

DEFIANCE COLLEGE

Undergraduate Catalog
2002-2004

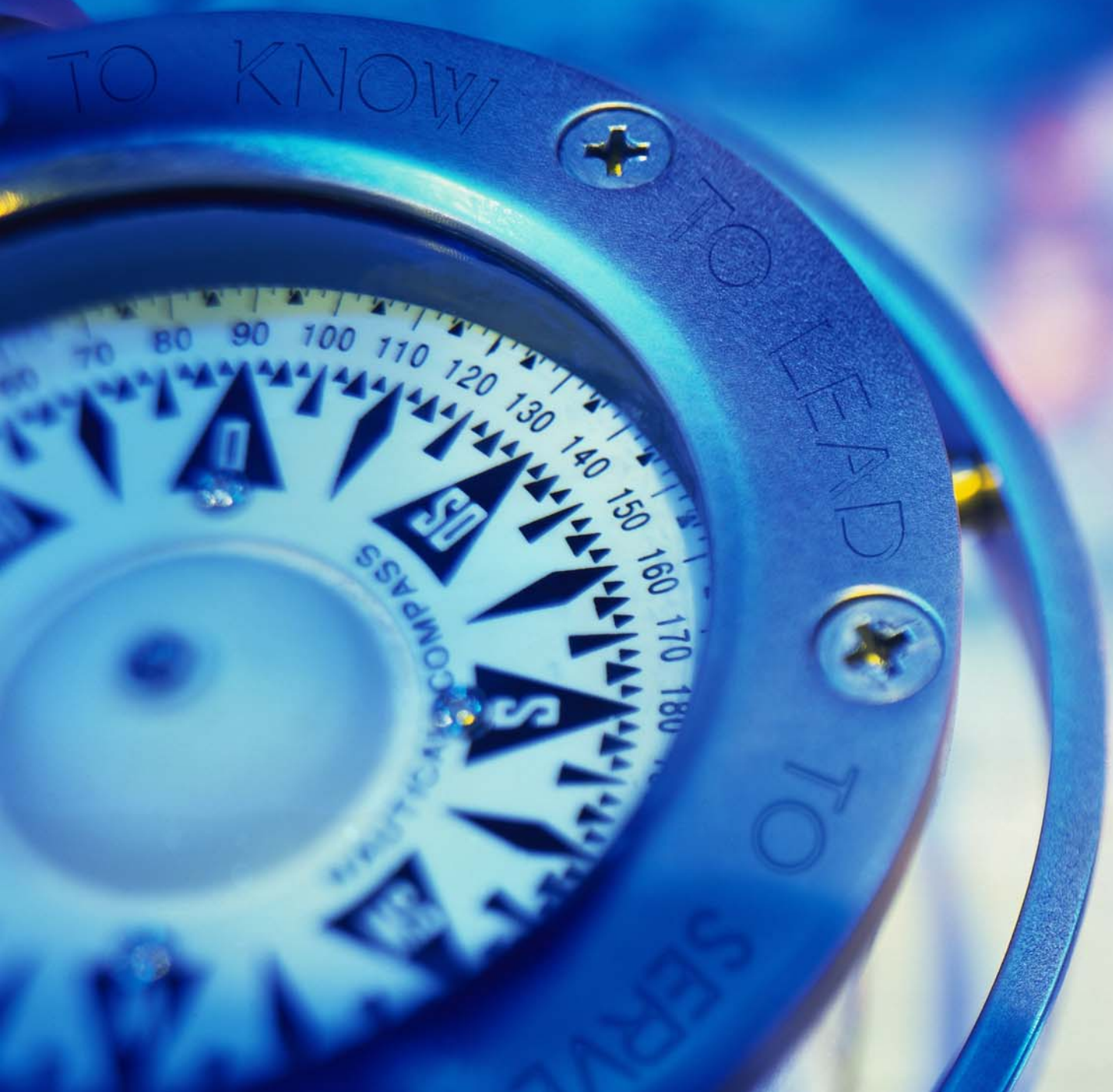


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2002-2003 Calendar

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FALL SEMESTER 2002

New Faculty Orientation	Tuesday, August 20
Faculty Workshop	Wednesday - Friday, August 21-23
Weekend College New Student Orientation	Saturday, August 24
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, August 26
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 27
Late Registration Ends at 6:30 p.m.	Thursday, August 29
Last Day to Drop/Add Courses	Thursday, August 29
Labor Day Holiday (No Classes)	Monday, September 2
Weekend College Courses Begin	Friday, September 6
Midterm	Thursday, October 17
Midterm Break (No Classes) (Thursday Night Classes Meet)	Friday, October 18
Midterm Grades Due by 12 NOON	Tuesday, October 22
Last Day to Withdraw with an Automatic "W"	Thursday, October 31
Faculty Development Day (No Classes) (Tuesday Night Classes Meet)	Wednesday, November 27
Thanksgiving Vacation	Thursday & Friday, November 28 & 29
Classes Resume at 8:00 a.m.	Monday, December 2
Last Day of Classes (Undergraduate & Graduate)	Friday, December 6
Final Examinations	Monday - Thursday, December 9-12
Last Day of Classes for Weekend College Courses	Saturday, December 14
Grades Due by 12 NOON	Monday, December 16
Offices Closed for Christmas Break	Tuesday, December 24 – Wednesday, January 1

SPRING SEMESTER 2003

Offices Reopen	Thursday, January 2
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, January 6
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, January 7
Late Registration Ends at 6:30 p.m.	Thursday, January 9
Last Day to Drop/Add Courses	Thursday, January 9
Weekend College New Student Orientation	Saturday, January 11
Weekend College Courses Begin	Friday, January 17
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 20
Midterm	Thursday, February 27
Midterm Grades Due by 12 NOON	Monday, March 3
Spring Vacation Begins at Close of Classes	Friday, March 7
Classes Resume at 8:00 a.m.	Monday, March 17
Last Day to Withdraw from Class with Automatic "W"	Wednesday, March 19
Honors Convocation	Sunday, April 6
Good Friday Holiday (No Classes) (Thursday Night Classes Meet)	Friday, April 18
Last Day of Classes (Undergraduate & Graduate)	Friday, April 25
Last Day of Classes for Weekend College Courses	Saturday, April 26
Final Examinations	Monday - Thursday, April 28 - May 1
Commencement	Sunday, May 4
Grades Due at 12 NOON	Wednesday, May 7

Weekend College New Student Orientation	Saturday, May 3
Weekend College Courses Begin	Friday, May 9
Summer Session I	May 12-June 13
Memorial Day Holiday (No Classes)	Monday, May 26
Summer Session II	June 16-July 18
Independence Day Holiday (No Classes)	Friday, July 4
Summer Session III	July 21-August 8
Last Day of Classes for Weekend College Courses	Saturday, August 9

2003-2004 Calendar

FALL SEMESTER 2003

New Faculty Orientation	Tuesday, August 19
Faculty Workshop	Tuesday – Thursday, August 19 -21
Weekend College New Student Orientation	Saturday, August 23
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, August 25
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 26
Late Registration Ends at 6:30 p.m.	Thursday, August 28
Last Day to Drop/Add Courses	Thursday, August 28
Labor Day Holiday (No Classes)	Monday, September 1
Weekend College Courses Begin	Friday September 5
Midterm	Thursday, October 16
Midterm Break (No Classes) (Thursday Night Classes Meet)	Friday, October 17
Midterm Grades Due by 12 NOON	Tuesday, October 21
Last Day to Withdraw with an Automatic “W”	Thursday, October 30
Faculty Development Day (No Classes) (Tuesday Night Classes Meet)	Wednesday, November 26
Thanksgiving Vacation	Thursday & Friday, November 27 & 28
Classes Resume at 8:00 a.m.	Monday, December 1
Last Day of Classes (Undergraduate & Graduate)	Friday, December 5
Final Examinations	Monday - Thursday, December 8-11
Last Day of Classes for Weekend College Courses	Saturday, December 13
Grades Due by 12 NOON	Monday, December 15
Offices Closed for Christmas Break	Wednesday, December 24 – Thursday, January 1

SPRING SEMESTER 2004

Offices Reopen	Friday, January 2
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, January 5
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, January 6
Late Registration Ends at 6:30 p.m.	Thursday, January 8
Last Day to Drop/Add Courses	Thursday, January 8
Weekend College New Student Orientation	Saturday, January 10
Weekend College Courses Begin	Friday, January 16
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 19
Midterm	Thursday, February 26
Midterm Grades Due by 12 NOON	Monday, March 1
Spring Vacation Begins at Close of Classes	Friday, March 5
Classes Resume at 8:00 a.m.	Monday, March 15
Last Day to Withdraw from Class with Automatic “W”	Wednesday, March 17
Honors Convocation	Sunday, April 18
Good Friday Holiday (No Classes) (Thursday Night Classes Meet)	Friday, April 9
Last Day of Classes (Undergraduate & Graduate)	Friday, April 23
Last Day of Classes for Weekend College Courses	Saturday, April 24
Final Examinations	Monday – Thursday, April 26 - 29
Commencement	Sunday, May 2
Grades Due at 12 NOON	Wednesday, May 5
Weekend College New Student Orientation	Saturday, May 1
Weekend College Courses Begin	Friday, May 7
Summer Session I	May 10 – June 11
Memorial Day Holiday (No Classes)	Monday, May 31
Summer Session II	June 14-July 16
Independence Day	Sunday, July 4
Summer Session III	July 19-August 6
Last Day of Classes for Weekend College Courses	Saturday, August 7

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.

History

The history of Defiance College is as rich and distinctive as the area in which it is located. Attacks on pioneer settlements prompted Revolutionary War hero “Mad” Anthony Wayne to defy the warring Indians and establish Fort Defiance. Peace eventually came to the area and Fort Defiance became Defiance, Ohio, in 1836.

Defiance College was founded in 1850 when the Ohio Legislature set aside acreage for the newly incorporated Defiance Female Seminary. Land for the campus was not procured until 1875, when Defiance resident William C. Holgate accepted \$1,200 for nine acres in north Defiance. The Seminary held its first classes in 1885 and, despite its name, graduated its first class of four men and five women in 1888.

In 1903 the name became The Defiance College. Shortly thereafter, the College became affiliated with the Christian Church which later became the United Church of Christ. The College’s UCC affiliation continues today.

Mission Statement and Purposes

Defiance College is an independent, coeducational institution related to the United Church of Christ. Through personal caring attention within an ecumenical Christian environment that values people with different beliefs, our community of learners is dedicated to nurturing the whole person through development of the intellectual, emotional, spiritual, social and physical dimensions of self. We seek to inspire within our students a search for truth, a sensitivity to our world and the diverse cultures within it, the ability to lead in their chosen professions, and a spirit of service. We want them to know, to understand, to lead, and to serve.

TO KNOW

We believe that the liberal arts are the broad basis for all learning. We affirm that academic excellence demands a commitment to truth, familiarity with research and competency in problem solving methods, the ability to synthesize knowledge from many sources, and the capacity for self-directed learning.

TO UNDERSTAND

We provide experiences that develop awareness of and sensitivity to global interdependence and understanding of diverse cultures. We strive to provide students with tools to access and process information and communicate with others in the global community, particularly through the powerful capability of technology.

TO LEAD

We are committed to a strong career, graduate and professional preparation integrated with the arts and sciences as the basis for life and leadership. We believe this combination to be the most valuable and the most enduring.

TO SERVE

We encourage our students to become pathfinders, to grow beyond boundaries imposed by self and society through service to fellow students, their chosen fields of endeavor, their communities and their world.

Educational Philosophy

At Defiance College we strive to develop in each student a whole person including those intellectual, social, and personal qualities that define a human and professional character appropriate for meaningful life in the modern world. Acquiring these qualities means undertaking a life-long search for truth, professional excellence, and personal growth. Defiance College is committed to developing abilities central to the functioning of each quality, including communication, analytical-mathematical, critical thinking, and moral reasoning skills, and the application of each skill to problem solving. We also strive to educate toward global responsibility which includes knowledge of other cultures and active service to humanity. The humanities, arts, sciences, and social sciences utilize the ideas, issues, and methods of these disciplines to develop the abilities and attitudes that encourage a greater understanding of the world in which we live. This blend of ability development and discipline area studies fosters the best qualities of each individual student, while emphasizing the physical, social, emotional, spiritual, and psychological well-being of each student that constitutes the larger goal of education.

Learning Outcomes

The faculty have designed the following Institutional Learning Outcomes derived from the mission statement, purposes, and educational philosophies. These abilities are developed in both general education and major discipline courses.

1. Develop effective communication abilities, including the abilities to write and speak clearly and cogently.

Developmental Levels:

- a) Identify own strengths and weaknesses as a communicator
- b) Combine analysis with written and oral communication
- c) Demonstrate effective communication skills
- d) Combine multiple subjects, issues, and frameworks while

communicating effectively

2. Demonstrate the capacity to draw logical inferences from quantitative information.

Developmental Levels:

- a) Demonstrate the ability to understand and apply basic analytical-mathematical operations
- b) Demonstrate the ability to use contemporary information technology to organize quantitative data
- c) Demonstrate the ability to make cogent descriptions of quantitative data
- d) Demonstrate a critical perspective regarding the range of possible inferences that may be drawn from quantitative data

3. Develop abilities to think critically for the organizing and processing of information.

Developmental Levels:

- a) Make accurate observations and draw meaningful inferences about various kinds of information, and summarize observations and inferences convincingly
- b) Analyze various kinds of information, perceive and understand relationships, and draw meaningful conclusions supported by evidence
- c) Evaluate particular theories, arguments, or theses, and understand analogous ones
- d) Demonstrate the validity of opposing or alternative theories, arguments, or theses

4. Develop the ability to formulate value judgments that are well-reasoned, ethically informed, and respectful of the dignity and individuality of every person.

Developmental Levels:

- a) Recognize and identify that there are choices with ethical implications in a given situation and articulate what those choices are
- b) Give reasons for multiple choices and explain the values associated with those choices, including the ability to take either perspective in a debate
- c) Articulate the ramifications to other people involved in a situation, or somehow related to the actor, for each of the possible choices
- d) Argue that one choice is better than another based on the ramifications of that choice on all those impacted by it

5. Develop problem solving abilities, including the application of knowledge, critical thought, and value judgments.

Developmental Levels:

- a) Articulate and evaluate own problem-solving process
- b) Define problems or design strategies to solve problems using discipline-related and interdisciplinary frameworks
- c) Select or design appropriate frameworks and strategies to solve problems
- d) Implement a solution and evaluate the problem-solving process used

6. Develop abilities to perceive and understand western and global cultural issues through historical, literary, artistic, and religious expressions of ideas.

Developmental Levels:

- a) Assess own knowledge, skill, and bias in perceiving and understanding western and global cultural heritage
- b) Analyze western and global cultural issues using multiple perspectives
- c) Articulate understanding of interconnected western and global cultural issues and concerns
- d) Apply multiple frameworks in formulating responses to western and global cultural issues and concerns

7. Develop abilities to perceive and understand the multi-cultural values within our society and globally.

Developmental Levels:

- a) Recognize that one has personal values which are influenced by one's culture and identify those values
- b) Interact collaboratively with others of a different culture
- c) Identify values associated with one other culture
- d) Describe how those values are an integral part of another culture. Compare and contrast other cultures with one's own

8. Develop aesthetic responsiveness through involvement with the visual, literary, and performing arts.

Developmental Levels:

- a) Articulate a personal response to various artistic works
- b) Explain how personal and formal factors shape one's own responses to works of art.
- c) Connect art and one's responses to art with broader contexts
- d) Take a position on the merits of specific artistic works and reconsider own judgments about specific works as knowledge and experience change

9. Develop a modern scientific perspective including an understanding of scientific method and modern developments in the physical and life sciences.

Developmental Levels:

- a) Describe the scientific method, distinguish an observation from an inference, and be able to develop a hypothesis and investigate its universality, thus understanding that the scientific method gives us a way of perceiving and understanding our natural world
- b) Gain an appreciation of the diversity of life and the significance of change and of adaptation in our physical world
- c) Develop a scientific philosophy of how the universe works, its physical mechanisms and natural truths
- d) Distinguish rational thought from belief and understand that all physical knowledge is relative and time dependent

10. Develop the ability to perceive and understand self and society from a social science perspective.

Developmental Levels:

- a) Recognize and identify basic concepts and methods of the social sciences
- b) Analyze individuals, social structures, and their interactions

using the perspective of structure, function, process, and change

- c) Explain the impact of social science theories on the conceptualization of individuals, social structures, and their interactions
- d) Demonstrate the ability to integrate the various social science disciplines as a part of a larger framework for understanding oneself and one's social world

11. Develop and implement a plan for physical, social, and psychological well-being at the personal and social-interactive levels.

Developmental Levels:

- a) Recognize personal values as they relate to physical, social, and psychological health
- b) Demonstrate the ability to accept alternative choices in regard to an individual's physical, social, and psychological health
- c) Demonstrate an ability to evaluate personal lifestyle behavior as a means of coping with prevalent societal influences
- d) Demonstrate behavior that reflects positive physical, social, and psychological health

12. Develop abilities to understand the concept of service and to demonstrate societal responsibility through active service to the community.

Developmental Levels:

- a) Demonstrate the ability to provide useful service to address community needs
- b) Demonstrate knowledge of how service to others enhances the life of a community
- c) Demonstrate an understanding of the role service to others plays in personal development, especially a sense of civic responsibility
- d) Demonstrate ability to provide meaningful service within one's major field of study

13. Develop abilities to perceive and understand the complex nature of leadership through articulation and application of leadership concepts in appropriate settings.

Developmental Levels:

- a) Articulate multiple contexts containing potential for leadership and identify leadership skills with accompanying ethical implications
- b) Demonstrate knowledge and understanding of value and importance of personal leadership skills to self and others
- c) Participate in leadership opportunities that exist within academic, organizational service and/or community contexts
- d) Demonstrate leadership skills appropriate to a chosen domain or field of endeavor

Assessment of Student Learning

Defiance College has developed a course-based process for the assessment of the thirteen institutional learning outcomes. Within courses, both general studies and major, various outcomes are identified for assessment. Each student's performance on

these outcomes is evaluated and reported to become 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 major programs assists in the improvement of instruction, effective advisement, and career development.

Accreditation

Defiance College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (800-621-7440). It is approved by the Ohio Department of Education for the training of professional educators. The social work program is accredited by the Council on Social Work Education.

UCC Affiliation

Proud of its heritage, Defiance College freely maintains its covenantal status as a United Church of Christ related college, independent of church control.

The United Church of Christ supports colleges as part of its mission to and service for society, with the goal of nurturing men and women toward wholeness in competence and conscience. The theology of the United Church of Christ, affirmed by Defiance College includes:

- a belief in the God-given dignity and worth of each person and a deep concern for the development of whole persons;
- a recognition of the importance of interpersonal relationships and the fostering of growth in a caring community;
- a strong advocacy for open intellectual inquiry and academic freedom;
- a trust that the truths one discovers in the diverse fields of inquiry are ultimately interrelated;
- a positive ecumenical outlook moving beyond tolerance and acceptance to understanding and appreciation of both religious and cultural diversity;
- a recognition of the privilege and responsibility of stewardship, utilization of and respect for the resources of the natural world, individuals and institutions;
- service to others as an expression of faith and a way for life enrichment and fulfillment;
- the encouragement of critical ethical value formation consistent with one's faith; and
- a holistic view of life which attaches significance and worth to all honorable walks of life and human endeavors.

Defiance College, as a church-related institution, is privileged to represent the Christian faith fairly and credibly in an ecumenical atmosphere which allows individuals to make their own choices and commitments. In appropriate courses and campus activities, by staff and student example, and by planned and spontaneous encounter, Christianity is presented as a viable faith. Defiance College seeks to fulfill its mission inside and outside the classroom in ways which integrate the mental, physical, social and spiritual dimensions of human life.

Non-Discrimination Statement

In its programs, activities, and policies, Defiance College does not engage in illegal discrimination against students, prospective students, employees or prospective employees because of race, color, creed, gender, national or ethnic origin, sexual orientation or disability. Any inquiries regarding the College's nondiscriminatory policies should be directed to the Affirmative Action Officer. Defiance College is authorized under federal law to enroll nonimmigrant alien students. Defiance College admits students regardless of race, color, creed, sex, national or ethnic origin, sexual orientation or disability.

Student Complaint Policy

Defiance College is required by North Central Association of Colleges & Schools to maintain a record of written student complaints filed with the office of the President, the Academic Dean, and the Vice President for Student Services. 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 North Central Association, 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 Academic Dean's Office.

Admission

The 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.

Campus Visit

Prospective students and their families are strongly encouraged to visit. This provides an opportunity to explore our campus and meet the people that make The Defiance College unique. The Office of Admission 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 by contacting the Office of Admission at 1-800-520-GO-DC or 419-784-4010 weekdays from 8:00 a.m. to 4:30 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 or by fax at 419-783-2468. 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

To obtain application materials and information, contact the Office of Admission by phone, 1-800-520-GO-DC or 419-784-4010; e-mail, admissions@defiance.edu; or fax 419-783-2468. Completed materials may be mailed to:

Defiance College
Office of Admissions
701 N. Clinton Street
Defiance, Ohio 43512

Prospective students may also apply on-line at the admission section of Defiance College's website at www.defiance.edu.

When To Apply

The Defiance College has a rolling admission policy; it accepts applications for admission throughout the calendar year. Candidates are urged to submit an application at least one month prior to the expected date of enrollment although students are encouraged to apply for admission at the earliest possible date. An early application provides optimal opportunity for financial aid awards, course selection, and campus housing. High school students are encouraged to apply in the fall of their senior year and may apply at the completion of the junior year. Applications are accepted for the fall, spring or summer sessions.

Admission Requirements

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. A \$25.00 non-refundable application fee. The application fee may be waived by submission of one of the following: a College Board Waiver Form, a letter requesting waiver from a high school guidance counselor or a Defiance College Waiver Form (obtained from a member of the admission staff).
3. Official examination scores from the ACT Assessment (ACT) or the Scholastic Assessment Test of the College Examination Board (SAT) are required of all applicants to the freshman class. If five or more years have passed since high school graduation, this requirement may not be applicable.

Information regarding registration, test dates, and location may be obtained from a high school guidance counselor, the Defiance College Admission Office, or from:

American College Testing Program,
2201 N. Dodge Street, PO Box 451, Iowa City, IA 52243 or www.act.org.

College Board
PO Box 6200, Princeton, NJ 08541 or www.collegeboard.com.

Defiance College's ACT college code number, 3264, should be placed on the examination for the official reporting of the scores. The SAT college code number is 1162.

4. An official high school transcript sent directly from the school or test scores from the General Educational Development Test (GED).
5. An official transcript from each college and university attended sent directly from the institution to the Defiance College Admissions Office.
6. A recommendation by high school teacher (of an academic subject: English, Social science, math or foreign language), principal or guidance counselor for all applicants to the freshman class.
7. A personal interview may be required of some candidates.
8. Candidates to the freshman class who completed any portion of their secondary education through home schooling are required to complete the Defiance College Home Schooled Information Form available from the Admissions Office. Home schooled students are expected to have completed the college preparatory units listed in the admissions criteria section below.

International Student Admission

The following are required to complete the application process:

1. A completed Defiance College International Student application for admission.
2. A \$25.00 non-refundable application fee.
3. An official transcript of all secondary and post-secondary grades and course work. If these transcripts are not in English, a translation must be provided.
4. An official score report of the Test of English as a Foreign Language (TOEFL). Information on this test can be obtained at the following website: www.toefl.org or at TOEFL Services, P.O. Box 6151, Princeton, NJ USA 08541.
5. Official examination scores from the ACT Assessment (ACT) or the Scholastic Assessment Test of the College Examination Board (SAT).
6. Evidence of adequate means of financial support by submission of an original or certified copy of the Documentation of Financial Resources (included in the Defiance College International Student Application Form).

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.

Student Re-Enrollment

Former Defiance College Students who have withdrawn from the College or have failed to maintain continuous enrollment may apply for re-enrollment.

The following are required to complete the application for re-enrollment process:

1. A completed application for re-enrollment (available from the Registration Center).
2. An official transcript from each college and university attended in the interim sent directly from the institution to the Registrar at The Defiance College.

Transient Student Admission

Students who are enrolled in another institution and wish to take a course from The Defiance College are required to:

1. A completed transient student application form (available from the Registration Center).
2. A statement of approval from the student's home institution.
3. A \$20.00 non-refundable transient student registration fee.

Post Secondary Enrollment Options

Admission

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(Dual Enrollment Options)

The Defiance College participates in the Ohio Post Secondary Enrollment Option — Dual Enrollment program. Interested students should first contact their high school guidance counselor for information on this program. Additional information is available from the Office of Admission.

Admission Criteria

To be considered for full admission in good standing, applicants must supply evidence of likely success as a Defiance College student including:

For applicants to the freshman class:

1. A high school diploma, GED Certificate, or the equivalent.
2. A secondary school academic record indicating a minimum of: a 2.25 cumulative grade point average (4.00 scale) and an ACT composite score of 18 or an SAT combined score of 850.

It is recommended that students have taken 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

For transfer students:

1. A high school diploma, GED Certificate, or the equivalent.
2. An official academic record indicating a minimum of a 2.00 cumulative grade point average (4.00 scale) from each college or university attended.
3. A record indicating good standing academically and socially from each college or university attended.

For international students:

In addition to the criteria listed above, international students must:

1. Demonstrate English language proficiency demonstrated by a minimum score of 750 on the Test of English as a Foreign Language (TOEFL).

Admission Decision

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores, autobiographical statements, recommendations, and the ability to benefit from and contribute to the opportunities offered at the College. The Defiance College does not engage in illegal discrimination against prospective students because of race, color, creed, gender, national and ethnic origin, or disability. The Defiance College reserves the right to deny admission to any applicant in the best interest of the student or the institu-

tion.

When a candidate has completed the application process, one of the following decisions will be made:

1. Full Admission in Good Standing
2. Admission on Academic Probation
The Admission Review Committee evaluates all transfer applicants who fail to meet the minimum admission criteria and those judged by the Director of Admission to warrant review. A limited number of transfer students who demonstrate ability and motivation to achieve academic success are 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.
3. Conditional Admission
The Admission Review Committee evaluates all candidates to the freshman class who fail to meet the minimum admission criteria and those judged by the Director of Admission to warrant review. A limited number of students who demonstrate ability and motivation to achieve academic success are granted conditional admission. Students under conditional status will be required to participate in provisions to promote academic achievement as established by the Faculty and recommended by the Admission Review Committee. These provisions may include a reduction in course load as well as enrollment in specific classes and support programs.
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.

Tuition, Room and Board

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.

Schedule of Fees, 2002-2003

Comprehensive Tuition per semester,
12-17 credits per semester \$8180

Room:
McReynolds/Whitney Hall - Double Room \$1275
Apartment - Double Room \$1455

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

19 meals + \$25/Semester Flex Spending* \$1260
14 meals + \$35/Semester Flex Spending* \$1200
10 meals + \$50/Semester Flex Spending \$1140

75 Block Meal Plan - seniors in apartment \$525

**Resident Freshmen are required to participate in the 19 Meal Plan option. Athletes are required to participate in the 19 or 14 Meal Plan option.*

Other Fees and Charges

Student Fee: A \$50 non-refundable student fee is charged to full-time students each semester of enrollment. This fee is distributed to support Student Activities and Student Organizations.

Technology Fee: A \$100 non-refundable fee is charged to all full-time students each semester. Part-time students are charged \$25 each semester. This fee is used to improve all campus technology.

Residential Fee: Resident students are assessed a onetime non-refundable fee of \$75. Other fees that may be charged are for key and card replacement, improper check-out, and room damage.

Part-time Tuition, Graduate, Undergraduate & Weekend College: \$290 per credit

Overload: in excess of 17 credits per semester: \$290 per credit
(Example: if a student schedules 17.5 hours the overload fee is \$145.)

Late Registration Fee: A \$75 non-refundable fee may be assessed to students who do not complete the registration payment process by the payment due dates of August 1 (Fall) and December 1 (Spring).

Yearbook: \$40

Credit by Examination: \$35 per credit hour

Health Insurance Fee: Health insurance is required for all full-time students, and optional for students enrolled for six to eleven credit hours. Cost is estimated at \$350 for the 2002-2003 academic year, and it is non-refundable. The fee is waived upon proof of other insurance coverage.

Room & Meal Plan Change Fee: A \$50 non-refundable fee may be assessed for a drop or change of room or meal plan. A change in the room and/or meal plan will not be accepted after July 1 (Fall) and November 1 (Spring). The Dean of Student Life must approve the cancellation of room and meal plan.

Withdrawal Processing Fee: A \$25 fee for part-time students (1-11 credit hours) and a \$50 fee for full-time students who are withdrawing from college.

Transcripts: An official copy of a student's record, with the College seal and Registrar's signature, \$3. An unofficial copy of a current student's transcript can be accessed by visiting the College website at www.defiance.edu/onestop. A transcript may be denied if a student needs to complete student loan exit counseling, pay a library fine, or pay the balance on his/her student account or any other charges outstanding.

Admission Application Fee: \$25

Student teaching fee: \$100 non-refundable

Senior citizens tuition: Any person who has reached 60 years of age may enroll in any course for a tuition fee of \$35 per course. When class size is limited, full-fee students shall have priority.

Auditing courses: Any student may audit a course. Auditing fee is \$35 per credit hour. When class size is limited, full-fee students have priority.

Music charges: Tuition for applied music instruction is \$175 per credit hour (one half-hour private lesson per week).

International Student Admission

International students must pay, in full, tuition and room and board by the payment due dates (August 1 for fall and December 1 for spring.)

Prepayment of Tuition

A new student accepted for September admission is required to make a prepayment of \$150 toward tuition. A full refund will be made to a student who cancels his/her application before May 1 for fall enrollment.

During the second semester, currently-enrolled students schedule for the next year. To confirm the scheduling, a returning student is required to make a tuition prepayment of \$150 by June 15. Failure to make the prepayment on time may preclude registration in the fall and may delete the scheduling.

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 and December 1 for Spring. All charges for summer school must be paid on the day of registration. Students not completing the registration payment process by the due dates may be assessed late fees. A signed bill payment and required financial aid documents, if applicable, are submitted to the Registration Center by the due dates. Grade report card, diploma, and/or transcripts may be withheld for any unpaid balance.

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 and/or their parents may choose to pay their college expenses through eight monthly installments for the year. There is an annual \$60 non-refundable participation fee. Payments are due by the first of each month. If your payment is not received by the due date a \$20 per month late fee will be assessed. It is your responsibility to inform the Registration Center of any adjustments to your account that would alter your payments. Students cannot pay the following through the Plan: Library fines, bookstore charges, telephone charges, or miscellaneous charges. It is the students' responsibility to know the payment due dates and to make the payments on time.

Schedule of Payments

To recapitulate the information in the two preceding sections, fees for regular, full-time students should be paid according to the following schedule:

Prepayment of Tuition:

Due May 1 for new students: \$150

Due June 15 for returning students: \$150

Fall semester charges, due August 1:

Spring semester charges, due December 1:

Financial Status

To be considered in good financial standing, students must complete financial arrangements on or before open registration day. Failure to do so may deny the student the right to attend classes.

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 and may result in one or more of the following actions: 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 withdrawn from the College.

Non-current accounts may be referred to outside collection agencies. Collection agency costs, along with penalties and interest incurred to collect accounts, may be added to the balance due from the student.

Refund Policy

For new students, the \$150 tuition deposit which is due by May 1 for September enrollment and November 15 for mid-year enrollment is fully refundable if such refund is requested before May 1 for the September enrollment and before November 15 for the mid-year enrollment.

For students who fail to register for the period of enrollment for which they were charged, withdraw, drop out, take an unapproved leave of absence, fail to return from an approved leave of absence, are expelled, or otherwise fail to complete the period of enrollment for which they were charged, the refund is calculated using the Federal Refund and Repayment method. All colleges participating in the Federal Student Aid Programs are required to use the Federal Refund and Repayment Calculation to determine the amount of refund. When withdrawal is involuntary for disciplinary reasons, the full institutional charges will be applied after the federal refund calculation.

The Federal Refund and Repayment Calculations are described below.

Refund Policy for Withdrawal from the College 2002-2003

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.

To begin the withdrawal process the student must go to the Office of Student Life or Registration Center to obtain an official withdrawal application. If a student withdraws prior to the start of the semester and incurs no charges, the tuition deposit is forfeited.

If the student has incurred any charges, the deposit is applied to those charges. If a student withdraws during the semester, charges will be based on the percentage of days enrolled up to 60% of the term or when the student began the withdrawal process. Room is prorated and the meal plan is prorated plus one-week based on the official date of withdrawal from campus housing.

The student may also be responsible for any library fines and or room damage fines. There is a withdrawal fee assessed for withdrawing at anytime from the institution. Part-time students (1-11 credit hours) are assessed \$25 and Full-time students are assessed \$50.

If a student has been enrolled for more than 60% of the term, s/he is not eligible for a reduction in tuition, fees or housing charges.

The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays, except Thanksgiving break and spring break.

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG.

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.

The following items are non-refundable:

- Activity Fee
- Course related fees
- Deferred payment plan fees
- Finance charges
- Late fees (payment plan or registration)
- Returned check fees
- Residence fee or damages or fines
- Technology Fee
- Student health insurance
- Withdrawal fee
- All other institutional fees

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 last recorded date of class attendance (as documented by the College).

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 does 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 Academic Dean.

Failure to return will result in a full withdrawal and refund according to the last date of attendance.

Change of Residential Status

Students who change their housing status after the school year begins will have institutional aid adjusted accordingly. Students will be assessed a housing change fee of \$50 and meal plan change fee of \$50. The housing fee is applied to changes made after the registration deadline, which is August 1 for fall, and December 1 for spring. A change should be requested and approved by July 1, for fall and November 1, for spring.

Financial Aid

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Financial assistance awarded by Defiance College consists of any one or a combination of three types: scholarships and grants, loans, and/or work study. A complete list of these appears in the following section. Scholarships and grants may be from Federal, State, or College sources, and do not require repayment. Loans are available from several programs and require repayment. Workstudy requires that you obtain a campus job. Fully 90% of full-time Defiance College students receive some form of financial aid.

Financial Aid is given to students who demonstrate financial need or who have earned a scholarship through their academic or performance achievements. Demonstrated need for a given school year is based on the family's income and net assets for the previous year as reported on the FAFSA (Free Application for Federal Student Aid).

College financial aid is available through scholarships and grants provided by contributions from individuals, corporations, churches, and foundations. Supplementing these restricted funds, the College annually sets aside a portion of its unrestricted gift income to be used for student financial aid. The College offers both merit (no-need) and need-based scholarship and grant assistance to students who meet the prescribed criteria.

Need-based aid packages are awarded to students on a "first-come" basis beginning in mid-February for the following academic year. The amount of grant and scholarship (gift) aid in proportion to the amount of self-help (loan and campus work) in individual aid packages is determined by the applicant's financial need, academic record, date of aid application, social standing in the College (citizenship record), and the availability of funds.

Any student who has demonstrated financial need and meets the minimum academic and conduct standards set by the College is eligible to be considered for the College grant. College grants apply to tuition unless designated in the aid award letter to apply toward other College costs. Only full-time (12 credits or more per semester) students are eligible for Defiance College scholarships and grants. Part-time and summer school students receive the financial benefit of a discounted tuition charge, therefore, no College funded scholarships or grants are available for part-time and summer school students.

Application

Students must first apply for admission to the College. The recommended deadline for application is March 1. After January 1, the FAFSA and the DCAF (Defiance College Financial Aid Form) must be completed. The FAFSA is available at any college, state university, or high school. FAFSAs submitted after March 1 are considered as they are received and as funds are available. After the Financial Aid Office has received all documents from the student and the federal government, the process of calculating the financial aid package is rapid. Students will receive financial

aid award notification by mail. The financial aid award must be signed, dated, and returned by the designated reply date. The signed copy activates the deduction of charges from the student's bill. Students have the option to accept or reject any part of the award. If the signed and dated copy of the financial aid award is not returned to Defiance College, the student forfeits the privilege of receiving the financial aid award, and the award will be made available to other eligible students.

Renewal

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 will affect renewal of federal, state, and college aid. Scholarships and some grants require the maintenance of a specified grade point average for renewal. All students who desire renewal of financial aid for the next year must reapply by submitting the FAFSA by March 1 of each year. Financial aid will not be renewed if this step is not completed.

Aid Categories

Scholarships/grants

(Gift assistance, no repayment)

Pell Grant: Gift assistance from the government based on demonstrated financial need.

SEOG: (Supplemental Educational Opportunity Grant) gift assistance from the government based on demonstrated financial need.

OIG: (Ohio Instructional Grant) gift assistance for Ohio residents who show financial need.

OSCG: (Ohio Student Choice Grant) gift assistance for Ohio residents who have not attended college as a full-time student before July 1, 1984, have not earned a bachelor's degree, and who will attend a private college in Ohio.

College Grant: Gift assistance based on financial need for full-time students. If students move off campus or do not participate in the college meal plan, the college grant will be reduced.

Campus work allowance: Opportunity to earn dollars and obtain work experience on campus. Students who are interested in finding jobs should come to the Financial Aid Office during designated times to check the list of available jobs. Students will be notified of those times. A work allowance does NOT mean a guaranteed job.

Loans

(Borrowed assistance, must be repaid.)

Plus Loan: (Parent Loan for Undergraduate Student) Loan applications are available at a credit union or bank. Credit approval must be completed before a loan can be disbursed.

Interest rates vary every year. Repayment begins 60 days after the last disbursement.

Federal Stafford Loan

Subsidized: A loan guaranteed by the Federal government which is based on need. The government pays the interest as long as the student attends college at least half-time. Repayment begins six months after the student ceases to be enrolled at least half-time or six credits each semester.

Unsubsidized: A loan guaranteed by the Federal government which is not based on need. Students are responsible for the interest charge while attending school. Deferring the interest is an option. Repayment, interest, and deferment details will be provided by the lender. Students may qualify for one or both of the Federal Stafford Loans. Repayment begins 6 months after the student ceases to be enrolled at least half-time or six credits each semester. Interest rates vary every year.

Federal Perkins Loan: A loan guaranteed by the federal government based on federal need. Interest rate is 5% and repayment begins 9 months after a student ceases to be enrolled at least half-time. Upon graduation or separation, the student must complete an "exit" loan counseling packet. Repayment and loan benefit information is available from the Registration Center Supervisor. Payments are mailed to the billing servicer used by the College. Mail to: University Accounting Service, Inc., P.O. Box 5291, Carol Stream, IL 60197-5291.

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.

Pell Grant	-	any enrollment level
SEOG, Perkins, Campus Work (6 credits per semester)	-	at least half time
Stafford, Plus Loans	-	at least half time
Ohio Instructional Grant (12 credits or more per semester)	-	generally full-time
Ohio Student Choice Grant	-	full-time
Defiance grants and scholarships (12 credits or more per semester)	-	full-time

Financial Aid Policies

Renewal of Financial Aid

Students must reapply every year for financial aid consideration. The priority filing date is March 1.

Scholarship/Grant Renewals

Defiance College academic scholarships are renewed every year provided the recipient maintains the required cumulative grade point average. Grade reviews are completed once a year at the end of the spring term.

More details on renewals are available upon request.

Outside Scholarships

Unless otherwise specified by the donors, additional non-College gift aid will be treated as follows. The scholarship will replace existing self help aid (i.e., loan or work) or unmet need.

Please submit to the Financial Aid Office notification of any outside scholarship as soon as you have knowledge of the award. Acceptable documentation will include a letter from the organization that specifies the terms of the scholarship, total dollar amount, and renewal information. This should be submitted no later than June 15 to ensure that the award will be credited to your account in the Registration Center.

Verification

A student who is selected for verification must complete additional documentation. Selection for verification is normally performed by the U.S. Department of Education. This federal requirement includes submitting Federal Tax Returns and a Verification Worksheet to the Financial Aid Office. The additional documentation verifies taxable income, untaxed income, household size and number enrolled in college. Verification must be completed before any federal financial aid can be disbursed. The Financial Aid Office will notify students who are selected for verification with an Additional Information Sheet. Documents must be submitted by the beginning of the semester. Failure to complete the verification process may result in an administrative withdrawal.

Revisions of Aid Packages

The 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.

Satisfactory Academic Progress

All financial aid programs require students to make "satisfactory" progress toward earning their degrees. Students are making satisfactory progress if they a) maintain "good academic standing" as determined by the College's academic policies, b) complete the number of credits required for their enrollment status, and c) complete their degrees within the maximum time allowed.

a) The grade point average requirements for "good academic standing" are described on page 30 of the Defiance College Catalog.

b) Students are required to complete the following number of credits according to the enrollment status on which they receive financial aid:

Minimum number of credits

At least 12 per semester
(or 24 by the end of spring term)

Aid Status

Full time

At least 8 per semester
(or 16 by the end of spring term)

Three quarter time

At least 6 per semester
(or 12 by the end of spring term)

Half time

Those who do not complete the minimum number of credits required will have deficient hours. For example, if a student receives aid as a full time student, he/she is required to complete at least 24 credits per academic year (fall and spring). If that student only completes 20, he/she will have 4 deficient hours. Provided that the student is in good academic standing, and has not exceeded the maximum time allowed for his/her degree, the following actions will be taken based on the number of deficient credits.

One (1) to eight (8) deficient credits: Student is placed on Financial Aid Probation. Student can continue receiving financial aid if otherwise eligible.

More than eight (8) deficient credits: Student is no longer eligible for financial aid.

c) Additionally, undergraduate students are expected to complete their Bachelor degrees in 10 full time equivalent semesters. Graduate students are expected to complete their Masters in 6 full time equivalent semesters. All college enrollment periods at Defiance College or at other schools will be counted toward the maximum time allowed for the completion of the degree regardless of whether aid was received during those periods. Exception will be made for enrollment periods at Defiance College during summer terms if aid is not received during those terms.

The Financial Aid Office shall monitor academic progress at the end of each spring semester. Students placed on academic suspension, students who have excessive deficiency credits, and students who have reached the maximum time allowed are no longer eligible to receive financial aid unless they appeal and are granted an exception by the Director of Financial Aid.

Student Handbook

The Student Handbook, an extension of the Defiance College Catalog, contains further details about student life at Defiance College as well as complete information on rules and regulations governing student behavior. A copy of the Student Handbook can be obtained in the Office of Student Life.

Defiance College 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, for 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."

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

Career and Student Assistance

The Office of Career and Student Assistance, located in Hubbard Hall, provides help to those students who are undecided about a career. By focusing on interests and abilities and through career counseling, students are assisted with making career choices. This is an on-going process that may begin even before the students arrive on campus. Through workshops, classroom presentations and individual counseling, students receive information on all aspects of career planning and placement. Assistance with resume preparation, interview techniques, and job-referral information is provided by the Office. The Office maintains a current listing of

specific job openings and works with area businesses in providing students opportunities to interview for both full-time and part-time employment. Career services are available to Defiance graduates as well as to currently enrolled students. Among other functions, the Office sends registered alumni information on job openings in their fields, offers career counseling, keeps alumni abreast of the latest trends, and mails references to prospective employers.

Academic Advising

Defiance College encourages close attention to individuals. At the core of this individual concern is the advisory system and access to professors. New students below the age of 21 who have not had a successful college experience elsewhere are required to take FS 101 Freshman Seminar in their first semester of study. The Freshman Seminar instructor becomes their advisor during the first semester. If students have declared a major, they will be assigned a faculty advisor in that discipline at the completion of the first semester. If they are unsure of their major, they will be advised by the Office of Career and Student Assistance in Hubbard Hall.

Weekend College students are advised by the Director of Weekend College with assistance by the professors teaching in the program. Other part-time students are assigned major advisors and can receive supplemental advising in the Office of Career and Student Assistance. Evening hours are maintained to provide service to students taking only evening classes.

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 not only to counsel students on selection of courses and overall workload, but to refer them to important resources such as the Office of Career and Student Assistance or to arrange for tutoring when assistance is needed.

Tutoring and Other Academic Support Services

Tutoring and other academic support services, such as assistance with media/technology related assignments and textbooks on tape, are available through the TAG Center (Center for Teaching and Academic Growth). These services, in addition to others, are provided free of charge to students. The TAG Center is located in Dana Hall room 25.

Academic and Honor Societies

Alpha Chi accepts into membership those students who have distinguished themselves academically by ranking in the top 10 percent of the junior or senior class. Defiance College also participates in Tau Mu for social work majors, Tau Pi Phi for business/economics majors, and Phi Alpha Theta for history majors.

Civil Rights Racial Harassment Policy

Defiance College is committed to maintain a humane atmosphere in which the race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap or veteran status of an individual or group are respected and not disparaged. Defiance College will not tolerate any acts of racial harassment or discrimination. The college will promptly and thoroughly investigate all allegations of racial harassment and discrimination. The college will take any action necessary against an individual(s) found guilty of racial harassment or discrimination in order to maintain a harmonious campus environment.

Discrimination is defined as behavior or conduct that tends to demean or disparage an individual on the basis of race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap, or veteran status.

Any student who is a witness to or victim of racial harassment or discrimination involving should immediately notify the Student Life Office. *The procedures are found in the Student Life Handbook.*

Commencement

Commencement is a college ceremony that honors the achievements of graduating seniors and their families. Those who wish not to participate must ask to be excused by the Academic Dean, who may or may not grant the request.

Computer Policy

Information systems (including computers, computer accounts, printers, networks, software, electronic mail, 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 seeing that these systems are used in an effective, efficient, ethical, and lawful manner. The use of information systems is a privilege, not a right, and may be revoked at any time for misuse. All access to the College's computing resources, including the issuing of accounts, must be approved through the Computer Services Office. Usage policies can be found in the Student Handbook.

Sexual/Gender Harassment Statement

The college seeks to create and maintain an academic environ-

ment in which all members of the community are free of harassment based on gender or sex. Defiance College espouses values which infuse the academic and residential life on its campus. An integral community life must be the awareness on the part of every member of the rights and human dignity of every member. Attitudes of condescension, hostility, role-stereotyping, and sexual innuendo weaken the health of the community. Furthermore, harassment based on sex or gender compromises the integrity of a liberal arts education because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop strong, positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no unlawful form of sexual or gender harassment can be tolerated.

Sexual harassment is defined as unwelcome sexual advances, or as coercive behavior which threatens employment or academic reprisal, or promises rewards contingent upon obtainment of sexual favors, or as spreading false stories about a person's sexual harassment. Gender discrimination is defined as derogatory references to gender and/or unequal treatment based on gender. Students who believe they have been the object of gender discrimination, or gender or sexual harassment, may inform the Student Life Office, their academic advisor, or appropriate counseling services.

Pilgrim Library Services

The Pilgrim Library promotes a comfortable study atmosphere by providing individual study carrels, group study rooms, a coffee shop, and lounge area. Resources include books, magazines, journals, newspapers, compact discs, records, audiocassettes, videocassettes, and microforms. The Library provides access to photocopiers, reader/printer, typewriters, audio/visual equipment, and three computer labs. The Pilgrim Library offers over eighty databases many of which contain full-text articles or links to full-text documents. There are six library staff members available to assist students and faculty. For information on the Library's hours of operation, please refer to the student handbook, the college website, the sign in the entrance to the library, or call 419-783-2481.

Academic Year

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.

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.

Most courses are worth three credits - although the figure can range from one to four. For a bachelor degree, 120 credits of satisfactory academic work are required. For an associate degree, 60 credits of satisfactory academic work are required.

Summer Session

The College offers a summer program from early May through mid-August, consisting of two, five-week sessions, and a workshop session. Most summer session courses are the same as those offered during the regular academic year, while others are offered only in the summer. The summer session schedule is usually available in late December or early January.

Evening Session

The College offers a year-round evening school program, primarily to serve citizens of Northwest Ohio. All requirements for business administration majors can be completed by attending evening school alone; but for other majors, students will have to spend some time in the regular daytime academic program.

Weekend College

Weekend College is designed for adults who are interested in earning a bachelor's degree in a challenging but flexible format. The goal is for participants in Weekend College to become a community of learners who share common goals, have similar life experiences and will support each other in the learning process. The every-other-weekend schedule allows opportunity for study and library work while handling work and family obligations.

Bachelor's degrees are offered in Management, Business Administration, Accounting, Information Technology (Business Track), Human Resource Management, and a completion program in Organizational Supervision and Leadership. Also offered is an Associate Degree in Business Administration and a minor in Information Technology.

Three Weekend College terms are offered: a fall term between Labor Day and Christmas; a spring term between New Year's Day and May; and a summer term between May and Labor Day.

For more information about Weekend College, call Defiance College's Center for Adult Programs office at 419-783-2350 or e-mail sbissell@defiance.edu.

Graduate Curriculum

Defiance College offers two Masters degrees. The Master of Arts in Education degree is designed to provide classroom teachers with skills and competencies to prepare them for expert teaching and leadership in their schools. The degree requires 33-36 semester hours of graduate courses. Students with content compatible bachelor degrees can also earn Adolescent and Young Adult Teacher Licensure through graduate study. This is a part-time program, with courses offered evenings and weekends each term, and in the three summer sessions. Information about the degree, including requirements, may be found in the Graduate Catalog available from the Center for Adult Programs.

The Master of Business and Organizational Leadership (MBOL) degree provides Northwest Ohioans with an opportunity for graduate business education, serves as a resource by providing well trained employees, and helps increase cooperation among academic institutions, businesses, and communities. It is a unique program with emphasis on leadership and communication and the practical application of knowledge. It is broadly appropriate for profit, non-profit, and governmental organizations. The degree requires 33 semester hours and is offered in Weekend College on alternating weekends. Information on the degree, admissions, and requirements is available in the Graduate Catalog, available in the Center for Adult Programs office.

Baccalaureate Curriculum

Defiance College awards the Bachelor of Science or Bachelor of Arts 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 Registration Center.

Bachelor of Arts

Accounting
Art
Arts and Humanities
Business Administration
Christian Education
Communication Arts
Finance
Graphic Design
History
Human Resource Management
Management
Marketing
Multimedia Communications
Organizational
Leadership & Supervision
Religious Studies
Religious Education

and Design for Leadership

Bachelor of Science

Athletic Training Education
 Biology
 Chemistry
 Criminal Justice
 Early Childhood Education
 Environmental Science
 Forensic Science
 Health
 Information Technology
 Integrated Language Arts
 Integrated Mathematics
 Integrated Social Studies
 Life Science
 Life Science & Chemistry
 Mathematics
 Medical Technology
 Middle Childhood Education
 Natural Science
 Physical Education
 Psychology
 Restoration Ecology
 Self-designed
 Social Work
 Sport Management
 Visual Arts
 Wellness

In addition, programs are available in:

Pre-professional

Pre-Dentistry
 Pre-Law
 Pre-Medicine
 Pre-Seminary
 Pre-Veterinary

Associate Degree Curriculum

Defiance College offers Associate of Arts degrees in the following fields:

Art
 Business Administration
 Criminal Justice
 Information Technology
 Religious Education: Design for Leadership
 Self-Designed

All fields except Religious Education share the degree requirement of 60 credits, to include instruction in composition.

The College makes every effort to schedule associate program courses for the convenience of part-time working students. The entire program in Business Administration may be completed in evening classes or Weekend College (although day classes are available as well), and portions of other programs are offered in the evening and on Weekends. All two-year programs may be completed in day classes.

A student who satisfactorily completes the graduation

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requirements listed below and who is approved for graduation by the faculty and trustees will receive the Associate of Arts, the Bachelor of Arts, or the Bachelor of Science degree. Students who complete degree requirements in the summer may participate in the annual spring commencement and will receive their diploma when requirements are completed. Students must declare their intention to graduate by completing a graduation application in the Registration Center before January 1 prior to the May graduation. Only students who have completed 114 or more credits at the end of the spring term will be allowed to participate in commencement.

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 change to the requirements stated in a more recent catalog.

Associate of Arts Degree Requirements

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

- Satisfactory completion of 60 semester credits.
- A 2.0 cumulative grade point average (equivalent to a “C” in all work undertaken including the major field).
- Completion of the following general education requirements;
EN 111 Composition (3)
CA 111 Fundamentals of Oral Communication (3)
SO 120 Life in Society (3)
NS 200 Earth in the Cosmos (4) or
NS 201 Development of Life on Earth (4)
AH 111 Global Civilization I (3) or
AH 112 Global Civilization II (3)
RL 201 Approaches to Religion (3) or
RL 211 Hebrew Bible (3)
AR 210 Art Appreciation (3), or
AR 237 Art History I(3), or
AR 238 Art History II, (3) or
CA 210 Performing Arts (3)
PE 130 Fitness for Life (2)
Total 24 hours
- Completion of 30 credits at Defiance College
- Discharge of all financial obligations to the College
- Completion of the specific courses required for the major field of study.

Specific information on associate of arts degree programs can be found under the various academic areas:

- Art
- Business Administration
- Criminal Justice
- Information Technology
- Religious Education: Design for Leadership

Baccalaureate Degree Requirements

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

- Enrollment in the Freshman Seminar (FS101) during the first semester by all full-time freshman 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.
- Completion of the general education requirements listed in this publication.
- Completion of the last 30 credits at Defiance College, or 45 of the last 60 credits, unless special exception is given in writing by the Academic Dean.
- Completion of 26 credits in courses numbered 300 or above.
- Completion of a major field of study.

A major is a concentration of courses in one or more disciplines consisting of a minimum of 30 credits as prescribed by the academic area(s) involved. At least 15 credits of the major must be completed at Defiance College unless special exception is recommended in writing by faculty in the academic area and approved by the Academic Dean.

For a major field, students may select either a single-discipline major (such as History) or an area major which includes several disciplines (such as natural sciences). Academic majors and the requirements for their completion are specified in this publication. A number of area majors are also described. Other area majors may be developed as the College sees a need for them or students may design a major that closely reflects their interests and goals.

Students must declare a major no later than the end of the sophomore year, and it is sometimes advisable to declare a major in the freshman year. The declaration is filed in the Registration Center and in most cases students are then assigned an advisor in the major field.

Students may wish to seek a minor in an academic discipline. A

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minor is a concentration of courses in one discipline consisting of a minimum of 18 credits as prescribed by the academic area.

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 32 semester hours, 24 of these in residence, in addition to the first degree requirements; 2) fulfill requirements for a major in a discipline different from the first degree (for example, a student cannot receive a bachelor of science degree in accounting and a bachelor of arts in management); and 3) must meet all graduation 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 Degree Requirements.

Baccalaureate General Education Requirements

The following courses are required of all students in the Bachelor of Arts and Bachelor of Science degree programs.

I. Communication Skills: (6 hours)

EN 111 Composition (3)

Most students will be required to take EN 111 which is graded on an A, B, C, no-credit basis. A student taking EN 111 must receive a grade of "C-" or higher to complete the writing requirement. Students with major writing deficiencies will be required to take specified developmental education courses concurrently with or prior to EN 111.

CA 111 Fundamentals of Oral Communication (3)

II. Arts and Humanities: (15 hours)

Five courses are required:

AH 111 Global Civilization I (3)

AH 112 Global Civilization II (3)

RL 201 Approaches to Religion (3), or

RL 211 Hebrew Bible (3)

AR 210 Art Appreciation (3), or

AR 237 Art History I (3), or

AR 238 Art History II (3), or

CA 210 Performing Arts (3)

EN 300 Stories and Images of Experience (3), or

EN 310 Stories and Images of the Non-Western World (3)

III. Natural Science: (8 hours)

Students must select one of the following options

A. NS 200 Earth in the Cosmos (4) and

NS 201 Development of Life on Earth (4)

B. NS 200 Earth in the Cosmos and one biological science course.

C. NS 201 Development of Life on Earth and one physical science course, selected from Chemistry, Geology or Physics

Physical Education and Health majors with Introduction to Biology in High School may take BI 235 and BI 236 Human Anatomy and Physiology I and II to satisfy this requirement.

IV. Social Science: (6 hours)

Two courses are required. Students must take:

SO 120 Life in Society (3)

and one course from the following list of options:

PY 110 Introduction to Psychology (3)

EC 201 Microeconomics (3)

EC 205 Macroeconomics (3)

SO 265 Cultural Diversity (3)

V. Sport Science: (2 hours)

PE 130 Fitness for Life (2)

VI. Freshman Seminar (3 hours)

FS 101 Freshman Seminar (3)

Required during the first semester of enrollment of all full-time freshmen below the age of 21 who have not had a successful college experience elsewhere.

VII. Senior Assessment in the Major Field (0-3 credits)

Students are required to complete a senior capstone experience in which they demonstrate they have attained a satisfactory level of proficiency in the major field and are able effectively to integrate and interpret their specialized knowledge.

VIII. Proficiency Areas (0-14 credits)

A. Foreign Language (8)

Students must study the equivalent of eight credits in a single foreign language. Students who have completed two years or more of a single language in high school with a "C-" or higher final grade will have met the foreign language requirement.

Proficiency in English will satisfy this requirement for international students for whom English is a second language.

B. Mathematics (3)

Students must complete MA 104 Intermediate Algebra, PY/SW 230 Behavioral Statistics or BA 212 Business Statistics. Sports Science majors may take PE 256 Evaluation and Measurement to meet this requirement. Students who have completed Algebra II in high school with a "C-" or higher final grade will have met the College's mathematics requirement.

C. Computer (3)

All students must achieve proficiency in computer usage in order to graduate. Students may meet this requirement by demonstrating proficiency through a computer literacy test scheduled at the TAG Center, taking IT 100 Computer Literacy,

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Defiance College offers students a wide range of special programs designed both to broaden and to deepen the college experience. These programs encompass such varied goals as preparing for a career, learning to think and act independently, and exploring the world and the people in it. It is hoped that students can find a Defiance College program that fits their own special requirements. If not, the College stands ready to help the individual shape such a program.

On Campus Program Options

The McMaster School for Advancing Humanity

The McMaster School for Advancing Humanity, the newest academic unit of Defiance College, was formed in 2002 through the generosity and vision of the McMaster family. The mission of the McMaster School is to educate students for responsible citizenship - to produce committed global citizens and leaders who will understand the importance of individual liberty in improving the human condition worldwide and who will take an active role in addressing these issues, whatever professions they may choose. The School will critically investigate the factors that contribute to human suffering and impede human progress.

The McMaster School will fulfill its mission through several program elements, including the McMaster Scholars, McMaster Fellows, Distinguished Visiting Scholar, international service projects, symposia, publications, program development support, and curriculum development support.

Each year the McMaster School will sponsor up to ten undergraduate students who are selected for the honor based on academic promise and their commitment to improving the human condition through their own servant leadership. McMaster Scholars will work closely with McMaster Fellows on presentations and projects, and design their own original research projects to be conducted during an international Service-Learning trip.

McMaster Fellows are Defiance College faculty and staff, who have demonstrated their commitment to servant leadership. Fellows receive reassigned time and financial support for their research and program development to help advance humanity through their disciplines. They will also work with and supervise the McMaster Scholars.

The McMaster School also enriches the Defiance College community by providing funds to purchase laboratory and research equipment, and through funds in academic divisions and in the general fund for supporting the efforts of faculty and staff to improve the human condition worldwide.

Honors Program

The Defiance College Honors Program provides an opportunity for Defiance students to participate in an honors curriculum based in the Arts and Humanities. Students who maintain a 3.25 GPA and a record of participation in honors sponsored events may apply for designation as Carolyn M. Small Scholars. Funding from the program may provide support for increased student travel, materials, and equipment necessary for the implementation of the Honors Curriculum Projects. For further details, contact the Academic Dean.

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-Law Studies: 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 Test Council and The Association of American Law Schools. It is available in the Office of Career and Student Services.

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 arts and humanities, social sciences, 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. We encourage significant experience providing service to others. 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 and Student Assistance.

The **pre-nursing** student will require also one or two years of

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study at The Defiance College and then transfer to an accredited nursing school to complete the registered nursing degree. Each student's pre-nursing program at Defiance is planned individually to meet the requirements of the nursing school the student wants to attend.

The **pre-veterinary** student should major in Environmental Science. 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.

The **pre-dentistry and pre-optometry** student should also major in Environmental Science. 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.

A typical **pre-medical** program may be the same as a pre-dental 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-Medical Studies: Defiance College offers programs in pre-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.

Advanced Placement Credits

Advanced Placement (AP) is a program designed to recognize students who take college-level courses in secondary school. Defiance College does accept AP credits based upon scores presented.

Transfer Credit

Associate degree graduates of regionally accredited two-year colleges may be accepted with credit granted for all courses included in the degree to a maximum of 60 credits, not exceeding the value of the degree. Graduates of other two-year schools may receive up to 60 credits, not exceeding the value of the degree, providing the major program is compatible with the College's academic program.

Course work credit evaluation will be performed by the Registrar.

Credit will be granted for courses completed that are compatible with the College's academic program and with grades of a C or higher. Transfer students shall satisfy the general education and academic concentration requirements including those learning experiences which are unique to Defiance College. A more detailed guide to transfer credit policies is available from the Registrar.

Non-Traditional Credit

A maximum of 30 credits of non-traditional credit may be earned toward graduation through: 1) correspondence courses; 2) armed forces service; or 3) assessment of prior learning (including testing and portfolio development). Non-traditional Credit may be counted toward the major only with approval of the appropriate division.

A few correspondence course catalogs are available in the Registration Center for perusal. Students must have the approval of the registrar to take correspondence courses if transfer credit is desired. The Division Head must also approve courses that will apply to the majors.

Students wishing credit for armed forces service must present documentation for evaluation by the Registrar.

Prior learning is learning that has resulted from work experiences and training since high school. This learning may be demonstrated by testing or by portfolio development.

Testing includes the options of both CLEP and DANTES tests. A list of the tests available and the passing scores required (as recommended by the American Council on Education) are available in the Offices of Career and Student Services, the Center for Adult Studies, and the Registrar.

A maximum of 13 credits may be earned by Portfolio Development. Elective credit is limited to 4 credits and an additional 9 credits may be earned for specific courses in the curriculum. Each division has identified those courses in the curriculum for which a student may demonstrate knowledge by portfolio development. A list of courses may be obtained from the division head, the offices of the Center for Adult Programs, the Academic Dean, or the Registrar.

The faculty have established the following policies and procedures for Portfolio Development.

1. The student must have been admitted as a degree-seeking student at Defiance College and completed a course prior to enrollment in the portfolio development course.
2. If a CLEP or DANTES test is available for a course in which credit is desired, the test must be taken. The portfolio is not an option.
3. The student should consult the division head regarding portfolio development, as the first step in the assessment process.

4. All candidates seeking credit for prior learning must register for a one hour Portfolio Development Course (GS 111) which will assist in portfolio development.
- To receive credit for the course, a portfolio must be completed by the end of the semester in which the course is taken.
 - The course will be graded pass/fail.
 - The portfolio must be well written and the student must understand the process of portfolio development to pass the course.
 - The course will be offered in the spring semester.

Assessment Procedures

- To receive credit for a course in the curriculum, the portfolio must demonstrate that the learning objectives of the course have been met. To receive elective credit for past work experience, the portfolio must demonstrate that college-level learning has occurred on the job. Prior learning, not prior experience, is the basis for credit awarded.
- The division head will appoint a faculty member from the division who has expertise in that area to read and assess the portfolio. The faculty member and the division head must approve the credit to be awarded.
- The faculty member will read the portfolio by the end of the spring semester in which the portfolio was completed.
- When the assessment fees (\$100) have been paid, and upon recommendation of credit by the faculty member and division head, the course title and credit will be entered on the transcript. No grade is recorded.
- Assessment fees will be charged as follows:
 - Tuition and fees for the Portfolio Development Course
 - \$100.00 for each portfolio submitted
- The portfolio becomes the property of the College.

Independent Study

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 may take a student further into a subject than regular course work allows. A student engaged in independent study will work closely with a faculty member in planning, executing, and evaluating the program. Independent study forms must be submitted to the Registration Center no later than two weeks after the beginning of the semester.

Readings

Students engage in individual reading programs for a variety

of reasons: to prepare for a later independent research project, to fill a void in background knowledge, or simply to read the literature on a subject for its own value. In all cases, the program is directed toward some specific goal and purpose. Students who wish to undertake a reading program for credit should make application through a faculty supervisor.

Student-Designed Courses

Students may initiate, plan and coordinate courses on topics which interest them and serve valid educational purposes. Faculty members will be available as resource people and the course should be developed in cooperation with a faculty advisor. Students planning such courses must make application through the Academic Dean's office and secure the approval of the faculty advisor. Final approval is in the hands of the Academic Affairs Committee. A copy of the course outline must be submitted to the committee one week before a meeting at which committee members will decide whether the course should be offered for credit.

Self-Designed Major Programs

The Defiance College's organization of traditional academic disciplines into "umbrella" areas makes it easier for students to create an individual major. Under the umbrella of natural science, for instance, students might concentrate on environmental studies or conservation. Students are also free to design a major which crosses academic areas.

Students interested in a self-designed major may begin planning it at the end of their freshman year, working closely with their academic advisors and securing the approval of the Academic Dean or the Academic Affairs Committee. Such a program could include a combination of on-campus courses, cooperative education, internships or field experience, independent study or work at other institutions. This major must be submitted to the Registrar by the beginning of the second semester of the student's junior year.

Off-campus Academic Programs

Service Learning

Defiance College has a unique course-embedded service-learning model in which selected courses include a community service component. An introduction to service-learning is presented in Freshman Seminar (FS101) and is continued in Life in Society (SO/SW 120). Most of the majors provide two or three upper-level courses with service opportunities as well as a senior capstone experience.

Service learning is a method of teaching and experiential learning that emphasizes a hands-on approach to addressing college and community concerns through civic engagement and volunteer service. This approach provides students with an opportunity to

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apply the facts, concepts, and principles taught in the traditional classroom setting to real community needs and concerns. Likewise, the academic area enriches the service experience by raising questions about these issues and providing a forum for discussion and reflection. As an educational philosophy, service-learning fosters a balance between learning goals and service outcomes that can be achieved only through integration. It prepares students to be interactive and responsible participants in both their professions and the life of their communities.

Cooperative Education

Cooperative Education offers paid employment to enhance optimum individual adjustment toward self-realization and career development by integrating classroom study with planned and supervised experience in career activities outside of the formal classroom environment. Learning does not confine itself to attempts to achieve academic mastery. The positive development of a student's attitudes, interests, values, and motives are equally dependent upon this learning. Cooperative Education is coordinated by the Office of Career and Student Assistance located in Hubbard Hall.

Cooperative Education is available in all major fields to students who have reached junior status and are in good academic standing. Interested students should consult with their academic advisor and the coordinator of cooperative education to work out an individual job placement which will reflect career interests and make a significant contribution to the major field of study. The student must work through the Office of Career and Student Assistance for placement, educational outcomes, and supervision procedure and assessment. For each credit hour earned, the student must work 120 hours on the job.

The student pays only the regular semester-hour rate for co-op credits. This fee covers such services as job placement, evaluation, record-keeping, on-the-job counseling, and crediting.

Internships

An internship is an unpaid, on-the-job learning experience related to the student's major field of study, for which credit is received based on quality of performance. Internships generally cover shorter time spans than co-op work periods. The student will be supervised by both a faculty sponsor and a qualified person at the place of work. An Experiential Learning form may be obtained in the Registration Center and must be returned to the Center no later than two weeks after the beginning of the semester. All students seeking teacher licensure must complete a 15 week internship with college supervision and specified methods of assessment.

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 Registration Center and must be returned to the Center no later than two weeks after the beginning of the semester.

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. medicine, pre-dentistry, pre-optometry pre-veterinary science and pre-nursing. A student in any of these fields is urged to use a Summer Term for field experiences in hospitals and clinics to gain first hand experience with practicing professionals.

Class Standing

The class standing of a student is determined as follows:

Freshmen -	0 to 23 credits completed
Sophomore -	24 to 53 credits completed
Junior -	54 to 83 credits completed
Senior -	84 or more credits completed

Course Load

Normally, students carry a course load of 15 credits each regular term. But a student may carry as few as 12 credits in a regular term and still remain enrolled full-time; 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.

However, 12 semester credits are the minimum permitted for full-time enrollment. A resident undergraduate student may not register for fewer than 12 credits per regular term nor reduce the course load below this level without permission of the Dean of Students and the Registrar. The maximum number of credits permitted at no increase in cost in the fall and spring semester is 17.

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.

Class Attendance

A student is expected to attend all classes, as well as any special conferences, meetings, and field trips that the instructor may request. 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 any work missed. If the student is unable to notify the instructors directly, the Registration Center may be notified and will contact the instructors for the student. (This is simply a service rendered by the Registration Center and does not imply approval.) If the student is going to be absent for an extended period (more than three days), the Registrar must be notified.
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 Academic Dean or the Dean of Students.

Registration

New students will register for courses as part of the orientation process. Returning students are required to schedule classes for the next term or year 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.

Late registration of full-time students requires advance permission from the Registrar and will be allowed only during the first three days of classes.

Students may not register for lower-level courses in areas where they have previously taken more advanced work.

Schedule Changes and Withdrawals

Students may change a class schedule during the first five days of classes in a regular term or the first two days of a summer session. 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 requires the permission of the Dean of Student Life and the Registrar.

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 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.”

A student may request withdrawal from Defiance College by contacting the Student Development Office in Hubbard Hall. A withdrawal allows the student the opportunity to reenroll at Defiance College at a later date. The withdrawal date is the date of last attendance. Students who receive financial aid and choose to withdraw from the College must follow the federal refund policy according to the federal regulations. 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 students account that will be due and payable at the time of withdrawal. Failure to follow the withdrawal policy forfeits the students right to an honorable dismissal or to any refund of tuition and fees paid.

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
 I - Incomplete (An "I" not made up by the end of the next regular term becomes an "F")
 P - Passing at "C" level or above
 U - Unsatisfactory
 W - Withdrawal
 WF - Withdrawal failing (counts as an "F" in the grade point average)
 NC - No Credit

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 - 0 points
 WF - 0 points

Courses in which the student receives grades of "P," "W," "U," "NC," and "I" are not included when computing the grade point average. To arrive at the average, one adds all the points the student has earned and divides the total by the number of credit hours taken. 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 "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.

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". One such course may be elected per term, and the course must be outside the major field and numbered above 119. A course in which the entire class is graded P/F is not included in the four-course allotment.

Students must request the P/F option before the end of the second week of classes by filing a request with the Registration Center. Instructors are not told which students have chosen P/F grading.

Academic Second Chance

Students who have received a grade of D+, D, D-, or F in a course taken at Defiance College may have the grade removed from the student's academic record if the same course is repeated

at Defiance College. Academic Second Chance does not apply to courses taken at other colleges. This option may be exercised with a total of 12 credits during the student's academic career at the College. The Registration Center must be told the option is desired when the student registers for the course. An Academic Second Chance petition must be filed in the Registration Center in order to have the original grade removed from the record.

Graduate/Undergraduate Course Policy

An undergraduate may take a graduate course for graduate credit if:

1. the student has completed 90 semester hours;
2. a GPA of 2.75 has been achieved;
3. the student meets the course prerequisites;
4. the instructor and the program director approve; and
5. space is available in the course.

If a student fails to register for a minimum of 12 credit hours of undergraduate courses, he/she may be ineligible for financial aid.

Academic Appeals

The Student Life Committee rules on student complaints of unfair treatment in academic matters. The Committee can change a "D" or "F" grade to a "P" if the complaining student presents sufficiently convincing evidence. Students should consult the *Student Handbook* for procedure in raising various kinds of appeals.

Grade Reports

During the regular term, only students who are doing unsatisfactory work (below "C-") receive midterm grade reports. Final grade reports with cumulative data on credits and grade point averages are issued electronically to all students at the end of each term.

Confidentiality of Student Records

Annually, Defiance College will inform students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

A student's academic records are considered confidential information. Without the student's expressed written permission, they are accessible only to College personnel who keep the records or need to have information to help the student.

"Directory Information" may be released to the public and is divided into the following categories:

Category I	Name, address, telephone number, dates of attendance, class roster, class schedule, e-mail address
Category II	Previous institution(s) attended, majors, awards, honors (included Dean's list), degree(s) conferred and dates, status (full, part-time)
Category III	Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes) date and place of birth

Students may request that all directory information, or certain categories, be withheld by notifying the Registration Center in writing within the first week of a term. Students should contact the Registrar for additional information concerning the Family Rights and Privacy Act.

Transcript requests

Transcript requests must come from the student in writing. Only transcripts carrying the College seal are considered "official." Transcripts issued to the student for personal use will be marked "Issued to Student."

Academic Probation

Students must earn the following minimum cumulative grade point averages to remain above the probation level:

- 1.70 after 12 credits of course work attempted
- 1.80 after 24 credits of course work attempted
- 1.90 after 36 credits of course work attempted
- 2.00 after 48 credits of course work attempted and subsequent work.

A student who falls below this minimum will be placed on academic probation. A student who is on academic probation will continue on probation when a semester average is 2.00 or greater, if the cumulative average is below that recommended above. The individual is encouraged to use the academic "second chance" option to improve the cumulative average.

A student on probation whose cumulative average is less than that recommended above and whose semester average is less than 2.00 or any student whose semester average is below 1.00 will no longer be considered in good academic standing and will be suspended for one semester. Any time after the semester suspension, the individual may apply for readmission on

academic probation.

Any student who re-enrolls following a suspension and fails to meet the above criteria after one or more additional semesters will be suspended for one calendar year.

Any student who re-enrolls after two suspensions and fails to meet the above criteria after one or more semesters of additional work will be dismissed from school.

Athletic Eligibility

To be eligible to represent Defiance College in intercollegiate athletics competition, a student-athlete shall be enrolled in at least 12 semester hours of course work, be in good academic standing and maintain satisfactory progress toward a baccalaureate degree. For athletic eligibility purposes, good academic standing and satisfactory progress are defined as being eligible to enroll at Defiance College for a particular term.

Academic Honors

Dean's List: After every 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. Grades earned in developmental courses cannot be used to determine eligibility for the Dean's List.

Honors List: After every 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 the semester coursework.

Graduation Honors: Candidates for graduation, *who entered Defiance College during or after the fall semester, 1999, and* who have achieved special distinction in academic work will be formally recognized at commencement and will have the following honors printed on their diplomas, as determined by seven-semester cumulative grade point averages, including transfer work:

- Summa Cum Laude - 3.9 and above
- Magna Cum Laude - 3.7 to 3.89
- Cum Laude - 3.5 to 3.69

Students who entered Defiance College prior to the fall semester, 1999, will be assigned graduation honors based on previous standards.

Division Structure

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

Arts & Humanities Division, Dr. Michael Soper, Chair
 Courses offered in Art (AR), Arts and Humanities (AH), Communication Arts (CA), English (EN), General Studies (GS), History (HI), Music (MU), Religion (RL), and Spanish (SP).

Behavioral and Applied Social Science Division, Prof. Steve Sondergaard, Chair
 Courses offered in Criminal Justice (CJ), Political Science (PS), Psychology (PY), Social Work (SW), and Sociology (SO).

Business Division, Dr. Robert Kohl, Chair
 Courses offered in Accounting (AC), Business Administration (BA), Economics (EC), Finance (FI), Management (MG), Marketing (MK), and Information Technology (IT).

Education Division, Dr. Suzanne McFarland, Chair
 Courses offered in Athletic Training Education (AT), Education (ED), Sport Science, Physical Education (PE), Sport Management (SM), and Wellness (WE).

Science and Mathematics Division, Prof. David Reed, Chair
 Courses offered in Biology (BI), Chemistry (CH), Mathematics (MA), Natural Science (NS), Environmental Science, Physics (PH), and Restoration Ecology.

Accounting (AC)

Associate Professors W. O'Toole and M. Gallagher

Accounting is the system of compiling and analyzing financial data to provide useful information to managers, owners, and creditors. The accounting major is designed for students planning a professional career in accounting. The major offers two tracks of study. One track provides educational requirements for certification as a management accountant or internal auditor. The accounting major consists of 66 credits. The second track includes additional semester hours in order to qualify the students to take the Uniform Certified Public Accounting Examination in Ohio. These credit hours include the hours required in the first track plus additional credit hours in subject areas including leadership, technology, and communications.

Accounting Major requirements include:

- AC 221 Financial Accounting (3)
- AC 222 Managerial Accounting (3)
- AC 321 Intermediate Accounting I (3)
- AC 322 Intermediate Accounting II (3)
- AC 323 Cost Accounting I (3)
- AC 324 Cost Accounting II (3)

- AC 429 Auditing (3)
- BA 211 Quantitative Business Analysis (3)
- BA 212 Business Statistics (3)
- BA 228 Business Communication (3)
- BA 260 Business Ethics (3)
- BA 363 Business Law (3)
- BA 490 Business Policy (3)
- EC 201 Microeconomics (3)
- EC 205 Macroeconomics (3)
- FI 350 Business Finance (3)
- MG 331 Principles of Management (3)
- MG 332 Human Resource Management (3)
- MG 370 Management Information Systems (3)
- MK 340 Principles of Marketing (3)
- IT 106 Spreadsheets (3)

Plus one course chosen from:

- AC 327 Federal Taxation (3)
- AC 421 Advanced Accounting (3)
- AC 495 Issues in Accounting (3)

150 hour CPA track major includes the Accounting Major requirements above, plus:

- AC 327 Federal Taxation (3)
- AC 421 Advanced Accounting (3)
- AC 491 Internship/Cooperative Education (3)
- AC 495 Issues in Accounting (3)
- MG 485 Small Business Management (3)
- CA 212 Small Group Communication (3)
- CA 440 Organizational Communication (3)
- BA 501 Organizational Management and Leadership
- BA 502 Ethics for Leadership (3)
- BA 503 Leadership and Organizational Behavior (3)
- BA 575 Organizational Systems and Strategy Development (3)

Plus electives to total 150 hours.

Art (AR)

Professor S. Smith, Asst. Professor D. Fieley

The offerings in art strive to cultivate an understanding of the fine arts as an important factor in a liberal education and to provide experience in the theory, practice and history of the arts which will prepare the student for teaching or further professional study. Art majors must participate in a senior exhibition as a capstone experience.

The art major requires 45 semester hours, including:

- AR 111 Color and Design I (3)
- AR 112 Color and Design II (3)
- AR 221 Drawing (3)
- AR 222 Introduction to Painting (3)
- AR 233 Ceramics (3)
- AR 237 Art History I (3)
- AR 238 Art History II (3)
- AR 240 Life Drawing (3)

AR 332 Sculpture (3)
AR 373 History of American Art (3)
plus 15 hours of Art electives.

The Art Minor requires 18 hours and may be arranged in consultation with the art faculty and the Registrar.

An Associate of Art degree is available and requirements include:

AR 111 Color and Design I (3)
AR 112 Color and Design II (3)
AR 221 Drawing (3)
AR 222 Introduction to Painting (3)
AR 233 Ceramics (3)
AR 240 Life Drawing (3)
AR 332 Sculpture (3)
any Art History course;
plus 15 hours of Art electives

Arts & Humanities (AH)

The major requires 30 semester hours including:

Arts & Humanities general education requirements,
plus 4 additional 300 or 400 level Arts or Humanities courses,
and AH 498 Liberal Arts Interdisciplinary Seminar (3)

The Arts & Humanities minor requires the Arts & Humanities general education requirements, plus 2 other 300 or 400 level Arts or Humanities courses.

Athletic Training Education (AT)

Assistant Professors M. Tener and K. Tong

The Athletic Training Education Program (ATEP) is a unique program that combines intensive course work with hands-on clinical experience to prepare a student for a career in athletic training. The program is based upon the educational competencies established by the National Athletic Trainers' Association (NATA) and the standards and guidelines established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Students enter Defiance College as pre-athletic training majors and must complete the first year consisting of general education degree requirements and athletic training prerequisite courses. The ATEP is a limited enrollment program and accepts a maximum of 10 students per year. Students are admitted at the end of their freshman year before beginning the program in their sophomore year. All students entering the ATEP must make a formal application, be admitted to the program, and follow a prescribed, sequenced course of study. The requirements for admission into the ATEP are as follows:

1. A completed program application,

2. Two letters of recommendation,
3. A minimum 2.5 cumulative GPA,
4. Successful completion of AT 100, AT 200, and PE 121 with a minimum grade of B-,
5. A minimum of 24 hours of completed academic coursework,
6. A minimum of 60 clinical observation hours, and
7. An interview with the selection committee.

After the students have met the admission requirements, acceptance is based on weighted criteria. Meeting minimal admission requirements does not guarantee admission to the ATEP. Students entering the ATEP must also sign a technical standards document as part of the application process. Once students are admitted, they must adhere to specific policy to maintain good standing. These policies and procedures are stated in the Defiance College ATEP policies and procedures manual.

The major requires 58 semester hours, including:

- AT 100 Introduction to Athletic Training (2)
- AT 200 Orthopedic Injury Pathology (3)
- AT 210 General Medical Conditions (3)
- AT 290 Practicum I (1)
- AT 292 Practicum II (1)
- AT 300 Therapeutic Modalities (3)
- AT 330 Pharmacology (2)
- AT 340 Nutrition (2)
- AT 390 Practicum III (1)
- AT 392 Practicum IV (1)
- AT 400 Evaluation of Athletic Injuries I (3)
- AT 401 Evaluation of Athletic Injuries II (3)
- AT 420 Therapeutic Exercise (3)
- AT 481 Organization and Administration of Health, Physical Education, and Sport (3)
- AT 490 Practicum V (1)
- AT 492 Practicum VI (1)
- BI 235 Anatomy and Physiology I (4)
- BI 236 Anatomy and Physiology II (4)
- PE 121 Foundations of Health, Physical Education, and Sport (2)
- PE 256 Evaluation and Measurement in Health and Physical Education (3)
- PE 355 Exercise Physiology (3)
- PE 356 Kinesiology and Biomechanics (3)
- PY 110 Introduction to Psychology (3)
- PY 301 Research Methods (3)

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Biology (BI)

Professor Emeritus B. Mikula, Associate Prof. D. Reed, Assistant Professors M. Pillion, S. Mavroidis, and E. Schurter

The Biology major requires 40 semester hours and includes:

BI 120 Botany (4)
BI 129 Zoology (4)
BI 357 Comparative Vertebrate Anatomy (4)
BI 480 Genetics (4)
CH 123 General Chemistry I (4)
CH 124 General Chemistry II (4)
NS 198 Seminar (total of 2 hours)
NS 499 Senior Capstone Project (2-4)
and electives in Biology, Chemistry, and Natural Science to total 40 hours in science; plus
MA 106 Pre-Calculus Mathematics (4)
PY 230 Behavioral Statistics (3) or BA 212 Quantitative Business Analysis II (3)
and three hours in Information Technology

Business

Business is a professional study requiring comprehensive coverage of all functional areas of the business environment without sacrificing an awareness of the arts, sciences, and humanities. The faculty's objectives go beyond the training of technicians to encouraging those abilities, initiatives, and analytical skills which characterize the well-educated citizen.

The Business area offers majors in Business Administration, Management, Human Resource Management, Marketing, Accounting, and Finance. Refer to the appropriate section for course requirements.

The faculty in business strive to prepare their graduates to work successfully in the business world, to think creatively about business problems, and to make business decisions. To achieve this, they seek to educate their majors in four different types of skills: (1) communicative, (2) quantitative, (3) integrative, and (4) specialized. Communicative skills concern speaking, writing, and otherwise communicating ideas to assert leadership and reach decisions. Quantitative skills involve being able to calculate, analyze and understand numerical data. Integrative skills allow a person to understand how parts relate to the whole, how the various functions of a business enterprise relate to each other, and how business in general relates to political, social, and cultural forces of the wider world. Specialized skills are those needed to obtain that first job after graduation.

Business Administration (BA)

Professor R. Kohl; Associate Professors W. O'Toole, S. Wajert, W. Buchanan, and Asst. Professor S. Holland

The Business area offers majors in Business Administration, Human Resource Management, Management, Marketing, Accounting and Finance. Refer to the appropriate section for course requirements. The faculty in business strives to prepare their graduates to work successfully in the business world, to think creatively about business problems, and to make business decisions. To achieve this, they seek to educate their majors in four different types of skills: (1) communicative, (2) quantitative, (3) integrative, and (4) specialized. Communicative skills concern speaking, writing, and otherwise communicating ideas to assert leadership and reach decisions. Quantitative skills involve being able to calculate, analyze and understand numerical data. Integrative skills allow a person to understand how parts relate to the whole, how the various functions of a business enterprise relate to each other, and how business in general relates to political, social and cultural forces of the wider world. Specialized skills are those needed to obtain that first job after graduation.

The major requires 48 semester hours in the business core including:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 211 Quantitative Business Analysis (3)
BA 212 Business Statistics (3)
BA 228 Business Communication (3)
BA 260 Business Ethics (3)
BA 363 Business Law (3)
BA 490 Business Policy (3)
EC 201 Microeconomics (3)
EC 205 Macroeconomics (3)
FI 350 Business Finance (3)
IT 106 Spreadsheets (3)
MG 331 Principles of Management (3)
MG 332 Human Resource Management (3)
MK 340 Principles of Marketing (3)
MG 370 Management Information Systems (3)

An Associate of Arts degree is available in Business Administration. Business requirements total 36 semester hours and include:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 211 Quantitative Business Analysis (3)
BA 212 Business Statistics (3)
BA 228 Business Communication (3)
BA 260 Business Ethics (3)
EC 201 Microeconomics (3)
EC 205 Macroeconomics (3)
FI 350 Business Finance (3)
MG 331 Principles of Management (3)
MK 340 Principles of Marketing (3)
Plus 3 semester hours of business electives

Chemistry (CH)

Assistant Professors M. Bourque, E. Schurter

A Chemistry emphasis is available as a Natural Science major. Requirements include:

BI 120 Botany (4) or BI 129 Zoology (4)
CH 123, 124 General Chemistry I,II (4,4)
CH 233, 234 Organic Chemistry I,II (5,5)
CH 368 Biochemistry I (4)
CH 455 Quantitative Analysis (4)
NS 198 Seminar (total of 2 credits)
NS 499 Senior Capstone (3)
PH 210 General Physics I (4)
PH 220 General Physics II (4)

and approved electives in science to total 40 hours plus 16 credits in mathematics at the 200 level or above, and 3 credits in Information Technology

Christian Education

See Religious Studies

Communication Arts (CA)

Assistant Professors J. Williams, N. Schaefer-Faix

Studying communication develops and enhances an individual's ability to function in society. Communication skills not only enrich relationships, but they are also requirements in a rapidly changing world.

Communication arts can prepare students for careers in such fields as education, journalism, public relations, and speech communication. It can provide the basis for future graduate study in these fields and others—such as advertising or law. And it can provide the student interested in a teaching career with competence in a number of areas.

Extracurricular opportunities include the weekly student newspaper and the college yearbook. Cooperative education options and the creation of self-designed majors which link communication arts with other disciplines are encouraged. (For example, a pre-law student might develop a major in communication arts and social sciences.)

Communication arts majors may take an emphasis in public relations instead of a traditional communication major. These majors require a minimum of 36 hours of communication-oriented courses—24 hours of core courses and three hours of cooperative education or internship experience, with the remaining 9 hours being electives. With assistance from an advisor, the student will design a program which could include courses from other disciplines.

Core Courses for all Communication Arts majors are:

CA123 Media Communication (3)

CA215 Communication Theory & History (3)
CA231 Interpersonal Communication (3)
CA235 Mass Communication (3)
CA311 Critical Public Address (3)
CA324 Persuasion (3)
CA333 Communication and Performance (3)
CA499 Seminar/Capstone (3)

The communication major is for students who wish to have a broad communication arts background in the various communication areas. Students will take the core of 24 hours plus 3 hours of cooperative education or internship, plus a minimum of 9 semester hours of additional coursework drawn from communication arts and/or other disciplines. At least one of these elective courses must be at the 300 or 400 level. Students will need five such courses at this level; the first four are part of the core requirements.

Public Relations Emphasis:

The public relations emphasis is a business-oriented communication track which requires a minimum of 36 hours of communication courses with at least 15 hours of 300 and 400 level courses. Students must take the 24 hours of core courses, take the 3 hour cooperative education or internship, and take CA300 Public Relations. The other two courses may be selected from among the following:

CA210 Performing Arts (3)
CA212 Small Group Communication (3)
CA224 Public Opinion and Propaganda (3)
CA424 Public Advocacy (3)
CA440 Organizational Communication (3)
EN270 Advanced Composition (3)
EN275 Creative Writing (3)
AR236 Photography (3)
MK340 Principles of Marketing (3)
MK341 Advertising (3)

It is noted that students will design the major with an advisor and the 36 hour total is a minimum number—many students will design majors with more than this number.

A Communication Arts minor is available, and requires 21 hours in CA, including:

CA 212 Small Group Communication (3)
CA 215 Communication Theory (3)
CA 231 Interpersonal Communication (3)
CA 235 Mass Communication (3)
CA 324 Persuasion (3)
and two courses selected from:
CA 300 Public Relations (3)
CA 311 Critical Public Address (3)
CA 333 Communication and Performance (3)
CA 424 Public Advocacy (3)
CA 440 Organizational Communication (3)

HI 336 History of the Constitution (3)

PS 371 Constitutional Law (3)

Criminal Justice (CJ)

Professor D. Knueve, Associate Professor S. Sondergaard

The baccalaureate degree program in criminal justice strives to provide a good 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.

The Criminal Justice major consists of 45 credits and includes:

CJ 111 Introduction to Criminal Justice (3)
 CJ 127 Introduction to Juvenile Delinquency (3)
 CJ 155 Criminal Law (3)
 CJ 217 Criminal Investigation (3)
 CJ 221 Criminal Evidence and Procedure (3)
 CJ 223 Introduction to Corrections (3)
 CJ 413 Criminal Justice Organization and Administration (3)
 CJ 478 Criminal Justice Seminar (3)
 CJ 497 Field Experience (3)
 PY 230 Behavioral Statistics (3)
 PY/SO 301 Research Methods (3)
 plus 12 hours selected from the remaining CJ courses
 concentrating either in law enforcement or corrections

The Criminal Justice minor consists of 18 credits, including:

CJ 111 Introduction to Criminal Justice (3)
 CJ 155 Criminal Law (3)
 CJ 217 Criminal Investigation (3)
 plus 9 credits of CJ courses numbered 300 and above,
 concentrating in law enforcement or corrections

The Associate of Arts Degree in Criminal Justice is also available.

Required courses include the general education requirements for the associate of arts degree and the following:

CJ 111 Introduction to Criminal Justice (3)
 CJ 127 Introduction to Juvenile Delinquency (3)
 CJ 155 Criminal Law (3)
 CJ 217 Criminal Investigation (3)
 CJ 221 Criminal Evidence and Procedure (3)
 CJ 223 Introduction to Corrections (3)
 PY 110 Introduction to Psychology (3)
 SO 120 Life in Society (3)

And nine credits from the following list:

SO 235 Social Problems (3)
 SO 265 Cultural Diversity (3)
 PY 290 Abnormal Psychology (3)
 PY 225 Infancy and Childhood (3)
 PY 227 Adolescence and Adulthood (3)
 PS 121 American National Government (3)
 PS 122 American State and Local Government (3)

Design for Leadership

See Religious Studies

Economics (EC)

Professor R. Kohl

Open to all majors of the college, the minor in Economics is designed to provide students with an appreciation for the principles of constrained choice. Recognized as the most highly systematized of the social sciences, 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.

Economics Minor Requirements include:

EC 201 Microeconomics (3)
 EC 205 Macroeconomics (3)
 EC 305 Money & Banking (3)
 EC 355 Public Finance (3)
 EC 375 International Trade (3)
 BA 212 Business Statistics (3)

Education (ED)

Professors S. McFarland; Associate Professors J. Bray; Asst. Professors J. Burkhardt, T. Case, F. Coulter; Instructors D. Kaiser, R. Kratzer

The Education faculty's objective is to prepare students to become effective facilitators of learning. The curriculum provides the student with opportunities to learn both the theoretical and practical aspects of teaching. Since the State 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 the teaching fields 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 and should indicate their desire to become a licensed teacher upon entering the College. Early and continuous monitoring of students helps assure success in completing the program in a more timely manner. Students may not take upper-level

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education courses until a review of lower-level field experiences and coursework has been successfully completed and the student has obtained minimum scores of 176 in reading, 174 in writing, and 175 in math on the Praxis I. Each applicant seeking teacher licensure is considered on the basis of criteria formulated by the Teacher Education Council and continuance in the program is dependent upon approval by that group. The senior capstone experience for all education majors is a semester long internship.

The requirements for admission to teacher education are available from the Head of Teacher Education and will be distributed to each student during the ED 221 course. In the case of transfer students, the student should go to the Head of Teacher Education and obtain a copy of the Teacher Education Handbook. This handbook is considered to be a part of this catalog. These documents can also be found on the Defiance College website (www.defiance.edu).

The College offers the following majors leading to teacher licensure:

Early Childhood (age 3 through grade 3); Middle Childhood (grades 4 through 9 for two fields selected from Reading/Language Arts, Mathematics, Science, and Social Studies); Integrated Language Arts (valid for teaching reading, English, speech and journalism in grades 7 through 12); Integrated Mathematics (grades 7 through 12); Integrated Social Studies (valid for teaching history, political science, geography, psychology/sociology, and economics in grades 7 through 12); Life Science (valid for teaching biology and the life sciences in grades 7 through 12); Life Science and Chemistry (valid for teaching the life sciences and chemistry in grades 7 through 12); and Multi-Age in Health, Physical Education, and Visual Arts (valid for teaching the subject from age 3 through grade 12). Holders of an Early Childhood License or Adolescent and Young Adult License can add a Middle Childhood License in one content area with the appropriate content and education course work. See the Head of Teacher education for details.

Early Childhood Education

ED 201 Phonics (1)
ED 202 Instructional Technology (3)
ED 221 Foundations of American Public Education (3)
ED 228 Education of Exceptional Children (2)
ED 229 Educational Psychology (3)
ED 230 Principles of Early Childhood Education (3)
ED 231 Curriculum and Practices of Early Childhood (3)
ED 232 Early Childhood Practicum I (1)
ED 233 Phonics and Emergent Literacy (4)
ED 234 Early Childhood Practicum 11 (2)
ED 235 Expressive Arts (3)
ED 236 Organization of Programs for Young Adults (2)
ED 237 Children's Literature (3)
ED 335 Integrated Reading/Language Arts Methods: Early Childhood (4)
ED 336 Reading Diagnosis and Remediation with Early Child-

hood Practicum (4)
ED 337 Best Practices in Early Childhood Curriculum (6)
ED 338 Integrated Practicum (3)
ED 430 Assessment of Young and Atypical Children (2)
ED 432 Family and Community Relationships (2)
ED 433 Internship in Early Childhood (12)
ED 498 Internship Seminar (2)
PE 238 Health and Physical Education Pre-K-3 (2)
PE 334 Community First Aid and CPR (1)
PY 225 Infancy and Childhood (3)

Middle Childhood

Students seeking Middle Childhood licensure must select two content specializations from: Reading/Language Arts, Mathematics, Science, and Social Studies. *The requirements for Middle Childhood licensure that all students have to take include:*

ED 201 Phonics
ED 202 Instructional Technology (3)
ED 221 Foundations of American Public Education (3)
ED 228 Education of Exceptional Children (2)
ED 229 Educational Psychology (3)
ED 243 Foundations and Survey of Reading and Phonics (3)
ED 345 Integrated Reading/Language Arts Methods: Middle School (4)
ED 346 Reading Diagnosis and Remediation with Middle School Practicum (3)
ED 348 Reading Diagnosis Practicum (1)
ED 339 Middle Childhood Field Experience (1)
ED 340 Principles and Practices of Middle Level Education (3)
ED 349 Adv. Methods Practicum (2)
ED 448 Student Teaching in the Middle School (11)
ED 498 Internship Seminar (2)
PE 334 Community First Aid and CPR (1)
PY 227 Adolescence and Adult Psychology (3))

Choose Two Content Specializations From Those Listed Below:

Reading/Language Arts - 39 hours

ED 201 Phonics (1)
ED 243 Foundations and Survey of Reading and Phonics (3)
ED 345 Integrated Reading/Language Arts Methods (4)
ED 346 Reading Diagnosis and Remediation with Middle School Practicum (3)
ED 348 Reading Diagnosis Practicum (1)
ED 341 Adolescent Literature (3)
EN 270 Advanced Composition (3)
EN 310 Stories and Images of the Nonwestern World (3)*
CA 111 Fundamentals of Oral Communication (3)*
CA 123 Media Communication (3)
CA 212 Small Group Communication (3)
EN 111 Composition (3)*
EN 280 Linguistics (3)
EN 341 American Literature II (3)
*meets general education requirement

Mathematics - 30 hours

MA 106 Pre-Calculus Mathematics (4)
 MA 201 Analytical Geometry and Calculus I (4)
 MA 202 Analytical Geometry and Calculus II (4)
 MA 300 History of Mathematics (3)
 MA 301 Linear Algebra (4)
 MA 304 Modern Geometry (4)
 MA 306 Probability and Statistics (4)
 ED 342 Teaching Mathematics in Middle School (3)

Science - 27 hours

BI 120 Botany (4)
 BI 129 Zoology (4)
 BI 320 Ecology (4)
 CH 123 General Chemistry I (4)
 PH 100 Physical Science (4)
 PH 202 Introduction to Geology (4)
 ED 343 Teaching Science in Middle School (3)
 *one biology and one physical science meet general education requirement.

Social Studies - 30 hours

AH 111 Global Civilization 1 (3)*
 AH 112 Global Civilization 11 (3)*
 HI 221 US History to 1900 (3)
 HI 341 or 342 20th Century World History (3)
 PY 110 Introduction to Psychology (3) *
 PY 227 Adolescence and Adulthood Psychology (3)
 SO 120 Life in Society (3) *
 GE 232 World Geography (3)
 EC 205 Macroeconomics (3)
 ED 344 Teaching Social Studies in Middle School (3)
 * meets general education requirement

Adolescent To Young Adult (Grades 7-12)

Students seeking licensure for teaching in Ohio's secondary schools must complete the major as listed in the various disciplines and the professional education courses as listed in the Teacher Education Handbook. The professional Education courses are:

ED 202 Instructional Technology (3)
 ED 221 Foundations of American Public Education (3)
 ED 228 Education of Exceptional Children (2)
 ED 229 Educational Psychology (3)
 ED 347 Reading in the Content Field (3)
 ED 370 Teaching Secondary Students (3)
 ED 371 Secondary Practicum (1)
 ED 497 Advanced Field Experience (2)
 ED 458 Student Teaching in Secondary Schools (12)
 ED 498 Internship Seminar (2)
 PE 334 Community First Aid and CPR (1)
 PY 110 Introduction to Psychology (3)*
 PY 227 Adolescence & Adulthood (3)

Multi-Age Licensure Programs

Multi-Age licensure majors for teaching students from the age of 3 through the 12th grade are available in Health, Physical Education, and Visual Arts. The coursework for these majors are listed in the disciplines, and students must take professional education courses as listed in the Teacher Education Handbook. The following professional education courses must be taken by all students in the Multi-Age Licensure program:

ED 202 Instructional Technology (3)
 ED 221 Foundations of American Public Education (3)
 ED 228 Education of Exceptional Children (2)
 ED 229 Educational Psychology (3)
 ED 347 Reading in the Content Field (3)
 ED 468 Student Teaching (Pre-K to Grade 12) (12)
 ED 498 Internship Seminar (2)
 PE 334 Community First Aid & CPR (1)
 PY 225 Infancy and Childhood (3)
 PY 227 Adolescent and Adulthood (3)

English

Professor M. Noble, Associate Professor J. McCormick; Assistant Professor MC Harper; Lecturer G. Courtney

No major is offered in English. Integrated Language Arts is a licensure program for those who wish to teach language arts in public and private schools. Requirements for that program are found under Integrated Language Arts.

Environmental Science

Associate Professor D. Reed, Assistant Professors M. Pillion, S. Mavroidis, E. Schurter

The Environmental Science major prepares students for the environment's challenges of the 21st century. Students may go on to graduate work in environmental sciences or chemistry, or may go into business and industry laboratory field work.

The major requires 64 credit hours and includes:

BI 120 Botany (4)
 BI 129 Zoology (4)
 BI 320 Ecology (4)
 BI 358 Bacteriology (4)
 BI 480 Genetics (4)
 BI 481 Pathogenic Microbiology (4)
 CH 123 General Chemistry I (4)
 CH 124 General Chemistry II (4)
 CH 233 Organic Chemistry I (5)
 CH 234 Organic Chemistry II (5)
 CH 368 Biochemistry I (4)
 CH 369 Biochemistry II (4)
 CH 455 Quantitative Analysis (4)
 NS 198 Seminar (total of 2 credits)
 NS 499 Senior Capstone
 MA 106 Pre-Calculus Mathematics (4)

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PY 230 Behavioral Statistics (3)
an internship, cooperative education or field experience and 3
credits in Information Technology

Finance

Associate Professor W. O'Toole

Finance, the science of managing money, is studied from three points of view: the investor who supplies capital, the business firm that needs capital to produce goods and services, and the financial institutions that bring together suppliers and users of capital. Graduates with a major in Finance usually begin their careers in banking or investment sales. Finance is also a useful second major for students majoring in Accounting.

A career in Finance requires a broad background in accounting, management, marketing, economics, law, taxation, insurance, plus advanced courses in investing, bank management, and corporate financial management. Communication and computer skills are vital for success in this field.

The Finance major requires completion of 63 credit hours:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 211 Quantitative Business Analysis (3)
BA 212 Business Statistics (3)
BA 228 Business Communication (3)
BA 260 Business Ethics (3)
BA 363 Business Law (3)
BA 490 Business Policy (3)
EC 201 Microeconomics (3)
EC 205 Macroeconomics (3)
FI 350 Business Finance (3)
FI 452 Investment Analysis (3)
FI 455 Bank Management (3)
FI 459 Financial Management (3)
IT 106 Spreadsheets (3)
MG 331 Principles of Management (3)
MG 332 Human Resource Management (3)
MK 340 Principles of Marketing (3)
MG 370 Management Information Systems (3)

Plus two courses chosen from the following:

FI 380 Risk Management (3)
AC 327 Federal Taxation (3)
EC 305 Money and Banking (3)
EC 355 Public Finance
EC 375 International Trade (3)

Forensic Science

Students interested in the Forensic Science Major should discuss the demanding nature of the program and the desirability of continuing on to graduate school with a member of the Criminal Justice or Natural Science faculty.

The program requires 85 credit hours including:

BI 235, 236 Human Anatomy and Physiology I, II (4,4)
BI 338 Histology (4)
BI 480 Genetics (4)
CH 123, 124 General Chemistry I, II (4,4)
CH 233, 234 Organic Chemistry I, II (5,5)
CH 368, 369 Bio Chemistry I, II (4,4)
CH 455 Quantitative Analysis (4)
CJ 111 Introduction to Criminal Justice (3)
CJ 155 Criminal Law (3)
CJ 217 Criminal Investigation (3)
CJ 221 Criminal Evidence and Procedure (3)
CJ 351 Introduction to Criminalistics (3)
IT 100 Computer Literacy (3)
MA 106 Precalculus Math (4)
NS 394 Cooperative Education (3) or
NS 395 Internship (3)
NS 499 Senior Research Project (3)
PH 210, 220 Physics I, II (4,4)
PY 230 Behavioral Statistics (3)

General Studies (GS)

Associate Professor J. McCormick

General Studies courses are designed to ensure better performance in a student's college work through improvement of essential intellectual and academic skills. These courses may not be counted as part of the 120 credits required for graduation.

Geography (GE)

Geography is a service area. No majors or minors are offered.

Graphic Design

Assistant Professor A. Drees

A major in Graphic Design requires 48 semester hours, including:

AR 111 Color and Design I (3)
AR 112 Color and Design II (3)
AR 115 Graphic Design Principles (3)
AR 214 Basic Computer Design (3)
AR 215 Intermediate Graphic Design (3)
AR 221 Drawing (3)
AR 236 Photography (3)
AR 237 Art History I (3)
AR 238 Art History II (3)
AR 315 Advanced Graphic Design (3)

AR 491 Internship (6)
 MK 341 Advertising (3)
 CA 123 Media Communication (3)
 and 6 hours of electives in Art

Health (HE)

This major leads to a multi-age licensure to teach Health age 3 through grade 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires:

AT 330 Pharmacology (2)
 AT 340 Nutrition (2)
 BI 235 Anatomy & Physiology I (4)
 BI 236 Anatomy & Physiology II (4)
 HE 121 Foundations of Health & Physical Education (2)
 HE 125 Personal & Community Health (3)
 HE 177 School Health, Safety & Services (3)
 HE 222 Pre-K-Grade 3 Field Placement (1)
 HE 224 Health & Physical Activity for Pre-K-3 (3)
 HE 256 Evaluation in Health, Physical Education & Sport (3)
 HE 295 Special Topics: Environmental & Safety Issues (2)
 HE 355 Exercise Physiology (3)
 HE 376 School Health Instruction for Middle School - 12 (3)
 HE 397 Advanced Field Placement (2)
 HE 481 Organization & Administration of Health, Physical Education & Sport (3)
 WE 490 Wellness Program Implementation (3)
 Plus
 ED 202 Instructional Technology (3)
 ED 221 Foundations of American Public Education (3)
 ED 228 Education of Exceptional Children (2)
 ED 229 Educational Psychology (3)
 ED 347 Reading in the Content Field (3)
 ED 468 Internship in Pre-K to Grade 12 (12)
 ED 498 Internship Seminar (2)
 PE 334 Community First Aid & CPR (1)
 PY 225 Infancy and Childhood (3)
 PY 227 Adolescent and Adulthood (3)

History (HI)

Professor Emeriti R. Buchman, E. Andrews; Professor M. Soper,
 Asst. Professor D. Buerk

The History major required 33 credit hours:
 HI 221 U.S. History to 1900 (3)
 HI 222 European History from the Renaissance to 900 (3)
 HI 341 20th Century World History I (3)
 HI 342 20th Century World History II (3)
 HI 398 Historical Methods and Public History (3)
 HI 498 Seminar: Senior Capstone Experience

one of the following:

HI 240 History of the Middle East (3)
 HI 250 History of Asia (3)

HI 260 History of Latin America (3)
 HI 371 History of Russia and the Soviet Union I (3)
 HI 372 History of Russia and the Soviet Union II (3)
 and four additional courses at the 300 level or above (12)

The History Minor requires 18 credit hours, including:

HI 221 U.S. History to 1900 (3)
 HI 222 European History from the Renaissance to 1900 (3)
 HI 341 20th Century World History I (3)
 HI 342 20th Century World History II (3)

One of the following:

HI 240 History of the Middle East (3)
 HI 250 History of Asia (3)
 HI 260 History of Latin America (3)
 HI 371 History of Russia and the Soviet Union I (3)
 HI 372 History of Russian and the Soviet Union II (3)
 And one additional History course at the 200 level or higher.

Human Resource Management

Course requirements for the Human Resource Management Major emphasize not only business related areas (management, strategic planning, etc.), but other areas of importance for the human resource professional such as cultural diversity and relevant psychology issues.

The Human Resource Management Major requires 48 semester hours in the business core including:

AC 221 Financial Accounting (3)
 AC 222 Managerial Accounting (3)
 BA 211 Quantitative Business Analysis (3)
 BA 212 Business Statistics (3)
 BA 228 Business Communication (3)
 BA 260 Business Ethics (3)
 BA 363 Business Law (3)
 BA 490 Business Policy (3)
 EC 201 Microeconomics (3)
 EC 205 Macroeconomics (3)
 FI 350 Business Finance (3)
 IT 106 Spreadsheets (3)
 MG 331 Principles of Management (3)
 MG 332 Human Resource Management (3)
 MK 340 Principles of Marketing (3)
 MG 370 Management Information Systems (3)

Plus 18 hours in human resource management major including:

MG 340 Teamwork and Teambuilding (3)
 MG 486 Organizational Development (3)
 CA 212 Small Group Communication (3)
 PY 310 Social Psychology (3)
 SO 265 Cultural Diversity (3)
 Plus 3 semester hours of management electives

Majors & Requirements 39

Information Technology (IT)

Instructor J. Crites

Success in business, organizations, and education today is dependent upon timely and correct information. Information technology professionals are responsible for meeting this need. Students pursuing a degree in IT learn to harness the power of information technology to create information systems to solve problems and create competitive advantage. The majors in Information Technology prepare students for existing and emerging jobs and careers in the application of information systems and technology to plan, analyze, design, construct, maintain, and manage computer systems and applications.

The major requires 30 hours of core Information Technology courses, including:

- IT 110 Programming I (3)
- IT 120 Programming II (3)
- IT 130 Database Management (3)
- IT 210 Web-Based Programming (3)
- IT 220 Software Integration (3)
- IT 310 Algorithms and Data Structures (3)
- IT 320 Network Fundamentals (3)
- IT 330 Information Technology Ethics (3)
- IT 410 Human Computer Interaction (3)
- IT 499 Capstone - Software Engineering (3)

In addition, one of the following three tracks must be completed:

Business Track - for the student wishing to pursue a career in business

- AC 221 Principles of Accounting I (3)
- AC 222 Managerial Accounting (3)
- BA 212 Business Statistics (3)
- BA 228 Business Communication (3)
- EC 201 Microeconomics (3)
- MG 331 Principles of Management (3)
- MK 340 Principles of Marketing (3)

Software-Based Media Track - for the student wishing to pursue a career in multi-media

- IT 230 Desktop Publishing (3)
- IT 240 Web-Based Design (3)
- IT 315 Web Design (3)
- IT 340 Graphics (3)
- AR 111 Color & Design I (3)
- AR 115 Graphic Design Principles (3)
- AR 214 Basic Computer Design (3)
- AR 215 Intermediate Graphic Design (3)

Math Track - for the student wishing to work in software engineering or pursue graduate work

- MA 201 Analytical Geometry & Calculus I (4)
- MA 202 Analytical Geometry & Calculus II (4)

- MA 301 Linear Algebra (4)
- MA 305 Discrete Mathematical Structures (3)
- MA 306 Probability & Statistics (4)
- MA 405 Operations Research (3)

A minor in Information Technology is available to prepare students to utilize information technology in their major area of study. Students must successfully complete 21 hours of the following:

- IT 110 Programming I (3)
 - IT 130 Database Management (3)
 - IT 210 Web-based Programming (3)
 - IT 220 Software Integration (3)
 - IT 330 Information Technology Ethics (3)
- Plus 6 hours of any other IT classes higher than IT110

The two-year Associate of Arts Degree is designed for the student who wants a foundation in Information Technology. Students must successfully complete 30 hours of the following:

- IT 110 Programming I (3)
 - IT 130 Database Management (3)
 - IT 210 Web-based Programming (3)
 - IT 220 Software Integration (3)
 - IT 315 Web-Based Design (3)
 - IT 230 Desktop Publishing (3)
 - IT 320 Network Fundamentals (3)
 - IT 330 Information Technology Ethics (3)
- Plus 6 hours of classes listed in the Information Technology major or any of the Information Technology Tracks

Integrated Language Arts

This major leads to a licensure to teach Language Arts in grades 7-12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires:

- CA 123 Media Communication (3)
- CA 210 Performing Arts (3)
- CA 215 Communication Theory (3)
- CA 224 Public Opinion & Propaganda (3)
- CA 235 Mass Communications (3)
- CA 324 Persuasion (3)
- CA 333 Communication & Performance (3)
- CA 424 Public Advocacy (3)
- ED 341 Middle and Adolescent Literature (3)
- ED 347 Reading in the Content Field (3)
- ED 355 Integrated Reading/Language Arts Methods (4)
- EN 270 Advanced Composition (3)
- EN 275 Creative Writing (3)
- EN 280 Linguistics (3)
- EN 310 Stories & Images of the Non-Western World (3)
- EN 340 American Literature I (3)
- EN 341 American Literature II (3)
- EN 350 British Literature I (3)

EN 351 British Literature 11 (3)

GS 085 Grammar (1)

GS 080 Spelling (1)

GS 099 Vocabulary (1)

Plus

ED 202 Instructional Technology (3)

ED 221 Foundations of American Public Education (3)

ED 228 Education of Exceptional Children (2)

ED 229 Educational Psychology (3)

ED 370 Teaching Secondary Students (3)

ED 371 Secondary Practicum (1)

ED 497 Advanced Field Experience (2)

ED 458 Student Teaching in Secondary Schools (12)

ED 498 Internship Seminar (2)

PE 334 Community First Aid and CPR (1)

PY I10 Introduction to Psychology (3)*

PY 227 Adolescence & Adulthood (3)

Integrated Mathematics

This major leads to a licensure to teach Integrated Mathematics in grades 7 - 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires:

MA 201 Analytic Geometry & Calculus 1 (4)

MA 202 Analytic Geometry & Calculus 11 (4)

MA 203 Analytic Geometry & Calculus III (4)

MA 300 History of Mathematics (3)

MA 301 Linear Algebra (4)

MA 302 Modern Abstract Algebra (4)

MA 304 Modern Geometry (4)

MA 305 Discrete Mathematical Structures (3)

MA 306 Probability & Statistics (4)

MA 401 Differential Equations (4)

MA 490 Senior Capstone (3) plus

ED 352 Mathematics Methods: Grades 7 – 12 (3)

Plus

ED 202 Instructional Technology (3)

ED 221 Foundations of American Public Education (3)

ED 228 Education of Exceptional Children (2)

ED 229 Educational Psychology (3)

ED 347 Reading in the Content Field (3)

ED 370 Teaching Secondary Students (3)

ED 371 Secondary Practicum (1)

ED 497 Advanced Field Experience (2)

ED 458 Student Teaching in Secondary Schools (12)

ED 498 Internship Seminar (2)

PE 334 Community First Aid and CPR (1)

PY I10 Introduction to Psychology (3)*

PY 227 Adolescence & Adulthood (3)

Integrated Social Studies

This major leads to licensure to teach social studies in grades 7 - 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires:

EC 201 Microeconomics (3)

EC 205 Macroeconomics (3)

GE 231 Geography of the Americas (3)

GE 232 World Geography (3)

HI 221 U.S. History to 1900 (3)

HI 222 European History from the Renaissance to 1900 (3)

HI 341 20th Century World 1 (3)

HI 342 20th Century World 11 (3)

one nonwestern history course chosen from:

HI 240 History of the Middle East (3)

HI 250 History of Asia (3)

HI 260 History of Latin America (3)

HI 371 History of Russia & the Soviet Union 1 (3)

HI 372 History of Russia & the Soviet Union 11 (3)

HI 345 Ohio Area (3)

HI 398 Historical Methods & Public History (3)

HI 498 Senior Capstone Experience (3)

PS 121 American National Government (3)

PS 122 American State & Local Government (3)

PY 110 Introduction to Psychology (3)

PY 227 Adolescence & Adulthood (3)

SO 235 Social Problems (3)

ED 354 Social Studies Methods: Grades 7 – 12 (3)

Plus

ED 202 Instructional Technology (3)

ED 221 Foundations of American Public Education (3)

ED 228 Education of Exceptional Children (2)

ED 229 Educational Psychology (3)

ED 347 Reading in the Content Field (3)

ED 370 Teaching Secondary Students (3)

ED 371 Secondary Practicum (1)

ED 497 Advanced Field Experience (2)

ED 458 Student Teaching in Secondary Schools (12)

ED 498 Internship Seminar (2)

PE 334 Community First Aid and CPR (1)

Life Science

This major leads to a licensure to teach Life Science in grades 7 - 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires :

BI 120 Botany (4)

BI 129 Zoology (4)

BI 250 Field Zoology (4)

BI 270 Field Botany (4)

BI 357 Comparative Vertebrate Anatomy (4)

BI 320 Ecology (4)

BI 420 Restoration Ecology (4)

BI 480 Genetics (4)

CH 123 General Chemistry 1 (4)
CH 124 General Chemistry II (4)
MA 106 Precalculus Math (4)
NS 198 Natural Science Seminar (2)
NS 499 Senior Capstone Experience (2-4)
PH 202 Introduction to Geology (4)
PH 210 General Physics 1 (4)
PY 230 Behavioral Statistics (3)
ED 353 Science Methods: Grades 7 – 12 (3)
Plus
ED 202 Instructional Technology (3)
ED 221 Foundations of American Public Education (3)
ED 228 Education of Exceptional Children (2)
ED 229 Educational Psychology (3)
ED 347 Reading in the Content Field (3)
ED 370 Teaching Secondary Students (3)
ED 371 Secondary Practicum (1)
ED 497 Advanced Field Experience (2)
ED 458 Student Teaching in Secondary Schools (12)
ED 498 Internship Seminar (2)
PE 334 Community First Aid and CPR (1)
PY I10 Introduction to Psychology (3)*
PY 227 Adolescence & Adulthood (3)

Life Science and Chemistry

This major leads to a licensure to teach Life Science and Chemistry in grades 7 - 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires:

BI 120 Botany (4)
BI 129 Zoology (4)
BI 250 Field Zoology (4)
BI 270 Field Botany (4)
BI 357 Comparative Vertebrate Anatomy (4)
BI 480 Genetics (4)
CH 123 General Chemistry 1 (4)
CH 124 General Chemistry II (4)
CH 233 Organic Chemistry I (5)
CH 234 Organic Chemistry II (5)
CH 368 Biochemistry I (4)
CH 455 Quantitative Analysis (4)
MA 106 Precalculus Math (4)
NS 198 Natural Science Seminar (1)
NS 499 Senior Capstone Experience (2-4)
PH 202 Introduction to Geology (4)
PH 210 General Physics 1 (4)
PY 230 Behavioral Statistics (3)
ED 353 Science Methods: Grades 7 to 12 (3)
Plus
ED 202 Instructional Technology (3)
ED 221 Foundations of American Public Education (3)
ED 228 Education of Exceptional Children (2)
ED 229 Educational Psychology (3)

ED 347 Reading in the Content Field (3)
ED 370 Teaching Secondary Students (3)
ED 371 Secondary Practicum (1)
ED 497 Advanced Field Experience (2)
ED 458 Student Teaching in Secondary Schools (12)
ED 498 Internship Seminar (2)
PE 334 Community First Aid and CPR (1)
PY I10 Introduction to Psychology (3)
PY 227 Adolescence & Adulthood (3)

Management

Associate Professors W. Buchanan, S. Wajert and Assistant Professor S. Holland

Management is a dynamic field of study that challenges students to make the right decisions that efficiently and effectively accomplish the goals of the organization. Management is responsible for the following activities: organizational planning, designing organizational structure and jobs, motivating and leading people, and monitoring and evaluating the outcomes of the organization. Management is effective if it achieves organizational goals in ways that are consistent with overall societal values and essential ethical considerations. Graduates are prepared to assume managerial responsibility in profit and nonprofit organizations having acquired the knowledge to successfully lead a team of workers in accomplishing the mission and vision of the organization.

The major requires 48 semester hours in the business core including:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 211 Quantitative Business Analysis (3)
BA 212 Business Statistics (3)
BA 228 Business Communication (3)
BA 260 Business Ethics (3)
BA 363 Business Law (3)
BA 490 Business Policy (3)
EC 201 Microeconomics (3)
EC 205 Macroeconomics (3)
FI 350 Business Finance (3)
IT 106 Spreadsheets (3)
MG 331 Principles of Management (3)
MG 332 Human Resource Management (3)
MK 340 Principles of Marketing (3)
MG 370 Management Information Systems (3)

Plus 18 semester hours in the major core including:

MG 340 Teamwork and Teambuilding (3)
MG 360 Global Issues in Management (3)
MG 450 Seminar in Management (3)
MG 470 Organizational Leadership (3)
MG 485 Small Business Management (3) OR
MG 486 Organizational Development (3)

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MG 495 Current Trends in Management (3)

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

The management minor requires 27 semester hours including:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 228 Business Communication (3)
EC 205 Macroeconomics (3)
FI 350 Business Finance (3)
MG 331 Principles of Management (3)
MK 340 Principles of Marketing (3)

Plus 6 semester hours of management electives

Marketing

Assistant Professor S. Holland

The marketing major prepares students for careers in sales, retailing, advertising, and marketing research and consists of 63 hours including:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 211 Quantitative Business Analysis (3)
BA 212 Business Statistics (3)
BA 228 Business Communication (3)
BA 260 Business Ethics (3)
BA 363 Business Law (3)
BA 490 Business Policy (3)
EC 201 Microeconomics (3)
EC 205 Macroeconomics (3)
FI 350 Business Finance (3)
IT 106 Spreadsheets (3)
MG 331 Principles of Management (3)
MG 332 Human Resource Management (3)
MG 370 Management Information Systems (3)
MK 340 Principles of Marketing (3)

Plus the following 15 semester credits:

MK 341 Advertising (3)
MK 344 Retail Management (3)
MK 348 Salesmanship (3)
MK 442 Marketing Management (3)
MK 449 Marketing Research (3)

The marketing minor is designed to provide relevant courses to students whose majors are in another department, such as Criminal Justice, Social Work, Communication Arts, Religion, etc., and who desire to acquire the fundamentals of the marketing

discipline. Students majoring in one of the business areas are not eligible to earn a minor in marketing.

The marketing minor is 21 hours. Fifteen are required and are designed to familiarize students with the financial, marketing, and legal aspects of managing any kind of organization. They are:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
MK 340 Principles of Marketing (3)
MK 341 Advertising (3)
BA 363 Business Law (3)

Plus two courses chosen in consultation with the advisor from:

BA 228 Business Communication (3)
MG 331 Principles of Management (3)
MK 348 Salesmanship (3)
MK 449 Marketing Research (3)

Mathematics (MA)

Assistant Professor D. Stuckey

The mathematics major requires 36 semester hours, including:

MA 106 Pre-Calculus Mathematics (4) if needed
MA 201 Analytical Geometry and Calculus I (4)
MA 202 Analytical Geometry and Calculus II (4)
MA 203 Analytical Geometry and Calculus III (4)
MA 301 Linear Algebra (4)
MA 302 Modern Abstract Algebra (4)
MA 304 Modern Geometry (4)
MA 490 Senior Capstone Project (3)

And either IT 111 Introduction to Programming (3) or PH 210 General Physics I (4). Additional courses (if needed) are selected from MA courses numbered 200 or above.

The mathematics minor requires at least 18 semester hours including:

MA 201 Analytical Geometry and Calculus I (4)
MA 202 Analytical Geometry and Calculus II (4)
MA301 Linear Algebra (4) or
MA 302 Modern Abstract Algebra (4)

6 additional credits are selected from MA courses numbered 200 or above.

Medical Technology

This is a 3+1 baccalaureate program in medical technology.

The first three years, taken at Defiance College, include general education requirements, 22 credits in biology and 23 credits in chemistry, for a minimum of 90 credits. The fourth year students apply for 12 months of clinical experience in a hospital accredited for teaching 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, and the student

will then be eligible to take the medical technology registry examination.

Course requirements include:

BI 120 Botany (4)
BI 129 Zoology (4)
BI 338 Histology (4)
BI 358 Bacteriology (4)
BI 462 Immunology (4)
BI 481 Pathogenic Microbiology (4)
CH 123 General Chemistry I (4)
CH 124 General Chemistry II (4)
CH 233 Organic Chemistry I (5)
CH 234 Organic Chemistry II (5)
CH 455 Quantitative Analysis (4)
NS 198 Seminar (2 credits total)
MA 106 Pre-Calculus Mathematics (4)
PY 230 Behavioral Statistics (3)
and 3 credits in Information Technology

Multi-Media Communication

Assistant Professor Amy Drees

Organizational communication is becoming increasingly digital. Desktop publishing, web sites, and digital capture and manipulation of audio and visual images are becoming standard operations of most organizations. By developing skills in oral and written communication, marketing and advertising fundamentals, artistic graphic design, and digital media, this major prepares an individual to become a valuable resource to a profit or non-profit organization.

Practicums in a variety of media provide continuous application and improvement of communication skills with a culminating experience in an internship.

The Multi-Media Communication major requires 63 semester hours, including:

AR 111 Color and Design I (3)
AR 115 Graphic Design Principles (3)
AR 214 Basic Computer Design (3)
AR 215 Intermediate Graphic Design (3)
AR 221 Drawing (3)
AR 236 Photography (3)
BA 228 Business Communication (3)
MK 340 Principles of Marketing (3)
MK 341 Advertising (3)
CA 123 Media Communication (3)
CA 212 Small Group Communication (3)
CA 215 Communication Theory (3)
CA 235 Mass Communication (3)
CA 240 Multi Media Authoring (3)
CA 315 Web Design (3)
CA 330 Audio & Video Production (3)

CA 340 Digital Animation (3)
CA 440 Organizational Communications (3)
CA 491 Internship (3)
EN 270 Advanced Composition (3)
IT 250 Desktop Publishing (3)

Music (MU)

Professor Emeritus C. Small, Adjunct staff

Music plays an important role in our society and in enriching each of our lives. At Defiance College, students with an interest in music may participate in one or more of the College's performing groups or study performance privately. The Chamber Singers and the College Community Band often perform on campus, and the former group frequently performs off campus.

No major or minor in music is offered.

Natural Science (NS)

Course offerings include support courses for the science majors and general education courses.

An individually designed major in Natural Science is available. It requires 40 hours agreed upon by the student and the Natural Science faculty. The courses can be chosen entirely from within natural science disciplines or can include courses offered in other disciplines. NS 198 Seminar and NS 499 Senior Capstone Project must be included as part of the student's program. A pre-designed Chemistry emphasis is available as a Natural Science major and is described under Chemistry.

Organizational Leadership and Supervision

A major in Organizational Leadership and Supervision is available only as a completion program for individuals holding an Associate Degree in a Technology. It is not available as a stand-alone major.

The program totals 36 semester hours including:

AC 221 Financial Accounting (3)
AC 222 Managerial Accounting (3)
BA 260 Business Ethics (3)
EC 201 Microeconomics (3)
MG 331 Principles of Management (3)
MG 332 Human Resource Management (3)
MG 340 Teamwork and Teambuilding (3)
MK 340 Principles of Marketing (3)

One Communication course chosen from:

CA 123 Media Communication (3)
CA 212 Small Group Communication (3)

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Two additional courses from the following list:

MG 450 Seminar in Management (3)
MG 470 Organizational Leadership (3)
MG 485 Small Business Management (3) OR
MG 486 Organizational Development (3)
MG 495 Current Trends in Management (3)
PY 310 Social Psychology

Senior Capstone – BA 490 Business Policy (3) Or
A student-designed project BA 499 Independent Study (3)

Physical Education (PE)

This major leads to a multi-age licensure to teach Physical Education age 3 through grade 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of this catalog. The major requires:

BI 235 Anatomy & Physiology 1 (4)
BI 236 Anatomy & Physiology 11 (4)
PE 117 Secondary School Activities (3)
PE 121 Foundations of Health, Physical Education & Sport (2)
PE 222 Pre-K-Grade 3 Field Placement (1)
PE 224 Health & Physical Activities for Pre-K-3 (3)
PE 256 Evaluation & Measurement in Health & Physical Education (3)
PE 259 Adapted Physical Education, Recreation & Sport (2)
PE 260 Physical Education in Grades 4-8 (3)
PE 297 Grades 4 to 9 Field Placement (1)
PE 317 Secondary Physical Education Methods (3)
PE 355 Exercise Physiology (3)
PE 356 Kinesiology & Biomechanics (3)
PE 358 Motor Learning & Movement Education (3)
PE 361 Principles of Coaching (2)
one coaching methods course chosen from:
PE 362 Methods in Coaching Track (1)
PE 363 Methods in Coaching Basketball (1)
PE 364 Methods in Coaching Softball (1)
PE 365 Methods in Coaching Baseball (1)
PE 366 Methods in Coaching Football (1)
PE 367 Methods in Coaching Volleyball (1)
PE 368 Practical Application in Coaching (1)
PE 397 Secondary Field Placement (2)
PE 481 Organization and Administration of Health, Physical Education and Sport (3)
Plus
ED 202 Instructional Technology (3)
ED 221 Foundations of American Public Education (3)
ED 228 Education of Exceptional Children (2)
ED 229 Educational Psychology (3)
ED 347 Reading in the Content Field (3)
ED 468 Internship in Pre-K to Grade 12 (12)
ED 498 Internship Seminar (2)
PE 334 Community First Aid & CPR (1)
PY 225 Infancy and Childhood (3)
PY 227 Adolescent and Adulthood (3)

Physics (PH)

Instructor M. Studer

Physics is a service area. No major or minor is offered.

Political Science (PS)

Adjunct Staff

Political science is a service area in which a major is not offered.

Psychology (PY)

Associate Professor F. Sanders, Assistant Professor D. Dalke

Psychology is a science and a profession. Courses in psychology are intended (1) to contribute toward better personal and social adjustment by enhancing students' understanding of themselves and others; (2) to prepare students for graduate study leading to careers in the field of psychology; (3) to provide a basis for pre-professional study (as in pre-law, pre-medical, and related careers); (4) to provide an understanding of psychological principles, theories and techniques that will result in more effective functioning in various vocational fields, such as business, education, criminal justice and social work; and (5) to contribute to the students' general cultural enrichment.

The psychology major requires 39 credit hours including:

PY 110 Introduction to Psychology (3)
PY 190 History and Systems of Psychology (3)
PY 225 Infancy and Childhood (3)
PY 230 Behavioral Statistics (3)
PY 290 Abnormal Psychology (3)
PY 301 Research Methods (3)
PY 302 Experimental Psychology (3)
PY 315 Theories of Personality (3)
PY 430 Memory and Cognition (3)
PY 498 Senior Seminar (3)
plus 9 credit hours selected from:
PY 227 Adolescence and Adulthood (3)
PY/SW 278 Interviewing and Interpersonal Communication (3)
PY 310 Social Psychology (3)
PY 320 Test and Measurements (3)
PY/SW 390 Psychology of Gender (3)
PY 440 Sensation and Perception (3)
PY 450 Psychobiology (3)

The psychology minor requires 21 credit hours including:

PY 110 Introduction to Psychology (3)
PY 190 History and Systems of Psychology (3)
PY 225 Infancy and Childhood (3)
PY 230 Behavioral Statistics (3)
PY 301 Research Methods (3)
plus 6 credit hours of Psychology electives, one of which must be at the 400 level

Recreation

A minor program in Recreation is offered in the Sport Science area. Requirements total 18 to 19 hours and include:

- PE 117 Secondary School Activities (3)
 - PE 122 Camp Counseling and Administration (3)
 - PE 129 Recreation Theory and Leadership (3)
 - PE 237 Recreation for Special Populations (3)
 - PE 334 Community First Aid and CPR (1)
 - PE 372 Recreation Programming and Administration (3)
- and one course chosen from:
- PE 259 Adapted Physical Education, Recreation, and Remedial Exercise (2)
 - PE 260 Physical Education in the Elementary School (3)
 - PE 361 Principles of Coaching (2)
 - PE 481 Organization and Administration of Physical Education, Health, and Recreation (3)

Religious Studies, Religious Education and Christian Education

Professor Emeritus R. Howard, Professor K. Christiansen, Asst. Professor M. Plant

There are two major programs in the study of religion: Religious Studies and Christian Education. While the two programs share many courses in common, they are designed to meet different needs. The program in Religious Studies is designed to promote the understanding of religious ideas, values, and practices especially within Christianity as well as those of religious communities from all over the world. The professors encourage open inquiry, dialogue, and sharing in an ecumenical Christian environment that values people from different religious and cultural traditions. The program in Christian Education is designed to provide a balance of theory and practice, including hands-on learning experiences that will help students to work with children, youth, and adults in many kinds of educational ministries. Both majors meet the needs of students who are seeking to develop their own personal and spiritual enrichment. Both majors also develop personal and analytical skills that enhance one's success in many fields of endeavor including ministry, law, journalism, teaching, and human service professions.

Students who are considering ministry or graduate study in religion find that the major in religious studies provides practical preparation through an excellent overview of important methods and areas of study in the field. Students who are thinking of attending seminary should consult with the faculty in religious studies for planning to achieve their personal goals.

The major in Religious Studies totals 36 hours, including:
RL 191 Service Learning: Church Life and Leadership (3)
RL 198 Seminar in Religious Studies (total of 3 hours)
RL 201 Approaches to Religion (3)

- RL 211 Introduction to the Hebrew Bible (3)
 - RL 212 Teaching of Jesus & Life of the Early Church (3)
 - RL 265 The Black Church in America (3)
 - RL 321 Ethics and Morals (3)
 - RL 338 Religions of the East (3)
 - RL 356 Forming One's Faith (3)
 - RL 360 Women and Men through the History of Christianity (3)
 - RL 499 Senior Capstone (3)
- optional courses include:
- RL 136 Death and Dying (3)
 - RL 245 American Religious Experience (3)
 - RL 431 Quest for the Sacred: Philosophy of Religion (3)

The minor in religious studies totals 18 hours, including:

- RL 338 Religions of the East (3)
 - RL 360 Women and Men through the History of Christianity (3)
- and 12 hours of electives.

Majors and minors in Christian Education are designed to meet the needs of students with strong interest to pursue practical ministry as religious educators, youth workers, or mission workers, either upon graduation or during their course of study. Students in the program should become actively involved in church life. The student majoring in Christian education is encouraged to complete most required courses on campus, while 13 credit hours will be taken as Guided Independent Studies with tutorial help from the faculty. Policies and procedures for independent study are determined by the College's Design for Leadership program for Christian religious educators.

Requirements for the major in Christian Education total 46 hours of study.

Requirements for the minor in Christian Education total 20 hours of study selected from the courses required for a Christian Education major and including DL 122 Foundations of Religious Education (3) and 3 hours of RL 191 Service Learning or RL 397 Field Experience.

Students majoring in Christian education may choose to take the following required courses offered on campus:

- RL 211 Introduction to the Hebrew Bible (DL 214)
- RL 212 Teachings of Jesus & Life of the Early Church (DL 215)
- RL 338 Religions of the East (DL 337)
- RL 356 Forming One's Faith (DL 357)
- RL 360 Men & Women through History of Christianity (DL 361)
- RL 397 Field Experience (6 hours) (DL 397)
- RL 497 Field Experience (6 hours) (DL 497)
- PY 225 Infancy & Childhood (DL226)
- PY 227 Adolescence and Adulthood (DL 228)

Required courses which are taken as guided independent studies with faculty tutorial help include:

- DL 122 Foundations of Religious Education
- DL 175 Effective Involvement of the Laity (2 hours)
- DL 250 Curriculum and Resources (2 hours)

DL 353 Leadership and Group Work Theory
DL 475 Administrative Policies and Practice

Optional courses on campus include:

RL 136 Death and Dying (3)
RL 191 Church and Service Learning (1-3)
RL 198 Seminar in Religious Studies (0.5 hr/semester; maximum accumulation 3 hours)
RL 201 Approaches to Religion (3)
RL 245 American Religious Experience (3)
RL 265 The Black Church in America (3)
RL 431 Quest for the Sacred: Philosophy of Religion (3)

Optional guided independent studies include:

DL 422 Models of Religious Education (2 hours)
DL 477 Educational Planning and Design (2 hours)

Religious Education and Design for Leadership

All programs of the Design for Leadership are described in detail in a separate catalog available by writing the following address: Coordinator of the Design for Leadership, Defiance College, 701 N. Clinton St., Defiance, OH 43512, or by sending an e-mail request to design@defiance.edu.

The Design for Leadership is a Distance Learning program created in 1971 to serve persons who seek a career in religious education, but whose geographical location makes it impossible for them to pursue studies in a college offering a major in religious education. Most students in the Design for Leadership are re-entry or non-traditional students; that is, they are beyond the traditional college age of 18-25. The program was initiated and continues to be supported by the Schaufler Endowment. Funds from the United Church Council on Higher Education and various churches have enabled the program to move beyond Ohio and serve students anywhere in the United States, Canada or the Armed Forces. Graduates find employment in both part-time and full-time positions in churches or continue their studies in graduate institutions.

The Design for Leadership offers both certificate and degree programs for persons already involved in a career in religious education, but needing formal education in the profession, or for persons contemplating a career in religious or church education. Certificate programs available include the Church Education Certificate Program, the Youth Ministry Leadership Module, and the African American Ministry Leadership Module.

Church Education Certificate Program

The Church Education Certificate Program is composed of Guided Independent Studies which may be completed in one's home and community. Its flexibility enables a student to select and complete only those Guided Independent Studies

needed to complement one's education or to meet requirements for denominational certification. (Certification criteria are established by each denomination and the Certificate Program may be used to meet those.) Or one may complete the requisite 32 semester hours and receive the Defiance College Certificate in Religious Education. The following Guided Independent Studies may be selected:

Basic Studies 17 hours

DL 122 Foundations of Religious Education (3)
DL 250 Curriculum and Resources (2)
DL 214 The Bible: Old Testament (3)
DL 215 The Life and Teachings of Jesus and the Early Church (3)
DL 357 Theological Foundations (3)
DL 353 Leadership and Group Work Theory (3)

Age Level Studies 6 hours

DL 226 Child Development and Nurture (3)
DL 227 Adolescent Development and Environment (3)
DL 228 Adult Understanding, Education, Action (3)

Administrative Coordination 2-7 hours

DL 175 Effective Involvement of the Laity (2)
DL 475 Administrative Policies and Practice (3)
DL 477 Educational Planning and Design (2)

General Electives 2-8 hours

DL 337 World Religions (3)
DL 361 Church History (3)
DL 395 Building Effective Youth Ministry (3)
DL 422 Models of Religious Education (2)
DL 495 Special Topics (1-3)

A total of 9 hours must be taken in the last two categories.

Each of the Guided Independent Studies employs a variety of educational resources and approaches including experiential learning. In using the Certificate Program for denominational certification, secure complete information from your denomination. Requirements vary widely and completing this program does not imply that a particular denomination will accept it, per se, as meeting its particular certification criteria.

Youth Ministry Leadership Module

This collection of courses can result in a certificate of completion of the module and/or progress toward a degree. A nine hour introductory module and a fifteen hour mid-module are both available. These options are described more completely in the Design for Leadership Catalog referenced at the beginning of this section.

The 9 hour introductory module includes:

DL 357a How to Think Theologically (1)
DL 214a Introducing the Bible: Old Testament (1)
DL 215a The Life and Teachings of Jesus (1)
DL 227 Adolescent Development & Environment (3)
DL 395 Building Effective Youth Ministry (3)

The 15 hour mid-module adds 2 semester hours of additional work to complete 3 hours each of DL 357, DL 214, and DL 215.

African American Ministry Leadership Module

This collection of courses can result in a certificate of completion of this module and/or progress toward a degree. The design for Leadership Catalog referenced at the beginning of this section gives a more complete description of how these courses will fit into a degree program.

Courses in the African American Ministry Leadership Module include:

DL 123 Christian Education in the African American Church (3)

DL 216 African American Biblical Hermeneutics (3)

DL 327 African American Youth Ministry (3)

DL 329 African American Pastoral Care (3)

Degree Programs of the Design for Leadership

Bachelor of Science, Bachelor of Arts and Associate of Arts degrees are all available through the Design for Leadership, distance learning approach.

Bachelor Degrees

The Bachelor of Science degree is comprised of 120 semester hours and uses the Guided Independent Studies listed above under the Church Education Certificate Program (with substitutions possible from the other certificate modules) for the major courses, coupled with four semesters (12 semester hours) of supervised field experience in a church or human services agency. In addition, there are two other elements: 1) Defiance College's General Education Requirements (listed earlier in this catalog), and 2) elective courses. General degree requirements are identified by the Defiance College faculty, but may be taken at a local accredited college or university. Electives may also be taken at the same institutions. A bachelor degree gives a student the advantage of being equipped to continue studying at a graduate school. It also gives one a recognized credential in denominational and local church settings, particularly if the major is in Religious Education.

Associate of Arts Degree

The Associate of Arts degree in Religious Education requires 61 credits or semester hours. Thirty of those semester hours are included as the major, using Guided Independent Studies noted in the Church Education Certificate Program. In addition there are nine semester hours of supervised field experience (achieved over three semesters) and 18 hours of general degree requirements. The Associate of Arts degree is employed when a person feels that such a degree meets his or her needs at a particular stage of life. If one wants to be more fully recognized by the local church and denomination or participate in graduate school, a Bachelor of

Arts or Science degree is required.

Considerable additional information about the Design for Leadership and its programs is included in the separate catalog referenced at the beginning of this section.

Restoration Ecology

Associate Professor D. Reed; Asst. Professor S. Mavroidis

This practical, applied program prepares students in the relatively new field of restoration ecology and it also prepares students for graduate work in fisheries, biology, wildlife management and ecology.

The Restoration Ecology major requires 60 semester hours and includes:

BI 120 Botany (4)

BI 129 Zoology (4)

BI 250 Field Zoology (4)

BI 270 Field Botany (4)

BI 320 Ecology (4)

BI 350 Wildlife Management (3)

BI 420 Restoration Ecology I (4)

BI 421 Restoration Ecology II (4)

BI 422 Restoration Ecology III (4)

CH 123 General Chemistry I (4)

CH 124 General Chemistry II (4)

CH 233 Organic Chemistry I (5)

NS 198 Seminar (total of 2 credits)

NS 499 Senior Capstone

an internship, cooperative education or field experience.

MA 106 Pre-Calculus Mathematics (4)

PY 230 Behavioral Statistics (3)

and 3 credits in Information Technology

Social Work (SW)

L. Powell, Social Work Program Director; Professors C. Hobbgood, J. Weaner; Associate Professor F. Sanders

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, experiential learning, and openness. Our aim is to develop professional generalist social workers who embody the values of our profession, while striving to understand the complexity of people and their circumstances, 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 justice.

Program Goals:

1. To prepare the student for immediate entry into employment in a social work field at the beginning practice level.

- To prepare the student for licensure as a baccalaureate social worker (B.S.W.) in the state of Ohio.
- To prepare the student for graduate school education in social work by giving them an adequate foundation in the five component parts of our curriculum: social research, social welfare policy and delivery, human behavior and social environment, social work practice skills, and field practice in addition to curriculum content in values, ethics, diversity, social and economic justice and populations at risk.
- 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 by 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:

- Have a cumulative grade point average of 2.0 or above.
- Have a cumulative grade point average of 2.0 or above in Social Work courses completed in the professional sequence or permission of the Social Work Program Director.
- Complete a written application.
- Submit a written autobiographical paper.
- Submit three completed professional reference forms.
- Participate in an interview with Social Work faculty.
- 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.

Course Requirements:

The Social Work major (42 credits) includes 30 credits in social work courses and 12 credits in field placement.

- SW 121 Introduction to Social Work (3)
 SW 235 Social Problems (3)
 SW 278 Interviewing and Interpersonal Communication (3)
 SW 310 Research Methods (3)
 SW 355 Practice I: Generalist Practice (3)
 SW 356 Practice II: Groups and Families Generalist Practice (3)
 SW 379 Applied Behavioral Science (3)
 SW 397 Field Experience (3)
 SW 457 Practice III: Macro Systems Generalist Practice (3)
 SW 476 Social Welfare and Policy Development (3)
 SW 488 Senior Seminar (3)
 SW 486 Field Instruction (9)

The professional sequence courses are required for student certification and licensing. Students must complete this sequence

prior to registering for upper division social work courses. These courses are:

- PY 110 Introduction to Psychology (3)
 PY 290 Abnormal Psychology (3)
 PY 225 Infancy and Childhood (3)
 PY 227 Adolescence and Adulthood (3)
 SO 265 Cultural Diversity (3)
 SW 230 Behavioral Statistics (3)
 SW 120 Life in Society (3)
 SW 239 Marriage and Family (3)

Sociology (SO)

Sociology is a service area; no major is offered. The course offerings in this area should be considered as cognate courses for such areas as social work, criminal justice, pre-law, history and pre-theology.

Spanish (SP)

Spanish is a service area. No major is offered.

Sport Management (SM)

The Sport Management Major (47 credits) is designed for the individual planning to pursue a career as: recreation leader, sporting goods retailer, professional team administrator, 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.

The Sport Management Major (47 hours) includes:

- PE 121 Foundations of Health, Physical Education, and Sport (2)
 HE 334 Community First Aid and CPR (1)
 SM 481 Organization and Administration of Health, Physical Education, and Sport (3)
 SO 270 History of Sports in the United States (3)
 SO 320 Sociology of Sport (3)
 SM 130 Sport Management (3)
 SM 330 Advanced Sport Management (2)
 SM 397 Field Experience (3)
 SM 491 Internship with capstone (3)
 CA 123 Media Communication (3)
 AC 221 Financial Accounting (3)

MK 340 Principles of Marketing (3)
two courses chosen from:
CA 231 Interpersonal Communication (3)
CA 235 Mass Communications (3)
CA 300 Public Relations (3)
CA 315 Web Design (3)
CA 324 Persuasion (3)
CA 440 Organizational Communication (3)
CA 424 Public Advocacy (3)
and three courses chosen from:
AC 222 Managerial Accounting (3)
AC 322 Intermediate Accounting II (3)
MG 331 Principles of Management (3)
MG 332 Human Resource Management (3)
MK 341 Advertising (3)
MK 344 Retail Management (3)
MK 348 Salesmanship (3)
BA 228 Business Communication (3)
BA 260 Business Ethics (3)
BA 363 Business Law (3)

A minor in Sport Management is available, totals 20 hours, and includes:

PE 121 Foundations of Health, Physical Education and Sport (2)
SM 297 Field Experience (3)
HE 334 Community First Aid and CPR (1)
SM 481 Organization and Administration of Physical Education and Sport (3)
SM 130 Sport Management (3)
SM 330 Advanced Sport Management (2)
SO 270 History of Sports in the United States (3)
SO 320 Sociology of Sport (3)

Sport Science

Associate Professor T. Rickabaugh; Asst. Professors K. Tong, M. Tener; Lectures: R. Kaiser, C. Rutter, T. Palombo, D. Sazama, C. Donsbach

Sport Science program majors include: Health Education, Physical Education, Sport Management, Wellness and Corporate Fitness, and Athletic Training Education.

Each of these majors requires a senior capstone experience. For those majoring in Health Education and Physical Education Licensure programs, Student Teaching and participation in the Student Teaching Seminar meet this requirement. For the majors in Sport Management, Wellness and Corporate Fitness, and (non-teaching) Health and Physical Education programs, a specifically selected internship will be required with a presentation to department faculty at the completion of the internship. Athletic Training majors will develop their capstone experience through Practicum's V and VI. Students must have a 2.5 GPA in the major before registering for an internship.

In order for Health Education and Physical Education majors

the Licensure program to complete the capstone experience, they MUST follow the requirements established by the Teacher Education Department. If there are questions concerning the process, contact the Head of Teacher Education.

Minors in Recreation, Wellness and Corporate Fitness and Sport Management are also offered.

Refer to the corresponding sections for course requirements.

Visual Arts

This major leads to a multi-age licensure to teach visual arts pre-k through grade 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the catalog. The major requires:

AR 111 Color & Design I (3)
AR 112 Color & Design II (3)
AR 115 Graphic Design Principles (3)
AR 221 Drawing (3)
AR 222 Introduction to Painting (3)
AR 233 Ceramics (3)
AR 236 Photography (3)
AR 237 Art History I (3)
AR 238 Art History I 1 (3)
AR 240 Life Drawing (3)
AR 332 Sculpture (3)
AR 367 Printmaking (3)
AR 373 History of American Art (3)

six hours of electives chosen from:

AR 214 Basic Computer Design (3)
AR 215 Intermediate Graphic Design (3)
AR 315 Advanced Graphic Design (3)
AR 321 Advanced Drawing (3)
AR 322 Advanced Painting (3)
AR 333 Advanced Ceramics (3)

Plus:

ED 370 Teaching Secondary Students (3) or
ED 340 Principles and Practices of Middle Childhood Education (3)
ED 371 Secondary Practicum (1) or
ED 339 Middle Childhood Field Experience (1)
ED 360 Arts Methods: Pre-K-12 (3)
ED 497 Advanced Field Experience (2)

Wellness (WE)

50 Majors & Requirements

The Wellness and Corporate Fitness Major (42 credit hrs.) is designed for individuals pursuing careers in corporate, YMCA and community-based wellness and fitness programs, and Athletic Training Education.

Required courses for the Wellness major include:

HE 125 Personal and Community Health (3)
PE 121 Foundations of Health, Physical Education, and Sport (2)
PE 237 Recreation for Special Populations (3)
HE 334 Community First Aid and CPR (1)
HE 355 Exercise Physiology (3)
BI 235,236 Human Anatomy and Physiology I,II (4,4)
SW 340 Health Care Issues (3)
WE 390 Wellness Program Implementation (3)
WE 397 Field Experience (3)
WE 481 Organization & Administration Health Physical Education and Sport (3)
WE 490 Advanced Wellness Program Implementation (3)
WE 491 Internship (3)
AT 330 Pharmacology (2)
AT 340 Nutrition (2)

A minor in Wellness and Corporate Fitness is available, requires 22 hours, and includes:

BI 235 Human Anatomy & Physiology I (4)
PE 121 Foundations of Health, Physical Education, and Sport (2)
HE 125 Personal and Community Health (3)
PE 355 Exercise Physiology (3)
WE 390 Wellness Program Implementation (3)
WE 490 Advanced Wellness Program Implementation (3)
AT 330 Pharmacology (2)
AT 340 Nutrition (2)

A Red Cross First Aid and CPR card should be secured by the student.

Accounting

AC 221 Financial Accounting (3)

Survey of financial accounting and reporting for non-accountants: accounting terminology and concepts, tax and payroll requirements, internal controls, interpretation of financial statements prepared by business and non-profit organizations. Not open to students with credit in AC 221.

AC 222 Managerial Accounting (3)

Accounting information used for purposes of planning and control: product costing, breakeven, budgeting, performance evaluation, pricing, decision analysis. Prerequisite: one semester of accounting. Not open to students with credit in AC 222.

AC 321,322 Intermediate Accounting I,II (3,3)

In-depth study of financial accounting and reporting emphasizing both practice and underlying theory: review of the accounting cycle; control of cash, receivables and bad debts; inventory systems and valuation; payroll accounting; fixed assets; depreciation and amortization; bonds and notes payable; capital stock and retained earnings; earnings per share; income taxes; pensions; leases; cash flow statements; and reporting requirements. Prerequisite: AC 222. Offered odd alternate years.

AC 323,324 Cost Accounting I,II (3,3)

Accounting applied to the needs of managers. First semester: analysis of materials, labor, and overhead costs: cost analysis and control, product costing systems. Second semester: standard costing, operating and capital budgets, pricing and profit planning, evaluation of segment performance, decision analysis. Prerequisite: two semesters of accounting. Offered even alternate years. Offered odd alternate years.

AC 327 Federal Taxation (3)

Survey of federal taxation of individuals, proprietorships, partnerships and corporations focusing on basic concepts and principles; tax treatment of personal and business income, gains and losses, depreciation and other deductions; tax planning and introduction to tax research. Offered in odd alternate years.

AC 400 Accounting Fundamentals (3)

Introductory survey of accounting, financial statements for both profit-making and nonprofit organizations, tax requirements, internal controls, cost analysis, cost accounting, budgeting, decision analysis, accounting terms and concepts. Open only to MBOL students without previous coursework in accounting.

AC 421 Advanced Accounting (3)

Business combinations, consolidated statements, non-profit accounting, liquidations and reorganizations, partnerships and selected topics in financial reporting. Prerequisite or concurrent: AC 322. Offered in odd alternate years.

AC 429 Auditing (3)

Introduction to auditing and the professional work of C.P.A.s; auditing standards and procedures, evaluation of internal control, legal liability, ethics, and auditor opinions. Prerequisite or concurrent: AC 322. Offered in even alternate years.

AC 495 Issues in Accounting (3)

Review of accounting theory and practice. Financial Accounting Standards Board statements will be emphasized along with current topics from tax accounting, cost accounting, accounting systems, auditing, advanced accounting (including nonprofit accounting), and C.P.A. course materials. Prerequisite: 18 credits in accounting.

Arts and Humanities

AH 111 Global Civilization I (3)

A study of global civilizations from the early development of complex societies up to 1500. This course includes historical analysis of the organizing principles of societies in Asia, the Middle East, Africa, Europe, the Americas, and Oceania. Included is the interdisciplinary study of politics, economics, religion, philosophy, art, literature, and music.

AH 112 Global Civilization II (3)

A study of global civilizations from 1500 to present. Focusing on the human condition, this course includes historical analysis, as well as the study of art, literature, music, religion, philosophy, and film. Prerequisites: Successful completion of EN111 and AH111 or permission of the instructor.

AH 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.

Art

AR 111, 112 Color and Design I, II (3,3)

The elements of art and principals of design are explored: two-dimensional in AR 111, three-dimensional in AR 112.

AR 115 Graphic Design Principles (3)

Principles of design including an introduction to design principles and theories. Includes elements of layout, typography, imagery, and visual communications. Prerequisite: AR 111, IT 100.

AR 210 Art Appreciation (3)

Examines the role of the artist and art in the context of contemporary and historically significant issues. This course develops the student's understanding of aesthetics and art criticism. Included are in-studio explorations of the basic

elements of creative expression. Does not count toward an art or Graphic Design major. Prerequisite: EN111, HI111, 112.

AR 214 Basic Computer Design (3)

An introduction to the use of the computer as a tool in graphic design and illustration. Prerequisite: AR 115

AR 215 Intermediate Graphic Design (3)

A computer-based course containing elements of design theory applied to visual communication and design applied to print, packaging and display. Prerequisite: AR 214

AR 221 Drawing (3)

Designed to develop the student's ability to make accurate visual observations. Subject matter will progress from real objects in natural situations to the development of conceptual image-making. A wide variety of media will be explored, including graphite, conte, ink, and wash.

AR 222 Introduction to Painting (3)

Studio problems as a basis for study of line, value, and color. Problems designed for the beginning painter, using various techniques. Media: watercolor and oil (or acrylic). Prerequisite: AR 221, 240, or permission of instructor.

AR 233, AR 333 Ceramics, Advanced Ceramics (3,3)

Projects in the various ceramic processes including hand building, wheel throwing, decorating, glazing, and firing. Advanced Ceramics may be repeated.

AR 236 Photography

The basics of 35 mm camera operation and black and white darkroom practice with an introduction to digital imaging. Offered even alternate years.

AR 237, 238 Art History I, II (3,3)

The first semester is a survey of the history of painting, architecture and sculpture from a prehistoric to Renaissance Western Art as well as units on Islamic and Asian. The second semester covers from the Renaissance to the present. AR 237 and AR 238 are offered in odd alternate years.

AR 240 Life Drawing (3)

Study from the living model with stress on structure, line, value, anatomy, proportions, and the dimensional effects of the human figure. May be repeated. Prerequisite: AR 221.

AR 315 Advanced Graphic Design (3)

Computer-based problems with an emphasis on professional and creative solutions. Prerequisite: AR 215

AR 321 Advanced Drawing (3)

Advanced Drawing is a continuation of the concepts and theories in Drawing I with special focus on technique, media and creativity, and the development of personal style.

AR 322 Advanced Painting (3)

Creative expression through painting. Problems in abstract and realistic painting worked out according to the interests of the individual student. Prerequisite: AR 222. May be repeated.

AR 332 Sculpture (3)

Exploration of various media including clay, steel, stone, wood, and metal casting. Emphasis on three dimensional composition and personal interpretation. May be repeated. Prerequisite: AR 112 or permission of instructor.

AR 367 Printmaking (3)

The printing processes of basic Intaglio and Relief are explored. Prerequisite: AR 111 or 221 or 240. May be repeated. Offered even alternate years.

AR 368 Metals (3)

The processes of working ferrous and non-ferrous, precious, and semi-precious metals including fabricating, casting, and smithing. May be repeated. Prerequisite: AR 112. Offered odd alternate years.

AR 373 History of American Art (3)

A survey of painting, sculpture, architecture, and the decorative arts from early native American cultures to the contemporary. Offered even alternate years.

AR 191, 291, 391, 491 Internship

AR 197, 297, 397, 497 Field Experience

AR 199, 299, 399, 499 Independent Research

Athletic Training

AT 100 – Introduction to Athletic Training (2)

This course is an introduction to the basic concepts of athletic training within the realm of sports medicine. The course will orient the student to the athletic training knowledge and skills needed for the prevention, evaluation, and treatment of athletic injuries. Offered in the fall semester.

AT 200 – Orthopedic Injury Pathology (3)

This course will instruct the student about the mechanisms, development, and progression of injuries sustained during athletic activity. Taping, bandaging, and bracing skill are also developed. Offered in the spring semester. Prerequisite: successful completion of AT 100

AT 210 – General Medical Conditions (3)

This course will instruct the student about the knowledge and skills needed to recognize, treat, and refer, when appropriate, general medical conditions and disabilities of athletes and others involved in physical activity. Offered in the fall semester. Prerequisite: acceptance into the ATEP.

AT 290, 292 – Practicum I and II (1,1)

These courses are for the sophomore level ATEP students only. The courses will allow the ATEP students to develop clinical skills while working under the supervision of a certified athletic trainer/clinical instructor. The students' proficiency in the clinical skills will also be evaluated. AT 290 is offered in the fall and 292 is offered in the spring. Prerequisite: acceptance into the ATEP.

AT 300 – Therapeutic Modalities (3)

This course will instruct the student in the use of therapeutic modalities used to treat athletic injuries. These modalities include ice, heat, ultrasound, electrical stimulation, traction, and massage. Offered in the fall semester. Prerequisite: acceptance in ATEP.

AT 330 – Pharmacology (2)

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 elicit drugs and how health care professionals can intervene on behalf of those individuals using elicit drugs. Offered in the spring semester in alternating years.

AT 340 – Nutrition (2)

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 alternating years.

AT 390, 392 – Practicum III and IV (1,1)

These courses are for the junior level ATEP students only. The courses will allow the ATEP students to develop clinical skills while working under the supervision of a certified athletic trainer/clinical instructor. The students' proficiency in the clinical skills will also be evaluated. AT 390 is offered in the fall and 392 is offered in the spring. Prerequisite: successful completion of Practicum I and II.

AT 400, 401 – Evaluation of Athletic Injuries I and II (3,3)

These courses will be completed in consecutive semesters. The course will instruct the student in the process, skills, and tests necessary to properly evaluate common athletic injuries. AT 400 is offered in the fall semester and 401 is offered in the spring semester. Prerequisite: acceptance into the ATEP.

AT 420 – Therapeutic Exercise (3)

This course will instruct the student in the exercises needed to properly rehabilitate and recondition physically active individuals after sustaining an injury. These exercises promote strength, flexibility, range of motion, and stability. Offered in the spring semester. Prerequisite: acceptance into the ATEP.

AT 481 – Organization and Administration of Health, Physical Education and Sport (3)

This course will instruct the student in the knowledge and skills needed to properly administrate the policies, facilities, and equipment required to offer athletic training services. The first five weeks of the course will discuss concepts pertaining to everyone in the Sport Science department. The remaining ten weeks will be spent with a certified athletic trainer discussing those concepts pertaining specifically to athletic training. Offered in the fall semester.

AT 490, 492 – Practicum V and VI (1,1)

These courses are for the senior level ATEP students only. The courses will allow the ATEP students to develop clinical skills while working under the supervision of a certified athletic trainer/clinical instructor in off-campus settings. The students' proficiency in the clinical skills will also be evaluated. At the completion of this field placement each student will be expected to give an oral presentation (capstone experience) to the Sport Science Faculty, for the final assessment. AT 490 is offered in the fall and 492 is offered in the spring. Prerequisite: successful completion of Practicum I-IV.

Business Administration

BA 211 Quantitative Business Analysis (3)

Mathematical techniques applied to management decision-making. Time value of money, matrix algebra, functions, graphs, linear programming, business decision models. Prerequisite: one year of high school Algebra or GS 098.

BA 212 Business Statistics (3)

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

BA 228 Business Communication (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. Prerequisite: EN 111.

BA 250 Personal Finance (3)

Personal financial planning and management: family budgeting, income taxes, insurance, saving, borrowing, real estate, and investments. Offered on demand.

BA 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.

BA 363 Business Law (3)

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

BA 397 Management Internship (3)

Students work at no pay for local employers in a management trainee capacity; designed mainly for students without previous full-time experience. Graded P-F. Prerequisite: junior standing and major in Business Administration department.

BA 490 Business Policy (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. Prerequisite: senior standing and completion of substantially all the Business Core.

BA 194, 294, 394, 494 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 coordinator of cooperative education. 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). Other work arrangements must be approved by the coordinator of cooperative education and the Registrar.

BA 199, 299, 399, 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 program.

Biology

BI 110 Introduction to Biology (4)

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.

BI 120 Botany (4)

An introduction to the study of plants and the major plant groups. How plants function in maintaining an environment that sustains human life is emphasized. Laboratories include field trips, anatomical and morphological studies, identification, and the effect of global environmental crisis upon plants.

BI 125 Modern Genetics (4)

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.

BI 129 Zoology (4)

An introduction to the structural and functional diversity of the animal kingdom and the biological phenomena common to all animals.

BI 235, 236 Human Anatomy and Physiology I,II (4,4)

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. Sport Science majors may count these courses toward the general education science requirements.

BI 250 Field Zoology (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 even alternate years. Prerequisite: BI 129

BI 270 Field Botany (4)

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. Prerequisite: BI 120. Offered in odd alternate years.

BI 320 Ecology (4)

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. Prerequisites: BI 120, BI 129, BI 250, BI 270, or permission of the instructor. Offered in odd alternate years.

BI 338 Histology (4)

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. Prerequisite: BI 120, BI 129. Offered in even alternate years.

BI 350 Wildlife Management (3)

The art and science of encouragement and management of wildlife. Historical aspects of wildlife management, major federal wildlife legislation, and application of ecological principles in wildlife management in federal, state, and private lands and waters. Prerequisite: BI 320 or permission of instructor. Offered in even alternate years.

BI 357 Comparative Vertebrate Anatomy (4)

The phylogenetic relationships of vertebrates, living and extinct, as revealed by their morphology. Prerequisite: BI 129 or permission of instructor. Offered in odd alternate years.

BI 358 Microbiology (4)

Morphology, physiology, genetics and taxonomy of microorganisms affecting humans and their environment. Culture methods and laboratory techniques for studying bacteria will be introduced. Prerequisites: BI 120, BI 129, and CH 124. Offered in even alternate years.

BI 420 Restoration Ecology I (4)

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. Prerequisite: BI 320, or permission of instructor. Offered in even alternate years.

BI 421 Restoration Ecology II (4)

Advanced principles and techniques of restoring damaged or destroyed ecosystems will be studied. Emphasis will be placed upon the restoration of forest, and prairie ecosystems. Extensive field laboratory work will include hands on experience at three major ecological restoration sites within easy driving distance of the college campus. Prerequisite: BI 420. Offered odd alternate years.

BI 422 Restoration Ecology III (4)

The principle area of study is aquatic ecosystem restoration and includes both freshwater and marine habitats. Efforts to restore the world's oceans, lakes, rivers, and streams are discussed. Hydrology, especially as it relates to ground water sources, is also emphasized. Laboratories focus on experimentation that promotes critical thinking and solving problems related to aquatic habitat restoration. Offered even years, spring semester. Prerequisite: BI 420

BI 462 Immunology (4)

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. Prerequisites: BI 120, BI 129, and CH 124. Offered in odd alternate years.

BI 480 Genetics (4)

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. Prerequisites: BI 120, BI 129, and CH 124. Offered in even alternate years.

BI 481 Pathogenic Microbiology (4)

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. Prerequisite: BI 358 or permission of instructor. Offered in even alternate years.

BI 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 dissection and Biopac physiology. Enrollment is limited to a maximum of six students and the final selection is based upon invitation by the course professors with final approval by the Chairperson of the Division of Science and Mathematics. Prerequisites: BI 235 and BI 236. Course may be repeated for up to six credit hours.

Communication Arts

CA 111 Fundamentals of Oral Communication (3)

This course is an introduction to human communication. It includes the fundamentals of interpersonal, small group and public communication. Students will participate in a variety of interpersonal, small group, and public speaking activities. The course focuses on the theory and practice of discourse with immediate audiences. Theory includes thesis analysis, reasoning strategies; arranging organizational patterns; preparation and delivery, audience analysis, critical listening; and ethics of persuasive discourse. Practice emphasis is placed on developing vocal variety, articulation and enunciation; direct eye contact; an extemporaneous style of delivery; and physical appearance.

CA 123 Media Communication (3)

This course is a multimedia approach to journalism. It is designed to develop the student's knowledge of corporate communication. The student will learn the relationship between non-print and print media and how to select and prepare the appropriate medium, whether electronic or print, for information dissemination within a global perspective. The course also emphasizes specific skills in news writing, news release preparations, brochure copy writing, and media interviews. Prerequisite EN 111. Offered spring of alternate odd years.

CA 210 Performing Arts (3)

This course examines the role of various performing arts as they relate to each other, to life in general, and to the individual. Various performing arts may be studied in the course and will likely include study in film, music, and theater. Discussions involve the relationship between score and/or script and non-print representation and performances. Prerequisite: HI 112. Offered each semester.

CA212 Small Group Communication (3)

The course combines the theories of small group communication with the actual experience of working in small groups. Students will learn about leadership, conflict resolution, problem-solving techniques, in addition to assertiveness, rhetorical sensitivity, and verbal and nonverbal elements of messages as they apply to the small-group process. Offered spring of even alternate years.

CA 215 Communication Theory (3)

This course examines the history of communication from Aristotle to the present. Fundamental theories of communication are explained and given practical modern application. Components investigated are verbal and nonverbal messages, interpersonal relationships, group and public communication, intercultural and gender communication. Offered fall of alternate odd years.

CA 224 Public Opinion and Propaganda (3)

This course examines the various purposes of language, how public opinion is formed, and the communication and organizational strategies used to influence the formation and change of public opinion for different audiences and purposes. Propaganda is examined historically from both negative and positive perspectives. Offered spring of alternate odd years.

CA231 Interpersonal Communication (3)

The course involves theoretical backgrounds as well as practical applications. It is designed to provide students an improved awareness and understanding of themselves as communicators. The course will teach students how to use this understanding in their everyday lives and how to enrich both their professional and personal communication experiences. Offered fall of alternate even years.

CA 235 Mass Communication (3)

This course is a study in the methods and philosophy of mass communication. Historical growth of the mass media is described. Interrelationships of present forms of mass communication are linked to the underlying necessity to write, speak and think clearly and honestly. This course includes the scope and influence of various mass media (radio, television, cable, computer, newspapers, magazines, and theater), particularly as they relate to society and to the individuals within it. Offered fall of alternate odd years.

CA 240 Multimedia Authoring I (3)

This course introduces the basic concepts of authoring GUIs (graphical user interface). Topics include defining and applying multimedia, understanding computer hardware/software components, using storyboarding in the design process, and an introduction to non-linear navigational capabilities and interactivity. Topics include learning about working with objects, defining properties, designing intuitive navigation systems and adding hypertext features to an application. Students will create and produce a simple interactive application demonstrating newly

acquired skills, including basic programming functions. Prerequisites: IT 100, AR 115. Offered in fall of even alternate years.

CA300 Public Relations (3)

The course involves the history of public relations, the function of the public relations practitioner, the basic skills of the science, and the differences between public relations and marketing. Prerequisite: CA123. Offered fall of alternate even years.

CA311 Critical Public Address (3)

This course concentrates on the communication skills of delivery and critical analysis of public speeches. Students will develop advanced skills in resource use, topic selection and development, organization, outlining, and critical analysis. The course is designed for students interested in communication careers or in careers requiring communication expertise. Prerequisite: CA111. It is offered spring of alternate odd years.

CA 315 Web Design (3)

And introduction to web design, the course presents practical application of commercial web design software. It includes discussion of the aesthetic factors considered when creating multimedia using the web and the internet. Students will design and develop web pages and place them on the College educational server. Prerequisite: AR 214 or permission of instructor. Offered in spring semesters.

CA 324 Persuasion (3)

This course involves a study of theories of persuasion and an analysis of the process of persuasive communication. It examines the role of persuasion within multiple contexts and as a social force. Students will write at least one persuasive paper and deliver an oral presentation based on that paper. Offered spring of alternate odd years.

CA 330 Audio & Video Production (3)

Fundamentals of audio & video equipment operation and production principles. Includes the basics of writing, producing and directing video; pre-production, production, and editing techniques. Prerequisite: IT 100 or proficiency.

CA 333 Communication and Performance (3)

This course consists of the study of the human vocal mechanism, problems associated with its use, and appropriate strategies for enhancement. The student will challenge vocal ability through selecting appropriate reading materials and executing the performance of these materials. Each student will also prepare and deliver a series of oral readings and public addresses designed to employ the human vocal mechanism in a variety of performance situations. Offered in spring of alternate even years.

CA 340 Digital Animation (3)

This course introduces the basic concepts of both 2D and 3D

digital animation. The 2D portion of the course focuses on web purposed animations including animated GIF and Flash technology. The 3D portion of the course focuses on the basics of modeling, skinning, bump mapping, lighting, inverse kinesthetics, kinesthetic and motion. Physics will be addressed but not emphasized. Prerequisites: IT 100, AR 214. Offered in spring of odd alternate years.

CA 424 Public Advocacy (3)

The course involves the study of informal logic as it applies in multiple contexts. Each student will learn to develop and present logical appeals in support of social issues. The student will formulate claims, apply reasoning techniques, gather and evaluate evidence, prepare case construction and cross-examinations for debate, and defend and refute ideas before a critical audience. The course will support the institutions commitment to service learning by having the student address issues of community concern in public forums. Offered in fall of alternate odd years.

CA440 Organizational Communication (3)

In this course the emphasis is on current theories of organizational communication, the structure of organizations, how communication functions within organizations, and management styles. It examines conflict and resolution, networks, superior-subordinate communication, communication patterns inside and outside of the organization. Prerequisite: CA212. Offered spring of alternate even years.

CA191, 291, 391, 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.

CA194, 294, 394, 494 Cooperative Education (1-3)

A cooperative education course is a supervised work experience related to a student's major or field of interest. The student is employed with pay, and work arrangements must be approved by the Office of Career and Student Assistance, the advisor, and the Registrar. Graded Pass/Fail.

CA495 Special Topics (1-3)

Although frequently presented in a manner comparable to regularly listed courses, the subject matter of special topics is often of a more timely nature or for some other reason is not a regular part of the curriculum. Special topics are usually designed by a faculty member and are listed with the other courses in the schedule.

CA498 Independent Study (1-3)

These are projects or papers which have been designed by students who wish to investigate an area of interest related to

their major area of study. These courses must be approved by a faculty member who will serve as an advisor for the project; they must also be approved by the Division Chair and the Academic Dean.

CA499 Seminar/Capstone (3)

This senior capstone experience involves independent research which may be either a project or research oriented. Seniors will work closely with a communication arts faculty member in planning, executing, and evaluating the project.

Chemistry

CH 123, 124 General Chemistry I & II (4.4)

A two-semester course dealing with atomic and molecular structure, the periodic table, Quantum understanding of atomic and molecular systems, kinetics, thermodynamics gas laws, understanding and balancing the major reaction types, the laws and rules that presently form our understanding of basic chemistry. At present the second semester lab is structured around inorganic qualitative analysis. In order to maximize success in this two-semester course, high school chemistry, physics, and mathematics are strongly recommended.

CH 233, 234 Organic Chemistry I & II (4.4)

A two-semester progressive study of organic carbon compounds. This course includes nomenclature, covalent and ionic bonding and reactions, reaction mechanisms, functional R groups, stereochemistry, interactions, alkane, alkene, alkyne, and aromatic reaction laws and rules. The laboratory is directed toward isolation, synthesis, and organic reactivity. Laboratory is concurrent and is graded and recorded separately. Second semester lab includes unknown qualitative analysis. Prerequisite: Chemistry 123 & 124 or equivalent as approved by division chairperson and organic instructor.

CH233x,234x Organic Chemistry Laboratory (1,1)

CH 368 Biochemistry I (4)

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. Prerequisites: CH 234, BI 120, and BI 129 or permission of instructor. Offered in odd alternate years.

CH 369 Biochemistry II: Molecular & Cellular Biology (4)

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. Prerequisites: CH 368 or permission of the instructor. Offered in odd alternate years.

CH 455 Quantitative Analysis (4)

An intensive study four places to the right of the decimal including precise laboratory methods; infra-red analysis, chromatography, volumetric, gravimetric methods, acid-based theory, and equilibrium reactions. An emphasis is placed on data collection and statistical analysis. The rules and laws governing this science are explored and explained. Prerequisites: CH 123 & 124 or equivalent as approved

Criminal Justice**CJ 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.

CJ 127 Introduction to Juvenile Delinquency (3)

The philosophical, historical and operational aspects of justice in juvenile law enforcement and courts.

CJ 155 Criminal Law (3)

Study of elements and proof in crimes of frequent concern, procedural consideration of criminal law, and rules of law. Prerequisite: CJ 111.

CJ 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: CJ 155.

CJ 221 Criminal Evidence and Procedure (3)

Rules of evidence of particular import in criminal justice: testimony, privileges, search and seizure, and exceptions. Prerequisite: CJ 155.

CJ 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.

CJ 351 Introduction to Criminalistics (3)

Scientific approach to criminal investigation; collection, preservation and transportation of physical evidence; crime laboratory capabilities and limitations. Prerequisite: CJ 217. Offered in odd alternate years.

CJ 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. Prerequisite: CJ 111. Offered in even alternate years.

CJ 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. Prerequisites: CJ 111, 223 and SO 120. Offered in even alternate years.

CJ 354 Noninstitutional Corrections (3)

An examination of all noninstitutional correction programs including pre-trial diversion, probation, parole, a variety of community-based correction programs, innovative approaches, and correctional counseling. A discussion of problems, concerns, and future trends. Prerequisites: CJ 111, 223 and SO 120. Offered in odd alternate years.

CJ 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. Prerequisite: CJ 111 and SO 120.

CJ 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 even alternate years.

CJ 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. Prerequisites: CJ 217.

CJ 451 The 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 even alternate years.

CJ 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. Prerequisite: CJ 111 and SO 120. Offered in odd alternate years.

CJ 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.

CJ 473 Violent Crime (3)

An analysis of the sociocultural factors leading to violent crime emphasizing the correlates and causes of violent crime, and a review of the sources and procedures to classify and measure violent crime. Offered in odd alternate years.

CJ 478 Criminal Justice Seminar (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: CJ 217, 223 and 413.

CJ 495 Special Topics

Although frequently presented in a manner comparable to regularly listed courses, the subject matter of special topics is often of a more timely nature, or for some other reason, is not a regular part of the curriculum. Special topics are usually designed by a faculty member and are listed with the other courses in the schedule.

CJ 194, 294, 394, 494 Cooperative Education

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.

CJ 247 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. (This is graded on a pass-fail basis.)

CJ 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. (This is graded on a pass-fail basis.)

CJ 199, 299, 399, 499 Independent Research

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.

Economics

EC 201 Microeconomics (3)

An investigation of the principles of production, distribution, consumption, and price as they relate to the individual consumer or firm. Not open to freshmen.

EC 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. Not open to freshmen.

EC 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. Prerequisite: EC 201 and 205. Offered in odd alternate years.

EC 355 Public Finance (3)

Economic aspects of government spending, taxation, and indebtedness; allocation of resources between public and private goods. Prerequisite: EC 201 and 205. Offered in even alternate years.

EC 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. Prerequisite: junior standing. Offered in odd alternate years.

Education

ED 201 Phonics (1)

A study of the sounds (phonemes) of the English language and the developmental sequence of teaching these sounds to children. Must be taken before or concurrently with ED 233 or ED 243.

ED 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.

ED 221 Foundations of American Public Education (3)

The introductory course for all teacher licensure programs. The format for the course is Problem Based Learning. Students work in collaborative groups to research and present findings about major problems related to contemporary and current issues in education. Student assessments include self and faculty evaluation of the dispositions (behavior) identified as required for becoming an effective teacher.

Should be taken in the second semester of the freshman year.

ED 228 Education of Exceptional Children (2)

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. The course also addresses the law as it relates to services for children with disabilities and the role of the classroom teacher in the process.

Prerequisites: ED 221, PY 110, and 225 or 227

ED 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.

Prerequisites: ED 221, PY 110, and 225 or 227

ED 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. Must be taken concurrently with ED 232.

Prerequisites: ED 221, PY 110 and 225.

ED 231 Curriculum and Practices of Early Childhood (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. The course includes planning, implementation, and evaluation of learning experiences to facilitate play, cooperative learning environments, inquiry and problem solving in early childhood classrooms.

Must be taken concurrently with ED 234

Prerequisites: ED 221, 230, 232 and PY 225.

ED 232 Early Childhood Practicum (1)

Students observe (one half day per week) in a variety of early childhood classrooms to understand the scope and variety of programming that is available for young children and to observe and discriminate aspects of appropriate practice in early childhood programs. *Prerequisites: ED 221, 230, 231 and PY 225.*

ED 233 Phonics and Emergent Literacy (4)

A study of the association of speech sounds (phonemes) with printed symbols (graphemes) as a major word identification strategy with emphasis on the role of phonics in emergent literacy. A study of

the impact of the diversity of language in the home is addressed. Reading acquisition and development from linguistic, cognitive, psychological and curricular perspectives, and developmentally appropriate activities involving literature, patterns, games, and writing to foster literacy development are explored.

Prerequisites: ED 202, 221, and PY 225.

ED 234 Early Childhood Practicum II (2)

Students will spend 2 half days per week (80 total hours) in a pre-k, kindergarten, or primary classroom serving as an apprentice to a master teacher. Students will also learn about: the school's philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher's or commercial lesson plans into a written format & teach the lesson as appropriate to the classroom situation. Must be taken with ED 231 and/or ED 233.

Prerequisites: ED 221, ED 230, ED 232, PY 110 and PY 225.

ED 235 Expressive Arts (3)

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. Students will earn 2 credit hours through scheduled class time and 1 credit hour through participation in "hands on" laboratory experiences.

Prerequisites: ED 221, AR 210/237/238 or CA210 and PY 225.

ED 236 Organization of Programs for Young Children (2)

A study of factors involved in organizing programs for children ages three through eight including physical facilities, health and safety procedures, classroom and behavior management, and requirements related to illness, communicable diseases, trauma, child abuse/neglect, record keeping, professional relationships, staff development and agency and family participation. Study and comparison of Ohio's day care licensing standards, Pre-School Special Needs Program Standards, Head Start Program Standards and NAEYC Accreditation Standards and procedures are addressed.

Prerequisites: 230 and 232

ED 237 Children's Literature (3)

A survey of literature appropriate for children ages three through grade three with emphasis on identification of quality literature within several genres and a variety of ways to incorporate literature into the curriculum within group and classroom settings. Interactive technology will be explored. Students will have opportunities to read to children in a variety of contexts.

ED 243 Foundations and Survey of Reading and Phonics: Middle Childhood (3)

The Ohio Academic Standards in Reading and English are used to organize the instruction in the course. The course emphasizes reading strategies that are validated by scientifically-based research in the teaching of reading and phonics. It presents research-based

perspectives about readers and programs designed to meet reader needs. Knowledge of the reading process is addressed through understanding its relationship with phonemic, morphemic, semantic, and syntactic systems of language. Attention is given to word recognition, vocabulary and comprehension strategies used to develop fluent readers. *Prerequisites: ED 201, 202, 221, 228, 229.*

NOTE: Prerequisites for 300 and 400 level Methods classes include ED 202, 221, 228, 229, PY 225 or PY 227, appropriate 200 level prerequisites and admission to the Teacher Education Program. Students who register for 300 and 400 level courses and do not have admission to the Teacher Education Program will be withdrawn from those courses.

ED 335 Integrated Reading/Language Arts Methods: Early Childhood (4)

The Ohio Academic Standards in Reading and English are used to organize the instruction in the course. The course emphasizes reading strategies that are validated by scientifically-based research in the teaching of reading. Provides the preservice teacher with competency in the methods of teaching reading and language arts to early learners. The course emphasizes comprehensive, creative approaches and specific techniques involved in integrating listening, speaking, writing, grammar, reading, spelling and handwriting experiences for the young child. Focus on integrated development of communication skills. *A one half day per week (40 clock hours total) practicum is required.*

Prerequisites: ED 201, 202, 221, 228, 229, 230, 231, 232, 233, 234, 237 and admission to the Teacher Education Program.

ED 336 Reading Diagnosis and Remediation with Early Childhood Practicum (4)

The study of appropriate reading and reading readiness diagnostic and remedial procedures for assessing strengths and weaknesses in young learners are included. The use of the results of these procedures to create appropriate teaching strategies is addressed. Students will have the opportunity to develop and implement diagnostic and remedial strategies.

Must be taken with ED 338 or an appropriate practicum placement.

Prerequisites: ED 201, 202, 221, 228, 229, 230, 231, 232, 233, 234, 237, 335 and PY 110 and 225 and admission to the Teacher Education Program.

ED 337 Best Practices In Early Childhood Curriculum (6)

The new Ohio Academic Standards in Social Studies, Math, and Science; and the Pathwise Criteria will be used to learn about content curricular planning, teaching methodologies and implementation. Students will critique and evaluate curriculum materials. In math, students will learn about the development of numeric and mathematical concepts, how best to facilitate their development with young learners and the characteristics of what is called “reform” math. In science and social studies, students will learn how to plan and implement curriculum that relies on inquiry-based “minds on, hands on learning” and is appropriate for young learners. Emphasis

will be placed on both skill-based learning in each of the curricular areas and integrating content to provide meaningful, “real-life” experiences. Must be taken with ED 338 and ED 430.

Prerequisites: Ed 202, 221, 228, 229, 230, 231, 232, 233, 234, 235, 237, 335 and PY 225 and admission to the Teacher Education Program.

ED 338 Integrated Practicum (3)

Students will spend 3 half days per week in a pre-k, kindergarten or primary classroom serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in Math, Social Studies and Science as appropriate to the school’s curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be video taped at least twice during the semester and jointly critique the tapes with college supervisors. Must be taken concurrently with ED 337 and 430.

Prerequisites: ED 202, 221, 228, 229, 230, 231, 232, 233, 234, 235, 237, 335 and admission to the Teacher Education Program.

ED 339 Middle Childhood Field Experience (1)

Students will spend 1 half day per week (40 total hours) in middle childhood classroom(s) (grades 4 to 9 in the content areas of licensure) serving as apprentices to master teachers. Students will learn about: the school’s philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher’s or commercial lesson(s) into written format and teach the lesson(s) as appropriate to the classroom situation.

Must be taken concurrently with ED 340.

Prerequisites: ED 202, 221, 228, 229, 243, PY 110 and PY 227.

ED 340 Principles and Practices of Middle Level Education (3)

An examination of the nature, philosophy, and organization of the middle school: the nature of the middle school learner; characteristics of effective middle school administrators and teachers; buildings and specific room utilization, interdisciplinary team organization, block scheduling, exploratory curriculum time, teaching methodologies, advisor-advisee programs, family/house identity. Development of appropriate programs in a supportive school environment along with the exploration of classroom and behavior management strategies which uniquely serve middle school students are also addressed. Students will have training in the Pathwise Criteria and plan, implement and evaluate appropriate activities for the classroom environment. Must be taken concurrently with ED 339.

Prerequisites: ED 221, 228, 229, 24, PY 110 and PY 227.

ED 341 Middle Childhood and Adolescent Literature (3)

An overview of quality literature that is appropriate for use with preadolescent and adolescent readers. Focus on understanding and application of evaluative criteria, successful techniques for incorporating literature across the curriculum, analysis of elements of literature, and ways of encouraging enjoyment and appreciation of literature. Interactive technology will be explored.

ED 342 Teaching Mathematics in Middle School (3)

The Ohio Academic Standards in Math are used to organize the instruction in the course. The course emphasizes developmentally appropriate strategies, instructional techniques and materials proven effective for middle childhood learners. Mathematics curriculum, mathematical problem solving, use of models and manipulatives, applications to real-life situations, calculators, and computer programs will all be used in this course. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included. Integration of mathematics with other curricular disciplines is also demonstrated. The course must be taken concurrently with ED 449. *Prerequisites: ED 202, 221, 228, 229, 243, 339, 340, and PY 227, most of the mathematics content, and admission to the Teacher Education Program.*

ED 343 Teaching Science in Middle School (3)

The Ohio *Draft* Academic Standards in Science are used to organize the instruction in the course. This course emphasizes developmentally appropriate strategies, instructional techniques and materials proven effective for middle childhood learners. Science curriculum, scientific inquiry and problem solving, use of models and manipulatives, applications to real-life situations, and computer programs will all be used in this course. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included. Integration of science with other curricular disciplines is also demonstrated.

The course must be taken concurrently with ED 449.

Prerequisites: ED 202, 221, 228, 229, 243, 339, 340, and PY 227, most of the science content, and admission to the Teacher Education Program.

ED 344 Teaching Social Studies in Middle School (3)

The Ohio *Draft* Academic Standards in Social Studies are used to organize the instruction in the course. The course emphasizes developmentally appropriate strategies, instructional techniques and materials proven effective for middle childhood learners. Social Studies curriculum, historical problem solving and inquiry, use of models and simulations, and applications to real-life situations will all be used in this course. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included. Integration of social studies with other curricular disciplines is also demonstrated.

The course must be taken concurrently with ED 449.

Prerequisites: ED 202, 221, 228, 229, 243, 339, 340, and PY 227, most of the mathematics content, and admission to the Teacher Education Program.

ED 345 Integrated Reading/Language Arts Methods: Middle School (4)

The Ohio Academic Standards in Reading/English are used to organize the instruction in the course. The course provides methods of teaching reading and language arts to middle school stu-

dents with emphasis on content reading. The course also includes methods of using curriculum embedded strategies to assess and monitor instruction based on that assessment. Focus on various ways of integrating language instruction including literature, interdisciplinary units, and organizational variations are presented. Students are to take this course concurrently with 342, 343, 345 and/or 449 (or other arranged practicum). *Prerequisites: ED 202, 221, 228, 229, 242, 243, 341, and PY 227, and admission to the Teacher Education Program.*

ED 346 Reading Diagnosis and Remediation: Middle Childhood (3)

The study of appropriate reading diagnostic and remedial procedures for assessing strengths and weaknesses in middle-aged learners are included. The use of the results of these procedures to create appropriate teaching strategies is addressed. Students will have the opportunity to develop and implement diagnostic and remedial strategies. Must be taken with ED 348, 448 and 498.

Prerequisites: ED201, 202, 221,228, 229, 243,339 and 340; 342, 343 and/or 344; 345, 449, and admission to the Teacher Education Program.

ED 347 Reading in the Content Field (3)

Using the Academic Content Standards in Reading/English as a focus, the course highlights the principles, techniques, strategies and resources which aid teachers in developing and strengthening student reading ability within school content areas. Focus on comprehension through attention to textbooks and their organizations, readability, student interests, schema theory and cultural factors. Visual literacy is addressed. This course should be taken concurrently with ED 370 and 371. *Prerequisite: ED 202, 221, 228, 229, and admission to the Teacher Education Program.*

ED 348 Reading Diagnostic and Remedial Field (1)

Taken during the Internship. Students implement diagnostic procedures with middle childhood learners and plan content-based remedial strategies to aid in the reading process.

Must be taken concurrently with ED 346, 448, and 498.

Prerequisites: ED201, 202, 221,228, 229, 243,339 and 340; 342, 343 and/or 344; 345, 349, and admission to the Teacher Education Program.

ED 349 Advanced Methods Practicum: Middle Childhood (2)

Students will spend 2 half days per week in a middle school classroom(s) serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their license (Math, Social Studies, Science or Reading/Language arts) as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be video taped at least twice during the semester and jointly critique the tapes with college supervisors.

Must be taken concurrently with ED 342, 343, 344, and/or 345.
Prerequisites: ED 202, 221, 228, 229, 339, 340, and PY 227, most of the content courses, and admission to the Teacher Education Program.

ED 352 Mathematics Methods: 7-12 (3)

The Ohio Academic Standards in Math are used to organize the instruction in the course. The course emphasizes developmentally appropriate strategies, instructional techniques and materials proven effective for adolescent learners. Mathematics curriculum (including traditional and reform math programs), mathematical problem solving, use of models and manipulatives, applications to real-life situations, calculators, and computer programs will all be used in this course. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included. Integration of mathematical content areas is also demonstrated.

The course must be taken concurrently with ED 497.

Prerequisites: ED 202, 221, 228, 229, 347, 370, 371, and PY 227, most of the mathematics content, and admission to the Teacher Education Program.

ED 353 Science Methods (7-12) (3)

The Ohio *Draft* Academic Standards in Science are used to organize the instruction in the course. This course emphasizes developmentally appropriate strategies, instructional techniques and materials proven effective for adolescent learners. Science curriculum, scientific inquiry and problem solving, use of models and manipulatives, applications to real-life situations, and computer programs will all be used in this course. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included.

The course must be taken concurrently with ED 497.

Prerequisites: ED 202, 221, 228, 229, 347, 370, 371, and PY 227, most of the science content, and admission to the Teacher Education Program.

ED 354 Social Studies Methods (7-12) (3)

The Ohio *Draft* Academic Standards in Social Studies are used to organize the instruction in the course. The course emphasizes developmentally appropriate strategies, instructional techniques and materials proven effective for adolescent learners. Social Studies curriculum, historical problem solving and inquiry, use of models and simulations, and applications to real-life situations will all be used. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included. Integration of social studies with other curricular disciplines is also demonstrated.

The course must be taken concurrently with ED 497.

Prerequisites: ED 202, 221, 228, 229, 347, 370, 371, and PY 227, most of the social studies content, and admission to the Teacher Education Program.

ED 355 Integrated Reading/Language Arts Methods (4)

The Ohio Academic Standards in Reading/English are used as the basis for the instruction in the course. Preservice teachers develop competency in the use of appropriate methods for teaching reading and language arts to adolescent students. Focus on various ways of integrating language arts instruction including literature, interdisciplinary units, and organizational variations is also addressed.

Must be taken concurrently with ED 497.

Prerequisites: ED 202, 221, 228, 229, 341, 347, 370, 371, and PY 227, most of the integrated language arts content, and admission to the Teacher Education Program.

ED 360 Arts Methods: Pre-K-12 (3)

The Ohio Competency-Based Model for the Visual Arts is the basis for the course. Instructional methodology in visual arts will be presented with close attention to its relationship to the developmental stages of the learners. Students will learn about materials, methods, resources, and techniques in relation to teaching the visual arts. The need and use of content embedded authentic assessment strategies as well as adaptation for learners with special needs are included. The course must be taken with ED 497.

Prerequisites: ED 202, 221, 228, 229; 339/340 or 370/371; and PY 225 and 227; and admission to the Teacher Education Program.

ED 370 Teaching Secondary Students (3)

An examination of the nature, philosophy, and organization of the secondary school: the nature of the adolescent learner; appropriate teaching methodologies; characteristics of effective administrators and teachers; buildings and specific room utilization, interdisciplinary team organization, block scheduling, exploratory curriculum time, advisor-advisee programs, and integrated curriculum. How to develop appropriate programs in a supportive school environment along with the exploration of classroom and behavior management strategies for high school students are also addressed. Students will have training in the Pathwise Criteria and plan, implement and evaluate appropriate activities for the classroom environment.

Must be taken concurrently with ED 371 and 347.

Prerequisites: ED 202, 221, 228, 229, PY 110 and PY 227.

ED 371 Secondary Practicum (1)

Students will spend 1 half day per week (40 total hours) in a high school classrooms (grades 7 to 12 in the content areas of their licensure areas) serving as apprentices to master teachers. Students will learn about: the school's philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher's or commercial lesson into a written format & teach the lesson as appropriate to the classroom situation.

Must be taken concurrently with ED 370 and ED 347.

Prerequisites: ED 221, 228, 229, PY 110 and PY 227.

ED 430 Assessment of Young and Atypical Children (3)

Concepts and principles of measurement and active participation in assessing young and atypical children ages three through eight for the purpose of strategic program planning, developing individual-

ized educational plans (IEPs-IFSPs), transition planning and interpreting assessment results to parents and professionals. The need and use of curriculum embedded authentic assessment strategies as well as adaptation for learners with special needs are included.

Must be taken concurrently with ED 337 and 338.

Prerequisites: ED 202, 221, 228, 229, 230, 231, 232, 233, 234, 235, 237, 335 and admission to the Teacher Education Program.

ED 432 Family and Community Relationships (2)

Approaches for educators in collaborating with parents, agencies, and other professionals, in addressing the identified needs of all children. Students will learn about the procedures used for IEP conferences and how to conduct parent conferences. Students will be expected to conduct at least one parent conference and/or home visit. Must be taken concurrently with ED 433 and 498.

Prerequisites: ED 202, 221, 228, 229, 230, 231, 232, 233, 234, 235, 237, 335, 336, 337, 338, 430 and admission to the Teacher Education Program.

ED 433 Early Childhood Internship (12)

An intensive, 15 week, full day teaching experience in a pre-k, kindergarten or primary classroom (must be a different age level than in ED 338.) Students will work in partnership with a master teacher to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to multiple early childhood contexts. Students will be assessed using the Pathwise Criteria and develop their own assessment portfolios using the Pathwise Criteria. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s).

Must be taken concurrently with ED 433 and 432.

Prerequisites: ED 202, 221, 228, 229, 230, 231, 232, 233, 234, 235, 237, 335, 336, 337, 338, 430 and admission to the Teacher Education Program.

ED 448 Middle Childhood Internship (11)

An intensive, 15 week, full day teaching experience in a middle school classroom(s) (must be in both content areas of the license). Students 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. Students will be assessed using the Pathwise Criteria and develop their own assessment portfolios using the Pathwise Criteria. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s). Must be taken concurrently with ED 346, 348, and 498. *Prerequisites: ED 202, 221, 228, 229, 243, 339, 340, 345, 346; 342, 343, and/or 344; 449; and PY 227; and admission to the Teacher Education Program.*

ED 458 Student Teaching in Secondary Schools (12)

An intensive, 15 week, full day teaching experience in a high school classroom(s). Students 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 other

contexts. Students will be assessed using the Pathwise Criteria and develop their own assessment portfolios using the Pathwise criteria. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s).

Must be taken concurrently with ED 498.

Prerequisites: ED 202, 221, 228, 229, 347, 370, and 371; 452, 453, 454, or 455; 497; PY 227, and admission to the Teacher Education Program.

ED 468 Student Teaching (Pre-K-12) (12)

An intensive, 15 week, full day teaching experience in the content area(s) of the license). Students 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. Assignments, depending upon the school district may be divided between age levels. Students will be assessed using the Pathwise Criteria and develop their own assessment portfolios using the Pathwise Criteria. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s).

Must be taken concurrently with ED 498.

Prerequisites: ED 202, 221, 228, 229; 339/340 or 370/37; 360 and 497; PY 225 and 227; and admission to the Teacher Education Program.

ED 497 Advanced Methods Practicum; Grades 7 to 12 (2)

Students will spend 80 hours in a high school classroom(s) serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be video taped at least twice during the semester and jointly critique the tapes with college supervisors. Must be taken concurrently with 352, 353, 354, or 355.

Prerequisites: ED 202, 221, 228, 229, 341(integrated Language Arts only), 347, 370, 371, and PY 227, most of the content, and admission to the Teacher Education Program.

ED 498 Internship Seminar (2)

A weekly seminar designed to support the activities of the interns during the internship. Interns 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 Pathwise Criteria for self assessment, and making application for licensure.

Must be taken with ED 433, 448, 458 or 468.

Prerequisites: See prerequisites for the respective internships.

English

EN 111 Composition (3)

Students practice writing with an emphasis on academic analytical texts. The method includes writing as a process involving drafting, revision, and editing. The course includes analyzing peer and professional writers' works. Offered each semester. EN 111 is the prerequisite for all remaining EN courses.

EN 270 Advanced Composition (3)

Students practice various writing processes that meet the requirements of different purposes and different audiences, including writing directions for projects, an "I-Search" paper, and the formal research project. Formal drafts and edited papers must be computer-generated. Prerequisite: EN 111. Offered in fall of odd alternate years.

EN 275 Creative Writing (3)

The course is designed to develop both the imaginative and technical resources of those students interested in creative writing. The course includes writing poetry, short stories, drama, and deconstructive/postmodern essays as well as critiquing peer and professional writers' works. Prerequisite: EN 111. Offered in fall of even alternate years.

EN 280 Linguistics (3)

Linguistics introduces theories that explore the development, nature, and function of language. The areas studied include the internal structure of language (phonology, morphology, syntax, and semantics), language and the brain, language acquisition and development, forces of language change (historical development), and language variation (dialects and usage). Offered in spring of even alternate years.

EN 300 Stories and Images of Experience (3)

Short stories, poems, plays, and/or novels presented as structured texts that speak to the various themes and issues of human experience. The course emphasizes genre study and the close reading of texts. Prerequisites: EN111, HI 111 & 112. Offered each semester.

EN 310 Stories and Images of the Non-Western World (3)

Short stories, poems, plays, and/or novels presented as structured texts that speak to the themes and issues of non-western, indigenous cultures, such as those of Africa, the Far East, the Near East, and North and South America. The course emphasizes the relationship between literature and culture, and the critical approaches include reader-response and cultural criticism. Prerequisites: EN111, HI 111 & 112. EN 310 is the preferred GDR option choice for education majors. Offered each semester.

EN 340 Survey of American Literature I (3)

The course introduces American literature from the seventeenth to the mid-nineteenth century with attention to social and historical backgrounds and to the expanding canon of women and ethnic writers. The critical approaches include historical and

psychoanalytical criticism. Prerequisite: EN 111. Offered in fall of odd alternate years.

EN 341 Survey of American Literature II (3)

A study of American literature with concentration on major late nineteenth- and twentieth-century writers in each major genre, with attention to the expanding canon of women and ethnic writers. The critical approaches include feminist and multicultural criticism. Prerequisite: EN 111. Offered in spring of odd alternate years.

EN 350 Survey of British Literature I (3)

The course introduces representative Anglo-Saxon, Medieval, and Renaissance literature. Special attention is given to works of Chaucer, Shakespeare, and Milton as well as the expanding canon of women writers. The critical approaches include intellectual history and the new historicism. Prerequisite: EN 111. Offered in fall of even alternate years.

EN 351 Survey of British Literature II (3)

A study of representative literature from the Romantic age to the present, surveying the revolutionary era, the growing industrial society, and culminating in the complexities of the twentieth century, particularly the expanding canon of women and ethnic writers. The critical approaches include biographical and cultural criticism. Prerequisite: EN 111. Offered in spring of even alternate years.

EN 395 Special Topics (1-3)

Although presented in a manner comparable to regularly listed courses, the subject matter is not part of the regular curriculum. Special topics courses are designed by a faculty member, and, when they are offered, they are listed with the other courses in the class schedules.

EN 496 Readings (1-3)

Through a readings program, students may explore a special literary or linguistic topic to fill a void in their background. The readings program is directed toward some specific goal or purpose. The student submits an application to the Division Chair and the Academic Dean through a faculty supervisor.

EN 499 Independent Research (1-3)

Independent research may be either project or research oriented. The student plans and creates the final product in an area related to his or her major area of study. The faculty member who serves as an advisor for the project must approve the student-generated design for the project or research. The Division Chair and the Academic Dean must also approved.

Finance

FI 350 Business Finance (3)

Survey of finance from the perspectives of investors, business firms, and financial institutions. Topics include: the banking system, capital markets, stocks and bonds, mutual funds, working capital management, sources of financing, financial decision making. Prerequisite: two semesters of accounting.

FI 380 Risk Management (3)

Introduction to insurance and risk management for property, liability, and financial risks; fringe benefits, social insurance programs; risk analysis and control techniques.

FI 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. Prerequisite: EC 205, BA 212, and BA 350. Offered in even alternate years.

FI 455 Bank Management (3)

The principles of financial institution management with emphasis on lending practices, operating funds acquisition, and investment decisions. Examination of banking practices from a user's perspective as well as a management view. Prerequisite: six credits in accounting. Offered in even alternate years.

FI 459 Financial Management (3)

Readings and case studies related to corporate financial decisions and policies: financial analysis, working capital management, budgeting, and sources of financing. Focus is on spreadsheet analysis and writing reports to top management. Prerequisite: BA 350. Offered in spring of even alternate years.

Freshman Seminar

FS 101 Freshman Seminar (3)

This course is designed as an introduction to college and helps students adjust to the academic and interpersonal challenges of college life. Special attention is focused on learning more about Defiance College's educational and service opportunities in addition to exploring the practical value of a liberal arts education. The course includes an orientation to the Pilgrim Library, various speakers, and an introductory Service Learning experience. This semester-long course is required of all full-time freshmen students below the age of 21 who have not had a successful college experience elsewhere.

General Studies

GS 086 Study Skills (1)

Approaches to the basic problems of studying with an emphasis on the cultivation of sound and systematic techniques for the improvement of the student's academic success. Covers topics such as time management, note taking, textbook reading, and test-taking skills.

GS 090 Developmental Writing (3)

Development of basic skills in writing: strategies for avoiding inappropriate slang and dialect, for developing appropriate sentences and paragraphs. Emphasis on developing effective sentences and paragraphs.

GS 095 Developmental Reading (3)

Development of basic skills in reading. Emphasis on developing reading comprehension and expanding vocabulary.

GS 098 Developmental Mathematics (3)

An introduction to algebra including the real number system, signed numbers, elementary algebraic operations, linear equations and formulas, problem solving by equation, factoring, the rectangular coordinate system, and graphs of linear equations.

GS 111 Portfolio Development (1)

Basics of portfolio design and content. 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. Focus on the development of an effective portfolio. Offered in spring semester.

Geography

GE 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.

GE 231 Geography of the Americas (3)

The natural resources, physical environment, economy, population, and cultural patterns of North and South America.

GE 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.

Health

HE 121 Foundations of Health, Physical Education and Sport (2)

The history and philosophy of health, physical education, and sport are presented with career research and planning along with the psychological and sociological implications of current physical education, health, and sport issues. Students are introduced to professionals in their major area of study. They will examine closely all professional organizations pertinent to their area of study.

HE 125 Personal and Community Health (3)

A study of current personal and community health issues which enables students to understand causes of, and solutions to present day health problems.

HE 130 Fitness for Life (2)

Designed to increase students knowledge and appreciation of skill-related and health-related fitness principles. Students will develop and apply their knowledge of healthy lifestyles through lecture and laboratory opportunities by writing about, and engaging in their own fitness programs based on personal needs, interests, and expectations.

HE 177 School Health, Safety, and Services (3)

A study of health service programs including health appraisal, healthy environment, safety, and community agencies and how they relate to health education in school and community settings. Health history is emphasized, along with student interviews and observations of school personnel. Ohio school law is discussed with identification of mandated and permissive curriculum content.

HE 222 Pre K-3 Field Placement (1)

This course is to be taken concurrently with HE 224. The students will be placed in a partnership school, where they will be working with classroom teachers at the Pre K-3 level. Students will be expected to develop and organize health concepts in HE 224 and then apply them through appropriate planning at the specific school classroom placement. Students will be video taped, and specific assessments will be carried out by the classroom teacher and the college professor.

HE 224 Health and Physical Activity for Pre K-3 (3)

Presentation of activities and methodology related to health and physical education Pre K-3. The methods and selected strategies will meet the growth and development needs of these children. Information included: basic health; safety; nutrition; communicable disease and abuse; basic rhythmic work; creative play-drama; body management; locomotor and non-locomotor and manipulative work; games of low organization. There is a field-service component required as part of the course.

HE 256 Evaluation and Measurement in Health and Physical Education (3)

Designed to develop a philosophy and skill 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

HE 295 Special Topics (Environmental and Safety Issues) (2-4)

Although frequently presented in a manner comparable to regularly listed courses, the subject matter of special topics is often of a more timely nature, or for some other reason, is not a regular part of the curriculum. Special topics are usually designed by a faculty member and are listed with other courses in the schedule. Topics related to environment and safety will be identified and studied by the student through classroom and

school-community based activities.

HE 334 Community First Aid and CPR (1)

Meets 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. A field-service component is required as part of the course. The course is offered to all students and is graded on a pass/fail basis.

HE 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. Pre-requisite: BI 235 and BI 236

HE 376 School Health Instruction for Middle School through 12 (3)

This course focuses on teaching and learning experiences in health instruction. Students will investigate curriculum development, classroom organization, and teaching methodology in health education for middle school through high school. Practical application of teaching principles in a school setting will be provided at our partnership school. This course is a pre-requisite to student teaching and will be offered every spring semester. Must be taken concurrently with HE 397.

HE 397 Advanced Field Placement (2)

This course is to be taken concurrently with HE 376. Students will be placed in a Middle School-High School partnership school where they will be working with a Health Education teacher. Students will be expected to develop and organize health concepts in HE 376, and then apply the concepts through appropriate methodology. Students will be video taped and specific assessments will be carried out by the Health Education teacher and the college professor. Must be taken concurrently with HE 376. Prerequisites: HE 222, 224, and admission to Teacher Education Program.

HE 481 Organization and Administration of Health, Physical Education, and Sport (3)

Organization and administration of health, physical education, athletic training, and wellness programming will be addressed with an emphasis on facility planning, equipment procurement, budgeting, program scheduling, community relationships, current issues, and legal & ethical concerns. After the initial core five weeks of instruction, the course will be team taught to all students to specialize within their major area of study. Open to

juniors and seniors only.

History

HI 221 United States History to 1900 (3)

A survey of U.S history from European contact to 1900, covering the major themes and issues in this country's early history. Major themes include the Colonial and Revolutionary Eras, Jacksonian America, the Civil War, and the Populist Era.

HI 222 European History from the Renaissance to 1900 (3)

A survey of European history from the Renaissance to the French Revolution and industrial ages, followed up by an in-depth study of nation states, ideologies, and the New Imperialism leading up to World War I. Special attention is paid to European religious, cultural, philosophical, political, social, and economic transformations that shaped the modern world.

HI 240 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 odd alternate years.

HI 250 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 odd alternate years.

HI 260 Modern Latin America (3)

An in-depth survey of Latin America since independence, with special attention paid to the history of Mexico and Central America. A thematic approach will be used, with a focus on the social and cultural aspects of this tumultuous time in Latin American history.

HI 270 Black History in the Americas (3)

A survey of African American history, from slavery to the present. Major events, periods and themes in African American history will be discussed, with the focus not on the victimization of a race but on the survival and perseverance of a culture and the contributions of this culture to the American mosaic.

HI 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.

HI 320 American Indian History to 1865 (3)

A study of the historic Indians of eastern United States with emphasis in linguistic and tribal location, social and political organization, and white-red relations. Specific linguistic groups

and tribes will be used as type models.

HI 321 American Indian History since the Civil War (3)

A study of the major themes and events in American Indian history since 1865, including the reservation system, allotment, the rise of pan-Indian reform movements such as the Society of American Indians, the implementation of the Indian Reorganization Act, termination, and the rise of Native American activism in the 1960s and 1970s. An ethnohistorical approach will be used, and sources from anthropology, literature, and history will be combined to provide a more complete picture of Native American history during this period.

HI 341 Twentieth Century World History I (3)

Part one of a two-semester sequence; this course examines the major themes and events of the 20th century up to the eve of World War II. These include the focus on imperialism that swept the world around the turn of the century, the politics and diplomacy that led into World War I, the changes the war caused in culture and society, and the disillusionment of the 1920s. The challenges of the 1930s, including the world-wide Great Depression, the rise of fascism, and the failures of diplomacy and the imperialism which contributed to the start of World War II.

HI 342 Twentieth Century World History II (3)

Part two of a two-semester sequence, this course begins with World War II and continues to the present. Major themes and topics covered include World War II and the economic, political, and social changes that it caused, as well as the struggles of rebuilding a war-torn world. Major battles of the Cold War will be discussed in some depth, including the decades-long war in Vietnam, and the continuing struggles in Europe. The independence and rise of Third World nations, as well as the increasing economic and political importance of Japan and the Middle East will also be covered. European reform, from the EEC to the fall of the Berlin Wall and the self-destruction of the Soviet Union as a super power will also be discussed, as will the United States' changing role in world affairs during this period.

HI 336 History of the Constitution (3)

The background of our constitutional development from natural law to the present. Offered in odd alternate years.

HI 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 even alternate years.

HI 371 History of Russia and the Soviet Union I (3)

Part one of a two-semester sequence, History of Russia deals with early Russian history from the founding of the Kievan Rus' state through the growth of Muscovy, the emergence of Russia under Peter the Great, and the development of Imperial Russia until its

demise in the great Russian Revolution.

HI 372 History of Russia and The Soviet Union II (3)

Part two of a two-semester sequence deals with the Russian Revolution in detail, including the aspirations and problems of the revolutionaries, the creation of the Soviet Union, the Communist experiment of the 1920s, the horrors of Stalinist Russia, World War II, and the post-war clash of superpowers. The course focuses on the achievements and failures of the Soviet Union down to the collapse of the Soviet regime and the emergence of new Russia.

HI 395 Special Topics

Among others, the following courses may be offered periodically as special topic courses:

Modern Latin America

The History of Women in America

Trans-Mississippi West

The Civil War

Social and Cultural History of the United States

Germany, from Bismark to Hitler

HI 398 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. An important component of this course is the practical application of these skills in a relevant service learning opportunity in the community.

HI 496 Readings

Through a readings program, students may explore the literature of a specific field in preparation for a later independent research project, can fill a void in their background, or read the literature of a subject for its own value. The program is directed toward some specific goal or purpose. The student is expected to submit application through a faculty supervisor.

HI 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.

HI 199, 299, 399, 499 Independent Research

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;

Information Technology

IT 100 Computer Literacy (3)

Word Processing (WORD), Spreadsheets (EXCEL), Database (ACCESS) using Microsoft Office for Windows. Students also learn basic Internet skills. Does not count towards either the IT major or minor. This course (or demonstrated proficiency in microcomputer literacy) is required before all other IT courses or BA 370.

IT 101 Internet Fundamentals (1)

This module covers basic Internet access skills: e-mail, gopher, ftp, telnet, and the world wide web. Students also develop basic Internet searching skills using popular web browser software..

IT 102 Word Processing/ Clip Art Skills (1)

This module introduces the concepts for creating and enhancing word processing documents on microcomputers. Students create reports, resume with cover letter, and flyers with clipart.

IT 103 Spreadsheet Skills (3)

This module introduces the concepts for designing and using spreadsheets on microcomputers. Students create worksheets, graphs, and learn to perform "what is" analyses.

IT 104 Presentation Skills (3)

This module introduces the concepts for designing and using presentation software (PowerPoint) with microcomputers. Students create electronic slides and organize complete presentations.

IT 106 Spreadsheets (3)

Progress from basic spreadsheet operations on microcomputers to more intermediate applications. Learn to efficiently produce worksheets. After mastering the basic feature of creating, editing and formatting a spreadsheet, work with more advanced formulas and functions, perform what-if analysis, create graphs and databases, and work with macros. Use spreadsheets to assist in the decision-making process.

IT 110 Programming I

Introduction to problem-solving and algorithm design using a procedural language. Procedures, control structures, structured datatypes (arrays, records), and recursion will be covered. The primary emphasis is on programming as a methodology for problem solving, including: the precise specification of a problem, the design of its solution, the encoding of that solution and the testing and debugging of systems. Prerequisites: MA 106 or equivalent.

IT 120 Programming II

Continuation of IT 110 emphasizing problem-solving and algorithm design using an object-oriented language. Topics include object, classes, encapsulation, inheritance, polymorphism, and advanced data structures using pointers and arrays. Prerequisite: IT 110

IT 130 Database Management

An introduction to database design and user interfaces. This

course introduces the concept of normal forms, table structure, keys, queries, reports and the relational database model. Prerequisite: IT 110

IT 210 Web-Based Programming

Web pages and applications are created using an object-oriented language designed for web-based programming. The fundamentals of programming are presented along with web design. Prerequisite: IT 130. Offered in Spring of even years.

IT 220 Software Integration

Emphasizes the creation of interfaces for programming. The student will program in a language that facilitates the creation of user interfaces. An introduction to building window-based applications using “visual” programming tools. One emphasis is the design and implementation of graphical user interfaces. Another emphasis is to introduce the basics of programming including algorithm development, input and output of values, selective and repetitive control, subprograms and parameter passing. Prerequisite: IT 130. Offered Fall of even years.

IT 230 Desktop Publishing

An introduction to desktop publishing. A discussion of the aesthetic factors considered when creating printed documents. Prerequisite: IT 110 or permission of instructor.

IT 310 Algorithms and Data Structures

Algorithms and data structures are analyzed in their use of both time and space, and the choice of data structure in problem solving is studied. Theoretical issues, such as optimality, best - and worst-case performance and limitations of algorithms are studied, as well as implementation issues. Prerequisite: IT 120

IT 315 Web Design (3)

And introduction to web design, the course presents practical application of commercial web design software. It includes discussion of the aesthetic factors considered when creating multimedia using the web and the internet. Students will design and develop web pages and place them on the College educational server. Prerequisite: AR 214 or permission of instructor. Offered in spring of odd alternate year.

IT 320 Network Fundamentals

A study of data communication concepts; network topologies; transmission media; network access control; communication protocols; network architecture; LANs, and WANs. Prerequisite: IT 110. Offered in Spring of even years.

IT 330 Information Technology Ethics

This class 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. Designed to provoke students to reflect upon the social and ethical ramifications of managing information. Prerequisite: IT 110

IT 340 Graphics

An introduction to graphics and animation. Students will use programming techniques to implement animation and graphical algorithms. Prerequisite: IT 120. Offered in Fall of odd years.

IT 390 Internship/Cooperative Education

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 coordinator of cooperative education. 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). Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. (From BA description). Prerequisite: junior status

IT 410 Human Computer Interaction

Study in user interface design and human-computer interaction. This senior-level course requires students to produce an intricate interface that utilizes systems design, information management, systems administration and security, and programming concepts from lower-level courses. An event-driven programming language for rapid prototyping will be used. Service learning participation is a requirement of this class. Prerequisite: IT 220. Offered in Fall of even years.

IT 499 Capstone – Software Engineering

In-depth study of all aspects of the software development process: user requirements, specifications, design, coding, testing, maintenance, documentation, management. Designed as the capstone class for Information Technology. Prerequisite: IT 310, 330.

Mathematics

MA 104 Intermediate Algebra (3)

Intermediate algebra, including algebraic operations on polynomials and rational expressions, solutions of linear algebraic equations, solutions of quadratic equations by factoring and the quadratic formula, inequalities, and systems of equations. Intended for students who need to improve their skills in algebra and for those who need to meet the graduation requirement in mathematics. Does not apply to the mathematics major or minor. Prerequisite: one year of high school algebra with a minimum grade of C- or GS 098.

MA 106 Pre-Calculus Mathematics (4)

Topics in algebra, trigonometry, and functions that are essential for success in calculus. Intended for majors in mathematics, computer science, natural science, and others who will go into the calculus sequence. Credit will apply to the mathematics major. Prerequisite: MA 104 with grade of "C-" or better, or satisfactory result on the placement test.

MA 201, 202, 203 Analytical Geometry and Calculus I, II, III (4,4,4)

A three-course sequence covering limits, derivatives, antiderivatives and the definite integral, elementary vector analysis, infinite series, related topics in analytic geometry, and selected relationships within mathematics and connect mathematics to scientific applications and to other disciplines in real world situations. Prerequisite: MA 106 or equivalent.

MA 300 The History of Mathematics (3)

Mathematics as it existed at various stages of history--Babylonian and Egyptian, Greek, Chinese, Hindu, Arabian, and Modern. Significant stages in the development of different branches of mathematics, such as geometry, algebra, and calculus. Ancient problem-solving techniques, as well as contributions from underrepresented groups and from diverse cultures will be explored. Prerequisite: MA 201. Offered in odd alternate years.

MA 301 Linear Algebra (4)

Vectors and vector spaces, linear transformations, isomorphism, matrix algebra, matrix eigenvectors, and determinants. Prerequisite: one semester of calculus or permission of instructor. Offered in odd alternate years.

MA 302 Modern Abstract Algebra (4)

A study of algebraic structures. An introduction to groups, rings, integral domains and fields, examining both concrete examples, and axiomatic structure. Prerequisite: two semesters of calculus or permission of instructor. Offered in even alternate years.

MA 304 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. Prerequisite: calculus (concurrently) or permission of the instructor. (It is helpful to take MA 302 and 304 in that order.) Offered even alternate years.

MA 305 Discrete Mathematical Structures (3)

Topics from graph theory, combinatorics, logic and set theory. Includes an introduction to proof including proof by induction, an examination of Boolean algebras, and a study of algorithms including "big O" notation. Prerequisite: MA 106. Offered in even alternate years.

MA 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. Prerequisite: two semesters calculus. Offered odd alternate years.

MA 401 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: MA 203.

MA 405 Operations Research (3)

Mathematical programming and models. Topics will include linear programming, network models, PERT methods, integer programming, and computer simulation. The main emphasis of the course will be to introduce students to the concepts of building models and applying these to a variety of real-life situations. Students will be expected to build and implement models of their own. Prerequisite: one semester of calculus, IT 110 or equivalent. Offered in odd alternate years.

MA 410 Topics in Applied Mathematics (3)

Applications of advanced mathematics including Fourier series and Boundary-value problems, Green's functions, calculus of variations, Sturm-Liouville eigenvalue problems, and tensor analysis. Prerequisite: MA 203 (MA 401 recommended).

MA 490 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 or physics faculty member and present the results to the mathematics faculty and students. Seniors engaged in senior projects are expected to attend all presentations. For mathematics education majors, they investigate using a problem-solving approach to the investigation and demonstrate an understanding of mathematical content using everyday mathematical language. They must be able to make and evaluate mathematical conjecture and arguments and validate their own mathematical thinking.

Management

MG 331 Principles of Management (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. Prerequisite: junior standing.

MG 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. Prerequisite: junior standing and completion of MG 331.

MG 340 Teamwork and Teambuilding (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 provides explanations of the leader's role in initiating, building and maintaining teams. The course teaches management of conflict between and within groups and decision-making and problem-solving styles. Prerequisites: MG 331.

MG 360 Global Issues in Management (3)

This course examines the management of international operations at both the operational and strategic levels. A framework for understanding human resource and cultural issues related to international management. Lectures, discussion group projects and guest speaker visits. Prerequisites: MG 331, MG 332, and FI 350.

MG 370 Management Information Systems (3)

This course addresses the changing role of information technology and the management of information systems and technology in today's organizations. It is designed to bring together, in one learning experience, the various concepts of managing information systems (MIS) and information technology (IT). This course represents an institutional assessment course. Prerequisites: MG 331, AC 221, IT 106.

MG 450 Seminar in Management (3)

In-depth analysis of issues facing contemporary managers. Use of supplemental business sources to analyze and forecast trends that will affect managers in the 21st century. Prerequisites: Business Core, MG 340, and MG 360.

MG 470 Organizational Leadership (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. Prerequisites: Business Core, MG 340, and MG 360.

MG 485 Small Business Management (3)

Practical problems in operations, marketing, and finance facing the small businessman or entrepreneur; readings, case studies, and consulting projects with local firms. Prerequisites: junior standing and permission from instructor.

MG 486 Organizational Development (3)

This course examines the concepts of change, development and transformation. Provides the student with a basic understanding of organizational structure and design, processes of organizational renewal, factors affecting the outcome of change efforts, and system strategies for transforming organizations. The course

will study the effects on employee behaviors during the change process. Prerequisites: MG 331, MG 332, and MG 340.

MG 499 Current Trends in Management (3)

This course will examine the current issues and trends affecting the management of organizations. Topics of discussion will vary as the management field changes. Leading scholars in the field will be studied. Prerequisites: Business Core.

Marketing

MK 340 Principles of Marketing (3)

An introductory survey of the marketing function: product design, product distribution, pricing, advertising, and personal selling.

MK 341 Advertising (3)

Role of advertising in business and society; concepts and strategy in the administration of advertising programs; budgets and media selection; evaluation of advertising effectiveness. Prerequisite: MK 340.

MK 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. Prerequisite: MK 340.

MK 348 Salesmanship (3)

A study of basic personal selling techniques: steps in the selling process, buyer behavior, obligations, and personality factors in the selling process. Prerequisite: MK 340. Offered in odd alternate years.

MK 442 Marketing Management (3)

Case studies involving the development and marketing of a variety of products and services; major tasks and decisions involved in the marketing process. Prerequisite: junior standing and six credits in marketing. Offered in even alternate years.

MK 449 Marketing Research (3)

Methods of planning and conducting market research projects; analysis and interpretation of research data. Prerequisite: BA 212 and 240. Offered in odd alternate years.

Music

MU 138, 338 Private Applied Music (1)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 14 one-half hour lessons on a weekly basis, and the student is required to practice five hours per week. Students must have access to practice space. Practice rooms and instruments are available for rental.

B Organ; D Piano; F Voice

MU 139, 339 Ensembles (1)

Ensembles are restricted in enrollment and may require an audition with the director.

C Concert Band; D Chamber Singers; E Ensembles

MU 195, 295, 395, 495 Special Topics

Special topics are usually designed by a faculty member. Possible topics could include specific composers, genre, or periods. Offered on demand.

MU 199, 299, 399, 499 Independent Research

Independent research may be either project or research-oriented. The student works closely with a faculty member in planning, executing and evaluating the program.

Natural Science

NS 198 Seminar (.5)

A regularly scheduled series of seminars is an integral part of the Natural Science program. The purpose of the seminars is to broaden the student intellectually by exposure to presentations by outside speakers, faculty members, and students who have had significant field experiences. Four semesters (2 credit hours) of enrollment are required of Natural Science majors. Attendance by all Natural Science majors is greatly encouraged.

NS 200/300 Earth in the Cosmos (4)

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.

NS 201/301 The Development of Life on Earth (4)

An exploration of the nature and evolution of all life forms upon earth. Laboratory is required.

NS 199, 299, 399 Independent Research

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.

NS 390 Art of the Exam (1)

A one credit hour course designed to prepare preprofessional science majors for the rigors of entrance exams. Attention is focused on GRE and MCAT formats. Topics include test tactics to improve performance on timed exams, reading comprehension and vocabulary, and preparation for the scientific portion of the GRE and MCAT tests. Actual timed exams including two hour tests are given, graded, and discussed. Prerequisites: Junior or senior status and permission of the instructor. Offered in odd alternate years.

NS 394 Cooperative Education or NS 395 Internship

The Natural Science faculty realize the value of a field-type experience in today's educational curriculum. The faculty also realize that to enable 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.

NS 495 Readings

Through a reading program, a student may explore the literature of a specific field in preparation for a later independent research project or can fill a void in his/her background. In all cases, the program is directed toward some specific goal or purpose. The student must apply through a faculty supervisor.

NS 499 Senior Capstone Project (2-4)

A senior capstone project is required of all Natural Science majors and can be completed by one of the following methods: The student shall complete an independent research project under the supervision of a Natural Science faculty member. During his/her senior year, the student will present the research during a Natural Science seminar. 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. During the senior year the student will present a Natural Science seminar covering the topic.

Physical Education

PE 117 Secondary School Activities (3)

Designed to give the prospective secondary physical education major or recreation specialist an understanding of fundamental sport skills, materials, and methods of presenting the various skills. Emphasis will be placed on skill-learning through maximum participation.

PE 121 Foundations of Health Physical Education and Sport (2)

The history and philosophy of health, physical education, and sport are presented with career research and planning along with the psychological and sociological implications of current

physical education, health, and sport issues. Students are introduced to professionals in their major area of study. They will examine closely all professional organizations pertinent to their area of study.

PE 122 Camp Counseling and Administration (3)

Develop a knowledge of camping skills that include everything from nature crafts to various water craft skills. Learn the various responsibilities and duties of required camp staff in a day camp and extend camp settings. Identify with leadership process, organization structure and personnel management. Develop an awareness to State and Federal Health and Safety Standards, and the importance of fiscal management.

PE 129 Recreation Theory and Leadership (3)

The development of recreation leadership through the study of group dynamics activities. Identify with the various leadership techniques as they relate to group dynamics. Study the history of recreation and how it has become important to all age group in the present. Become aware of professional journals, professional organizations and agencies and their involvement in the many aspects of recreation today.

PE 130 Fitness for Life (2)

Designed to increase students knowledge and appreciation of skill-related and health-related fitness principles. Students will develop and apply their knowledge of healthy lifestyles through lecture and laboratory opportunities by writing about, and engaging in their own fitness programs based on personal needs, interests, and expectations.

PE 222 Pre K-3 (1)

This course is to be taken concurrently with PE 224. The students will be placed in a partnership school, where they will be working with a physical education teacher at the Pre K-3 level. Students will be expected to develop and organize physical activities for these age levels, and the apply the activities through appropriate methodology. Students will be video taped, and specific assessments will be carried out by the physical education teacher and the college professor.

PE 224 Health and Physical Activity for Pre K-3 (3)

Presentation of activities and methodology related to health and physical education Pre K-3. The methods and selected strategies will meet the growth and development needs of these children. Information included: basic health; safety; nutrition; communicable disease and abuse; basic rhythmic work; creative play-drama; body management; locomotor and non-locomotor and manipulative work; games of low organization. Must be taken concurrently with PE 222.

PE 237 Recreation for Special Populations (3)

Designed to provide the student with an understanding of activity analysis and selection, then presentation to a variety of special populations, after evaluating the results from the screenings and appraisals. Offered in the spring even alternate years.

PE 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. Students will also have the opportunity to teach PE lessons to Pre K youngsters on a weekly basis. Prerequisites ED 221 and PY 225.

PE 256 Evaluation and Measurement in Health & 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.

PE 259 Adapted Physical Education, Recreation & Sport (2)

The study of challenged youngsters, identifying the characteristics of various groups and the challenges of meeting their needs through the selection of the appropriate activities. The students will learn about the importance of developing and working with the IEP, after working with a number of testing and screening devices. There is a field service component as part of the course requirements.

PE 260 Physical Education in Grades 4 - 8 (3)

Presentation of skills and methodology in a variety of activities suitable to meet the needs and characteristics of youngsters in grades 4 through 8. The course will include tumbling, elementary gymnastics, rhythmic activities, team and individual sports, and wellness/fitness. Evaluation and testing procedures will be identified for the various activities. Must be taken with PE 297.

PE 297 Middle School Placement (1)

This course is to be taken concurrently with PE 260. Students will be placed in a Middle School partnership school where they will be working with a physical education teacher. Students will be expected to develop and organize physical activities for this age level and then apply the activities through appropriate methodology. Students will be video taped and specific assessments will be carried out by the physical education teacher and the college professor. Must be taken with PE 260. Prerequisites: PE 222, 224, 260, 297, and admission to Teacher Education Program.

PE 317 Secondary Physical Education (3)

Students will discuss, design, and organize physical activities through lesson plan and unit plan development for the secondary education student. They will then identify appropriate methodology and implement a number of these activities through

the Advance Field Placement, PE 397. Evaluation, testing and grading, and class management procedures will also be included in the planning and implementation process. This course is a prerequisite to student teaching. Offered spring semester. Must be taken with PE 397. Prerequisites: PE 222, 224, 260, 297, and admission to Teacher Education Program.

PE 334 Community First Aid and CPR (1)

Meets 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. A field-service component is required as part of the course.

PE 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. Pre-requisite: BI 235 and BI 236.

PE 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. Pre-requisite: PE 256; BI 235 and BI 236.

PE 358 Motor Learning and Movement Education (3)

Emphasis on movement and movement behavior as a basis for learning. Develop an understanding of the factors that affect motor learning, performance, and retention through the study of skill acquisition, practice settings, types of feedback, positive and bilateral transfer, speed and reaction time. Library research is required with each assigned laboratory. Pre-requisite: PE 256.

PE 361 Principles of Coaching (2)

The course will provide students with information relative to coaching that concerns training, conditioning, communication, motivation, ethics and organization. The course is required before the student schedules one of the following: PE 362 through PE 367.

PE 362 Methods in Coaching Track (1)

Methods and techniques for coaching the various track and field events. Practice organization and administration is stressed, with specific strategies and conditioning. Prerequisite: PE 361.

PE 363 Methods in Coaching Basketball (1)

Methods and techniques for coaching basketball. Practice organization and administration is stressed, along with the specific strategies and conditioning. Pre-requisite: PE 361

PE 364 Methods in Coaching Softball (1)

Methods and techniques for coaching softball. Practice organization and administration is stressed, along with the specific strategies and conditioning. Pre-requisite: PE 361

PE 365 Methods in Coaching Baseball (1)

Methods and techniques for coaching baseball. Practice organization and administration is stressed, along with the specific strategies and conditioning. Pre-requisite: PE 256

PE 366 Methods in Coaching Football (1)

Methods and techniques for coaching football. Practice organization and administration is stressed, along with the specific strategies and conditioning. Pre-requisite: PE 361

PE 367 Methods in Coaching Volleyball (1)

Methods and techniques for coaching volleyball. Practice organization and administration is stressed, along with the specific strategies and conditioning. Pre-requisite: PE 361

PE 368 Practical Application in Coaching (1)

The course provides the student with an opportunity to receive credit for a practical experience in coaching with a community or school-based setting. The student must meet the requirements established by the Sport Science Department. Pre-requisite: PE 361 or Permission of the Instructor.

PE 372 Recreation Programming (3)

Identify and design a variety of recreational activities suitable for various recreational settings. Become aware of organizational strategies suitable for these activities in their specific settings.

PE 397 Advanced Field Placement (2)

This course is to be taken concurrently with PE 317. Students will be placed in a Secondary partnership school where they will be working with a physical education teacher. Students will be expected to develop and organize physical activities for this age level and then apply the activities through appropriate methodology. Students will be video taped and specific assessments will be carried out by the physical education teacher and the college professor. Must be taken with PE 317. Prerequisites: PE 222, 224, 260, 297, and admission to Teacher Education Program.

PE 481 Organization and Administration of Health, Physical Education, and Sport (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. Open to juniors and seniors only.

PE 295 Special Topics

Although frequently presented in a manner comparable to regularly listed courses, the subject matter of special topics is often of a more timely nature, or for some other reason, is not a regular part of the curriculum. Special topics are usually designed by a faculty member and are listed with the other courses in the schedule.

PE 491 Internship (3)

This internship is designed for any student who doesn't desire to take the Physical Education licensure track. Each student will be placed in an off campus learning experience related to their field for an entire semester. Each internship will culminate with a successful oral presentation (capstone experience) to the faculty or the Sport Science Department.

PE 297- 397 Field Placement (3)

This field placement is designed for any student who doesn't desire to take the Physical Education Licensure teaching track. Each student will be placed in an on campus or off campus learning experience related to their field for an entire semester. A written journal is expected from the experience, with a final meeting with the supervising college professor.

Physics

PH 100 Physical Science (4)

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.

PH 195 Physical Science Concepts (4)

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.

PH 202 Introduction to Geology (4)

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.

PH 210 General Physics I (4)

Introductory course in physics covering the topics of mechanics, sound and heat. Three class periods and one laboratory period per week. Prerequisite: MA 106 or permission of instructor.

PH 220 General Physics II (4)

Introductory course in physics covering the topics of electricity, magnetism, optics, atomic and nuclear physics. Three class periods and one laboratory period per week. Prerequisite: PH 210 or permission of instructor.

Political Science

PS 121 American National Government (3)

An introduction to the nature, scope, and roles of American national government and politics in historical and contemporary contexts.

PS 122 American State and Local Government (3)

An introduction to American state and local governments in terms of their historical development, interrelationships, powers and functions, and issues facing them. Significant attention to governance in metropolitan areas.

PS 224 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 odd alternate years.

PS 336 History of the Constitution (3)

The background of our constitutional development from natural law to the present. Offered in odd alternate years.

PS 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. Prerequisite: PS 121. Offered in even alternate years.

PS 495 Special Topics may be taken in political science. See descriptions of these courses under the Criminal Justice section.

Psychology

PY 110 Introduction to Psychology (3)

The application of psychological principles to the understanding of human behavior (not open to conditionally accepted first semester freshmen).

PY 190 History and Systems in 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: PY 110.

PY 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: PY 110.

PY 227 Adolescence and Adulthood (3)

The course covers biopsychosocial 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: PY 110.

PY 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.

PY 290 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: PY 110.

PY 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. Prerequisite: PY 230.

PY 302 Experimental Psychology (3)

A laboratory course concerning various experimental areas of psychology: research design, methodology, and report writing. The student will plan and conduct an experiment (research project) under the direction of a faculty member. Prerequisites: PY 230 or equivalent, PY 301 or equivalent, and consent of the instructor.

PY 310 Social Psychology (3)

An analysis of individual, group, and collective behavior from both psychological perspectives. Topics include general theories, methods and empirical data on attribution, social perception, attitude formation, and conformity. Prerequisite: PY 110 (not open to freshmen).

PY 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: PY 290 (not open to freshmen).

PY 320 Psychological Tests and Measurements (3)

An evaluation of theoretical and practical issues in the measurement of intelligence, personality and avocation, for respective use in school, clinical, and industrial settings. Topics include the construction, analysis, administration, and presentation of standardized tests, as well as issues in

interpretation of test scores and behavior. Prerequisite: PY 110 and basic algebra or any statistics course (not open to freshmen). Offered in alternate years.

PY 380 Psychology of Gender (3)

The course focuses on how gender has been studied as a phenomenon in psychological theory and research. The influence of gender on personality development, cognition, emotion and behavior will be emphasized. Social, cultural and physiological issues relevant to gender will also be focused upon.

PY 430 Memory and Cognition (3)

The course explores the information processing approach to memory and thinking. Topics include memory processes, concept formation, and reasoning. Prerequisite: PY 110 and junior/senior standing.

PY 440 Sensation & Perception (3)

A study of the human sensory and perceptual systems. Accommodation, integration, and interpretation of sensory inputs and information processing are examined in detail. Prerequisite: PY 110 and junior/senior standing. Offered in alternate years.

PY 450 Psychobiology (3)

An examination of the biological and physiological basis of behavior and development with special emphasis on the neural substrates. Prerequisite: PY 110, 4 hours of Natural Science and junior/senior standing. Offered in alternate years.

PY 195, 395 Special Topics (3)

Advanced topics of a specific and narrow, but timely, nature and involving a faculty member's area of expertise selected for examination and discussion. Prerequisite: PY 110 (not open to freshmen). Offered on demand. May be repeated.

PY 497 Field Experience (1-6)

The student is assigned to one of several area agencies to gain observational experience and to develop professional behavior. Prerequisite: 15 hours of psychology. Offered on demand.

PY 498 Senior Seminar (3)

A senior capstone course oriented toward the professional development of the student through contributions of discussion and exploration in contemporary areas of psychology. A research project is required. Prerequisite: senior standing with a major or minor in psychology.

PY 499 Advanced Independent Research (1-4)

An individualized, nonclassroom course that involves an independent research design directed toward some specific hypothesis. The student must submit application and proposal through a faculty supervisor. Prerequisite: PY 301 and 302. Offered on demand. May be repeated.

Religion

RL 110 Spirituality and Wholeness (2)

This course explores approaches to greater spiritual wholeness for lives that often seem fragmented. Readings and discussions may include such topics 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. Offered in alternate years.

RL 136 Death and Dying (3)

A study of the personal and social impact of death on the dying person, the bereaved family, and professionals who must deal with the dying person. Ethical issues raised by contemporary medical technology and legal practices will be considered. Life and Living is also a theme of the course insofar as until an individual comes to grips with his/her feelings about death, it is hard to live fully. Offered in alternate years.

RL 191 Service Learning: Church Life and Leadership (1-3)

Students may arrange independently to earn academic credit by providing 50 hours of voluntary service leadership for a religious community or service organization. Guided by a professor in religious studies, they will complete appropriate reading, reflections in writing, or other projects as assigned. A maximum of three credit hours may be earned for this experience.

RL 198 Seminar in Religious Studies (1/2)

Offered especially for students majoring in religious studies and pre-seminary students, the seminar is open to any interested student by invitation of the faculty. Topics encourage the exploration of personal faith and spiritual concerns. Conversations promote ecumenical understanding and shared reflection for students and faculty alike. Permission of instructor required.

RL 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 sociology, psychology, anthropology, and philosophy will be examined. Prerequisite: EN111, HI111, 112.

RL 211 Introduction to the Hebrew Bible (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. Prerequisite: EN111, HI111, 112.

RL 212 Teachings of Jesus & Life of 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.

RL 245 American Religious Experience (3)

American social history has been powerfully shaped by religious movements and the values they have promoted. The course examines important religious ideas and debates that continue to influence American attitudes and institutions. Topics include Native American spirituality, separation of church and state, abolition of slavery, women's rights, fundamentalism, and civil rights. Offered in alternate years.

RL 265 The Black Church in America

This course will examine the historical role of the Black Church from antebellum slavery to the present day. Consideration will be given to the history of Black religious denominations and their contribution to the uplift of the Black race. This course will also examine the ecology of the Black Church, the spiritualities of the Black Church, and the social witness of the Black Church. Prominent leaders whose roots lie in the Black Church will be discussed. Finally, consideration will be given to the various models that find expression in the Black Church: 1) Assimilation Model; 2) Isolation Model; 3) Compensatory Model; and 4) Ethnic-Community Prophetic Model.

RL 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.

RL 338 Religions of the East (3)

An advanced study of scriptures and inner workings of religions of the Far East and Middle East including Hinduism, Buddhism, Confucianism, Taoism, Shinto, and Islam. Prerequisite: RL 201 or permission of instructor. Offered in alternate years.

RL 356 Forming One's Faith (3)

A study of the nature of religious faith from a Christian perspective. Components of the course include: readings in Christian theology; study of great religious leaders; and an investigation of specific religious issues chosen by the student. Designed for junior and senior students. Offered in alternate years.

RL 360 Women and Men through the History of Christianity (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.

RL 395 Special Topics (3)

At least one course will be offered in alternate years in order to meet the interests of students on timely issues about religious studies. Course titles may include:

The Book of Revelation
Christian Ethics
Psychology of Religious Experience
Religion and Contemporary Culture
Women and Religion

RL 397 Field Experience (3+3)

A junior-level field placement for students majoring in Christian education. Policies and procedures are detailed in the Design for Leadership catalog.

RL 431 Quest for the Sacred: Philosophy of Religion (3)

What or who is God? Why do humans in so many places and times practice religion? The course examines many and various ways that philosophers and theologians have tried to answer those basic questions. Readings and reflections are drawn from classical Greek philosophers, theologians from Western and Eastern traditions, and major thinkers of the 19th and 20th centuries. Offered in alternate years.

RL 497 Field Experience (3+3)

A senior-level field placement for students majoring in Christian education. Policies and procedures are detailed in the Design for Leadership catalog.

RL 499 Senior Capstone (3)

Students may choose an independent project related to a course in the major. The capstone should integrate 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

Sport Management

SM 130 Sport Management (3)

Introduces the theoretical foundations and applied areas of sports management. The course is designed for the individual interested in pursuing a career in the sport management field. Offered in the spring of even alternate years.

SM 270 History of Sports in the United States (1)

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.

SM 320 Sociology of Sport (3)

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.

SM 330 Advanced Sport Management (2)

The students will gain a greater understanding of special interest and topics in areas of Sport Management. Outside assignments will place students in sport management settings to observe practices and procedures. Prerequisite: SM 130 or permission of instructor. Offered in the spring of even alternate years.

SM 295 Special Topics

Although frequently presented in a manner comparable to regularly listed courses, the subject matter of special topics is often of a more timely nature or for some other reason is not a regular part of the curriculum. Special topics are usually designed by a faculty member and are listed with the other courses in the schedule.

SM 481 Organization and Administration of Health, Physical Education, and Sport (3)

Organization and administration of health, physical education, sport management, athletic training, and wellness programming will be addressed with an emphasis on facility planning, equipment procurement, budgeting, program scheduling, community relationships, current issues, and legal and ethical concerns. After the initial core five weeks of instruction, the course will be team taught to allow students to specialize within their major area of study. Open to juniors and seniors only.

SM 296 Readings

Through a readings program, students may either explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or read the literature of a subject for its own value. In all cases, the program is directed toward some specific goal or purpose. The student is expected to submit application through a faculty supervisor.

SM 298 Seminar

In a seminar for credit the faculty leader selects a topic or theme which is published in the regular schedule and the student works independently. A seminar meets on a regular basis for discussion of materials relative to the topic. The student need not submit a special application form.

SM 491 Internship

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 Sport Science Department.

SM 297, 397 Field Experience

Field experience affords students an opportunity to engage in nonclassroom 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.

Sociology

SO 120 Life in Society (3)

Designed as an introductory course in the social sciences for the general student as well as preparing social work and criminal justice majors for advanced work in their respective majors. The course content will examine human social life beginning with individual life span and family dynamics then moving to an understanding of the structure and functions of small and large groups and concluding with a multi-dimensional view of community and society. Theoretical perspectives and discussions from a variety of social science disciplines will be introduced as well as substantial attention given to issues of diversity throughout the course.

SO 235 Social Problems (3)

A survey of selected social problems such as crime and delinquency, poverty, alcoholism within the framework of the sociological approaches of deviant behavior, social disorganization, value conflicts.

SO 239 Marriage and Family Life (3)

A functional course which deals with relationships from dating through the marital life cycle. It focuses on the dynamics of family interactions and communications as well as various systems to analyze families and to intervene in family dysfunctioning.

SO 265 Cultural Diversity (3)

Designed as a course in race and ethnic relations, this study focuses primarily on the United States with an emphasis on historical and current events. The content of the course explores forms and mechanisms of oppression, discrimination as well as the strategies of change that advance social and economic justice. The course is taught as preparation for the performance of professional roles in culturally diverse settings in the areas of criminal justice, education, social work and/or any other human-service related profession.

SO 270 Sociological 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.

SO 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. Prerequisite: PY/SW 230 or

permission of instructor.

SO 310 Social Psychology (3)

An analysis of individual, group, and collective behavior from both psychological perspectives. Topics include general theories, methods, and empirical data on attribution, social perception, attitude formation and conformity. Prerequisite: PY 110 (not open to freshmen).

SO 320 Sociology of Sport (3)

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.

SO 361 Delinquency Prevention and Control (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. Prerequisite: CJ 111 and SO 120.

SO 471 Criminology (3)

A critical evaluation of delinquency causation theories and the social structures and their interrelationship with delinquency prevention and control. Prerequisite: CJ 111 and SO 120.

SO 496 Readings

Through a readings program, students may explore the literature of a specific field in preparation for a later independent research project, can fill a void in their background, or can read the literature of a subject for its own value. In all cases, the program is directed toward some specific goal or purpose. The student is expected to submit application through a faculty supervisor.

Spanish

SP 101, SP 102 Elementary Spanish I, II (4,4)

Introduction to the basic structural elements of the language through oral-aural drills, controlled conversations, reading, and writing.

Social Work

SW 101 Personal Adjustment (3)

An exploration of the attitudes, behaviors, and values conducive to healthy and adaptive functioning in today's world. This course is designed for students who plan to enter a helping profession.

SW 120 Life in Society (3)

Designed as an introductory course in the social sciences for the social work major. The course content will examine human social life beginning with individual life span and family dynamic then moving to an understanding of the structure and functions of small and large groups and concluding with a multi-dimensional view of community and society. Theoretical perspectives and discussions from a variety of social science disciplines will

be introduced as well as substantial attention given to issues of diversity throughout the course.

SW 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.

SW 230 Behavioral Statistics (3)

Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is additionally emphasized. Knowledge of basic algebra is recommended.

SW 235 Social Problems and Social Work (3)

A survey of selected social problems such as poverty, sexism, social deviance, drug abuse, and crime. The course utilizes sociological approaches to the study and analysis of these problems and the social welfare system's responses. Prerequisite: SW 120 and PY 110.

SW 239 Marriage and Family Life (3)

A functional course which deals with relationships from dating through the marital life cycle. It focuses on the dynamics of family interactions and communications as well as various systems to analyze families and to intervene in family dysfunctioning.

SW 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 individual couples and families are also explored. This is a laboratory based course with many opportunities for skill development. Prerequisite: SW 121, SW 120, SW 239, and PY 110.

SW 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. Prerequisite: SW 230 or permission of instructor.

SW 340 Health Care Issues (3)

An exploration of the roles and interactions of health care professionals with an emphasis on medical social work. The course will also focus upon holistic health and alternative treatments.

SW 345 Addictive-Compulsive Behavior (3)

This course surveys a wide array of addictions and compulsions. There is a special focus on causes, treatment modalities, and the

effects upon the family and society. Prerequisite PY 110.

SW 355 Practice I: Generalist Practice (3)

An introduction to the generalist model of social work and its application. The course emphasizes the practice skills that are generic to all levels of practice within a problem-making frame of reference. Prerequisite: Social Work Major, SW 121, SW 278, and the professional sequence courses.

SW 356 Practice II: Groups & Family Generalist Practice (3)

An introduction to the understanding of group and family dynamics, group process and group treatment, and their relationship to other kinds of social work intervention. Emphasis will be the development, management and utilization of groups by generalist social workers. Prerequisite: Social Work Major and SW 355.

SW 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. Prerequisite: professional sequence courses or permission of instructor.

SW 457 Practice III: Macro Systems Generalist Practice (3)

An exploration of the principles and practices of the social worker as a social welfare planner/administrator and an organizer of community groups. The social worker's role will be evaluated in view of emerging social problems with special emphasis on this person as a community organizer. This modality will be integrated with the other interventions available to social work. Emphasis will be on the macro-level, but attention will be paid to its integration with the micro-level. Prerequisites: Social Work Major, SW 355 and 356.

SW 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: SW 121, 235, 301 or permission of instructor.

SW 488 Senior Seminar (3)

Senior capstone experience. Emphasis is given to integration of all previous course content in social work with concurrent field instruction. Consideration given to various methods and theories of treatment. An attempt will be made to focus on dynamics of specific problems in social functioning that social workers encounter in treatment of clients. Prerequisites: SW 355, 356, 379 and 397 or permission of instructor. To be taken concurrently with SW 486.

SW 199, 299, 399, 499

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

SW 397 Field Experience (3)

Field experience is the first required level of field placement. The student is placed for 10 hours per week for one semester in a local community social work setting. The student's experience goes beyond observations; the individual begins to carry out, under supervision, some of the functions of a professional social worker. To be taken concurrently with SW 355. Prerequisite: Social Work majors only.

SW 486 Field Instruction (9)

Senior capstone experience. An experimental learning opportunity geared toward the integration of academic content with practice skills. The educational assignment of the student to a specific social agency staff member and a College staff member. Application must be made the semester preceding the placement to insure the desired placement. Prerequisite: SW 397 and senior social work major status. Must be taken concurrently with SW 488.

Wellness

WE 390 Wellness Program Implementation (3)

This course is designed to cover the background and current practices and procedures for the implementation of wellness programs in hospital, industrial, clinical, educational, and collegiate settings. Offered fall semester of even years.

WE 481 Organization and Administration of Health, Physical Education and Sport (3)

Organization and administration of health, physical education, sport management, athletic training, and wellness programming will be addressed with an emphasis on facility planning, equipment procurement, budgeting, program scheduling, community relationships, current issues, and legal and ethical concerns. After the initial core five weeks of instruction, the course will be team taught to allow students to specialize within their major area of study. Open to juniors and seniors only.

WE 490 Wellness Program Implementation (3)

An in-depth look at current practices and procedures for the implementation of wellness programs in hospital, industrial, clinical, educational, and collegiate settings. Community assignments will be made, as well as hypothetical situations that will be addressed in class. A culmination of programming and management techniques will be implemented. A field-service component is part of the course requirement. Offered fall semester in odd years. Prerequisite: WE 390 or permission of the instructor.

WE 295 Special Topics

Although frequently presented in a manner comparable to regularly listed courses, the subject matter of special topics is often of a more timely nature or, for some other reason, is not a regular part of the curriculum. Special topics are usually designed by a faculty member and are listed with the other courses in the

schedule.

WE 296 Readings

Through a readings program, students may either explore the literature of a specific field in preparation for a later independent research project, fill a void in their background, or read the literature of a subject for its own value. In all cases, the program is directed toward some specific goal or purpose. The student is expected to submit an application through a faculty supervisor.

WE 298 Seminar

In a seminar for credit the faculty leader selects a topic or theme which is published in the regular schedule and the student works independently. A seminar meets on a regular basis for discussion of materials relative to the topic. The student need not submit a special application form.

WE 491 Internship

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 Sport Science Department.

WE 297, 397 Field Experience

Field experience affords students an opportunity to engage in nonclassroom 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.

THE PRESIDENT

, President (2002) –

Sandra L. Davis, Executive Secretary to the President (2000)

Susan Pscodna, Director of Human Resources (1997) – Western Michigan University, B.S.

ACADEMIC AFFAIRS

Richard W. Stroede, Vice President for Academic Affairs/
Academic Dean (1964) – Wisconsin State College, B.Mus., 1961;
University of Wisconsin, M.M., 1962; Walden University, Ph.D.,
1994

Carolyn Berry, Secretary to the Vice President for Academic
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Lucinda Knight, Faculty Secretary (1997)

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Community College, A.A.B., 1999

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University, B.A., 1970

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Freshman Experience, (1974) – Westminster College, B.A., 1966;
University of Pittsburgh, M.S.W., 1968

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1970, M.A., 1992

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— Millersville University, B.S., 1964; Temple University, M.
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State University, B.S.N. 1976; University of Toledo, M.A., 1986;
The Union Institute, Ph.D. 1997

Sheila B. Collins, Director of Pilgrim Library (2001) – SUNY
College at Brockport, B.S., 1972; University at Buffalo, J.D.,
1989, M.L.S., 1993

Charlene M. Barr, Library Accounts Assistant (1996)

Mary J. Bishop, Reference Librarian (1986) — Bowling Green
State University, B.S., 1973; Indiana University, M.L.S., 1993

Darline Clemens, Coordinator of the UCC Media Center (1993)
– Defiance College, B.S., 2000; M.B.O.L., 2002

Sharon K. Rumbaugh, Circulation Supervisor (1979)

Barbara J. Sedlock, Associate Librarian for Technical Services
(1982) – Hiram College, B.A. 1980; University of Kentucky,
M.L.S., 1982

ATHLETICS

Richard Kaiser, Athletic Director (1999) – University of
Northern Colorado, B.A., 1972; South Dakota State University,
M.A., 1975; Brigham Young University, Ed.D., 1981

Debra S. Sazama, Assistant Athletic Director and Head
Volleyball Coach (2000) — University of Wyoming, B.S., 1994;
M.S. 1997

Lora L. Riblet, Secretary for Sport Science and Athletics (2000)

Reynaldo J. Romero, Athletic Department Facilities Manager
(1998)

Thomas Barnes, Head Women's Basketball Coach (1999)
— North Dakota State University B.A., 1975

Kathleen Chrzaszcz, Assistant Athletic Trainer, (2002) – Ohio
University, B.S., 2000; University of Pittsburgh, M.S., 2002

Chad Donsbach, Head Baseball Coach (2001) – Rockford
College, B.S., 1995, M.A., 2001

Brad M. Harsha, Head Men's Tennis Coach (2002) – Defiance
College, B.S., 1999,
M.B.O.L., 2002

Kary A. Kankey, Head Softball Coach and Assistant Volleyball
Coach (2000) — University of Dayton, B.S., 1998

Brian C. Kelley, Head Men's Soccer Coach and Residence Hall
Director (2001) – Muhlenberg College, B.A., 1996

Michael Lazusky, Assistant Football Coach and Assistant Track
Coach (2001) – Shippensburg University, B.S.Ed., 1994; M.Ed.,
1995

Thomas J. Palombo, Head Men's Golf, Head Men's Basketball
Coach (1994) – Virginia Wesleyan, B.S., 1989; Old Dominion,
M.S., 1996

Michael Partee, Graduate Assistant Sports Information Director
(2001) – Defiance College, B.S., 1999

Gregory S. Pscodna, Head Football Coach (1996) — Adrian
College, B.B.A., 1986; Michigan State University, M.S., 1989

Donald Rau, Head Woman's Golf Coach (2002)

Gregory Reineke, Head Women's Tennis Coach (1998)

C. Wayne Stacy, Head Cross Country and Head Track and Field
Coach (1999) – Wilmington College, B.A. 1991

Robert T. Taylor, Assistant Football Coach and Director of
Intramurals (1997) – Albion College, B.S., 1995

Mark A. Tener, Director of Athletic Training Education (2001)
– Ashland University, B.S., 1986; Ohio University, M.S., 1987;
Middle Tennessee State University, D.A., 2000

Kevin Tong, Head Athletic Trainer (1997) — Ohio University,
B.S. 1995; Wagner College, M.S. Ed., 1997

Sean Topping, Head Women's Soccer/Assistant Track Coach
(2002) – Muhlenberg College, B.A., 1998

BUSINESS OFFICE

Lois N. McCullough, Vice President for Finance and Management (1996) – Defiance College, B.S., 1981; M.B.O.L., C.P.A., 2002

Kristine M. Boland, Director of Accounting (2000) – University of Toledo, B.S., 1991

Lori Shafer, Mail and Copy Services Coordinator (2002) – Defiance College, B.A., 1992

Linda L. Young, Accounting Clerk (1984) – Defiance College, B.S., 1993

Registration Center

Connie Klingshirn, Director of Registration Services (1992) – Defiance College, B.S., 1989; M.B.O.L., 2002

Andrea M. Jeffery, Registration Associate (2000) – University of Toledo, A.A., 1991

Linda S. Karcher, Registration Associate (2000)

Elaine M. Wirick, Registration Associate (1999)

Facilities Management

Karen Pierce, Facilities Management Coordinator (1993)

Joshua Busch, Facilities Management Assistant (2001)

Physical Plant

Terry L. Eis, Supervisor of Plant Operations (1993)

Judy A. Carson, Maintenance Department Secretary (1996)

Ted J. Czartoski, Maintenance Technician (Mechanical) (1987)

Stephen W. Elchinger, Maintenance Technician (1987)

Todd Flory, Maintenance Technician (2001)

Mark A. Kunesh, Maintenance Technician (HVAC) (1993)

Jeffery L. Niese, Maintenance Technician (1991)

David L. Smart, Groundskeeper (1975)

Tom L. Stevens, Maintenance Technician (Electrical) (1998)

INSTITUTIONAL ADVANCEMENT

Deborah S. Perry, Vice President for Institutional Advancement (2001) – University of Toledo University College, B.A., 1989

Sheri J. McCoy, Advancement Services Coordinator (1993)

Kimberly Church, Advancement Services Secretary (2002)

Sue Dumire, Advanced Services Secretary (2002)

James K. Beaverson, Director of Development (2000) – Defiance College, B.S., 1990

Holli Hesselschwardt, Director of Corporate and Foundation Relations (2002) – Defiance College, B.S., 1997, M.A., 1998

Kathleen M. Panches, Director of Public Relations (1995) – Defiance College, B.S., 1996

Ryan Imbrock, Communications Assistant (1999) — Bowling Green State University, B.S.J., 1999

Lou A. Joost, Switchboard Operator/Receptionist (1968)

Cynthia Shaffer, Director of Alumni Relations (1998) — Lansing Community College, A.A., 1998

McMASTER SCHOOL

Frederico J. (F.J.) Talley, Dean (2002) – Dickinson College, A.B., 1978; Bowling Green State University, M.A., 1980; Ohio University, Ph.D., 1986

Melissa M. Bourque Phillion, Assistant Professor, Microbiology and Director of the Carolyn M. Small Honors Program (1997) – University of New Hampshire, B.S., 1993; Allegheny University, Ph.D., 1998

Craig Rutter, Director of Service Learning (1983) Bowling Green State University, B.S., 1975, M.Ed., 1978

STUDENT SERVICES

Admissions

Brad M. Harsha, Acting Director of Admissions (1999) – Defiance College, B.S., 1999, M.B.O.L., 2002

Debra A. Stevens, Assistant Director of Admissions (1985) - Defiance College, A.A., 1998

Jennifer L. Stark, Senior Admissions Counselor (1998) – Bowling Green State University B.A., 1991

Bryan Albright, Admissions Counselor (2001) - Defiance College, B.S., 1999; M.Ed, 2001

Daniele R. Grissom, Admissions Counselor (2001) – Defiance College, B.S., 2001

Robert W. Knight, Admissions Counselor (2001)

Joyce Nelson, Admissions Secretary and Campus Visit Coordinator (2000)

Financial Aid

Amy A. Francis, Director of Financial Aid (1992) — Defiance College, B.S., 1990

Michael Jacobs, Assistant Director of Financial Aid (1999) – Defiance College, B.S., 1999

Laura Stapleton, Financial Aid Specialist (2002) - Northwest State Community College, A.A., 1982

Student Life

Ellen Servetnick, Dean of Student Life (2001) – The George Washington University, B.A., 1981; Framingham State College, M.A., 1983

Sandra E. Hillman, Secretary for Office of Student Life (1984)

Janice L. Bechtel, Campus Chaplain (1985) – Bowling Green State University, B.F.A., 1978; Earlham School of Religion, M.Div., 1985

Geneva A. Foster, Director of Multicultural Affairs (2001) – Cleveland State University, B.A., 1991; Seattle University, M.Ed., 2000

Jason A. Gross, Director of Residence Life (2002) – Wheeling Jesuit University, B.A., 1997; M.B.A., 2000

Greta E. Knight, Director of Student Activities (2001) – Anderson University, B.A., 1999

Carole L. Thomas, Director of Career and Student Assistance (1991) — Purdue University, B.A., 1965, M.A., 1967

Karen L. Schroeder, Coordinator of Health Services (1991)

– Bluffton College, B.S., 1988

EMERITI ADMINISTRATION

Marvin J. Ludwig, President Emeritus (1975-1994)

Raymond J. Derricotte, Controller Emeritus (1960-1995)

EMERITI FACULTY

Maxine R. Miller, M.A. (1954-1977), Art

John E. Luchies, Th.D. (1964-1978), Philosophy and Religion

William O. Chaney, M.A. (1963-1983), English

Horace H. Everett, M.A. (1963-1984), Education

Eugene R. Andrews, M.A. (1955-1986), History

Garnett M. Smith, M.S. (1963-1987), Business Education

Maxie J. Lambright, J.L.S. (1967-1989), Education

Bernard Mikula, Ph.D. (1960-1989), Biology

Richard Small, M.Ed. (1954-1989), Physical Education

Richard A. Howard, M.A. (1967-1990), Christian Education

Hermann Wiebe, M.A. (1965-1990), German

Henry Diehl, M.S. (1969-1990), Mathematics

Carolyn M. Small, B.S. (1964-1995), Music

Randall L. Buchman, M.A. (1964-1995), History

Robert B. Boehm, Ph.D. (1952-1997), History

Harry G. Miller, Ph.D. (1963-1997), Physics

Richard W. Thiede, Ph.D. (1978-1997), Communication

Jarrell A. O'Kelley, Ph.D. (1966-1997), English

Robert M. Gaffga, Ed. D., (1970-2000), Education

Duane C. Hocking, M.A. (1969-2002) Sport Science

CURRENT FACULTY

James A. Bray, Associate Professor, Education (1967) – Purdue University, B.P.E., 1961; Ball State University, M.A., 1967

Wayne D. Buchanan, Associate Professor, Business Administration (2001) – National University, B.B., 1977; Central Michigan University, M.S., 1987; Capella University, Ph.D., 1998

Donald H. Buerk, Instructor, Arts and Humanities, (2002) – Bowling Green State University, B.S., 1976, M.A., 1987; University of Toledo, Ph.D., 2002

Joann Burkhardt, Assistant Professor, Education (2002) – Bowling Green State University, B.S., 1976, M.A., 1980; University of Toledo, Ph.D., 1990

Thomas A. Case, Assistant Professor, Education (2001) – University of Toledo, B.A., 1976, M.Ed., 1979

Kenneth E. Christiansen, Professor of Religion and Sociology (1974) – Valparaiso University, B.A., 1965; University of Chicago, M.Th., 1970, D.Min., 1970

Sheila B. Collins, Director of Pilgrim Library and Associate Professor, Humanities (2001) – SUNY College at Brockport, B.S., 1972; University at Buffalo, J.D., 1989, M.L.S., 1993.

Fred Coulter, Assistant Professor, Early Childhood Education (2002) – University of Rhode Island, B.A., 1976; Andover Newton Theological School, M.D., 1980

Judy Crites, Assistant Professor, Information Technology (1998)

– Slippery Rock University, B.S., 1993; Bowling Green State University, M.S., 1997

Deborah E. Dalke, Assistant Professor, Psychology (1997)

– University of California, B.A. 1984; Pennsylvania State University, M.S. 1988; Ph.D. 1991

Amy K. Drees, Assistant Professor, Arts and Humanities (2000) – Case Western Reserve University, B.A., M.A., 1991

Douglas Fiely, Assistant Professor, Art (2002) – Bowling Green State University, B.A., 1972; M.F.A., 1976

Michael J. Gallagher, Associate Professor, Accounting (2001) – Lebanon Valley College, B.S., 1983, M.B.A., 1992; University of Toledo, Ph.D., 1998

Mary Catherine Harper, Assistant Professor, English (1999) – Montana State University, B.A., 1986; Bowling Green State University, Ph.D., 1992

Charles S. Hobgood, Professor, Social Work, Director of Student Retention and Freshman Experience, (1974) — Westminster College, B.A., 1966; University of Pittsburgh, M.S.W., 1968

Sandra S. Holland, Assistant Professor, Marketing, (1999) – University of Texas El Paso, B.B.A., 1981; M.B.A., 1982

Diane L. Kaiser, Co-Director of Teaching and Academic Growth Center (Students) (2000) – Michigan State University, B.A., 1970, M.A., 1992

Donald S. Knueve, Professor, Criminal Justice (1978) – St. Joseph's College, B.S., 1968, B.A., 1968; Xavier University, M.A., 1973; Bowling Green State University, Ph.D., 1990

Robert A. Kohl, Professor, Economics (1987) – University of Pittsburgh, B.A., 1969; Duquesne University, M.A., 1970; State University of New York, Buffalo, Ph.D., 1983

Robin S. Kratzer, Co-Director of Teaching and Academic Growth Center (Faculty & Staff) (2000) — Defiance College, B.S., 1980; Bowling Green State University, M.Ed. 1984

Robert W. Lyon, Jr., Assistant Professor, Health and Physical Education (2002) – Asbury College, B.A., 1980; The United States Sports Academy, M.S.S., 1993

Jo A. McCormick, Associate Professor, Developmental Education (1978) – Adrian College, B.A., 1971; Western Illinois University, M.A., 1972, M.S., 1978

Spiro Mavroidis, Assistant Professor, Biology (2002) – Cleveland State University, B.S., 1990; M.S., 1998

Suzanne L. McFarland, Professor, Education, Head of Teacher Education, and Coordinator of Master of Arts in Education Program (2000) – Millersville University, B.S. 1964; Temple University, M. Ed. 1967; Indiana University, Ed. D., 1976

Margaret M. Noble Mikula, *Kevin McCann Chair in the Humanities*, Professor, English (1971) – University of Detroit, B.A., 1965; University of Toledo, M.A., 1968, Ph.D., 1977

William A. O'Toole, Associate Professor, Business Administration (1977) – Indiana University, B.S., 1965; Bowling Green State University, M.B.A., 1976, C.M.A., 1980.

Melissa M. Bourque Philion, Assistant Professor, Microbiology and Director of the Carolyn M. Small Honors Program (1997) –

University of New Hampshire, B.S., 1993; Allegheny University, Ph.D., 1998

Marian Plant, Assistant Professor, Christian Education, *Schauffler Chair for Christian Education* (2002) – Defiance College, B.A.; The Methodist Theological School, M.D.; Northern Illinois University, Ph.D.

Lori J. Powell, Director of Social Work Program (2001) – Malone College, B.A., 1983; Jane Addams College of Social Work, University of Illinois at Chicago, M.S.W., 1988

David L. Reed, Associate Professor, Natural Sciences (1988) – Ohio State University, B.S., 1961; Michigan State University, M.A., 1965

Timothy E. Rickabaugh, Assistant Professor, Sport Science (1997) — Ohio Wesleyan University, B.A., 1983; Miami University, M.A., 1987; Syracuse University, Ph.D., 1996

Craig A. Rutter, Director of Service Learning (1983) – Bowling Green State University, B.S., 1975, M.Ed., 1978

Frank O. Sanders, Associate Professor, Psychology and Social Work (1980) — University of Michigan, B.A., 1969, M.A., 1971, M.S.W., 1973

Noreen M. Schaefer-Faix, Assistant Professor, Communication (1997) – Kent State University, BS.Ed., 1963; John Carroll University, M.A., 1968; Kent State University, Ph.D., 1994

Eric J. Schurter, Assistant Professor, Chemistry (1998) – University of Minnesota, B.S., 1985; University of Wisconsin, B.S., 1988; Purdue University, Ph.D., 1994

Barbara J. Sedlock, Associate Librarian for Technical Services, Associate Professor (1982) — Hiram College, B.A., 1980; University of Kentucky, M.S. in L.S., 1982

Steven J. Smith, Professor, Art (1981) — Bluffton College, B.A. 1974; Bowling Green State University, M.A., 1978, M.F.A. 1979

Steven Sondergaard, Associate Professor, Criminal Justice (1993) – Terra Technical College, A.A.S., 1978; Pfeiffer College, A.B., 1987; University of Dayton, J.D., 1990

Michael T. Soper, Professor, History (1986) – Rutgers University, B.A., 1965; University of Wisconsin, M.A., 1967, Ph.D., 1971

David Stuckey, Assistant Professor, Mathematics (2000) – Defiance College, B.S. 1986; Miami University, M.A., 1989

Mary Ann Studer, Instructor, Physical Science (1999) – University of Toledo, B.S., 1996; University of North Dakota, M.S., 1998

Mark A. Tener, Director of Athletic Training Education (2001) – Ashland University, B.S., 1986; Ohio University, M.S., 1987; Middle Tennessee State University, D.A., 2000

Kevin M. Tong, Assistant Professor, Sport Science and Head Athletic Trainer (1997) – Ohio University, B.S. 1995; Wagner College, M.S. Ed., 1997

Susan C. Wajert, Associate Professor, Business Administration and Coordinator of Master of Business and Organizational Leadership Program (2000) — Bowling Green State University, B.S.N., 1976; University of Toledo, M.B.A., 1986; The Union Institute, Ph.D. 1997

Jeffrey S. Weaner, Professor, Social Work (1977) – Defiance College, B.S., 1972; West Virginia University, M.S.W., 1976

Jeanne P. Williams, Assistant Professor, Communication (2002) – West Virginia University, B.S.; Marshall University, M.A.; Ohio State University, Ph.D.

Alesia Yakos-Brown, Assistant Professor, Social Work (2002) – Defiance College, B.S., 1986; Ohio State University, M.S., 1990

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