAM (HONR)

Program Description

The Carolyn M. Small Honors Program provides opportunities for Defiance College students of all majors to develop academic strength through the Honors First-Year Experience course and the Honors World Issues course, participation in Honors Seminars coupled with off-campus experiences, and as juniors and seniors select Honors Option courses. All Honors courses are designated on the student's transcripts.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

HONR 101 Honors Seminar (1)

This course would facilitate the academic exploration of a designated topic through an interdisciplinary perspective and may provide students with the opportunity to learn in a real world context through an off campus experience. Fee may be assessed for off campus experience.

HONR 299 Honors Study (2)

This class is intended to prepare students to travel abroad and to give them an interdisciplinary insight into the countries they will be exploring. Through this course students will engage in the study of a region's culture, history, economics, geography, and societal and political systems. It is the goal of the class is to prepare students to be conscious observers within the areas explored while on the ground. The course, implemented through a learning community, works to prepare students to learn effectively and safely engage in a cross-cultural experience.

LANGUAGE (LANG)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

LANG 101 Conversational Spanish I (2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Spanish as well as explore the cultures of the Spanish speaking world. With active participation in class and adequate practice out of class, students will increase not only the knowledge of Spanish vocabulary, common expressions, grammar, improving listening and communication skills, but will also gain a better understanding of Spanish culture, using materials from Spain, Mexico, and Central and South America.

LANG 102 Conversational Spanish II (2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Spanish as well as explore the cultures of the Spanish speaking world. With active participation in class and adequate practice out of class, students will increase not only the knowledge of Spanish vocabulary, common expressions, grammar, improving listening and communication skills, but will also gain a better understanding of Spanish culture, using materials from Spain, Mexico, and Central and South America.

LANG III Conversational Arabic I (2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Modern Standard Arabic as well as explore the cultures of the Arabic-speaking world. With active participation in class and adequate practice outside of class, students will increase not only the knowledge of Arabic vocabulary, common expressions, grammar, improving listening and communication skills, but will gain a better understanding of the culture of the Arabic people as well.

LANG II2 Conversational Arabic II (2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Modern Standard Arabic as well as explore the cultures of the Arabic-speaking world. With active participation in class and adequate practice outside of class, students will increase not only the knowledge of Arabic vocabulary, common expressions, grammar, improving listening and communication skills, but will gain a better understanding of the culture of the Arabic people as well.

LANG 121 Conversational Chinese I (2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Chinese as well as explore the cultures of the Chinese speaking world. The lectures will be highly interactive with skits and pair/group situational dialogues that reflect daily activities. With active participation in class and adequate practice out of class, students will increase not only the knowledge of Chinese vocabulary, common expressions, grammar, improving listening and communication skills, but will gain a better understanding of the culture of Chinese people as well.

LANG 122 Conversational Chinese II (2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Chinese as well as explore the cultures of the Chinese speaking world. The lectures will be highly interactive with skits and pair/group situational dialogues that reflect daily activities. With active participation in class and adequate practice out of class, students will increase not only the knowledge of Chinese vocabulary, common expressions, grammar, improving listening and communication skills, but will gain a better understanding of the culture of Chinese people as well.

LEADERSHIP (LDR)

Program Description

Offered to undergraduate students throughout the College, the Leadership Minor provides students with the knowledge, skills, and attitudes they need to assume leadership roles as well as make a positive and significant difference both within the College and to the larger community.

Leadership Minor Program Requirements (18 credit hours)

LDR 240	Principles of Organizational Leadership (3)
LDR 376	Leadership and the Individual (3)
LDR 377	Leadership in Action (3)
LDR 476	Readings in Leadership (3)
LDR 477	Case Studies in Leadership (3)

Choose one:

BUS 491	Internship (3)
LDR 495	Special Topics in Leadership (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

LDR 240 Principles of Organizational Leadership (3)

Introduction to theoretical, philosophical, and conceptual foundations of leadership. Emphasis on styles and approaches to leadership related to the humanities, natural sciences, and social sciences.

LDR 376 Leadership and the Individual (3)

Through a series of lectures, guided interactions, and group exercises, students will explore the principles of relational leadership and learn to develop individual leadership skills and their own leadership style to impact their lives and the greater community. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change.

LDR 377 Leadership in Action (3)

An immersive, experiential approach to leadership. Through a series of lectures and guest speakers, this course will explore personalized workplace scenarios as well as action-focused experiences, rooted in real organizational issues and challenges that prepare students to step into leadership roles.

LDR 476 Readings in Leadership (3)

A study and review of applied leadership concepts from a global perspective. This course integrates ideas with established research in comparing how leaders function over time, across cultures, and in various types of institutions. Prerequisites: LDR 240, 376 and 377.

LDR 477 Case Studies in Leadership (3)

A study of the structure and development of applied leadership skills. Issues within leadership will be examined including managing diversity, roles and responsibilities of leaders, ethical leadership, and the leader/follower relationship. Prerequisites: LDR 240, 376 and 377.

LDR 495 Special Topics in Leadership (3)

In-depth study of selected topics and problems that confront leaders.

MANAGEMENT (MGT)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

MGT 240 Principles of Management (3)

An introductory survey of the management function covering planning, organizing, leading and controlling in a business environment.

MGT 295 Special Topics in Management (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MGT 296 Readings in Management (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MGT 331 Organizational Behavior (3)

Basic principles of management with an emphasis on the human relations approach. Includes studies of organizational development issues, practical applications of motivational theory, and leadership approaches all relative to both profit and not-for-profit organizations.

MGT 332 Human Resource Management (3)

A study of the basic functions associated with human resource management including recruitment, selection, development and compensation of personnel, performance evaluation, quality of work life, and employment practices and policies.

MGT 340 Managing Teams in Organizations (3)

This course uses a collaborative learning environment to study team development and characteristics while also exploring interpersonal issues and personal feelings in group involvement. The course setting becomes a laboratory for group interaction where one's effectiveness as a team member increases. The course teaches management of conflict between and within groups and decision-making and problem-solving styles.

MGT 365 Operations Management (3)

This course examines types of operations structures, processes for measuring and improving operations effectiveness, international standards of business performance, and managing in a collective bargaining environment. Students are presented with techniques and tools for analyzing and improving operational capabilities across a range of manufacturing and service industries.

MGT 375 Project Management (3)

This course focuses on contemporary project management techniques, including quality, communication, expanded role definitions, leadership principles, and a scalable approach to projects. Exploration of the discipline of project management will occur through active participation in project stages of selection, initiation, planning, execution, and closing.

MGT 470 Leadership and Managing Change (3)

An analysis of various theories and approaches. The course includes skill development, experiential activities, theoretical constructs and guest speakers who are leaders in a variety of settings.

MGT 485 Small Business Management (3)

Practical problems in operations, marketing, and finance facing the small business entrepreneur or manager. Course will utilize readings, case studies, and consulting projects with local firms.

MGT 495 Special Topics in Management (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MGT 496 Readings in Management (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MARKETING (MKT)

The Marketing minor is designed to provide non-business majors to provide students with the fundamentals of the marketing discipline. The minor provides valuable, real-world knowledge and skills for students whose future careers will involve promoting and selling their goods and services. Students completing the Marketing Concentration within the Business Administration major cannot also obtain a Minor in Marketing. Please refer to the Business Administration section of this Catalog for requirements for the Marketing minor.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

MKT 240 Principles of Marketing (3)

An introductory survey of the marketing function: product design, distribution, pricing, and integrated marketing communication.

MKT 295 Special Topics in Marketing (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MKT 296 Readings in Marketing (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MKT 341 Integrated Marketing Communication (3)

Role of integrated marketing communications in business and society; concepts and strategy in the administration of marketing communications programs; budgets and media selection; evaluation of marketing communications effectiveness.

MKT 344 Retail Management (3)

Principles of retailing as applied to the marketing of goods and services to ultimate consumers. Store location, consumer behavior, promotion, and personal selling skills are examined. Purchasing practices and price setting for retail managers.

MKT 348 Sales Management and Professional Selling (3)

A study of basic personal selling techniques: steps in the selling process, buyer behavior, obligations, and personality factors in the selling process and overall management of the sales function.

MKT 350 Sport Marketing (3)

This course examines the world of sport as a business and will focus on attracting the overall community to the sport event as well as marketing within the event itself. The course will discuss the management of sports at professional, collegiate and special event levels focusing on the role marketing plays in planning and decision making in attracting fans and sponsors. Other topical areas will include: sports branding, athlete management, globalization, event sponsorship and marketing, media involvement, fantasy sports, sports vendors, sports innovations and the value and ROI of investing in sports.

MKT 442 Marketing Management (3)

This course uses case studies to examine marketing problems faced by companies. Students will examine the marketing function in detail and how it interrelates with other functional areas of the organization. Students will also examine case studies from a strategic management view and how marketing is a key component of a company's strategic plan. Prerequisite: MKT 240.

MKT 449 Marketing Research (3)

This course examines the methods of planning and conducting market research projects; analysis and interpretation of research data.

MKT 450 Consumer Behavior (3)

Study of business, consumer and non-profit organizational buying processes. Emphasis is placed upon understanding the internal and external determinants of buyer behavior, including its social, cultural, information processing and psychological aspects.

MKT 495 Special Topics in Marketing (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: MKT 240.

MKT 496 Readings in Marketing (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MATHEMATICS (MATH)

Program Description

Mathematics is the body of knowledge centered on such concepts as quantity, structure, space, and change, and also the academic discipline that studies them. Students are not only expected to know the material, but through presentation opportunities, they demonstrate their understanding of the ideas. Either through small group projects in class or in service projects for an outside entity, students have opportunities to lead and to serve. A math major has the opportunity to work with a local community agency using coursework and computer technology to aid them in their efforts. Recent graduates have focused on business or continued with engineering school, but students can apply their analytical and problem-solving skills in any area of interest.

Mathematics Major Program Requirements (42 credit hours):

All major program requirements include Core and Cognate courses.

Mathematics Major Core (42 credit hours):

MATH 113	Trigonometry (2)
MATH 201	Calculus I (4)
MATH 202	Calculus II (4)
MATH 203	Calculus III (4)
MATH 301	Linear Algebra (4)
MATH 305	Discrete Mathematical Structures (3)
MATH 330	Probability (3)
MATH 498	Senior Capstone Project (3)

In addition, choose 12 additional MATH credits of your choice at the 300-level and above (8 of which must be at the 400-level) to reach a total of at least 42 credit hours for the major. Courses currently offered include:

MATH 300	History of Mathematics (3)
MATH 310	Differential Equations (4)
MATH 315	Operations Research (3)
MATH 402	Modern Abstract Algebra (4)
MATH 404	Modern Geometry (4)
MATH 420	Real Analysis (4)

Mathematics Major Cognates (3 credit hours):

Choose one:

BUS 212	Business Statistics (3)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 201 Calculus I (4)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *Student choice*

Mathematics Minor Program Requirements (18 credit hours):

MATH 201	Calculus I (4)
MATH 202	Calculus II (4)

Choose one:

MATH 301	Linear Algebra (4)
MATH 402	Modern Abstract Algebra (4)

Six (6) additional MATH credits must be selected from remaining courses numbered 200 or above.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

MATH 105 Quantitative Reasoning (3)

This course explores commonly used mathematical topics to develop reasoning skills. An interdisciplinary approach is used with examples from various academic fields. Topics include logical reasoning, introduction to statistical concepts, unit conversion, formulas and linear modeling, and probability.

MATH 110 College Algebra (3)

College algebra, including algebraic operations on polynomials and rational expressions, graphs and models, solutions of linear and quadratic equations, including the quadratic formula, inequalities, and systems of equations. Exponential and logarithmic functions and properties are included. Intended for students who need to improve their skills in algebra. Prerequisite: MATH 105 or acceptable placement score.

MATH 113 Trigonometry (2)

This is a pre-calculus course emphasizing the function concept. It includes a study of the properties and applications of trigonometric and inverse trigonometric functions. Other topics include identities, polar coordinates, and vectors. Technology will be used to make connections between concepts and demonstrate applications. Prerequisite: MATH 105 or acceptable placement score.

MATH 114 Precalculus Mathematics (4)

Topics in algebra, trigonometry, and functions that are essential success in calculus. Intended for majors in a natural science and others who will go into the calculus sequence. Credit will apply to the mathematics major. Prerequisite: MATH 110 or acceptable placement score.

MATH 115 Principles of Geometry (3)

This course is designed to provide an in-depth understanding of the concepts of Euclidean geometry. The content topics include measurement in U.S. and metric units, conversion of units, formulas for perimeter, area, volume and surface area, similar triangles and proportions, transformations of area and volume, classification of geometric objects and shapes, properties of angles, lines and geometric objects, coordinate geometry, congruence, symmetry and constructions. Process skills will include problem solving, conjecturing, reasoning, finding counterexamples, communications, connections and representation. Topics will include but not be restricted to those aligned with the Ohio Learning Standards for grades 4-9. Offered in alternate years.

MATH 201 Calculus I (4)

The first of a three-course sequence in calculus covering limits, derivatives, antiderivatives and the definite integral, together with applications of these concepts. Transcendental functions are included with these topics. Prerequisite: MATH 113 or MATH 114.

MATH 202 Calculus II (4)

The second of a three-course sequence in calculus covering integration techniques and applications, indeterminate forms and improper integrals, and infinite sequences and series. Prerequisite: MATH 201.

MATH 203 Calculus III (4)

The third of a three-course sequence in calculus covering power series, parametric and polar equations, vectors, and multivariate calculus. Prerequisite: MATH 202.

MATH 295 Special Topics in Mathematics (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MATH 296 Readings in Mathematics (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MATH 300 The History of Mathematics (3)

Mathematics as it existed at various stages of history—Egyptian, Babylonian, Greek, Chinese, Hindu, Arabian, and Modern. Significant stages in the development of different branches of mathematics, such as geometry, algebra, and calculus. Variations in number systems, calculation methods and equation solving techniques, as well as contributions from underrepresented groups and from diverse cultures will be explored. Offered in alternate years. Prerequisite: MATH 114.

MATH 301 Linear Algebra (4)

Vectors and vector spaces, linear transformations, isomorphism, matrix algebra, matrix eigenvectors, and determinants. Offered alternate years. Prerequisite: MATH 201.

MATH 305 Discrete Mathematical Structures (3)

Topics from graph theory, combinatorics, logic and set theory. Includes making conjectures and an examination of the structure of proofs. Offered in alternate years. Prerequisite: MATH 113 or MATH 114.

MATH 306 Probability and Statistics (4)

An examination of probability both in theory and application, graphical and numerical analysis of data, random variables, probability distributions, estimation, hypothesis testing and linear regression. Emphasis on computer and handheld technology. Offered in alternate years. Prerequisite: MATH 201.

MATH 310 Differential Equations (4)

Methods of solution of ordinary differential equations, numerical computation and estimation techniques extended to algebraic expressions, selected applications, Laplace transforms and power series solutions to equations, fundamental matrix solutions, and series solutions. Prerequisite: MATH 203.

MATH 315 Operations Research (3)

Mathematical programming and models. Topics will include linear programming, integer programming, network models, game theory, and Markov chains. The main emphasis of the course will be to introduce students to the concepts of building models and applying these to a variety of situations. Students will be expected to build and implement models of their own using computer simulation for solutions. Offered in alternate years. Prerequisite: MATH 301.

MATH 330 Probability (3)

A study of the fundamental concepts of probability, discrete and continuous probability distributions, independence, conditional probability, Bayes' theorem, joint densities, and mathematical expectations. Includes a unit on descriptive statistics and linear regression. Prerequisite: MATH 201.

MATH 402 Modern Abstract Algebra (4)

A study of algebraic structures, this course includes an introduction to groups, rings, integral domains and fields, examining both concrete examples, and axiomatic structure. Offered alternate years. Prerequisite: MATH 201. MATH 305 is recommended.

MATH 404 Modern Geometry (4)

A re-examination of Euclidean geometry and an introduction to new geometries including classical non-Euclidean. Geometry is examined both as an axiomatic system and as a group of transformations. The understanding and application of the process of measurement is included. Offered in alternate years. Prerequisite: MATH 201.

MATH 420 Real Analysis (4)

This course is designed as a theoretical sequel to the calculus series. The study of sets, sequences and functions becomes a foundation for advanced study. Topics included are convergence of sequences, continuity and uniform continuity, derivative and integral, and some introductory topology. Offered fall of odd alternate years. Prerequisite: MATH 203.

MATH 495 Special Topics in Mathematics (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MATH 496 Readings in Mathematics (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MATH 498 Senior Capstone Project (3-4)

A senior project is required of all mathematics majors. Each student will complete an independent project under the supervision of a mathematics faculty member and present the results to the mathematics faculty and students. Seniors engaged in senior projects are expected to attend all presentations. Students investigate using a problem-solving approach to the investigation and demonstrate and understanding of mathematical content using every day mathematical language. They must be able to make and evaluate mathematical conjecture and arguments and validate their own mathematical thinking.

McMASTER SCHOOL FOR ADVANCING HUMANITY (MCC)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

MCC 371 Belize McMaster Learning Communities (1-3)

McMaster courses integrate community-based research conducted with international or national partners and an off-campus field experience. McMaster student Scholars will participate in a learning community to develop an in-depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will participate in a series of 'constitutional conversations' to develop a macro perspective of issues that impact the human condition, both in their research location and globally. In addition each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Graded Pass/Fail.

MCC 373 Panama McMaster Learning Communities (1-3)

McMaster courses integrate community-based research conducted with international or national partners and an off-campus field experience. McMaster student Scholars will participate in a learning community to develop an in-depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will participate in a series of 'constitutional conversations' to develop a macro perspective of issues that impact the human condition, both in their research location and globally. In addition each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Graded Pass/Fail.

MCC 374 Local McMaster Learning Communities (1-3)

McMaster courses integrate community-based research conducted with international or national partners and an off-campus field experience. McMaster student Scholars will participate in a learning community to develop an in-depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will participate in a series of 'constitutional conversations' to develop a macro perspective of issues that impact the human condition, both in their research location and globally. In addition each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Graded Pass/Fail.

MCC 375 Local McMaster Learning Communities (1-3)

McMaster courses integrate community-based research conducted with international or national partners and an off-campus field experience. McMaster student Scholars will participate in a learning community to develop an in-depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and social environments. Each Scholar will participate in a series of 'constitutional conversations' to develop a macro perspective of issues that impact the human condition, both in their research location and globally. In addition each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Enrollment in this course is required by and is restricted to approved McMaster Scholars. Graded Pass/Fail.

MOLECULAR BIOLOGY (MBIO)

Program Description

The Molecular Biology Major is a pre-professional program geared for those students interested in careers in medicine, research, veterinary science, pharmacy or similar professional careers. Please refer to the Biology, Chemistry, Economics, Management, Mathematics, Natural Science, Physical Science, and Psychology sections of this Catalog for course descriptions for the Molecular Biology major.

Major Program Requirements (81-82 credit hours):

All major program requirements include Core and Cognate courses.

Molecular Biology Major Core (32 credit hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 358	Microbiology (4)
BIO 431	Molecular Biology (4)
BIO 480	Genetics (4)
BIO 481	Pathogenic Microbiology (4)

Select one set of Anatomy courses:

BIO 235	Human Anatomy and Physiology I (4)
BIO 236	Human Anatomy and Physiology II (4)
or	
BIO 357	Comparative Vertebrate Anatomy (4)
BIO 367	Vertebrate Physiology (4)

Molecular Biology Major Cognates (49-50 credit hours):

CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
CHEM 234/234L	Organic Chemistry II and Lab (4+1)
CHEM 368	Biochemistry I (4)
CHEM 369	Biochemistry II (4)
MATH 201	Calculus I (4)
NSCI 378	Research Methods (2)
NSCI 498	Senior Capstone Project (3)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY 110	Introduction to Psychology (3)

Choose one:

NSCI 391	Internship (3)
NSCI 394	Cooperative Education (3)
NSCI 491	Internship (3)

Choose one:

MATH 306	Probability and Statistics (4)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: MATH 306 *Probability and Statistics (4)* or PSY 230 *Behavioral Statistics (3)*

Scientific Knowledge: BIO 120 *Principles of Biology I (4)*

Social and Behavioral Sciences: PSY 110 *Introduction to Psychology (3)*

MUSIC (MUS)

Program Description

Music Programs at DC view the arts as a catalyst for expression, creativity, and innovation. Our Music Minor is designed to develop these skills through focused musical study and engaging performance opportunities. The flexible nature of the Music Minor allows students to tailor their studies and performance experiences to align with their own musical interests and career goals.

The Music Minor is 18 credit hours, which includes course work, applied lessons, and ensemble requirements. Concentrations for the minor are offered in the areas of Voice; Strings, Woodwinds, Brass, and Percussion; and Piano. All music minors are accepted through an entrance interview with the Director of Music Programs and Assistant Director of Music Programs.

Music Minor Program Requirements (18 credit hours):

Music Minor Core (9 hours):

MUS 123	Music Theory (3)
MUS 124	Advanced Music Theory (3)

Choose one:

MUS 110	Survey of Western Music (3)
MUS 220	Conducting (3)
MUS 371	Music Leadership and Management (3)

Music Minor Concentrations (9 hours):

All Music minors must select one concentration and these requirements are concentration-specific:

Voice Concentration (9 hours):

MUS 108	Piano Skills (2)*
MUS 151	Voice (1) – must be taken twice for a total of 2 credit hours.

5 credit hours of any vocal ensemble, chosen from the following:

MUS 172	Choral Union (1)
MUS 173	College Choir (1)

Strings, Woodwinds, Brass and Percussion Concentration (9 credit hours):

MUS 108	Piano Skills (2)*
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2 credit hours of Applied Lessons on primary instrument, chosen from the following courses:

MUS 152	Guitar (1)
MUS 153	Bass Guitar (1)
MUS 155	Violin (1)
MUS 156	Viola (1)
MUS 159	String Bass (1)
MUS 160	Cello (1)
MUS 161	Woodwinds (1)
MUS 162	High Brass (1)
MUS 163	Low Brass (1)
MUS 164	Percussion (1)

5 credit hours of any instrumental ensemble, chosen from the following courses:

MUS 171	Orchestra (1)
MUS 174	Symphonic Band (1)
MUS 176	Marching Band (1)
MUS 181	Jazz Band (1)

Piano Concentration (9 credit hours):

MUS 150 Piano (1) – must be taken 6 times for a total of 6 credit hours.

3 credit hours of any music ensemble, chosen from the following courses:

MUS 171	Orchestra (1)
MUS 172	Choral Union (1)
MUS 173	College Choir (1)
MUS 174	Symphonic Band (1)
MUS 176	Marching Band (1)
MUS 181	Jazz Band (1)

Students in the Voice and Strings, Woodwinds, Brass and Percussion concentrations may test out of Piano Skills and supplement those two credit hours through applied lessons or music ensembles. Piano Concentration students are not required to take Piano Skills unless recommended by the Director of Music Programs.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

MUS 108 Piano Skills (2)

Piano Skills is intended for the beginner pianist with little to no experience playing the piano. This course will include hands-on performance and practice techniques, as well as short written assignments, basic music reading, and solo/group performances.

MUS 110 Survey of Western Music (3)

Designed to create an informed listener, this course covers the elements of musical sound, the history of Western music, and the evolution of American music genres, such as jazz, rock, pop, and film music. Significant trends, musical compositions, and composers/artists will be discussed within the context of historical, cultural and societal influences.

MUS 123 Music Theory (3)

Music Theory is an introduction to basic music reading skills, ear training, and sight singing. Students will develop an understanding of the relationships between pitch, rhythm, melody, harmony, texture, and form, as well as musical building blocks such as scales, intervals and triads. Students will apply this knowledge through performance by singing/playing an instrument and aural dictation.

MUS 124 Advanced Music Theory (3)

Advanced Music Theory is the second level in the Music Theory sequence. This course will focus on compositional techniques, part writing, and advanced aural skills. Performance practice will also be covered through regular singing and/or playing instruments. Prerequisite: MUS 123.

MUS 150 Piano (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 151 Voice (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 152 Guitar (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 153 Bass Guitar (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 155 Violin (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 156 Viola (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 159 String Bass (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 160 Cello (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 161 Woodwinds (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students

are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 162 High Brass (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 163 Low Brass (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 164 Percussion (1-2)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and enrollment for two credits entitles the student to twelve one-hour lessons on a weekly basis. Students are expected to practice three hours per week for a one-credit course, and six hours per week for a two-credit course. This course cannot be taken as audit. Repeatable for up to sixteen credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 170 Pep Band (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 171 Orchestra (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 172 Choral Union (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 173 College Choir (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 174 Symphonic Band (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 175 Percussion Ensemble (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 176 Marching Band (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 179 Men's Chorus (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 180 Women's Chorus (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 181 Jazz Band (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Ensembles meet a minimum of once per week with additional performances outside the weekly class meetings. Repeatable for up to eight credits. For the Creative/Expressive Arts General Education requirement to be met, a total of three credits of applied music instruction and/or music ensembles must be earned.

MUS 220 Conducting (3)

This course will introduce basic conducting techniques including: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation and preparation, and rehearsal techniques. With these tools, students will begin to appreciate the relationship between gesture and sound. There will be instrumental and vocal conducting opportunities for all students depending on interest. Prerequisite: MUS 123.

MUS 230 History of Rock and Roll (3)

The History of Rock and Roll encompasses the powerful effect that popular music has on culture. Since the advent of the 20th century, popular music has become both definitive and at the same time expressive of the social, emotional, economical, spiritual, and political climate of people worldwide. The course will trace the roots of popular music from the 1920s to present day, focusing on the

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changes and expressions of global societies. Though “Rock and Roll” is often seen as an American invention, this course will dig deeply into the roots of human expression through music worldwide. The course will transcend both inter-continental influences and cross generational boundaries throughout human history in the discovery of a medium that remains central to the human experience.

MUS 231 History of Sacred Music (3)

The history of music series studies the development and literature of specific genres. History of Sacred Music is a survey style course, including topics from Gregorian chant and the early mass to modern day praise music. Includes attending services or performances including sacred music.

MUS 232 History of Musical Theatre (3)

The history of music series studies the development and literature of specific genres. History of Musical Theatre is a survey style course, ranging from the ancient Greeks to modern day, studying the art of story through song. Attending live performances is included.

MUS 295 Special Topics in Music (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MUS 296 Readings in Music (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

MUS 371 Music Leadership & Management (3)

Music Leadership & Management will develop skills for working in non-profit, government and professional music organizations. Topics will include program development, music industry standards and artist contracting, as well as the business aspects of marketing, fundraising, budgeting, and advocating for the arts.

MUS 495 Special Topics in Music (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

MUS 496 Readings in Music (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NATURAL SCIENCE (NSCI)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

NSCI 199 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

NSCI 200 Earth in the Cosmos (4)**NSCI 200L Earth in the Cosmos Lab (0)**

This course is designed to meet the life science requirement for non-science majors. This class allows for the exploration of the scientific method, the development of hypotheses, and an understanding of the physical universe through observation, investigation, and inference. The students will gain an appreciation for the physical mechanisms of the universe and the synergistic links between these processes, the natural sciences, and human culture. A laboratory component is required.

NSCI 201 The Development of Life on Earth (4)**NSCI 201L The Development of Life on Earth Lab (0)**

This course is designed to meet the life science requirement for non-science majors. Areas of emphasis are the cell, inheritance, evolution, animal anatomy and physiology, and ecology. Particular attention will be given to the human species and how it fits in the environment. A laboratory component is required.

NSCI 220 Inquiry in Science (4)**NSCI 220L Inquiry in Science Lab (0)**

This course allows for the exploration of the scientific method, the development of hypotheses, an understanding of the physical universe, an understanding of the diversity of life, and the mechanisms that organisms use to adapt to their environments. A laboratory component is required.

NSCI 250 Environmental Health and Toxicology (3)

Principles of environmental health and toxicology with a focus on environmental, industrial, and natural chemicals. Topics include fate and effects of chemicals in organisms and the environment, air pollutants, insecticides, aquatic toxicology, endocrine disruptors, biomarkers and bioassays, and risk assessment. Prerequisites: BIO 129 and CHEM 124, both with grades of "C" or higher.

NSCI 295 Special Topics in Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NSCI 296 Readings in Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NSCI 299 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

NSCI 310 Geographic Information Systems (4)**NSCI 310L Geographic Information Systems Lab (0)**

This course serves as an introduction to Geographic Information Systems (GIS) focusing on both the theory behind and application of GIS to a variety of fields. Applications in education, business, social sciences, and natural sciences will be covered through training using ESRI's ArcGIS software. Two 50 minute lectures; One 3 hour and 50 minute laboratory per week. Offered spring of alternate years.

NSCI 311 Geographic Information Systems II (4)**NSCI 311L Geographic Information Systems II Lab (0)**

This course serves as an intermediate course in Geographic Information Systems (GIS) focusing on spatial analysis. Applications in education, business, social sciences, and natural sciences will be covered through training using ESRI's ArcGIS software. Prerequisite: NSCI 310.

NSCI 378 Research Methods (2)

This course helps to prepare students with the scientific research skills that will be necessary for a successful capstone experience, and in their professional career. Topics covered include methods for finding and accessing scientific literature, preparing an annotated bibliography, working with data, figures and statistics, scientific writing methods, peer review, and preparing oral and poster presentations.

NSCI 380 Global Sustainability (3)

This interdisciplinary course explores those factors that are key indicators of global environmental conditions including food/agriculture development, energy consumption/ production, atmospheric conditions and issues of hydrology, trends in biodiversity, and health, social and population concerns. Each of these concepts is observed not only from the perspective of current conditions but looking at the evolution of conditions from past to future. The course uses this knowledge base to support study of the shift from current condition to global sustainability and the roles of society, business and government in that cultural evolution. Prerequisite: NSCI 220.

NSCI 391 Internship

Natural Science faculty realize the value of a field-type experience in today's educational curriculum. Faculty also realize that enabling a student to have a valuable educational experience at the on-site location, the basic courses which will allow the work experience to be an enlightening and expandable part of education must have been taken. The following criteria have been established by the Natural Science faculty for students desiring science credit while enrolled in cooperative education or an internship; (1) Students must achieve junior standing. (2) Students must not be on academic probation. (3) Students will meet with appropriate staff members of the Division and present a rationale indicating how the work experience will enhance their science education. If the rationale for cooperative education or an internship is acceptable and meets the criteria above, the staff will approve the proposal. Upon completion of the educational experience, the student will present a seminar for the faculty and students as a part of a regularly scheduled Natural Science seminar. Following the completion of the seminar presentation, the student will be graded.

NSCI 394 Cooperative Education

Natural Science faculty realize the value of a field-type experience in today's educational curriculum. Faculty also realize that enabling a student to have a valuable educational experience at the on-site location, the basic courses which will allow the work experience to be an enlightening and expandable part of education must have been taken. The following criteria have been established by the Natural Science faculty for students desiring science credit while enrolled in cooperative education or an internship; (1) Students must achieve junior standing. (2) Students must not be on academic probation. (3) Students will meet with appropriate staff members of the Division and present a rationale indicating how the work experience will enhance their science education. If the rationale for cooperative education or an internship is acceptable and meets the criteria above, the staff will approve the proposal. Upon completion of the educational experience, the student will present a seminar for the faculty and students as a part of a regularly scheduled Natural Science seminar. Following the completion of the seminar presentation, the student will be graded.

NSCI 399 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

NSCI 495 Special Topics in Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NSCI 496 Readings in Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NSCI 498 Senior Capstone Project (2-4)

A senior capstone project is required of all Natural Science majors and can be completed by either completing an independent research project under the supervision of a Natural Science faculty member or by presenting the research during a Natural Science seminar during the senior year. If circumstances preclude a student from completing an independent research project, the following method can be used to fulfill the requirement. During the junior year a student prepares a literature analysis and review of a specific topic approved by two Natural Science faculty members. During the senior year the student will present a Natural Science seminar covering the topic.

NURSING (NRS)

Program Description

The major in Nursing at Defiance College leading to the BSN degree is a completion program designed for Associate Degree or diploma nurses who graduated from an accredited nursing program and have a current active RN license or are able to obtain an active RN license prior to the first clinical course at Defiance College. Students must also have a GPA of 2.5 or higher to be admitted into the program. Students must complete the required Defiance College General Education Curriculum courses. Nursing major courses are offered in an eight week online format in the fall and spring semester, and in the summer semester on an as-needed basis. Baccalaureate prepared nurses have a broad base of learning that combines the technical aspects of nursing with the leadership skills necessary to lead in today's dynamic health care environment. Students will gain additional knowledge in the liberal arts and take nursing courses to prepare them for leadership positions.

To reach this goal each student must receive a grade of "C" or better for each nursing course. Courses must be repeated if a grade lower than "C" is earned using Academic Second Chance.

NURSING MAJOR REQUIREMENTS (24 credit hours):

A grade of C or higher is required in all nursing courses, and a 2.50 GPA is required in order to be admitted or remain in the Nursing program.

NRS 365	Nursing in a Globalized World (3)
NRS 380	Nursing Informatics (3)
NRS 400	Nursing Transitions (3)
NRS 415	Nursing Research (3)
NRS 475	Community Health Nursing (3)
NRS 476	Community Nursing Clinical (3)
NRS 480	Nursing Leadership and Management (3)
NRS 498	Nursing Leadership Capstone (3)

Important Notes regarding the BSN Completion Curriculum:

- The initial course in the nursing major is NRS 400 Nursing Transitions.
- The final courses in the nursing major is NRS 480 Nursing Leadership and Management and NRS 498 Nursing Leadership Capstone.
- All students must complete a minimum of 30-hours in residency at Defiance College. Additional hours beyond the 24-hours listed in the major above may be required to complete degree requirements.
- Must complete 120 total credit hours (includes transferred credit hours)
- If the student has been out of formal education for 5 years or more, it is highly recommended that they take a computer or keyboard course before attempting the nursing major.
- Must complete all Defiance College's baccalaureate General Education liberal arts curriculum requirements for graduation.
- Completion may be realized in 12 months for full time students. Students who are part time have up to five years to complete the nursing major requirements.
- Additional fees are a part of agency requirements for all clinical experiences. See nursing handbook for all additional fees.

PRE-BACHELOR OF SCIENCE IN NURSING (1+2+1 PROGRAM) IN PARTNERSHIP WITH NORTHWEST STATE COMMUNITY COLLEGE

In partnership with Northwest State Community College, Defiance College offers a BSN in a four-year format for students with no prior college experience. The first year is taken at Defiance College (courses listed below). For their second and third years, students will transfer to Northwest State Community College and complete the Associate of Applied Science Degree/RN program. Students will transfer back to Defiance College after completing the Associate of Applied Science Degree Program at Northwest State Community College. To be admitted into the RN to BSN completion program upon their return to Defiance College, students must successfully complete and pass the NCLEX-RN exam after their third year and before the first clinical course at Defiance College, and be in good academic standing (at least a 2.5 GPA).

To be eligible for this special partnership program, students must apply to Northwest State Community College prior to matriculation at Defiance College. Ten places in the RN program will be guaranteed to students who complete the first year at Defiance College, meeting all the requirements below. Availability of seats in the Northwest State program are competitive and students will be notified after review of the full first year transcript on or about June 1, pending nurse aide certification and passing PAX-RN entrance exam (see guidelines below). Students who meet requirements but do not receive one of the ten guaranteed spaces in the 1-2-1 program may still be accepted into the Northwest State nursing program on a space available basis.

To be eligible to transfer into the Northwest State Community College RN program, students must have:

- A cumulative GPA at Defiance College of at least a 2.5;
- A grade of 'C' or better in NRS 101 or have nurse aide certification;
- At least a grade of "C" or better in the following classes:
 - BIO 235 Human Anatomy and Physiology I;
 - ENGL 125 Composition I
 - MATH 105 Quantitative Reasoning or MATH 110 College Algebra, and
 - PSY 110 Introduction to Psychology.
- Certification in a BLS program from the American Heart Association;
- Earn State Tested Nursing Assistant (STNA) certification;
- Pass the NLN Preadmission Exam (PAX-RN) and achieve in the 50th percentile in each area tested. The PAX-RN tests in the area of Science, Math and Verbal ability. Students who do not achieve in the 50th percentile in all areas tested must wait 6 months to retest. PAX-RN exam can only be taken two times.
- Completed high school Biology with Lab and received a minimum grade of 'B' or, if they received a 'C' in high school Biology they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take BIO 120 and pass with at least a grade of 'C' or better.
- Completed high school Chemistry with Lab and received a minimum grade of 'B' or, if they received a 'C' in high school Chemistry they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take CHEM 113 and pass with at least a grade of 'C' or better. Note that if students are exempt from taking CHEM 113 or its equivalent before being admitted to the Northwest State RN program, they must take CHEM 113 or its equivalent before being admitted at DC into the RN to BSN completion program.

To be admitted into the BSN completion program upon their return to Defiance College, students must successfully complete the NCLEX-RN Exam after their third year and have at least a 2.5 GPA. They must have completed ENGL 225 Composition II, CHEM 113 Chemistry Around Us, a Creative or Expressive Arts General Education course, and a Historical, Political or Multicultural Perspectives General Education course to finish out their BSN requirements, or plan to complete these requirements at Defiance College in their final year.

During students' enrollment at Northwest State Community College they will remain dual-enrolled at Defiance College by registering for GEN 399 Affiliated Program (0) that will allow them to keep their email addresses, myDC access and services to students including using the George M. Smart Athletic Center. This affiliated program course has zero credit hours associated with it.

Please refer to the 1+2+1 Handbook for the Nursing Program for the plan of study, program check-list and PAX testing information.

PRE-BACHELOR OF SCIENCE IN NURSING (1+2+1 PROGRAM) IN PARTNERSHIP WITH RHODES STATE COLLEGE

In partnership with Rhodes State College, Defiance College offers a BSN in a four-year format for students with no prior college experience. The first year is taken at Defiance College (courses listed below). For their second and third years, students will transfer to Rhodes State College and complete the Associate of Applied Science Degree/RN program. Students will transfer back to Defiance College after completing the Associate of Applied Science Degree Program at Rhodes. To be admitted into the RN to BSN completion program upon their return to Defiance College, students must successfully complete and pass the NCLEX-RN Exam after their third year and before the first clinical course at Defiance College, and be in good academic standing.

Eight (8) seats in the RN program will be guaranteed to students who complete the first year at Defiance College, meeting all the requirements below and start at Rhodes State in the fall semester. Five (5) seats are guaranteed to Defiance College students who meet the requirements below and wish to start in the spring semester at Rhodes. Availability of seats in the Rhodes State program are competitive and students will be notified after review of the full first year transcript on or about June 1, pending nurse aide certification and passing the Test of Essential Academic Skills (TEAS) entrance exam (see guidelines below). Students who meet requirements but do not receive one of the guaranteed spaces in the 1-2-1 program may still be accepted into the Rhodes State nursing program on a space available basis.

To be eligible to transfer into the Rhodes State College RN program, students must have:

- A cumulative GPA at Defiance College of at least a 2.5;
- A grade of 'C' or better in NRS 101 or have nurse aide certification;
- At least a grade of "C" or better in the following classes:
 - BIO 235 Human Anatomy and Physiology I;
 - ENGL 125 Composition I
 - MATH 105 Quantitative Reasoning or MATH 110 College Algebra, and
 - PSY 110 Introduction to Psychology.
- Certification in a BLS program from the American Heart Association;
- Complete State Tested Nursing Assistant (STNA) course with a C or better and obtain certificate of completion;
- Pass the Test of Essential Academic Skills (TEAS) and achieve a composite score of at least 60% or pass the PAX-RN test and score at least 50 or better in the RN percentile rank in each of the areas of Verbal, Math, and Science.
- Completed high school Biology with Lab and received a minimum grade of 'B' or, if they received a 'C' in high school Biology they must have an ACT science score of 24 or higher. If students do not meet these minimums, they must take BIO 120 and pass with at least a grade of 'C' or better.

To be admitted into the BSN completion program upon their return to Defiance College, students must successfully complete the NCLEX-RN Exam after their third year and have at least a 2.5 GPA. They must have completed ENGL 225 Composition II, CHEM 113 Chemistry Around Us, a Creative or Expressive Arts General Education course, and a Historical, Political or Multicultural Perspectives General Education course to finish out their BSN requirements, or plan to complete these requirements at Defiance College in their final year.

During students' enrollment at Rhodes State College they will remain dual-enrolled at Defiance College by registering for GEN 399 Affiliated Program (0) that will allow them to keep their email addresses, myDC access and services to students including using the George M. Smart Athletic Center. This affiliated program course has zero credit hours associated with it.

Please refer to the 1+2+1 Handbook for the Nursing Program for the plan of study, program check-list and TEAS testing information.

PRE-BACHELOR OF SCIENCE IN NURSING REQUIREMENTS TAKEN AT DEFIANCE COLLEGE (43 Hours):

A grade of C or higher is required in all nursing courses – a 2.50 GPA is required in order to be admitted or remain in the nursing program.

BIO 235	Human Anatomy and Physiology I (4)*
CHEM 113	Chemistry Around Us (4)
ENGL 125	Composition I (3)*
PSY 110	Introduction to Psychology (3)*
NRS 101	Nurse Aide Certification (2)

NRS 365	Nursing in a Globalized World (3)
NRS 380	Nursing Informatics (3)
NRS 400	Nursing Transitions (3)
NRS 415	Nursing Research (3)
NRS 475	Community Health Nursing (3)
NRS 476	Community Nursing Clinical (3)
NRS 480	Nursing Leadership and Management (3)
NRS 498	Nursing Leadership Capstone (3)

Choose one:

MATH 105	Quantitative Reasoning (3)*
MATH 110	College Algebra (3)*

**Required for the Associate of Applied Science Degree in Nursing at Northwest State.*

Along with nursing core courses the following courses must also be completed at the respective colleges if not already completed:

Northwest State Community College

BIO 232	Human Anatomy and Physiology II (4)
BIO 257	Microbiology (4)
ENGL 112	Composition II (3)
BIO 131	Nutrition (3)
PSY 230	Human Growth & Development (3)
STA 120	Introduction to Statistics (3)

Rhodes State College

BHS 2110	Growth and Development – Lifespan (3)
BIO 1120	Human Anatomy and Physiology II (4)
COM 2400	Composition and Literature (3)
MTH 1260	Statistics
NSG 1220	Principles of Nutrition (2)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice (3)*

Historical, Political and Multicultural Perspectives: *Student choice (3)*

Quantitative Reasoning: *MATH 105 Quantitative Reasoning or MATH 110 College Algebra (3)*

Scientific Knowledge: *CHEM 113 Chemistry Around Us (4)*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

NRS 101 Nurse Aide Certification (2)

An introductory course in which students learn the basics of health care delivery and are able to work in a variety of health care settings. Upon completion students will be eligible to sit for the state certification exam. Lecture and clinical taken off-site.

NRS 295 Special Topics in Nursing (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NRS 296 Readings in Nursing (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NRS 365 Nursing in a Globalized World (3)

This course will focus on the global aspects of health care delivery. Country comparisons will be completed and students will provide an analysis of a selected country's health care system. The U.S. health care delivery system will be studied in relation to its increasing diverse population groups. Administrative, workforce, client, and funding issues will be addressed. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing).

NRS 380 Nursing Informatics (3)

This course will review the evolution of nursing informatics and beginning concepts used in the management and processing of data, including the information and knowledge to support nursing practice. Students will be introduced to the hardware, software, databases and communication systems. Concepts related to information literacy, computerized information systems, evaluation of online health resources, issues and trends in informatics and emerging technologies will be explored. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing).

NRS 400 Nursing Transitions (3)

This course is designed for the RN who is making the transition to baccalaureate nursing. The course focuses on gathering, analyzing and synthesizing information obtained in the delivery of health care and on looking beyond the medical field into other areas that may impact the health and well-being of clients.

NRS 415 Nursing Research (3)

This course focuses on nursing research in the context of evidence-based practice. Nursing theories and nursing literature will be examined in the relationship to nursing practice. Students will be expected to critically evaluate articles in the nursing literature. Ethical considerations will also be discussed. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing).

NRS 475 Community Health Nursing (3)

This course focuses on maintaining the health and well-being of individuals and groups of individuals. Topics for discussion include a collaborative approach to health care, transcultural nursing, health promotion activities, quality assurance and the evolution of community and population based-nursing. Prerequisite: NRS 400 (may be taken concurrently depending on nursing experience and with permission by the Director of Nursing). Corequisite: NRS 476.

NRS 476 Community Nursing Clinical (3)

This course is the clinical component of Community Health Nursing. It will include clock hours of clinical that are in alignment with CCNE accreditation standards and take place within the student's local health department. The nursing program will secure a clinical site for the student within their state of nursing practice. It will include a formal paper including data from the community's assessment and a clinical project agreed upon by the agency and the student to serve the needs of an underserved population. A formal paper and a presentation are required. Agency requirements may incur additional fees.

NRS 480 Nursing Leadership and Management (3)

This course focuses on managerial and leadership principles in the health care setting. Topics for discussion include strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics and teambuilding. This is to be scheduled within the final semester of the student's RN to BSN completion program. Corequisite: NRS 498.

NRS 495 Special Topics in Nursing (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

NRS 496 Readings in Nursing (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

NRS 498 Nursing Leadership Capstone (3)

This course is a final measure of the nurse's knowledge, Skills and Attitudes of the professional nurse in a healthcare setting. Under the direction and mentoring of a Chief Nursing Officer (CNO) the following leadership and management skills will be observed: strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics, teambuilding and working with collaborative multidisciplinary teams. The nursing program will secure a clinical site for the student within their state of nursing practice and the student will be responsible for working with the CNO to include clock hours of clinical that are in alignment with the CCNE accreditation standards and working with the CNO for a PICOT project` (Population/Patient, Intervention/Indicator, Comparison/Control, Outcome, and Time). This is to be agreed upon by the CNO and nursing student. A final paper and presentation of the PICOT project is required. Prerequisite: This is to be the capstone and should therefore be scheduled as the last course in the student's final term. Agency requirements may incur additional fees.

ORGANIZATIONAL SUPERVISION AND LEADERSHIP (OSL)

Program Description

A major in Organizational Supervision and Leadership is available only as a completion program for individuals having obtained 60 hours of college credit. It is not available as a stand-alone major. The goals of the program are to provide courses in business that will add value to an Associate's degree from an accredited two-year institution. Students will develop an understanding and knowledge in the functional areas of business including the ethical principles and concepts of those functional areas. Students finishing the OSL bachelor's degree program will be able to assume first-line or higher management positions with the skills, knowledge and abilities to make ethically informed operational decisions. All courses in this program are offered 100% online and in a compressed calendar format as detailed at the front of this Catalog under the Academic Calendar section.

Organizational Supervision and Leadership Major Program Requirements (42 Hours):

All major program requirements include Core and Cognate courses.

Organizational Supervision and Leadership Major Core (27 Hours):

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 228	Business Communications (3)
BUS 498	Business Capstone Seminar (3)
MGT 331	Organizational Behavior (3)
MGT 332	Human Resource Management (3)
MGT 340	Managing Teams in Organizations (3)
MGT 470	Leadership and Managing Change (3)
MKT 240	Principles of Marketing (3)

Organizational Supervision and Leadership Major Cognates (6 credit hours):

ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)

Organizational Supervision and Leadership Electives – choose three (9 credit hours):

ACCT 321	Intermediate Accounting I (3)
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BUS 365	International Business (3)
BUS 425	Entrepreneurship (3)
MGT 375	Project Management (3)
MKT 348	Sales Management and Professional Selling (3)
MKT 442	Marketing Management (3)

PHYSICAL SCIENCE (PHYS)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

PHYS 100 Physical Science (4)

PHYS 100L Physical Science Lab (0)

An exploration of the physical universe (physics, chemistry and astronomy) with the purpose of helping the student develop an understanding and appreciation of physical phenomena. Mathematics used includes arithmetic and elementary algebra. Three class periods and one laboratory period per week. Offered in alternate years.

PHYS 195 Physical Science Concepts (4)

PHYS 195L Physical Science Concepts Lab (0)

This class allows for the exploration of the development of modern scientific thought, specifically the development of physical science concepts. This students will gain an appreciation of how the scientific method facilitates an understanding of the physical universe through observation, investigation, and inference. The students will explore the physical mechanisms of the universe and the synergistic links between these processes, the human culture.

PHYS 202 Introduction to Geology (4)

PHYS 202L Introduction to Geology Lab (0)

This course explores the relationships between human beings and their geological environment. The earth is viewed as a dynamic planet affected by sudden, violent events such as volcanic eruptions, earthquakes, and floods, as well as by slower processes operating over long time spans that create, move, and destroy continents and oceans. Topics will include (1) geological hazards such as earthquakes, volcanoes, and flooding, (2) soil, water, and air pollution, and (3) the formation of minerals, rocks, soil fossil fuels, and other natural resources. Offered in alternate years.

PHYS 210 General Physics I (4)

PHYS 210L General Physics I Lab (0)

Introductory course in physics covering the topics of mechanics, sound and heat. Three class periods and one laboratory period per week. Offered in alternate years. Prerequisite: MATH 114.

PHYS 220 General Physics II (4)

PHYS 220L General Physics II Lab (0)

Introductory course in physics covering the topics of electricity, magnetism, optics, atomic and nuclear physics. Three class periods and one laboratory period per week. Offered in alternate years. Prerequisite: PHYS 210.

PHYS 295 Special Topics in Physical Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

PHYS 296 Readings in Physical Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PHYS 495 Special Topics in Physical Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

PHYS 496 Readings in Physical Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

POLITICAL SCIENCE (POL)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

POL 237 American Government and Politics (3)

This course will provide students with a basic understanding of the political institutions of the American Government as well as its strengths and weaknesses. Students will study the structure and purpose of the U.S. Constitution; the various levels and branches of government; the rights and responsibilities of citizens; the processes of government action; the social, economic, and geographic influences of government action; the roles of interest groups, elections, and the concepts of civil rights, liberty, freedom and equality. Offered fall of odd years.

POL 295 Special Topics in Political Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

POL 296 Readings in Political Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

POL 325 Public Opinion and Propaganda (3)

Formation of public opinion in a democracy and its role. Analysis of mass communication and the uses of propaganda in democratic and non-democratic states. Focus will be on intention, message and effects of uses of propaganda. Offered in alternate years.

POL 336 History of the Constitution (3)

This course focuses on the historical ideas, events, and perceptions that led to the creation of the U.S. Constitution. Special emphasis will be placed on the motivations of the framers, the rationale of the Federalists and anti-Federalists, the Bill of Rights, the evolution of the government including the key concepts of liberty and freedom. Moreover, the course incorporates a degree of flexibility, which will allow for the accommodation of themes or issues in constitutional history that are of particular interest to the class participants. Offered in spring of even alternate years. Cross-listed with HIST 336.

POL 337 Comparative Social and Political Systems (1)

Serving as an overview of selected social and political systems worldwide, this course provides students with the opportunity to reflect upon macro-level policy issues that affect US and global populations. The students will use the experiences that they have had through the course pre-requisites to compare world and U.S. social and political systems. Insight and experiences from Defiance College faculty, community members, and students will be shared and discussed in order to relate “on-the-ground” learning experiences to current theories and models related to global political and social systems. Offered in spring semesters. Prerequisites: MCC 371, 372, 373, 374 or 375; and either HIST 336 or POL 237.

POL 371 Constitutional Law (3)

A study of the U.S. constitution through analysis of major Supreme Court decisions and the impact of those decisions upon the American political process. Offered in alternate years.

POL 495 Special Topics in Political Science (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

POL 296 Readings in Political Science (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PSYCHOLOGY (PSY)

Program Description

Students who major in Psychology will acquire a broad understanding of psychological functioning in a variety of contexts and will be trained to conduct psychological research. This background will enable students to pursue entry-level positions in fields such as mental health, business, law enforcement, and college admissions. The psychology major also prepares students for graduate work in psychology, counseling, law, and other professional programs. Students should choose a minor or second major that complements their interests in psychology. Students who want to obtain a graduate degree in clinical or counseling psychology are encouraged to enroll in a field experience course, PSY 497.

Psychology Major Program Requirements (39 Hours):

All major program requirements include Core and Cognate courses.

Psychology Major Core (39 Hours):

PSY 110	Introduction to Psychology (3)
PSY 230	Behavioral Statistics (3)
PSY 260	Social Psychology (3)
PSY/SWK 280	Abnormal Psychology (3)
PSY 302	Psychology Research Methods (3)
PSY 305	History and Systems of Psychology (3)
PSY 315	Theories of Personality (3)
PSY 430	Memory and Cognition (3)
PSY 498	Senior Capstone Seminar (3)

Choose four:

PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)
PSY 270	Human Sexuality (3)
PSY 295	Special Topics in Psychology (3)
PSY 395	Special Topics in Psychology (3)
PSY 420	Industrial/Organizational Psychology (3)

PSY 450 Neuroscience (3)*

*PSY 450 is strongly recommended for students considering graduate school in clinical psychology.
PSY 295 and 395 may be repeated if the topic changes.

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *PSY 230 Behavioral Statistics (3)*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Psychology Minor Program Requirements (18 hours)

PSY 110 Introduction to Psychology (3)

15 additional credits including 6 credits at 300 level or higher.

Students who choose to take a research methods course to fulfill the minor may take either SWK 301 or PSY 302.

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

PSY 110 Introduction to Psychology (3)

The application of psychological principles to the understanding of human behavior (not open to conditionally accepted first semester freshmen).

PSY 195 Special Topics in Psychology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: PSY 110.

PSY 225 Infancy and Childhood (3)

An introduction to normative physiological, social, cognitive, and emotional development as a continuous process from conception through late childhood. Prerequisite: PSY 110.

PSY 227 Adolescence and Adulthood (3)

The course covers bio-psycho-social issues of development of the human being from puberty through advanced age. Key transitions in the family, interpersonal, educational and occupational realms of life are highlighted. Prerequisite: PSY 110.

PSY 230 Behavioral Statistics (3)

Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is also emphasized. Knowledge of basic algebra is recommended.

PSY 260 Social Psychology (3)

Social psychology explores the impact of social variables on human behavior, attitudes, perceptions, and motives. Topics include attitude formation, persuasion, conformity, prejudice, and cultural variations in psychological functioning. Prerequisite: PSY 110.

PSY 270 Human Sexuality (3)

This course is intended to provide a comprehensive overview of human sexuality, to include information about anatomy, the sexual response cycle, STIs, healthy reproductive decisions, sexual orientation, sexual problems, sexual variants, victimization, and social / legal issues regarding the sale of sex. Prerequisite: PSY 110 and sophomore standing.

PSY 280 Abnormal Psychology (3)

An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. Prerequisite: PSY 110. Cross-listed with SWK 280.

PSY 295 Special Topics in Psychology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: PSY 110.

PSY 296 Readings in Psychology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PSY 302 Psychology Research Methods (3)

The primary goals of this course are to teach students to design and conduct research projects, to use statistical software to analyze data, and to interpret statistical results. Students will learn to write a research report that conforms to the publication specifications of the American Psychological Association and will become familiar with the ethical issues related to the use of human subjects.

Prerequisites: PSY 230 and junior standing.

PSY 305 History and Systems of Psychology (3)

A review of major historical and theoretical perspectives in psychology. Important figures in the history of psychology as a science and as a profession will be considered. Prerequisite: PSY 110.

PSY 315 Theories of Personality (3)

A comparative study of classical and recent theories of normal personality structures and development with an examination of the supporting research. Prerequisite: PSY 280 and sophomore standing.

PSY 395 Special Topics in Psychology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes. Prerequisite: PSY 110.

PSY 420 Industrial/Organizational Psychology (3)

This course is designed to examine the practices of industrial / organizational psychology. These include but are not limited to personal practices, performance assessment, job and workplace design, job satisfaction, behavior within organizations, systems of management, and safety in the workplace. Prerequisites: BUS 140 or PSY 110 and at least sophomore class standing.

PSY 430 Memory and Cognition (3)

The course explores the information processing approach to memory and thinking. Topics include memory processes, concept formation, and reasoning. Prerequisites: PSY 110 and junior standing.

PSY 450 Neuroscience (3)

An examination of the biological and physiological basis of behavior and development with special emphasis on the neural substrates. Offered in alternate years. Prerequisites: PSY 110, 4 hours of Natural Science, and junior standing.

PSY 496 Readings in Psychology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

PSY 497 Field Experience (1-6)

Students will apply the skills and knowledge they have learned as a psychology major in a company or agency in the community. This opportunity is typically available to students who are interested in mental health, but other work settings will be considered. Students may be required to investigate possible field experience locations. Eligibility for the field experience will be based on the student's completion of relevant coursework, GPA, and a recommendation from a faculty member. Final eligibility will be determined by the participating agency. Field placements are not always available: Students who are interested in a field experience should speak with a psychology professor 3 months prior to the semester in which they wish to enroll. Offered by request. Graded Pass/Fail. Prerequisites: 15 hours of psychology (or related) classes and junior standing at time of enrollment.

PSY 498 Senior Capstone Seminar (3)

The primary component of this class is the completion of a research project designed by the student. Students are expected to have a proposal for their research project before the first day of class. Students who did not complete a research design in a previous course must contact the professor before enrolling in the course. Students will collect and analyze their data and then write a report that meets the publication specifications of the American Psychological Association. The second significant component of the course is the completion of psychology-related service learning project chosen by the student. In preparation for graduation from Defiance College, students will research career options and graduate school programs. Prerequisites: PSY 230, 302 and junior standing.

PSY 499 Advanced Independent Research (1-4)

The student will design and conduct an independent research project. This will include a literature review, the development of a research design, data collection and analysis, and the preparation of a report that meets the publication specifications of the American Psychological Association. Prior to enrolling in the course, the student must obtain a faculty advisor for the research project. May be repeatable up to 6 credit hours. Prerequisites: PSY 230 and 302.

RELIGIOUS STUDIES AND MINISTRY STUDIES (RSTU and MSTU)

Program Description

Students may choose from two major programs in religion: Religious Studies or Ministry Studies. The Religious Studies major focuses on understanding religious ideas, values, and practices within Christianity as well as other religious traditions. The religion faculty engages students in open inquiry, dialogue, research and study in an ecumenical environment that values people from differing religious and cultural traditions. The Religious Studies major provides pre-professional as well as pre-graduate school preparation through an excellent overview of important theories, methods, and areas of study in the field.

The Ministry Studies major focuses on professional preparation for work in local church or church-related settings. The major balances current theory and best practices with scholarship and application. Students in the Ministry Studies major engage in experiential learning and research that equips them to work in a variety of local church or church-related positions and with various age levels and ministries or to enter seminary in preparation for ordained ministry. Student internships take place in local Defiance area settings where students work with ministers and lay leaders to develop and nurture varied and challenging ministries.

Religious Studies Major Program Requirements (45 credit hours)

All major program requirements include Core and Cognate courses.

Religious Studies Major Core (39 credit hours):

REL 150	Worship, Liturgy and Prayer (3)
REL 201	Approaches to Religion (3)
REL 210	Spirituality and Wholeness (3)
REL 211	Introducing the Old Testament: Chaos, Calamity and Covenant (3)
REL 212	Introducing the New Testament: Teachings of Jesus and the Early Church (3)
REL 267	Islam (3)
REL 321	Ethics and Morals (3)
REL 360	Church History (3)
REL 370	Issues in 21 st Century Religion (3)
REL 395	Special Topics (3)
REL 396	Readings in Theology (3)

REL 498 Senior Capstone (3)

Choose one:

REL 122 Foundations of Christian Religious Education (3)

REL 353 Leadership and Group Work Theory (3)

REL 475 Administrative Policies and Practices (3)

Religious Studies Major Cognates (6 credit hours):

PSY 110 Introduction to Psychology (3)

PSY 270 Human Sexuality (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *REL 201 Approaches to Religion (3)*

Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: *PSY 110 Introduction to Psychology (3)*

Ministry Studies Major Program Requirements (63 credit hours)

All major program requirements include Core and Cognate courses

Ministry Studies Major Core (48 Hours):

REL 122 Foundations of Christian Religious Education (3)

REL 150 Worship, Liturgy and Prayer (3)

REL 211 Introducing the Old Testament: Chaos, Calamity and Covenant (3)

REL 212 Introducing the New Testament: Teachings of Jesus and the Early Church (3)

REL 250 Program Development and Resource Theory (3)

REL 310 Mediation and Conciliation (3)

REL 353 Leadership and Group Work Theory (3)

REL 360 Church History (3)

REL 370 Issues in 21st Century Religion (3)

REL 395 Special Topics (3)

REL 396 Readings in Theology (3)

REL 397 Field Experience (3+3)

REL 475 Administrative Policies and Practices (3)

REL 497 Field Experience (3+3)

REL 397 and 497 are repeatable courses and each must be taken twice by the Ministry Studies major for 3 credits each.

Ministry Studies Major Cognates (15 hours):

PSY 110 Introduction to Psychology (3)

PSY 225 Infancy and Childhood (3)

PSY 227 Adolescence and Adulthood (3)

PSY 270 Human Sexuality (3)

SWK 265 Cultural Diversity (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *REL 211 Introducing the Old Testament: Chaos, Calamity and Covenant (3)*

Quantitative Reasoning: *Student choice*

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: PSY 110 Introduction to Psychology (3)

Religious Studies Minor Program Requirements (18 credit hours):

Program Description

The Religious Studies minor works well in tandem with a variety of majors. Recent graduates and current students have added religious studies minors to majors in international studies, English, social work and psychology.

- REL 201 Approaches to Religion (3)
- REL 321 Ethics and Morals (3)
- REL 370 Issues in 21st Century Religion (3)

Choose one:

- REL 211 Introducing the Old Testament: Chaos, Calamity and Covenant (3)
- REL 212 Introducing the New Testament: Teachings of Jesus and the Early Church (3)

Choose two:

- REL 310 Mediation and Conciliation (3)
- REL 353 Leadership and Group Work Theory (3)
- REL 360 Church History (3)
- REL 395 Special Topics (3)
- REL 396 Readings in Theology (3)
- REL 397 Field Experience (3)
- REL 475 Administrative Policies and Practices (3)
- REL 497 Field Experience (3)

Ministry Studies Minor Program Requirements (21 credit hours):

Program Description

The Ministry Studies minor also works in tandem with a variety of majors. Recent graduates and current students have added Ministry Studies minors to majors in art education, social work, communication studies, and religious studies.

- REL 150 Worship, Liturgy and Prayer (3)
- REL 211 Introducing the Old Testament: Chaos, Calamity and Covenant (3)
- REL 212 Introducing the New Testament: Teachings of Jesus and the Early Church (3)
- REL 353 Leadership and Group Work Theory (3)
- REL 397 Field Experience (3)

Choose two:

- REL 310 Mediation and Conciliation (3)
- REL 321 Ethics and Morals (3)
- REL 360 Church History (3)
- REL 395 Special Topics (3)
- REL 396 Readings in Theology (3)
- REL 475 Administrative Policies and Practices (3)
- REL 497 Field Experience (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

REL 122 Foundations of Christian Religious Education (3)

A foundational survey of biblical, theological, psychological, sociological, legal and historical elements of Christian religious education. Students will learn to inter-relate and apply these foundational elements in practical settings, and develop a statement setting forth their philosophy of Christian religious education. Offered in alternate years.

REL 150 Worship, Liturgy and Prayer (3)

The course is an introductory exploration of (1) the meaning, role and practices of worship, sacrament, liturgy and prayer in religion with particular attention to Christianity, (2) changes in practice in response to changes in culture and society, and (3) creating fresh or refreshed worship and rituals for specific settings and populations.

REL 201 Approaches to Religion (3)

A study of the nature of religious ideas, values, and experiences focusing on Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Insights about religion gained from psychology, anthropology, and philosophy will also be examined. Prerequisites: ENGL 125.

REL 210 Spirituality and Wholeness (3)

In a 21st Century world that seems to demand that everyone do more and more at a faster and faster pace, this course explores approaches to spiritual wholeness for lives that often feel fragmented and overloaded. Students explore topics such as: spiritual and physical disciplines of meditation and prayer; holistic moral decision making; natural and religious dimensions of healing; community integrity through service to others; and an evaluation of religious beliefs about diet and exercise. Prerequisites: ENGL 125.

REL 211 Introducing the Old Testament: Chaos, Calamity and Covenant (3)

Through the rich literature of the Hebrew Bible and the history of ancient Israel, students will be introduced to some of the foundational beliefs, values, and practices of Western cultural heritage. The course acquaints students with critical literary and historical methods of understanding the Bible in its context as well as its meaning for people of faith today. Prerequisites: ENGL 125.

REL 212 Introducing the New Testament: Teachings of Jesus and the Early Church (3)

Through the Gospels, the letters of Paul, and other New Testament writings students will explore the world of Jesus and his compelling message. The course introduces critical methods for understanding the distinctive themes of the Gospels and invites possible ways for people of faith today to grasp the meaning of Jesus' message and ministry. Prerequisite: ENGL 125.

REL 250 Program Development and Resource Theory (3)

This course examines curriculum theory and practice from philosophical, theological, historical, and methodological perspectives. The course equips students with tools and techniques to observe and evaluate curricula, and to assess learning environments (including the reality of implicit and null curricula), and how those learning environments interact with written curricula. Students are required to apply concepts from this course in constructing programs for use within local church or church-related settings that include appropriate evaluation tools. Offered in alternate years.

REL 267 Islam (3)

A survey of Islam including its early religious history, and beliefs and practices; contemporary socio-cultural issues in the Islamic world; and major schools of thought and Islamic art, literature, and spirituality. Offered in alternate years. Prerequisite: ENGL 125.

REL 295 Special Topics in Theology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

REL 296 Readings in Theology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

REL 310 Mediation and Conciliation (3)

Mediation and Conciliation focuses on the third party role of the mediator. The class explores the theories and practices of mediation and conciliation in the North American context. The class will develop the skills needed for mediation in formal and informal settings. Students will spend the first part of the semester learning theory and the development of basic skills. The second part of the class will be spent in mediation role plays.

REL 321 Ethics and Morals (3)

A survey of philosophical and theological resources available for the consideration of ethical questions, combined with case studies drawn from current moral issues and dilemmas. Students can focus on ethical issues in their major fields in the context of a research assignment. Prerequisites: ENGL 125 and 225.

REL 353 Leadership and Group Work Theory (3)

Through a balance of research techniques and experiential approaches, students gain social-psychological and theological understanding of leadership styles and their effects as well as group processes. Skills are developed in identifying, diagnosing, and acting upon group and individual needs in varied situations including intra- and inter-group conflict. Students are introduced to the Meyers-Briggs Type Indicator as a tool for their leadership development. Project may include exercises with groups, including the use of videotaped recordings and receiving and giving feedback, and creation of professional and personal leadership development plans. Excellent elective for students already in campus or community leadership roles as well as those in majors that lead toward work environments requiring participation and coordination of teams or working groups such as health and wellness. Offered in alternate years. Prerequisites: ENGL 125 and 225.

REL 360 Church History (3)

Important themes in the history of Christian faith and practice are traced from Jesus and the early church to the 21st century. Students will explore lives of outstanding women and men who have made significant contributions to Christian life. Particular attention will be given to the shifting leadership roles of women and men in church history. Offered in alternate years. Prerequisites: ENGL 125 and 225.

REL 370 Issues in 21st Century Religion (3)

A study of key issues challenging religions from a variety of directions and forces, e.g. internal critique, global economics, dominant or minority position within societies, militant-ism and nationalism, making peace more than war, gender, entitlement and power. Topics will change with instructor.

REL 395 Special Topics in Theology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

REL 396 Readings in Theology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes. Prerequisites: ENGL 125 and 225; REL 211 and REL 212 or REL 360.

REL 397 Field Experience (3)

A junior-level field placement for students majoring in Christian education. Repeatable course for up to 6 credit hours. Graded Pass/Fail.

REL 475 Administrative Policies and Practices (3)

Thoughtful leadership, teaching skills, printed resources, adequate finances and institutional relationships are critical to the success of any educational program. In this course students will be introduced to issues in leadership theory, motivation, human resources, planning and budgeting, institutional structures, and institutional relationships. Students will develop their own theoretical approach to each of these issues through reading, class discussion, written reflection, and field-based practical application. Open to junior and senior level students. Recommended that Ministry Studies majors take the course with junior or senior level field work. Offered in alternate years.

REL 497 Field Experience (3)

A senior-level field placement for students majoring in Ministry Studies or Religious Studies and will complete their capstone as part of this sequence. Repeatable for up to 6 credit hours. Graded Pass/Fail.

REL 498 Senior Capstone (3)

Religious Studies majors choose an independent project related to their coursework in the major. The capstone integrates the students' learning in religious studies and/or related disciplines with practical experience or with specialized research. A presentation of the results of student work is required and a component of community service is strongly encouraged.

RESTORATION ECOLOGY (REST)

Program Description

This practical, applied program prepares students in the field of restoration ecology and it also prepares students for graduate work in fisheries, biology, wildlife management and ecology. Please refer to the Biology, Chemistry, Mathematics, Natural Science, Physical Science, Physical Science and Psychology sections of this Catalog for course descriptions for the Restoration Ecology major.

Major Program Requirements (68 credit hours)

All major program requirements include Core and Cognate courses

Restoration Ecology Major Core (32 Hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 250	Field Zoology (4)
BIO 270	Field Botany (4)
BIO 320	Ecology (4)
BIO 350	Fisheries and Wildlife Management (4)
BIO 420	Restoration Ecology I (4)
BIO 421	Restoration Ecology II (4)

Restoration Ecology Major Cognates (36 hours):

CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233/233L	Organic Chemistry I and Lab (4+1)
MATH 114	Precalculus Mathematics (4)
NSCI 310	Geographic Information Systems (4)
NSCI 378	Research Methods (2)
NSCI 391	Internship (3)
NSCI 498	Senior Capstone Project (3)
PHYS 202	Introduction to Geology (4)
PSY 230	Behavioral Statistics (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: *Student choice*

Quantitative Reasoning: *MATH 114 Precalculus Mathematics (4)*

Scientific Knowledge: *BIO 120 Principles of Biology I (4)*

Social and Behavioral Sciences: *Student choice*

SOCIAL WORK (SWK)

Program Mission Statement

The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, and experiential learning. Our aim is to develop professional generalist social workers who embody the values of our profession and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social, economic and environmental justice.

Program Goals

1. To prepare the student for immediate entry into employment in a social work field at the beginning practice level.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W.) in the state of Ohio.
3. To prepare the student for graduate school education in social work by giving them an adequate foundation in the five component parts of the curriculum: social research, social welfare policy, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, social, economic and environmental justice.
4. To promote life-long learning and professional growth for students and area social work practitioners.

Program Admission Policies and Procedures

Students who chose to major in Social Work must make formal application to the Social Work Program. Applications should be submitted to the Social Work Program Director during the spring semester of the sophomore year (by fall of the junior year for transfer students) to ensure the sequencing of required practice courses and field placement.

Students must meet the following criteria in order to be accepted for admission to the Defiance College Social Work Program:

1. Sophomore standing and completion of 21 credits in Social Work pre-professional sequence courses.
2. Have a cumulative grade point average of 2.25 or above.
3. Have a cumulative grade point average of 2.5 or above in Social Work courses completed in the pre-professional sequence or permission of the Social Work Program Director.
4. Complete a written application.
5. Submit a written autobiographical paper.
6. Submit three completed professional reference forms.
7. Transfer students must submit references from a faculty based supervisor.
8. Complete a personal disclosure form.
9. Participate in an interview with Social Work faculty.
10. Read the Defiance College Social Work Program Student Handbook and agree to abide by its contents including the NASW Code of Ethics, the Ohio Code of Ethical Practice and Professional Conduct, and the Policy for Dismissal from the Program.
11. Submit an example of a formal written assignment which includes citations. This paper should be one which was an assignment in a class that you have already completed.

Major Program Requirements

All major program requirements include Core and Cognate courses.

Social Work Major Requirements (72 Hours):

The pre-professional sequence courses are prerequisites for upper division social work courses and must be completed prior to admission into the program. These courses are:

Pre-Professional Courses in Social Work (39 credit hours):

PSY 110 Introduction to Psychology (3)

PSY 225	Infancy and Childhood (3)
PSY 227	Adolescence and Adulthood (3)
PSY 230	Behavioral Statistics (3)
REL 201	Approaches to Religion (3)
SOC 120	Life in Society (3)
SWK 121	Introduction to Social Work (3)
SWK 235	Social Problems (3)
SWK 239	Marriage and Family Life (3)
SWK 265	Cultural Diversity (3)
SWK 278	Interviewing and Interpersonal Communication (3)
SWK 280	Abnormal Psychology (3)

Choose one:

ECON 205	Macroeconomics (3)
GLST 211	Introduction to Global Studies (3)
POL 237	American Government and Politics (3)

Students must be accepted into Social Work Program to take the following upper division 300/400 level social work courses (33 credit hours):

SWK 301	Research Methods (3)
SWK 355	Practice I: Generalist Practice (3)
SWK 356	Practice II: Groups and Family Generalist Practice (3)
SWK 379	Applied Behavioral Science (3)
SWK 397	Junior Field Experience (3)
SWK 457	Social Work Practice III – Macro Systems Generalist Practice (3)
SWK 476	Social Welfare and Policy Development (3)
SWK 497	Senior Field Experience (9)
SWK 498	Senior Capstone Seminar (3)

To ensure your success in this major, the following General Education courses are required:

Creative and Expressive Arts: *Student choice*

Historical, Political and Multicultural Perspectives: SWK 265 *Cultural Diversity* (3)

Quantitative Reasoning: PSY 230 *Behavioral Statistics* (3)

Scientific Knowledge: *Student choice*

Social and Behavioral Sciences: PSY 110 *Introduction to Psychology* (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

SWK 121 Introduction to Social Work (3)

An introduction to the understanding of the concept of the social work profession, its significance in society, its history, and its place among the helping professions. The study of the goals, values, knowledge base, methods, and settings of social work. The beginning of the professionalization process.

SWK 199 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SWK 235 Social Problems (3)

The purpose of this course is to facilitate increased awareness and understanding of social problems in the United States and throughout the world. Sociological theories, research and movements will be addressed in recognizing social problems and generating possible strategies for action. Problems of well-being, human diversity, inequality and modernization will be examined. The course will encourage value clarification and critical thinking in resolving current social problems. Prerequisite: SOC 120.

SWK 239 Marriage and Family Life (3)

An exploration of American family life from its historical structure and functions to variations in contemporary society. Issues of gender roles, parenting, communication, sexuality and economics as impacting family functioning are discussed along with the effects of domestic violence, divorce and separation, remarriage and blended families.

SWK 265 Cultural Diversity (3)

The goal of the course is to expand one's knowledge and understanding of living, working and relating in a culturally diverse society. Diversity will be examined on local, national and global fronts including the forms and mechanisms of oppression and discrimination as well as strategies for change that advance social and economic justice. Issues such as ethnicity, race, religion, gender, sexual orientation, age, mental/physical ability, and social class will be explored.

SWK 278 Interviewing and Interpersonal Communication (3)

This course examines the basic principles of oral communication and their application to social work practice. The principal techniques of interviewing individuals, couples, and families are explored. This is a laboratory-based course with many opportunities for skill development. Prerequisites: PSY 110, SOC 120, and SWK 121 and 239.

SWK 280 Abnormal Psychology (3)

An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. Cross-listed with PSY 280. Prerequisite: PSY 110.

SWK 295 Special Topics in Social Work (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SWK 296 Readings in Social Work (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SWK 299 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SWK 301 Research Methods (3)

An introduction to the principles and methods of organizing, conducting and interpreting behavioral, and social research. Examination of survey, experimental, single case design, evaluation, and observational techniques as well as issues of measurement are addressed. Recommendation: PSY 230.

SWK 355 Practice I: Generalist Practice (3)

An introduction to the generalist model of social work and its application. The course presents the generalist Intervention Model and the planned change process as a framework for addressing client issues and problems. Emphasis will be on micro skills as a foundation for mezzo and macro skill development. Prerequisites: Admission to the Social Work Program, SWK 121, 278, and the professional sequence courses.

SWK 356 Practice II: Groups and Family Generalist Practice (3)

An introduction to the understanding of group and family dynamics, group process and group treatment, and their relationship to the planned change process. Emphasis will be the development, management and utilization of groups by generalist social workers.

Prerequisites: Admission to the Social Work Program and SWK 355.

SWK 379 Applied Behavioral Science (3)

The purpose of this course is to integrate the required courses in the human behavior and social environment sequence. The emphasis will be on enabling the student to see the impact of the client's growth, development, and present environment on social functioning. This course will add understanding of life cycles, social systems, what constitutes healthy functioning, planned change, and theories of treatment. Prerequisites: professional sequence courses.

SWK 397 Junior Field Experience (3)

The course serves as the first required level of field placement. The student is placed for 10 hours per week, or a total of 140 hours within a social work setting. The student begins to utilize social work knowledge, values, and skills through observation and participation in supervised activities of the assigned agency. Graded Pass/Fail. Prerequisite: Admission to the Social Work Program.

Corequisite: SWK 355.

SWK 399 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SWK 457 Social Work Practice III – Macro Systems Generalist Practice (3)

The course is to provide a generalist perspective to working within the macro context of Social Work. Frameworks for planning and implementing change in organizations and communities will be discussed. Coursework will offer an emphasis on macro-level skills, with integration of micro and mezzo practice. Prerequisites: Admission to the Social Work Program and SWK 356.

SWK 476 Social Welfare and Policy Development (3)

An examination of the programs and policies of the social welfare system in the United States. It will explore the historical roots and developments of present-day programs and policy, as well as methods and models of policy formation and analysis. Prerequisites: Admission to the Social Work Program, SWK 121 and 235.

SWK 495 Special Topics in Social Work (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SWK 496 Readings in Social Work (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SWK 497 Senior Field Experience (3-9)

Senior Capstone Experience. An experiential learning opportunity geared toward integration of academic content with practice skills. The student begins to work independently as a generalist social worker under supervision within an agency setting. The student completes a total of 450 field hours. Students typically complete within one semester, but may combine credits in three credit increments within two consecutive semesters toward a 9-credit total. To be taken concurrently with SWK 498 within one semester, or within one of two consecutive semesters. Prerequisites: SWK 397 and senior standing in the Social Work Program.

SWK 498 Senior Capstone Seminar (3)

Senior Capstone Experience. Emphasis is given to integration of all previous course content in social work with concurrent field instruction. Requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of social work theory, policy, research and values to the field. To be taken concurrently with SWK 497. Prerequisites: SWK 355, 356, 379 and 397.

SWK 499 Independent Research (1-3)

Independent research may be either project or research-oriented. Such topics are not a normal part of the curriculum and serve two needs. First, the student investigates an area of special interest, and second, the student works closely with a faculty member in planning, executing and evaluating the project. May be repeatable up to 6 credit hours.

SOCIOLOGY (SOC)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

SOC 120 Life in Society (3)

Designed as an introductory course in the social sciences for the general student, as well as, preparing social science majors for advanced work in their respective majors, this course content will examine the diversity of human societies by understanding the nature of culture and its impact on social life. Variation in the structure and dynamics of organizations, communities, and societies will also be addressed in the course. Additionally, major theoretical perspectives from the social science disciplines will be introduced, as well as, substantial attention given to issues of globalization and cross-cultural comparisons.

SOC 295 Special Topics in Sociology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SOC 296 Readings in Sociology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SOC 495 Special Topics in Sociology (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SOC 496 Readings in Sociology (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SPORT MANAGEMENT (SPMT)

Program Description

The Sport Management Major is designed for the individual planning to pursue a career as: recreation leader, sporting goods retailer, sport organization administrator, team manager, sports lawyer, sports psychologist, resort manager, golf course or country club manager. It is also appropriate for those considering careers as a sports consultant to businesses, churches, camps, etc. and for those interested in employment as a sports information director or sports journalist. The program is designed to prepare students to obtain either an entry-level position upon graduation or to continue their studies in graduate school.

Sport Management Major Program Requirements (39 credit hours)

All major program requirements include Core and Cognate courses.

Sport Management Major Core (27 credit hours):

SPMT 130	Introduction to Sport Management (3)
SPMT 220	Economics of Sport (3)
SPMT 230	Event and Facility Management (3)
SPMT 270	History of Sports in the United States (3)
SPMT 320	Sociology of Sport (3)
SPMT 340	Sport Law (3)
SPMT 397	Field Experience (3)
SPMT 491	Internship (6)

Sport Management Major Cognates (12 credit hours):

ECON 201	Microeconomics (3)
ESCI 481	Sport and Fitness Coaching and Administration (3)
MATH 105	Quantitative Reasoning (3)
MKT 350	Sport Marketing (3)

To ensure your success in this major, the following general education electives are required:

Creative and Expressive Arts: Student choice

Historical, Political and Multicultural Perspectives: Student choice

Quantitative Reasoning: MATH 105 Quantitative Reasoning (3)

Scientific Knowledge: Student choice

Social and Behavioral Sciences: ECON 201 Microeconomics (3)

Sport Management Minor Program Requirements (22 credit hours):

ESCI 234	Community First Aid and CPR (1)
ESCI 481	Sport and Fitness Coaching and Administration (3)
SPMT 130	Introduction to Sport Management (3)
SPMT 230	Event and Facility Management (3)
SPMT 270	History of Sports in the United States (3)
SPMT 320	Sociology of Sport (3)
SPMT 340	Sport Law (3)
SPMT 397	Field Experience (3)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

SPMT 130 Introduction to Sport Management (3)

The course is designed for the individual interested in pursuing a career in the sport management field and introduces the theoretical foundations and applied areas of sports management. Offered each fall.

SPMT 220 Economics of Sport (3)

This course will provide students with an opportunity to apply principles of economic theory to various aspects of the sport and leisure fields. Additionally, students will analyze the relationship between supply and demand for services related to sport and leisure. Finally, students will examine the evolution of economic factors in sport to include: professional specialization in sport,

gender issues in sport, and the evaluation of individual and team performance in sport settings. Prerequisite or Corequisite: ACCT 221.

SPMT 230 Event and Facility Management (3)

This course will focus on providing an understanding of the steps and guidelines that are necessary to successfully manage various sporting events. In addition to gaining a basic understanding of necessary sporting event management skills, fundamental promotional principles used in marketing sport and event services and products will be taught as well as designing, planning, managing public and private sport and other public assembly facilities.

SPMT 270 History of Sports in the United States (3)

This course will examine the development and modernization of sports in the United States from colonial times to the present and the socio-cultural factors which have affected their growth. Offered in alternate years.

SPMT 295 Special Topics in Sport Management (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SPMT 296 Readings in Sport Management (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

SPMT 320 Sociology of Sport (3)

This course serves as an overview of contemporary sport from a sociological perspective. Topics will include the discussion of the relationship of sport to social institutions, the individual's socialization into sport, and stratification factors within sports. Offered in alternate years.

SPMT 340 Sport Law (3)

The purpose of this course is to provide the student with an understanding of the legal issues involved in the supervision, management, and business operations of sport. Such as contracts, negligence liability, product liability, and risk management. Prerequisites: SPMT 130 and 230.

SPMT 397 Field Experience (3-12)

Field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. The program is designed to introduce students to a professional area before enrolling in professional courses and to enable the student who has completed some professional courses to apply the principles and techniques acquired to a practical situation. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling.

SPMT 491 Internship (6-12)

This Senior Capstone is an on-the-job learning experience related to the field of sport management which provides an experiential learning opportunity geared toward fully integrating academic content with practical skills. It is cooperatively supervised by a college faculty member and a qualified person in the field where the student is working. This internship will culminate with a successful oral presentation to the faculty and students of the Exercise Science Department. Students must make arrangements with a faculty supervisor prior to enrolling. Prerequisite: SPMT 397 and senior standing with a 2.5 GPA.

SPMT 495 Special Topics in Sport Management (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

SPMT 496 Readings in Sport Management (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

THEATRE (THEA)

Courses and Descriptions

If so indicated, the semesters listed after course descriptions give guidance when courses are expected to be offered. Schedules are subject to change; students should confirm semester offerings with the department when planning degree programs. The following courses are all courses offered under this department code as well as any courses that are required within the above major, minor and/or concentration options.

THEA 205 Introduction to Acting (3)

An introduction to the basic concepts of acting with an emphasis on developing vocal and physical skills in acting. Topics include characterization, focus, use of space, character and text analysis, and improvisation.

THEA 295 Special Topics in Theatre (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

THEA 296 Readings in Theatre (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

THEA 405 Theatre Directing and Design (3)

A practical course which involves all aspects of play production: directing, set design and construction, lighting, sound, costumes, stage management, props, make-up, publicity, box office, and house management. Prerequisite: THEA 205.

THEA 495 Special Topics in Theatre (1-3)

Selected topics which focuses on current literature of special interests to the instructors or class members. Courses may be repeated as long as the topic changes.

THEA 496 Readings in Theatre (1-3)

Readings courses offer students the opportunity to explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or reading the literature of a subject for its own value. In all cases, the program is directed toward a specific goal or purpose. May be repeated as long as the topic changes.

DEFIANCE COLLEGE FACULTY AND STAFF

Office of the President

Richanne C. Mankey, President (2016) – Ohio Northern University, B.A., University of Dayton, M.S.Ed., Columbia University, Ed.D.
Judith Lymanstall, Executive Administrative Assistant (2003)

Academic Affairs

Agnes I. Caldwell, Vice President for Academic Affairs (2017) – University of Toledo, B.A., M.A.; Wayne State University, Ph.D.
Tracy Armey, Assistant Director of Career Readiness and Lifelong Learning (2002) - Northwest State Community College, A.A., Defiance College, B.A.
Cathy Behringer, Administrative Assistant, Academic Affairs (2019)
Sally Bissell, Director of Career Readiness and Lifelong Learning (2015) – Defiance College, B.S.; University of Toledo, M.Ed.
Dawn Buchholz, Assistant Registrar (2016) – Defiance College, B.S.
Lisa Crumit-Hancock, Assistant Dean of Student Success, Director of Student Academic Support Services, Director of Library and Informational Resources (2011) – Defiance College, B.S.; Bowling Green State University, M.A.
Robert R. Detwiler, Registrar (2017) – Case Western Reserve University, B.A.; M.S.; University of Toledo, Ph.D.
Dawn Ferris, Administrative Assistant, Academic Affairs (2018)
Noah Goodrich, Academic Support Coordinator (2021) – Defiance College, B.S.
Collette E. Knight, Library Circulation Coordinator (2007) – Defiance College, B.S.
Nicole Hoffman, Financial Literacy Education Coordinator (2021) – Northern Michigan University, B.A.
Mia Mathews, Director of the McMaster Service Leadership Program (2020) – Olivet Nazarene University, B.A.
Ryan Mays, Audio Visual & Academic Technology Coordinator (2019) – Columbus State University, B.F.A.
Hailey McCarron, Administrative Assistant, Education & Business (2021) – Bowling Green State University, B.S.
Taylor Ordway, Coordinator of the ASD Affinity Program (2018) – The Ohio State University, A.A., B.S.
Barbara J. Sedlock, Lead Librarian and Coordinator of Metadata and Archives (1982) – Hiram College, B.A.; University of Kentucky, M.L.S.
Angela Sosebee, McMaster School Administrative Assistant (2021) – Tiffin University, B.A., M.B.A.
Lacey Strickler, Director of the STEM Academic Support Center (2021) – University of Toledo, B.S., M.S., Ed.D.
Jeremy Taylor, Dean of the Institute for Career Readiness and Lifelong Learning (2020), Interim Dean of the McMaster School for Advancing Humanity (2021) and Professor of History (2012) - University of Texas-Pan American, B.A.; M.A.; University of Arkansas, Ph.D.
Sharon Wiemken, Director of Academic Technology and Online Learning (2018) – Bowling Green State University, B.S., M.Ed.
Bridgette Winslow, Dean of the Institute for Pre-Health & Wellness Studies (2019) – University of Toledo, B.A., M.Ed.

Faculty

Steven Bare, Assistant Professor of History (2020) – University of South Florida, B.A.; Nova Southeastern University, M.S.; Georgia State University, M.H.P.; University of Toledo, Ph.D.
Clarissa Barnes, Associate Professor of Special Education, Director of Hench Autism Studies Program and Faculty Chair (2013) – Western Michigan University, B.S.; Southern Illinois University at Carbondale, M.S., Ph.D.
Steven Borawski, Instructor of Psychology (2020) – Lake Erie College, B.S.; Bowling Green State University, M.A.
Sabrina Brown, Assistant Professor of Environmental Science (2020) – Indiana State University, B.S., M.S.; University of Nebraska-Lincoln, Ph.D.
Donald H. Buerk, Associate Professor of History, McCann Chair (2002) – Bowling Green State University, B.S., M.A.; University of Toledo, Ph.D.
Jo Ann Burkhardt, Professor of Education (2002) – Bowling Green State University, B.S.; M.A.; University of Toledo, Ph.D.
Qiuye (Sam) Cai, Assistant Professor of Business (2020) – University of Malta, B.A.; University of Illinois, M.S., Old Dominion University, Ph.D.
Fred Coulter, Professor of Education, Schaufler Chair (2002) – University of Rhode Island, B.A.; Andover Newton Theological School, M.Div.; University of Tennessee, Ph.D.
Brett Decker, Assistant Professor of Business (2018) – Albion College, B.A.; Johns Hopkins University, M.A.; U.S. Naval War College, M.A.; University of Southern California, Ed.D.

Heidi DeSota, Assistant Professor of Nursing and Director of Nursing (2017) – Northwest State Community College, A.A.; Defiance College, B.S.; University of Toledo, M.S.N.; Indiana Wesleyan University, D.N.P.

Somnath Dutta, Professor of Chemistry (2005) – University of Calcutta, India, B.S.; M.S.; State University of New York at Binghamton, Ph.D.

Rachel Eicher, Assistant Professor of Early Childhood Education (2013) – Defiance College, B.S.; Bowling Green State University, M.A.Ed.; University of Findlay, Ed.D.

Nady El-Zayat, Assistant Professor of Business (2018) – The American University in Cairo, B.A., B.S.; University of Findlay, M.B.A.; Walden University, Ph.D.

Steven Engel, Assistant Professor of English (2019) – SUNY Geneseo, B.A.; SUNY Brockport, M.A.; University of Michigan, Ph.D.

Beverly Fanning, Assistant Professor of Design and Chair of Arts and Humanities Division (2016) - University of Findlay, B.F.A.; Savannah College of Art & Design, M.F.A.

Amanda Gilbert, Assistant Professor of Education (2018) – University of Toledo, B.A., M.Ed., Ph.D.

Sheldon Goodrum, Associate Professor of Criminal Justice (2014) – University of Toledo, B.A.; Tiffin University, M.S.; Capella University, Ph.D.

Timothy Green, Instructor of English (2020) – University of Notre Dame, B.A., M.Ed.; DePaul University, M.A.

Nathan Griggs, Associate Professor of Biology (2004) – Purdue University, B.S., B.S.C.; Wright State University, Ph.D.

Carla S. Higgins, Associate Professor of Education, Director of Education and Chair of Business, Education and Social Work Division (2015) – The Ohio State University, B.S., M.Ed., Ph.D.

Scott Hirko, Assistant Professor of Sport Management (2018) – Central Michigan University, M.A.; Michigan State University, B.S., Ph.D.

Rachelle Kuhn, Assistant Professor of Exercise Science (2021) – Ball State University, B.G.S.; University of Toledo, M.P.H.; Lincoln Memorial University, Ed.D.

Kimberly Kuiper, Instructor of Communication Studies (2021) – Grand Valley State University, B.S., M.S.; Bowling Green State University, Ph.D.

Olivia Lozar, Assistant Professor of Exercise Science (2019) – The University of Cincinnati, B.S.; University of Toledo, Ph.D.

Aaron Napierala, Assistant Professor of Computer Science (2018) – Bowling Green State University, B.A.; Dakota State University, M.S.I.S.

Kathryn Phillips, Krieger Visiting Scholar in Religious Studies (2021) – Mount San Jacinto College, A.A.; University of California, Riverside, B.A., M.A., Ph.D.

Timothy E. Rickabaugh, Professor of Exercise Science (1997) – Ohio Wesleyan University, B.A.; Miami University, M.A.; Syracuse University, Ph.D.

Tess Salisbury, Assistant Professor of Social Work and Director of Social Work (2014) – Bluffton University, B.A.; The Ohio State University, M.S.W.

Barbara J. Sedlock, Associate Professor and Metadata and Archives Librarian (1982) – Hiram College, B.A.; University of Kentucky, M.L.S.

Linda Tucker Serniak, Assistant Professor of Biology (2021) – Keystone College, B.S.; Bloomsburg University, M.S.

William Sholl, Assistant Professor of Marketing and Director of Business Programs (2015) – Bowling Green State University, B.S.; University of Toledo, M.B.A.

Jim Sliwinski, Associate Professor of Psychology (2016) – The College of Wooster, B.A.; Texas State University: San Marcos, M.A.; Baylor University, Ph.D.

Steven J. Sondergaard, Professor of Criminal Justice and Chair of Natural Science, Applied, Science and Mathematics Division (1993) – Terra Technical College, A.A.S.; Pfeiffer College, A.B.; University of Dayton, J.D.

Mollie R. Sorrell, Assistant Professor of Biology (2019) – Lindsey Wilson College, B.A.; Western Kentucky University, M.S.; Miami University, Ph.D.

David Stuckey, Assistant Professor of Mathematics (2000) – Defiance College, B.S.; Miami University, M.A.

Timothy D. Wedge, Associate Professor of Digital Forensic Science (2011) – National University, B.S.; American Public University, M.A.

Alesia Yakos-Brown, Associate Professor of Social Work (2002) – Defiance College, B.S.; The Ohio State University, M.S.W.

Athletics

Derek Woodley, Athletic Director and Head Baseball Coach (2007) – Bethany Lutheran College, A.A.; Minnesota State University-Mankato, B.S.

Tyler Bolen, Assistant Football Coach (2019) – West Virginia Wesleyan College, B.A.

Brie E. Brenner, Head Volleyball Coach (2012)

Cory Bucur, Head Men's Soccer Coach (2019) – Lake Erie College, B.A.; M.B.A.

Nathan Christianson, Head Cross Country and Track & Field Coach (2020) – Colby Community College, A.A.; University of Southern Indiana, B.S.

Allen Curtiss, Head Men's & Women's Golf Coach (2017) – Western Michigan University, B.A.; The University of Toledo, M.E.

Joshua Gibson, Head Men's Basketball Coach (2021) – Murray State University, B.A., M.S.

Quinten Jones, Assistant Football Coach (2021) – University of Charleston, B.A., M.S.L.

Allan King, Jr., Head Women's Basketball Coach (2018) – Bluffton University, B.A.; Heidelberg College of Ohio, M.A.E.

Josh Lubich, Assistant Men's Soccer Coach (2021) – Hiram College, B.A.

Mindi Lynn, Administrative Assistant for Athletics (2014) – Northwest State Community College, A.A.B.

Makayla McAvoy, Assistant Athletic Trainer (2020) – Defiance College, B.S.; California State University, M.A.

Chandler Minnard, Acting Head Men's Wrestling Coach (2021) – Ashland University, B.S.

Benjamin Pheasant, Head Women's Soccer Coach (2018) – Purdue University, B.S.; Concordia University, M.B.A.; Indiana University, M.S.

Terry Ranes, Athletic Facilities Manager (2003)

Christopher Shank, Assistant Football Coach (2019) – Muskingum College, B.A.; Heidelberg College, M.A.E.

Susan Smith, Assistant Women's Basketball Coach (2021) – William Penn University, B.S.

Grant Soffer, Assistant Men's Basketball Coach (2021) – St. John's University, B.S.; Western New Mexico University, M.B.A.

Tracy Spencer, Assistant Cross Country and Track & Field Coach (2021) – University of Findlay, B.S.; M.B.A.

Kevin Tong, Head Athletic Trainer (1997) – Ohio University, B.S.; Wagner College, M.S.Ed.

Nicholas Umbdenstock, Assistant Volleyball Coach (2020) – Miami University, B.S.

Josh Vandemark, Assistant Baseball Coach (2020) – Madonna University, B.A.

Megan Warren, Head Softball Coach (2019) – Defiance College, B.S., M.B.A.

Matt Wehrhahn, Assistant Football Coach (2019) – Full Sail University, B.S.; Southern New Hampshire University, B.A.

Kathleen Westfall, Associate Athletic Director (2002) – Ohio University, B.S.; University of Pittsburgh, M.S.

Earnest Wilson, III, Interim Head Football Coach (2018) – Texas Tech University, B.S.; M.Ed.

Enrollment Management

Tracey Dysart Ford, Vice President for Enrollment Management (2019) – Christian Brothers University, B.A.; Bethel University, M.B.A.

Admissions

James Baranoski, Admissions Counselor (2020) – Defiance College, B.S.

Isiah Cross, Assistant Director of Admissions/Coordinator of Telecounseling (2019) – Adrian College, B.A.

Ellen Erickson, Data Management and Office Coordinator (2021)

Kara Flesher, Admissions Counselor (2020) – Ohio University, B.A.

Madeline Glassford, Assistant Director of Admissions/Coordinator of Digital Marketing (2018) – Walsh University, B.A.

Mandie Heil, Admissions Counselor (2020) – Defiance College, B.A.

Nolan Kestner, Admissions Counselor (2021) – Defiance College, B.A.

Financial Aid

Ronald Herrell, Director of Financial Aid (2020) – Brown Mackie College, A.S.; Indiana Institute of Technology, B.S., M.B.A.

Tara Lymanstall, Financial Aid Counselor (2021) – Defiance College, B.A.

Marketing and Communications

Ryan Imbrock, Director of Marketing & Public Relations (1999) – Bowling Green State University, B.S.J.

Britta Baker, Marketing Coordinator (2021) – Benedictine College, B.A.

Finance and Administration

Timothy Pruett, CPA, Vice President for Finance and Administration (2019) – Capital University, B.A.
Kristine M. Boland, Controller (2000) – University of Toledo, B.S.
Michelle Call, Accounting and Human Resources Associate (2004)
Kristina R. Mohring, Director of Student Accounts (2009) – Wilmington College, B.A.; Defiance College, M.A.E.
Kerry L. Sharp, Accountant (2011) – Northwest State Community College, A.A.B.

Human Resources

Mary Burkholder, Director of Human Resources (2005) – Defiance College, A.A.; B.A.
Monica Webb, Mail Services & Retail Store Coordinator (2019)

Physical Plant

Ted J. Czartoski, Director of Physical Plant (1987)
Jeff Appel, Maintenance Technician (2020)
Julie M. Godfrey, Groundskeeper (2006)
Brent Greear, Maintenance Technician (2012)
R. Scott Rhodes, Maintenance Technician (2017)
Phillip J. Stelzer, Assistant Director of Physical Plant (2011) – University of Northwestern Ohio, A.A.S.
Ronald A. Vorlicky, Maintenance Technician (2008)

Institutional Advancement

Brittanie Kuhr, Executive Director of Institutional Advancement (2020) – Adrian College, B.A.; University of Toledo, M.Ed.
Sheri J. McCoy, Advancement Services Specialist (1993)

Student Affairs

Lisa Marsalek, Vice President for Student Affairs and Dean of Students (2007) – The Ohio State University, B.S., M.A., M.L.H.R.
Lynn A. Braun, Assistant Dean of Campus Wellness and Director of Counseling and Accessibility Services (2012) – West Virginia Wesleyan College, B.A.; Ball State University, M.A.
Mercedes Clay, Chief Diversity Officer (2003) – Ashland University, B.A.; Defiance College, M.B.O.L., M.B.A.
Dimare Dunlap, Administrative Assistant, Student Life (2021)
Sidney Faine, Director of Student Activities & Leadership and Hall Director (2019), Defiance College, B.S.
Catelyn Fix, Case Manager and Counseling Center Staff Clinician (2019) – Defiance College, B.S.
Kris Knight, Accessibility Services Coordinator and Counseling Center Staff Clinician (2015) – Tiffin University, B.S.; Bowling Green State University, M.S.
Jack Lawson, Veteran, Transfer, and Adult Student Support Coordinator (2017) – Defiance College, B.S., M.A.E.
Camille Lively, Director of Music Programs (2018) – Plymouth State University, B.A.; University of Florida, M.M.
Christopher Sanders, Director of eSports and Head Coach (2020) – Western Texas College, A.A.; University of North Texas, B.A.
Jennifer Walton, Assistant Dean of Students and Director of Residence Life (2014) – Defiance College, B.A., M.A.E.

Emeriti Administration

Janice Bechtel, Chaplain Emeritus (1986-2016)
Raymond J. Derricotte, Controller Emeritus (1960-1995)
Beverly Harrington, Registrar Emeritus (1970-2010)

Emeriti Faculty

James A. Bray, M.A. (1967-2004), Education
Randall L. Buchman, M.A. (1964-1995), History
Kenneth E. Christiansen, Ph.D. (1974-2008), Religion
Deborah Dalke, Ph.D. (1997-2020), Psychology
Doug Fiely, B.A. (2002-2014), Art
Mary Catherine Harper, Ph.D. (1999-2019), English
Charles S. Hobgood, M.S.W. (1974-2006), Social Work
Duane C. Hocking, M.A. (1969-2002), Sport Science
Donald S. Kneuve, Ph.D. (1978-2014), Criminal Justice
Robert A. Kohl, Ph.D. (1987-2007), Economics
Margaret Noble Mikula, Ph.D. (1971-2003), English
Harry G. Miller, Ph.D. (1963-1997), Physics
Marian Plant, Ed.D. (2002-2019), Religious Studies
David L. Reed, M.A. (1987-2007), Natural Sciences
Craig A. Rutter, (1983-2018), Exercise Science
Frank Sanders, M.S.W. (1980-2008), Psychology
Carolyn M. Small, B.S. (1964-1995), Music
Garnett M. Smith, M.S. (1963-1987), Business Education
Steven J. Smith, M.F.A. (1981-2011), Art
Michael T. Soper, Ph.D. (1986-2006), History
Richard W. Thiede, Ph.D. (1978-1997), Communication
Jeffrey S. Weaner, M.S.W. (1977-2016), Social Work