

# DEFIANCE COLLEGE

2009-2010 | GRADUATE CATALOG





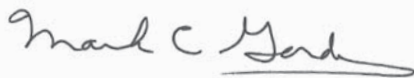
On behalf of the entire Defiance College community, I want to welcome you to Defiance College as we begin the 2009-10 academic year. This should be an exciting time for all of us, and I look forward to working with you as you pursue your graduate degree at the College.

Having been a graduate student and having taught in a graduate school, I am very excited about the opportunities that graduate study offers from the perspective both of intellectual development and career opportunities. I also know that graduate study can be challenging, especially when you balance its requirements with the other demands in your life.

We want your graduate experience to be one that helps put you on a path toward fulfilling your dreams. In that spirit I hope you will take advantage of the many opportunities that Defiance College offers you through coursework, co-curricular and extra-curricular activities, service and engagement. We are also blessed at DC with a faculty dedicated to working with you as individuals to make your graduate experience successful. Faculty, administrators, and staff enjoy getting to know you individually and helping you work through the challenges you face, so as problems or issues arise, please let us know. In addition, I do hope that you will enjoy the many benefits that can arise from interacting with our thoughtful and distinguished faculty both inside and outside the classroom.

Thank you for choosing to pursue your graduate studies at Defiance College. Please keep me posted on your progress and feel free to offer any suggestions or recommendations you might have to make the Defiance College experience even better.

Sincerely,

A handwritten signature in black ink that reads "Mark C. Gordon". The signature is written in a cursive style with a horizontal line underneath the name.

Mark C. Gordon, President

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## **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**

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

**ACCREDITATION**

Defiance College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (800-621-7440). All programs leading to teacher licensure are approved by the appropriate national professional association or the Ohio Board Regents. The MBA is accredited by the International Assembly for Collegiate Business 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 field 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 and 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 qualified students regardless of race, color, creed, sex, national or ethnic origin, sexual orientation, or disability.

#### **STUDENT RESPONSIBILITY**

Each student is held responsible for information in this catalog. Failure to read and understand these regulations will not excuse a student from their observance.



## **ADMISSIONS POLICIES**

### **APPLICATION PROCESS**

A candidate may apply for admission anytime during the calendar year. Candidates are urged to submit applications at least one month prior to the expected date of enrollment. Applications are accepted for fall, spring, or summer terms.

The Center for Adult and Graduate Programs (CAP) processes applications to the Master of Arts in Education, the Master of Arts in Education Coaching Concentration, the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure, the Master of Arts in Education Intervention Specialist Licensure, the Master of Arts in Education with proposed Ohio Reading Endorsement and the Master of Business Administration. Students who are seeking the Master of Arts in Education with the intent to pursue the Graduate Adolescent and Young Adult Licensure must also apply and be admitted through the Teacher Education Council. The CAP staff will process all applications for admission and submit applications to the respective admission committees for review and final approval. The committee may place conditions on the applicant's admission. Any student failing to meet one or more of the criteria may appeal to the Graduate Admissions Committee for an exception. The Committee may consult with the Academic Dean to determine whether the student will be admitted and establish conditions that may apply to the student's admission.

Admission to the Master of Arts in Education, the Master of Arts in Education Coaching Concentration, the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure, the Master of Arts in Education with Ohio Reading Endorsement and the Master of Business Administration is determined on the basis of demonstrated professionalism, intellectual capability for successful completion of the program, and potential for leadership. Applicants must meet additional requirements for the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure Program. See page 45 for more information.

The College reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students in order 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 the withdrawal of any student at any time, for reasons deemed sufficient, in order to most effectively protect the welfare of its students and the interests of the College.

### **ADMISSION DECISION**

The appropriate Graduate Admission Committee reviews each candidate's admissions file. Careful consideration is given to college transcripts signifying a baccalaureate degree, letters of recommendation, test scores (if applicable), goal statements, and the ability to benefit from and contribute to the opportunities offered at the College.

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

1. Full Admission in Good Standing
2. Conditional Admission
3. Denied Admission

### **FULL ADMISSION IN GOOD STANDING**

Applicants with a bachelor's degree must submit all official documentation and meet minimum admission criteria to be granted full admission. If an applicant is in the process of completing an undergraduate degree and meets the minimum admission criteria, full admission will be granted contingent upon successful completion of all degree requirements and receipt of final official transcripts.

### **CONDITIONAL ADMISSION**

Applicants may be granted a one semester conditional acceptance based on review of their application materials. All official transcripts, application, at least one letter of recommendation, the goal statement, and test scores (if applicable) must be submitted before conditional admission will be granted. Applicants may be granted conditional status if no more than one of the following conditions exists:

- ◆ one recommendation is missing;
- ◆ the undergraduate GPA is between a 2.40 and 2.50 or GPA during junior and senior years is between 2.65 and 2.75;
- ◆ the GRE, GMAT, or Miller Analogies score is lower than the 50th percentile;
- ◆ the applicant's writing skills, as evidenced by the goal statement, warrant intervention; or
- ◆ the goal statement does not clearly establish why the applicant wants to pursue graduate study in the chosen field.

The coordinator of the respective graduate program will meet with the applicant who is given conditional admission to explain the conditions of that admission and to set up any required interventions. Students under this category may take no more than six semester hours of graduate credit. The student must receive a grade of "B" or greater in each course for the six semester hours of graduate course work. No other course work may be taken until the student is removed from conditional status.

**DENIED ADMISSION**

Applicants who fail to meet one or more of the criteria may be denied admission. An applicant denied admission may appeal such a decision in writing to the Academic Dean, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic success.

**NON-DEGREE ADMISSION**

Students who do not wish to enroll in the graduate program but wish to take courses for credit will be permitted to do so provided they hold a bachelor's degree or higher from an accredited institution, complete an application indicating non-degree seeking status, and submit unofficial college transcripts. Students who have not obtained a graduate degree may only complete nine hours of graduate credit at the non-degree seeking level. A student who wishes to transfer from non-degree admission status to degree seeking status will be allowed to apply up to nine semester hours of graduate credit toward the master's degree.

Students who have completed their master's degree from an accredited institution may enroll in unlimited courses in the non-degree status provided copies of their graduate transcripts are on file with the Registrar's Office.

**TRANSIENT STUDENT ADMISSION**

A student, who is enrolled in another recognized accredited institution and wishes to take a course from Defiance College, is required to submit a statement of approval from the student's home institution. An additional fee of \$25 per semester is required and includes the cost of sending a Defiance College transcript to the student's home institution.

**TIME LIMITATIONS**

All work for the master's degree, including credits accepted by transfer, must be completed within a period of six calendar years. Failure to complete the program in six calendar years will result in removal from the program. Students who wish to return must reapply and may be required to take additional coursework. Credit for courses taken outside of this time frame will not be accepted. A graduate student who wishes to extend his/her program must submit a written petition to the Program Coordinator before the end of the six-year time limit. Decisions will be made by the Graduate Studies Committee based on the recommendation of the Program Coordinator. The request should indicate the reasons for the extension and a proposed timeline of completing the degree taking no more than one additional academic year.

## **INTERNATIONAL GRADUATE STUDENTS**

### **Admission and Payment Process for Application/Credential Deadlines**

Fall (August) Semester	June 1
Spring (January) Semester	November 1
Summer (May) Session	March 1

Applications and all supporting credentials must be submitted by these dates. Only complete applications will be reviewed for admission to the college. All academic records and supporting documents must be official. If only one original is available, a copy attested to or certified by the institution may be submitted. A certified, literal English translation must accompany the official document if the documents are not in English.

### **GRADUATE ADMISSION REQUIREMENTS**

To be eligible for graduate study at Defiance College, graduate applicants must satisfy the following requirements:

1. Have earned a degree that is equivalent to the American bachelor's degree. For example, some bachelor's degrees are based on three-year programs and are not considered equivalent to the U.S. bachelor's degree. Completion of upper secondary or high school education is not equivalent to a U.S. bachelor's degree.
2. Have earned a minimum of a 3.0 GPA (on a U.S. 4.0 scale) or comparable grade point average in upper division (junior and senior level) work and in any graduate work already completed.
3. Have an undergraduate GPA during the junior and senior years of 2.75 or above on a 4.0 scale or take or submit scores no older than five years on the Graduate Record Exam (GRE), Graduate Management Admission Test (GMAT), Miller Analogies Test (MAT) and at or above the 50th percentile. Students who score less than the 50th percentile on the GRE may be admitted under the criteria for conditional admission.
4. Have completed adequate subject preparation and all prerequisites for your proposed graduate major.

5. Demonstrate proficiency in English. If English is not a student's first language, or if English is not the official language spoken in his/her country, the student must submit results of the Test of English as a Foreign Language (TOEFL). The minimum score on the TOEFL is 550 on the paper based test or 213 on the computer based test.

#### **APPLYING FOR ADMISSION**

##### **Required:**

- ◆ Complete application on-line at [www.defiance.edu](http://www.defiance.edu) or complete and mail to Center for Adult and Graduate Programs, 701 North Clinton St., Defiance, OH 43512 USA.
- ◆ \$25 application fee (waived if applying online).
- ◆ Provide evidence of English language proficiency TOEFL ([www.toefl.org](http://www.toefl.org)) if applicable.
- ◆ Submit all academic records – certified copies of official documents plus English translations, if applicable (this includes secondary school records).
- ◆ Submit a goal statement outlining the purpose for pursuing the Master of Business Administration degree or the Master of Arts in Education degree. This statement should be at least two typed, double-spaced pages, and represent the applicant's best writing skills.
- ◆ Submit two letters of recommendation including one from an immediate supervisor:
  - One letter must attest to academic competence.
  - One letter must attest to a student's ability to work with others and demonstrate appropriate interpersonal and social skills.
- ◆ Submit GMAT, GRE, or Miller Analogies scores taken within the last five years if undergraduate GPA is less than 2.75 (on a 4.0 scale) during junior and senior years.
- ◆ Submit documentation that sufficient financial resources are available from family or outside sources for the period of study at Defiance College.

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- ◆ A \$500 deposit is required after acceptance is granted. The deposit is applied to tuition and fees and is due prior to sending the I-20.

**FINANCIAL RESPONSIBILITY**

All Graduate International Students must complete the Certification of Financial Responsibility form, which is included with all Graduate International Student admission applications. All applicants must pay (in U.S. dollars) in full, tuition and room and board prior to the start of classes. A form I-20 (for assurance of the F-1 visa) cannot be issued to the applicant until the applicant is admitted to the College and has completed this form to the College’s satisfaction. The College requires the applicant to certify that he/she will have the estimated sum to cover the expense for every year of study at the College exclusive of travel expenses.

The applicant must document support (in U.S. dollars) equal to or greater than the amounts indicated below. These figures are the estimated costs per calendar year (12 months) and are subject to increase without notice. The total amount below must be paid in full prior to starting classes. Remittance to Defiance College can be made by money order, cashier’s check, or wired funds and must be received by the following dates: August 1 for fall admission, December 1 for spring admission, or May 1 for summer admission.

Fall 2009 – Summer 2010	
Tuition	\$14,400 per year (for 36 hours)
Fees	\$ 400 per year
Room and Board	\$11,625 per year
Student Health Insurance (required)	\$ 590 per year
<b>TOTAL</b>	<b>\$27,015 per year</b>

(The total amount below is the student’s responsibility.)

Books and Supplies (estimated)	\$ 1,600 per year
Personal and transportation:	Amount will vary depending on personal need and home country.

In computing expenses, bear in mind those students holding Student (F-1) or Exchange (J-1) visas are authorized to work only under limited circumstances. Therefore, the applicant should not look for employment as a means of support while at Defiance College. Under no circumstances are students permitted to work full-time during the academic year.

## **ACADEMIC POLICIES**

### **GRADUATE PROCESS SKILLS**

All graduate students must demonstrate and document mastery of a set of process skills. These are as follows:

- ◆ Know how to use library resources and indexes to find references for course projects;
- ◆ Know how to read and interpret original research studies to determine their foci and findings;
- ◆ Understand that the most credible and up-to-date information must be used for class papers and projects;
- ◆ Know how to write papers to synthesize information from multiple sources;
- ◆ Know how to write papers with appropriate topic sentences and paragraphs, transitions to and set ups for upcoming sections, summaries, and synthesis paragraphs;
- ◆ Understand and use the conventions of professional writing;
- ◆ Know about and use APA guidelines in all papers and projects with specific emphasis on headings, citations, quotes, and bibliographies;
- ◆ Know and be able to use productivity tools to prepare course materials and papers; and
- ◆ Know how to prepare and use presentation software to communicate ideas and present literature review findings and action research results.

### **ACADEMIC YEAR**

Defiance College operates on a semester calendar consisting of two 16-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, all Master of Arts in Education graduate foundation and program specific graduate courses are offered in the evenings. Undergraduate content courses are offered primarily during the day and some evenings for those pursuing the Master of Arts in Education with Adolescent and Young Adult Licensure. The Master of Business Administration and the PERC

(Professional Enrichment and Renewal Courses) programs have course offerings that coincide with the Weekend College program as well as some evenings. The courses are offered in an every-other-weekend format, eight class sessions per term. Classes are held on Thursday, 6:00 – 10:00 pm, Friday, 6:00 – 10:00 pm, and Saturday, 8:00 am – 12:00 pm and 1:00 – 5:00 pm.

The College offers a summer program from early May through mid-August, consisting of two six-week sessions, Weekend College, and several workshop sessions. Summer session courses consist of those offered during the regular academic year as well as many elective options. The summer session schedule is usually available in late December or early January.

### **CONFIDENTIALITY OF STUDENT RECORDS**

Defiance College will inform students annually of the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act, with which the institution intends to comply fully, was designed 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 FERPA Office concerning alleged failures by the institution to comply with the Act.

A student's academic record is considered confidential information. Without the student's expressed written permission, it is 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, class standing.  |
| Category II  | Previous institution(s) attended, majors, awards, honors (including Dean's list), degree(s) conferred and dates, degree candidacy, status (full or 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, photograph. |

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 FERPA.



### **ACADEMIC ADVISOR ASSIGNMENT**

All Master of Arts in Education students and Master of Business Administration students accepted will be assigned an academic advisor. This advisor will assist them in completing their degree planning. Students may choose a faculty member different from their academic advisor as their project advisor.

### **ACADEMIC INTEGRITY POLICY**

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

### **RESPONSIBILITIES OF MEMBERS OF THE DEFIANCE COMMUNITY**

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

It is important to note that, in the discovery and sanctioning of an incident of academic dishonesty, the intent of the graduate student will not be considered as a factor, so it is vital that the graduate student consult with faculty members about any potential issues before they arise. Graduate students also have an obligation to obtain and be familiar with the DC graduate catalog, the syllabus of each course in which they are enrolled, and the citation style American Psychological Association (APA).

### **ACADEMIC DISHONESTY**

The basic rule for academic honesty is that a graduate student's work should always be his or her own. Any misrepresentation in academic work, including plagiarism, is a form of academic dishonesty. Examples of dishonest academic practices include, but are not limited to, using unauthorized notes or material during an exam, exchanging information with another student during an exam (regardless of whether or not both students are aware of the exchange), falsifying data on which the student's conclusions are based, having another student take an exam in place of the student registered in the course, and submitting the same work in two different classes.

### **THE SPECIAL PROBLEM OF PLAGIARISM**

Plagiarism occurs whenever someone else's work is submitted or presented for a grade as if it were one's own. This occurs most often when original sources are not acknowledged or are cited improperly according to the APA publication manual. Plagiarism undermines the essential trust between graduate students and faculty members, deprives students of a sense of intellectual ownership, and undermines the basic learning process.

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

Examples of Plagiarism (a non-exclusive list):

- ◆ Using the exact words from a source, including cutting and pasting from a Web site, without BOTH quotation marks to indicate the extent of the material borrowed and a citation of the original source.
- ◆ Paraphrasing or summarizing ideas from a source without proper citation. Changing the words while maintaining the ideas from a source is a paraphrase that must be cited.
- ◆ Submitting for credit a work written or created by another, whether such work is written by a friend, a recognized scholar, or is downloaded from the internet.
- ◆ Quoting from an unacknowledged source during an oral presentation.
- ◆ Using data other than that produced by the student's own original research without proper citation of the source.
- ◆ Patching together a work using phrases and ideas borrowed from a number of different sources.
- ◆ Accepting assistance or collaborating with other students beyond what is explicitly permitted by the faculty member.

#### **REMEDICATION AND PENALTIES**

When a faculty member believes that an incidence of plagiarism or other academic dishonesty has occurred, he or she should discuss the matter with the graduate student(s) involved as soon as possible. A faculty member confronted with a suspected incident of academic dishonesty should consult with the appropriate master's program coordinator.

Once the faculty member is satisfied that an infraction of this policy has occurred, the sanction to be applied may range from remedial actions (such as requiring that an assignment be rewritten or a test retaken) to failure of the specific assignment or failure of an entire course. The sanction, with the exception of suspension or expulsion as described below, is left to the discretion of the faculty member, based on his or her judgment about the seriousness of the infraction. All sanctions for academic dishonesty, even those involving only remedial actions, must be reported to Academic Dean so that complete and accurate records may be kept. Such record keeping is vital to the goal of teaching every graduate student responsible scholarly practices.

Whenever a single student is the subject of multiple reports of academic dishonesty, or when a single infraction is, in the judgment of the faculty member, sufficiently serious to warrant referral to the Academic Dean for additional sanctions, the Dean may decide, at his or her discretion, to take further action in accord with this policy. Such serious or repeated academic dishonesty may result in suspension or dismissal from the College.

#### **REPORTING OF INFRACTIONS**

All instances of academic dishonesty will be reported to the Academic Dean using the form provided for that purpose. The Dean will maintain a record-keeping system in a file separate from the student's permanent academic record.

#### **APPEALS PROCESS**

A student has the right to appeal a finding that the student committed an act of academic dishonesty. Such a written appeal must be addressed to the Academic Dean within a reasonable period of time, but not later than thirty (30) days after the student becomes aware of the finding, unless, in the judgment of the Dean, specific circumstances warrant allowing a delayed appeal. The appeal will be heard by an appeals panel made up of the Academic Dean, the appropriate master's program coordinator, and two (2) faculty members who are current members of the Graduate Studies Committee and who are not from the same division as the reporting faculty member. In the instance when the reporting faculty member is the master's program coordinator, the chair of the Graduate Studies Committee will take the coordinator's place on the panel. Both the graduate student and the reporting faculty member have the right to be heard at this appeal. Separately they can present their previously submitted materials to the panel. After the presentations from the faculty member

and student, the appeals panel will deliberate and decide whether to accept or decline the appeal.

A hearing before an appeals panel must be held whenever the Academic Dean determines that the offense(s) committed or alleged may subject a graduate student to the possibility of a sanction at the level of suspension or expulsion.

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

#### **CONCLUSION**

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

The form on the next page is an example of what will be used to report any instances of academic dishonesty as well as documentation for record keeping.

Form for reporting graduate academic dishonesty

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

Student's Signature \_\_\_\_\_

*The student's signature acknowledges that this report has been received; it is not an admission of guilt.*

Course \_\_\_\_\_

Faculty Member \_\_\_\_\_

What type of violation of academic integrity has occurred? Please describe in detail.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What sanction(s) have you applied for this conduct?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are you requesting that the Dean consider further action, such as suspension or dismissal from the College?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Whenever possible, this form shall be accompanied by original documents and/or artifacts relating to the infraction.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APA (*American Psychological Association*) FORMAT**

All papers, projects, and presentations for classes are to be completed using APA writing style. Papers should be suitable for publication using formal language and correct grammar, punctuation, and spelling. Students are encouraged to invest in an APA manual during their first course and to thoroughly study the acceptable options for conducting research and conveying information. All written assignments must be reflective of professional work and supported by rational thinking, appropriate literature, and reason.

**USE OF HUMAN SUBJECTS FOR RESEARCH**

Graduate students shall work with the professor supervising their research to ensure compliance with human subjects research protocols as outlined in the Faculty Handbook.

The use of human subjects for any type of research project presents ethical and legal considerations. It is the responsibility of the investigator to protect the health, safety, anonymity, and dignity of all participants. For researchers doing action research in their own classrooms or places of employment using variations in instructional methods or procedures, parent/employer permission is not needed. However, parents/employers should be notified in advance that there is a project being conducted and that the results will be written up as the capstone experience in a master's degree. Parents/employers should be given the opportunity to receive a summary of the findings.

In situations where children (under 18 years of age) in classrooms, schools, or businesses are asked to participate in the study, parental permission must be granted before the child may participate. For participants over 18 years of age, a consent letter should be signed. Each completed project must have verification that permission was granted to use human subjects or that parents/employers were notified that the change or monitoring of classroom/business procedures would be written up in a master's project. The American Psychological Association has guidelines to direct the practice.

**GRADUATE CAPSTONE HANDBOOK**

Each student enrolled in a graduate program will receive the appropriate graduate capstone handbook. This handbook will be available to the Master of Arts in Education, the Master of Arts in Education Coaching Concentration, the Master of Arts in Education with proposed Ohio Reading Endorsement, and the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure students while enrolled in ED510 Inquiry Methodology.

## **INDEPENDENT STUDY GUIDELINES**

Independent studies for required core courses in the Master of Business Administration Program only:

- ◆ One required core course for the master's degree may be taken through independent study.
- ◆ The professor who regularly and routinely teaches the course needs to be the professor of record for the independent study unless approved by the appropriate parties.
- ◆ A course may not be taken as an independent study during the academic term in which it is offered.
- ◆ The student must justify why he/she did not or cannot take the course during its regularly scheduled term.
- ◆ The content and assignments are to be consistent with those required of other students.
- ◆ The program coordinator and the academic dean must approve the course.

*Independent Studies for elective courses in the Master of Arts in Education Program only:*

- ◆ The course allows students to extend their knowledge or skill base in areas of interest.
- ◆ The course needs to be completed with a professor who has expertise in the area of study.
- ◆ A proposal must be submitted with an outline of those topics to be studied, a description of the final product upon which a grade will be based, and a timeline indicating the length of study and the number of meetings to be held between the student and professor.
- ◆ The appropriate program coordinator and the academic dean must approve the course.

### **UNDERGRADUATE STUDENTS IN A GRADUATE COURSE**

Undergraduate students may take up to and including nine semester hours of graduate credit if they have successfully completed 90 or more hours of undergraduate coursework with a minimum GPA of 2.75. Classes can be taken as follows:

Graduate courses taken by undergraduate students above the 120 credit hours required for the baccalaureate degree may count for graduate credit.

Undergraduate students majoring in Accounting (CPA track) may take Master of Business Administration (MBA) graduate courses for graduate credit if they meet the previously stated requirements, meet the course prerequisites, and space is available. Students must get the approval of the MBA coordinator to take graduate classes. Once the undergraduate program is completed, students may apply for full admission to the MBA program. If an undergraduate student fails to register for a minimum of 12 credit hours of undergraduate courses, he/she may be ineligible for financial aid /scholarship.

### **GRADING SYSTEM**

To continue in good standing, a student must maintain a 3.0 minimum grade point average. Courses will be graded in the traditional manner:

A, A-	High quality graduate work
B+, B	Quality graduate work
B-, C+, C	Below expected graduate work, but acceptable
F	Failing work
P	Passing work ("B" grade or higher)
I	Incomplete (an "I" not made up by the end of the next regular semester becomes an "F")
W	Withdrawal
WF	Withdrawal Failing (counts as an "F" in grade point average)
AW	Administrative Withdrawal
IP	In Progress: will only apply to ED549, ED590, ED599, BA590, BA 591 or CJ590 when research extends beyond one semester, but within one calendar year from the initial course start date.

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)	
F (0)	WF (0)	AW (0)



## **GRADUATION REQUIREMENTS**

In order to graduate and receive a masters degree, the graduate student my complete all required and elective courses with a grade of “C” or higher. In addition, the graduate student’s overall GPA must at least a 3.0 on a 4.0 scale.

## **WITHDRAWING FROM COURSES**

To withdraw from a course, students must complete and file a course withdrawal form no later than the deadline indicated on the academic calendar.

If withdrawal takes place prior to the withdrawal deadline, the course is entered on the student’s permanent record with a grade of ‘W’. Students who fail to complete the withdrawal procedure for any course in which they are registered will receive a grade of ‘WF.’ \*Notifying the instructor and/or failing to attend a course does not constitute withdrawal.

Withdrawal from a course after the withdrawal deadline is permitted only under extraordinary circumstances (medical, personal, or employment exigencies). The withdrawal form must explain the nature of the exigency and be accompanied by a letter from the course instructor verifying that the student is passing the class. The withdrawal form and signed letter must be submitted to the respective program coordinators for final approval and determination of grade. Information concerning changes in a student account associated with withdrawals may be found under WITHDRAWAL in the TUITION AND FEES section.

## **ACADEMIC PROBATION AND SUSPENSION**

Students whose cumulative grade point average falls below 3.0 are placed on academic probation and granted one year from the date of the initial probation to achieve the required 3.0 average. Students on academic probation may not enroll in BA590, CJ590, ED510, ED560 and ED590, submit or present the master’s project, or take the comprehensive examination. If a student is on academic probation, he/she must develop a plan of action to raise his/her GPA with the appropriate program coordinator. A plan of action may result in a student taking additional credit hours beyond the programs credit hour requirement. The student is encouraged to use the “academic second chance” option to improve the cumulative grade point average. If the student’s GPA remains under a 3.00 after one year of academic probation, the student will be suspended for one semester.

Any student who wishes to return following a suspension shall submit a letter to the appropriate program coordinator requesting re-enrollment to the program along with a completed re-enrollment form.

Any student who fails to meet the above criteria after one semester following suspension will be dismissed from the program.

Students whose cumulative grade point average falls below a 2.00 are subject to dismissal.

## **ACADEMIC SECOND CHANCE**

Students who have received a grade of a “C” 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 two courses during the student’s academic career at the college. An academic second chance petition must be completed and approved by the appropriate graduate program coordinator prior to the student’s enrollment in the course that is repeated. An academic second chance petition must be filed in the Registrar’s Office in order to have the original grade removed from the record.

## **APPEALS AND GRIEVANCES**

### **ACADEMIC COURSE-RELATED**

Grievances of an academic nature will be appealed by following the steps below.

- Step 1: The student will talk to the professor to resolve the grievance or concern within two weeks of the disputed occurrence.
- Step 2: If the grievance or concern has not been resolved, the student may appeal to the respective graduate program coordinator within four weeks of the disputed occurrence.
- Step 3: If the grievance or concern remains unresolved, the student must submit a formal letter of appeal to the Graduate Studies Committee for consideration and action will be taken at the next regularly scheduled meeting.

### **GRADUATE POLICY-RELATED**

Appeals to graduate handbook policies shall be appealed by the following steps.

- Step 1: The student may submit a formal letter of appeal to the respective graduate program coordinator.
- Step 2: If the appeal remains unresolved, the student may submit a formal appeal to the Graduate Studies Committee for consideration and action at the next regularly scheduled meeting.

## **TRANSFER OF CREDIT**

Credits transferred for application toward the master's degree are subject to the following conditions:

- ◆ No more than nine semester hour credits may be transferred.
- ◆ The credits transferred must not have been used to fulfill requirements for an undergraduate degree.
- ◆ The graduate institution granting the credit must be regionally accredited for graduate study.
- ◆ The credits must have been earned within six years from the time of application for graduation. Only the Graduate Studies Committee through written petition to the appropriate graduate program coordinator considers exceptions.
- ◆ Only grades of "B" and above are considered for transfer. Grades of "B-" or below are not considered for transfer. Transfer grades are not used to determine a student's GPA at Defiance College.
- ◆ Graduate credit considered for transfer must have been taught by the hosting institution, not third party using that institution's name, facilities, or resources.
- ◆ The credits must be compatible with the student's educational program, either as required foundational Defiance College courses or as appropriate electives. Enrolled graduate students must have approval from the appropriate graduate program coordinator before enrolling in another institution's course with the intent of transferring credit to Defiance College. The appropriate graduate program coordinator must sign a transfer credit application form. Upon completion of the course, the student must request the institution granting credit to forward an official transcript to Defiance College, Registration Center, 701 North Clinton Street, Defiance, OH 43512.

## **TUITION AND FEES**

### Tuition and Fees (2009-2010 Academic Year)

- ◆ Tuition for all graduate courses per credit hour - \$400
- ◆ Tuition for Master of Arts in Education Graduate Adolescent and Young Adult Licensure program (includes undergraduate and graduate courses) - \$400
- ◆ Tuition for Master of Business Administration prerequisite courses- \$400
- ◆ PERC (Professional Enrichment and Renewal Courses)
  - Tuition for one credit hour pass/fail grade - \$400
  - Tuition for one credit hour as a letter grade (with academic product produced) - \$400
- ◆ Technology fees
  - Fall and spring semester - \$25
  - Summer - \$15 per term or workshop
- ◆ Student teaching fee - \$210
- ◆ Late registration fee - \$100
- ◆ Transcript fee - \$5
- ◆ Withdrawal fee (from all courses for semester) - \$25 for part-time students (1-11 credit hours)
- ◆ Graduation fee (academic regalia rental) - to be announced
- ◆ Research Project binding fees
  - One bound hard copy of the project will be printed, bound and placed in the College archives free of charge
  - One electronic copy will be placed on Ohio Link
  - Additional bound copies are optional and available upon request - \$18

The 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.

All tuition and fees are due on or before the first class meeting. Tuition and fees are subject to change without notice with approval of the Board of Trustees. Such changes take precedence over printed matter.

### **PAYMENT OF ACCOUNT**

To be considered “registered,” students must complete and submit the following items to the Business Office by August 1st (for fall), December 1st (for spring), or May 1 (for first seven week courses and weekend college only).

- ◆ One copy of the billing statement signed by the student, along with payment in full or approved payment arrangement (e.g. DC Monthly Payment Plan),

- ◆ Financial aid verification documents, if requested by the Financial Aid office.

Students not completing the registration payment process by the due date may be assessed late fees.

#### **DC MONTHLY PAYMENT PLAN**

The College offers a monthly payment plan. Students may choose to pay their college expenses through monthly installments. There is a \$30 non-refundable participation fee per term. Payments are due by the first of each month. If payment is not received by the due date, a \$20 per month late fee may be assessed. It is the student's responsibility to inform the Business Office of any adjustments to their account that would alter their payments. It is the student's responsibility to know the payment due dates and to make the payments on time. Students may not pay the following through the plan: library fines, bookstore charges, or miscellaneous charges.

#### **TUITION REIMBURSEMENT**

Tuition reimbursement may be available to students through their place of employment. It is the student's responsibility to check with the appropriate benefits office at their place of employment for further information. It is the student's responsibility to ensure that the College receives a copy of the tuition reimbursement policy.

#### **DEFERRED PAYMENT OPTION**

Defiance College's Deferred Payment Option (DPO) provides an opportunity for students who receive tuition reimbursement to defer a portion or the entire amount of tuition until the end of each term. The DPO is permitted for employer-approved courses only and does not allow for deferral of books, fees, or other supply expenses. The DPO is limited to those students in good academic and financial standing as defined by the College's undergraduate and graduate catalogs. All paperwork for the DPO is required by the College's published due dates of Aug. 1, Dec. 1, and May 1. Paperwork submitted after the due date may not be considered for eligibility.

To participate in the DPO, students are required to submit an application for consideration as well as documentation verifying the tuition reimbursement policy through their employer.

The portion of tuition not covered through the employer reimbursement policy is the student's responsibility. Students with a balance remaining after employer tuition reimbursement may participate in the College's payment plan. Students must be continuously enrolled to participate in 100% deferment.

## **WITHDRAWAL**

Upon completion of the withdrawal procedure, tuition will be calculated based on the 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.

Tuition charges will be based on the percentage of days enrolled up to 60% of the term. After the 60% date, tuition will be charged in full.

Health insurance, fees and fines are non-refundable.

In the case of an unofficial withdrawal, 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.

The student may also be responsible for any library fines. A withdrawal fee of \$25 is assessed for withdrawing at anytime from the institution.

## **TRANSCRIPT REQUESTS**

Students must submit transcript requests in writing to the Registrar's office.

Transcripts are \$5 each and may take seven to ten days to issue. Only transcripts carrying the College seal are considered "official." Transcripts issued to the student for personal use will be marked 'Issued to Student.' Students currently enrolled can print their unofficial transcript by using the web interface.

## **FINANCIAL AID INFORMATION**

Upon applying to Defiance College, students who enroll in six credit hours of master's courses may also apply for financial aid. Students are required to complete the Free Application for Federal Student Aid (FAFSA) form in order to be considered for financial aid.

Undergraduate students considering taking graduate courses must be enrolled in 12 credit hours at the undergraduate level or risk jeopardizing financial assistance. For more information, refer to the "Undergraduate Students in a Graduate Course" section. Credits exceeding 17 hours will be charged per credit hour.

Federal Stafford Loans are available to students in the Master's program. The loans are divided into two categories as follows:

**Subsidized:** A loan guaranteed by the federal government that is based on need. The government pays the interest as long as the student is enrolled in six or more credit hours each semester. Repayment begins six months after the student ceases to be enrolled in at least six credit hours.

***Unsubsidized:*** A loan guaranteed by the federal government that is not based on need. Students are responsible for the interest charges while attending school. Deferring the interest is an option. The lender provides repayment, interest, and deferment details.

Students may qualify for one or both of the Federal Stafford Loans. Repayment begins six months after the student ceases to be enrolled in six or more credit hours. Interest rates vary every year.

**DEFIANCE COLLEGE GRANT**

The Defiance College Grant is a need-based grant that may be awarded to Graduate/ Adolescent Young Adult (AYA)/Second Bachelor Degree students for fall and spring semester only. Students must be enrolled for 12 credit hours each semester and will be charged per credit hour. To be considered for the Defiance College Grant, students must complete the FAFSA. The calculated Expected Family Contribution (EFC) from the FAFSA results will determine the Defiance College Grant eligibility. Grant amounts will vary.

**RENEWAL OF FINANCIAL AID**

Financial aid is awarded with the understanding that it may be renewed from year to year. Renewal of aid is dependent upon continuing financial need, academic performance, and availability of funds. Change in income, assets, household, and cumulative grade point average may affect renewal of aid. All students who desire renewal of financial aid for the next year must reapply by submitting the FAFSA by March 1 of each year. Some types of financial aid will not be renewed if the FAFSA is not completed.

## **GRADUATE COMMITTEES**

### **GRADUATE ADMISSION COMMITTEE**

The Graduate Admission Committee determines the acceptance of each applicant to his or her respective graduate program. The committee consists of the coordinator of the respective graduate program, the Assistant Dean for the Center for Adult and Graduate Programs, and the designated division member from the Graduate Studies Committee.

### **GRADUATE STUDIES COMMITTEE**

The Graduate studies Committee is responsible for decisions regarding major graduate curricular matters and educational standards. The committee serves as a forum for discussion of graduate academic philosophy and policy. The Graduate Studies Committee is responsible for deciding policy for appeal of grades in graduate courses or for exceptions to degree requirements.

With regard to graduate curricular matters, the committee considers course additions, course deletions, major modifications in existing courses (e.g. number of credit hours), curricular revisions, curriculum deletions, proposed curriculum, periodic review of curriculum, and assessment of programs. Changes which require committee and faculty approval are those which; (a) establish or abolish graduation requirements; or (b) establish or abolish programs. Other duties of the committee include review and development of graduate admission standards.

Members of the committee include faculty with terminal degrees or who can teach in the graduate programs; elected divisional representatives, with one from each division serving three-year terms; the Academic Dean; the Assistant Dean for Adult and Graduate Programs; and coordinators of the Graduate Programs.

### **THE CENTER FOR ADULT AND GRADUATE PROGRAMS ADVISORY COMMITTEE**

The Center for Adult and Graduate Programs Advisory Committee is comprised of the Assistant Academic Dean of the Center for Adult and Graduate Programs, the Master of Business Administration Coordinator, MBA/CJ advisor, the Assistant Director of the Center for the Adult and Graduate Programs, current adult, Weekend College, and MBOL/MBA program students, the student liaison coordinator, program alumni, and members of the local business communities. The purpose of this committee is as follows:

- ◆ To act as a “sounding board” for ideas regarding potential program changes and growth;
- ◆ To provide feedback to the College regarding CAP programs and services; and



- ◆ To communicate information about the trends, directions, and technologies of the workplace.

## **STUDENT LIFE AND SERVICES**

### **CAREER DEVELOPMENT**

The Office of Career Development is a career counseling and resource center that encourages students and alumni to be active participants in discovering career possibilities as they relate to individual interests, values, talents, and work-life goals. Wherever you are in the career planning process, Career Development can help. Services include career advising, proficiency testing, resume and cover letter writing assistance, job search strategies, on-line job board at College Central Network, interview preparation, and access to a variety of job fairs. The office is located in Hubbard Hall.

### **CENTER FOR ADULT AND GRADUATE PROGRAMS (CAP)**

The Center for Adult and Graduate Programs provides services to adult and graduate students on campus. This includes students in the Master of Business Administration, the Master of Arts in Education, the Master of Arts in Education Coaching Concentration, the Master of Arts in Education with Ohio Reading Endorsement, and the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure programs. The Center for Adult and Graduate Programs is located in Defiance Hall, office 104.

Services that are provided include:

- ◆ Extended office hours
- ◆ Scheduling for classes and payment of fees
- ◆ New student orientation
- ◆ Bi-weekly electronic newsletter “The Buzz”
- ◆ Student identification cards and computer access information
- ◆ Student liaison program
- ◆ Social events
- ◆ Information/Referral for all campus needs

### **ACADEMIC SUPPORT SERVICES**

The Academic Resource Center (ARC), located in the Pilgrim Library, provides a variety of services to help students reach their academic goals. The mission of the Academic Resource Center is to help all students succeed academically at Defiance College. Learning is an on-going process, and our goal is to help students develop skills and strategies along the way. We seek to offer support, guidance, and services to assist all clients according to their needs. Free tutoring and writing services are available to students in most disciplines. We provide a full complement of support services to strengthen academic skills and our staff, which has been recommended by faculty members, has a strong understanding of the content material and is committed to helping students succeed. Both individual and group tutoring opportunities are provided. Students should contact the Center whenever they desire the need for additional academic support.

## **LIBRARY RESOURCES**

The Pilgrim Library provides access to online and print resources in support of graduate level learning and research. The library's website can be accessed by going to <http://library.defiance.edu/>. This website provides links to the Defiance Catalog, over 100 research databases, and thousands of online full-text articles and books. The Defiance College ID is used to borrow items and to access online resources off-campus. Research assistance is available whenever the library is open. Defiance College is a member of the Ohio Private Academic Libraries and OhioLINK consortia.

## **COMPUTER POLICY AND LABS**

Information systems at Defiance College (including computers, computer accounts, printers, networks, software, electronic mail, and internet access) 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 computer resources, including the issuing of accounts, must be approved through the Computer Services Office.

Computer labs are available for students. The computer laboratories are located in Serrick Campus Center Rooms 216 and 208, the Pilgrim Library, and Hubbard Hall. Students must obtain network access before using these facilities. Please contact the Registration Center or the Center for Adult and Graduate Programs to obtain access.

## **ACCESS TO WEB INTERFACE/ONESTOP**

All currently enrolled students at Defiance College have access to a web interface that permits students to view their current schedule, transcript, and most recent grade report card, and review their degree audit. This interface is available at [www.defiance.edu/onestop](http://www.defiance.edu/onestop). Access is granted using your campus computer password information. For further information regarding this interface, please contact the Registration Center or the Center for Adult and Graduate Programs.

## **WIRELESS NETWORK LOCATIONS**

Select locations across the campus provide wireless network hotspots to allow students with notebook computers even more studying options.

## **COMMENCEMENT**

Recommended wording: A graduate student who has an approved plan of study with an expected completion date of August 31<sup>st</sup> may, upon demonstration of adequate progress, participate in commencement in May of that calendar year.

### **SEXUAL/GENDER HARASSMENT STATEMENT**

The college seeks to create and maintain an academic environment 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. Investigation of a complaint will be conducted by the Affirmative Action Officer or a combination of the above named individuals and will be undertaken immediately and conducted in an expeditious manner, assuring maximum confidentiality consistent with principles of due process and fundamental fairness as follows:

- ◆ The formal complaint must be in writing with sufficient specificity.
- ◆ A person bringing a complaint founded in good faith will suffer no retaliation.
- ◆ The person charged will be promptly notified and given an opportunity to respond.
- ◆ If a formal complaint is found to be valid, appropriate counseling may be made available to the offender and/or disciplinary action or dismissal consistent with the degree of seriousness of the sexual harassment or gender discrimination may be instituted.

## **MASTER OF ARTS IN EDUCATION PROGRAM**

### **GOALS**

The Master of Arts in Education program is designed to prepare educators for effective teaching and leadership in schools.

The theme of the program is educational leadership and effective teaching. The goal of the program is to prepare teacher-leaders who will:

- A. Model effective planning and delivery of instruction;
- B. Engage students in learning and accurately assess students' performance;
- C. Commit to continuous improvement through mentoring and coaching; and
- D. Demonstrate use of scientifically based practices and methods to solve classroom and school problems.

These goals are defined by the following five teacher dispositions:

- 1. Student Advocacy - The use of a proactive approach to analyzing and suggesting ethical and research-based alternatives to advance the academic, social, and personal needs of students.
- 2. Professionalism - Commitment to self-improvement through reflection, critical thinking, goal setting, modeling ethical behavior, and concern with the future of the profession and with furthering high teaching standards.
- 3. Inquiry - The use of questioning methods to advance thinking about teaching and learning beyond the opinion of others. Such teachers are intellectually active, reflective, and have a joy of learning and an active pursuit of truth.
- 4. Collaboration - Working as a partner with others to solve educational problems and planning to improve student learning.
- 5. Facilitator - Having the interpersonal, intellectual, motivational, and ethical skills to promote learning opportunities for ALL learners.

## ADMISSION PROCEDURES

Full Admission candidates for the Master of Arts in Education programs must meet the following criteria:

- ◆ Completion of the entire admission application form.
- ◆ Hold a baccalaureate degree from an accredited institution.
- ◆ Have a minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale.
- ◆ Hold or have held a valid teaching certificate/license or have requirement waived by the Graduate Admission Committee. Applicants who do not have teaching certificates/licenses or a background in education must interview with the Coordinator of the Master of Arts in Education program and one faculty member.
- ◆ Submit official transcripts of all college level work. For Defiance College graduates, a transcript will be obtained by the Center for Adult and Graduate Programs.
- ◆ Provide two letters of recommendation as follows (preferably one letter from the immediate supervisor):
  1. Must attest to the applicant's academic competence.
  2. Must attest to the applicant's ability to work with people and demonstrate appropriate interpersonal and social skills.
- ◆ Submit a goal statement outlining the purpose for pursuing the Master of Arts in Education Degree, the Sport Science track and/or the intent to pursue Graduate Adolescent and Young Adult Licensure program. These statements should be at least two typed, double spaced pages, and represent the applicant's best writing skills. Based on the assessment of the writing sample, the applicant may be asked to complete interventions as prescribed by the admission committee.
- ◆ Have an undergraduate GPA during the junior and senior years of 2.75 or above on a 4.0 scale or take or submit scores no older than five years on the Graduate Record Exam or Miller Analogies Test at or above the 50th percentile. Students who score less than the 50th percentile on the GRE or MAT may be admitted under the criteria for conditional admission.

- ◆ Submit a \$25 application fee. (Fee is waived for DC alumni or submitting an online application.)

### **GUIDELINES OF WRITING GOAL STATEMENT**

The purpose of the written goal statement is two-fold. First for each student to have an opportunity to align and explain their educational goals with courses in the Master of Arts in Education program by drawing on past educational and life experiences, explain their professional goals and how a masters degree from Defiance College can help achieve their goals; and second to demonstrate their level of professional writing and expertise. As you do so, indicate any past professional work experiences that are related to your future career goals.

### **GOAL STATEMENT SCORING RUBRIC**

Each goal statement will be scored on a scale of 1 to 5. A score of 5 will indicate the goal was fully met and a score of 1 will indicate the goal was not met.

- A. ***Masters-level goals, clarity of asserted goals, and organization of explanation*** The writing clearly asserts professional goals. Those goals are appropriate to master-level study. The writing is organized with well-placed transitions and “signal phrases” to lead the reader through the piece.
- B. ***Appropriate evidence and explanatory reasoning to support the asserted goals*** The writing includes plausible, well-reasoned support for the asserted professional goals. The writing includes appropriate evidence from past educational experiences, life experiences, and professional work experiences to support the asserted goals.
- C. ***Professional tone, precise diction, and audience awareness*** The writing exhibits the professional tone of baccalaureate-level discourse. This includes audience-based information, such as dates, names, and other background information unfamiliar to the reader. The diction/word usage is precise, showing understanding of semantic/meaning conventions.
- D. ***Competency with standard written English and sophisticated syntax*** The writing should feature standard grammatical forms, sound paragraphing, accurate spelling, and conventional punctuation. It should be virtually free of convention problems. The syntax/sentence constructions should include baccalaureate-level complexity with little or no awkward phrasing.

## **ORIENTATION**

All new students in the Master of Arts in Education program are required to attend Orientation. If you are unable to attend, you must request permission from the coordinator of the program to be excused and an option for learning about and completing required tasks must be developed.

## **COURSE SCHEDULING AND REGISTRATION**

The Master of Arts in Education courses are offered through evening, weekend, independent study, and summer classes. Course scheduling can be completed through the Registrar's Office or the Center for Adult and Graduate Programs. It is required that students meet with their academic advisor prior to scheduling. Those who fail to schedule and complete registration on the days indicated by the college calendar may be charged a late registration fee.

## **PLAN OF STUDY**

Before students register for classes but no later than the beginning of their second semester, they should meet with the Coordinator of the Master of Arts in Education program or an advisor (if assigned) to develop a Plan of Study to guide their course selections throughout their program. It is important that students plan their program to ensure that courses are completed in the correct sequence and within the appropriate time period including completion of the capstone experience.

## **MASTER OF ARTS IN EDUCATION PROGRAM AND CAPSTONE OPTIONS**

The curriculum includes the foundation core, electives, and a capstone experience. The core contains 21 semester hours of philosophy, educational psychology, instructional and curriculum study, and research methods. The electives range from six to nine semester hours in liberal arts or specialized professional education. The master's project or examination are the two capstone options.

All masters students must take 9 elective hours. Within the electives are liberal arts studies, special topics, and courses that are appropriate to the interests of the student or required by the masters "track" that the student has chosen. The liberal arts courses are designed to explore current thinking in science/mathematics, humanities, and social sciences. These courses encourage teachers to add breadth as well as depth to a content area. All students must elect one liberal arts studies course. Examples of special topics may include courses in testing and evaluation, reading, foundations, diagnosis and remediation, educational technology, etc.

Independent study permits students to investigate an area of interest beyond the level in existing courses. The student, with a supervising professor, establishes goals, methods, materials, and expectations of the investigations and evaluation. An outline of the intended study should accompany the independent study approval form. This course may not be used to develop a master's project.



The Master of Arts in Education degree may be earned by completing one of the following two capstone options:

Capstone Option A: Master's Project (a minimum of 30 semester hours of coursework plus three semester hours of project work)

Capstone Option B: Master's Comprehensive Examination (a minimum of 33 semester hours credit of course work including ED560 Foundation Seminar, plus successful completion of the examination)

### **CAPSTONE OPTION A – PROJECT**

The steps involved in completing a master's project include: proposal submission, proposal approval by the advisor and the Coordinator of the Master of Arts in Education program, research and analysis of findings, attendance at a bi-monthly research writing seminar, preliminary draft submission to advisor/committee, changes and corrections, final draft submission and approval by advisor/committee, project presentation, submission of two original error-free copies to the college, and payment of the research project binding fee.

### **PROJECT ADVISOR**

During ED 510 Inquiry Methodology, the student will be given the name(s) of faculty who have expertise in the area of the student's project. The student is responsible for contacting this person. A student and/or the project advisor may request the appointment of one additional faculty member to serve on a project committee. The Coordinator of the Master of Arts in Education Program must approve the committee membership as well as the project topic, timeline, and methods for the study.

### **APPROVAL OF PROJECT TOPIC**

The topic should arise out of the student's professional need to research an area of concern or interest. The formal petition for approval of the topic must clearly set forth the problem, the intended organization, and the methods of the project. The latest date that the project advisor and Coordinator of the Master of Arts in Education Program will approve the topic is one semester before the student expects to graduate. Master's projects are to be action research projects designed to investigate those things that improve instruction, learning, or professional practice.

### **PROJECT DRAFTS AND ABSTRACT**

A preliminary draft of the completed project should be submitted to the project advisor/committee by the time a student files the application for graduation. The final draft of the manuscript should be re-submitted to the advisor/committee

sufficiently prior to the date set for the final presentation to allow for a rigorous and careful reading of the manuscript by the advisor/committee and the Coordinator of the Master of Arts in Education Program. The Coordinator of the Master of Arts in Education Program should be consulted for this deadline.

The final manuscript must conform to APA Standards and the Master's Capstone Handbook. The manuscript is bound and placed in the Pilgrim Library. A research project binding fee of \$25 is charged at the time of enrollment in ED 590 Master's Project.

#### **PROJECT FINAL PRESENTATION**

Each candidate for the degree makes a formal oral presentation of the master's project and responds to questions from the advisor/committee and/or audience. These presentations are scheduled at the end of spring semester and just prior to the beginning of classes in August and in early December (if needed).

#### **CAPSTONE OPTION B – COMPREHENSIVE EXAMINATION**

Students selecting Option B must successfully complete 33 semester hours of approved credit. Of the 33 hours, 21 must be in the foundations core, nine hours in the elective area, and three hours in ED 560, the Foundation Seminar. Candidates must either have completed this course prior to taking the examination or be taking the course during the semester of the exam.

Candidates must pass a final written examination. During ED 510, students who choose the examination as the capstone experience should notify the Coordinator of the Masters of Arts in Education Program of their choice. Each exam will be designed to support the student's interests and area of professional practice. The exam will be a question/problem of some length, depth, and relevance, or a professional article to which the student will respond using the same categories of response as the problem-based exam and applying content from the foundational courses. The exam will be the student's written paper. The student's written paper must have the following characteristics.

- ◆ A length of not less than 20 double spaced pages
- ◆ A bibliography using APA standards for formatting
- ◆ Adequate and credible professional literature
- ◆ Inclusion of the following sections:
  - o Summary of the article or the literature if problem based
  - o Contrary or opposing opinions as found in professional literature

- o Action Research Plan
- o Student's response to and opinion of professional literature and/or article
- o Implications for the student's practice
- o Summary

#### **EXAMINATION ELIGIBILITY**

The examination may be taken when the student has achieved a minimum cumulative grade point average of 3.0 and has completed all course work in the foundations core. For students selecting Option B, the examination is a component of ED560 and completion or near completion of this course is required before the student takes the examination. Any student who fails the examination may take another examination. A student who fails the second examination may be dropped from the program.

#### **EXAMINATION PROCESS**

The entire examination process should be done within a calendar month. The student will pick up the exam on the designated Friday afternoon by 5:00 pm and will have ten business days and three weekends to complete the work. The student's response to the exam questions must be received by fax, as an attachment to an email, or through United States mail on the Monday following the third weekend.

Two faculty members will be designated to read the exam – one chosen by the student and one picked at random from the faculty who teach graduate courses. The faculty members have one week to read the exam and make the pass or fail decision. If one faculty member passes the student and one fails the student, the coordinator will read the exam and make the pass/fail determination. If the student passes, an interview will be scheduled and attended by the faculty who read the exam. The purpose of the interview is to determine the student's ability to articulate his/her findings and answer faculty questions to clarify and/or expand upon information contained in the writing. Upon completion of the interview, the attending faculty will designate pass or fail on a form designed for that purpose and pass on the recommendation to the coordinator.

## **GRADUATION REQUIREMENTS**

Candidates for the Master of Arts in Education degree must meet the following requirements for graduation:

- ◆ Successfully complete the 33 semester hour program including the final project or comprehensive examination with a minimum cumulative GPA of 3.0.
- ◆ Maintain a portfolio that will document mastery of the Graduate Process Skills (see page 12.) At the beginning of each master's foundation course, students will be given the process skills that will be addressed in that course, the assignments that will help them master those skills, and the documentation that is to become part of the portfolio. This documentation is to be kept in a three ring binder (portfolio) with the cover sheet (provided) in the front pocket. Professors in any graduate course may ask to see the portfolio, but it must be ready to be turned in during ED510.
- ◆ Meet degree requirements within a six-year period unless a petition for extension is approved and on file with the Coordinator of the Master of Arts in Education Program.
- ◆ Submit and successfully present the master's project (Options A) or successfully complete a comprehensive examination (Option B).
- ◆ File an application for graduation with the Registrar's Office or the Center for Adult and Graduate Programs.
- ◆ Submit a final reflection paper.

## MASTER OF ARTS IN EDUCATION CURRICULUM

### Foundations Core for All Students

Course Name	Credit Hours
ED501 Philosophy of Education and Educational Ethics	(3)
ED502 Advanced Educational Psychology	(3)
ED503 Teacher Leadership	(3)
ED504 Contemporary Instructional Perspectives	(3)
ED505 Instructional Strategies for Engaged Learning	(3)
ED510 Inquiry Methodology *	(3)
ED512 Developmental Reading and Writing in the Content Area	(3)

*\*This course should be taken one or two semesters before the project or exam is to be done.*

### Electives\*\*

Option A = 9 Hours      Option B = 9 Hours  
See program coordinator for elective options.

*\*\*Graduate students enrolled in a licensure or endorsement program or the coaching concentration will use the elective hours to fulfill program requirements.*

### Capstone Experience

Option A

ED590 Master's Project\* (3)

Option B

ED560 Foundations Seminar (3)  
Comprehensive Exam

**Total Hours: 33**

*\*Requires an approved proposal by the project advisor and the Coordinator of the Master of Arts in Education Program. Students with the intent to pursue Graduate Adolescent and Young Adult Teacher Licensure through graduate study must complete the project.*

## **MASTER OF ARTS IN EDUCATION COACHING CONCENTRATION**

Framed by the National Standards for Sport Coaches (NASPE 2006), this program provides advanced training for leaders in athletics. The orientation of the program is that coaches are foremost teachers. From this point of view, students examine the role of sport in schools, human performance from a developmentally appropriate perspective, contemporary research on coaching effectiveness, and sport psychology.

### **Foundations Core for All Students**

Course	Name	Credit Hours
ED501	Philosophy of Education and Educational Ethics	(3)
ED502	Advanced Educational Psychology	(3)
ED503	Teacher Leadership	(3)
ED504	Contemporary Instructional Perspectives	(3)
ED505	Instructional Strategies for Engaged Learners	(3)
ED510	Inquiry Methodology *	(3)
ED512	Developmental Reading and Writing in the Content Area	(3)

*\*This course should be taken one or two semesters before the project, thesis, or exam is to be done.*

### **Electives - 9 Hours Required**

Course	Name	Credit Hours
ED630	Sport Psychology	(3)
ED631	Critical issues in Schooling and Sport	(3)
ED632	Research on Coaching	(3)

### **Capstone Experience**

Option A		
ED590	Master's Project	(3)
Option B		
ED560	Foundations Seminar	(3)
	Comprehensive Exam	

**Total Hours: 33**

## **MASTER OF ARTS IN EDUCATION PROGRAM GRADUATE ADOLESCENT AND YOUNG ADULT LICENSURE**

### **INTRODUCTION**

The graduate licensure program, utilizing master's level education courses and undergraduate content courses, is designed for qualified candidates to obtain Adolescent and Young Adult Licensure (AYA) in Integrated Math, Integrated Language Arts, Integrated Social Studies, Life Science, or Life Science and Chemistry.

### **PROGRAM STRUCTURE**

Entry and progression through the program will be gained as follows:

The Registrar will evaluate the student's transcript against the content requirements for the Defiance College AYA licensure program as approved by the State of Ohio. All content requirements not met through the review of the transcript need to be completed at the undergraduate level. Persons who are interested in this program should see the Head of Teacher Education for a copy of the Graduate Teacher Education Handbook. The handbook contains important information and forms.

Once admitted to the Master of Arts in Education Program, students must apply for admission to Teacher Education in order to complete the Graduate Adolescent and Young Adult Licensure Program. The Teacher Education Council conducts the review after the student has done the following:

1. Completed ED 501, 502, 504, 505, and 512 with a 3.0 or above GPA.
2. Submitted an application for admission to the Teacher Education Program.
3. Completed all content requirements with a 2.75 GPA in those courses.
4. Passed the appropriate Praxis II content test(s) at or above the Ohio required minimum scores.
5. Written a goal statement articulating the reasons for pursuing teacher licensure through a graduate program.
6. Provided two letters of recommendation, one to attest to the academic competence of the applicant and the second to attest to the candidate's ability to work with people and to demonstrate appropriate interpersonal skills. (If appropriate, the student may use the letters that were used for admission to the Master of Arts in Education program.)
7. Provided a criminal record's check free from convictions that would negate obtaining an Ohio teaching license.

In addition to the required content core at the undergraduate level, students must also complete four additional graduate courses and 12 credit hours of student teaching at the undergraduate level. For students already employed as teachers, student teaching may be completed “on the job” as long as the teaching assignment is within the subject area(s) and grade levels covered by the license being sought.

There are a total of 30 credit hours required in graduate courses for licensure. These hours can be applied to the master’s degree. The total number of professional education credit hours (graduate, undergraduate, and student teaching) needed to satisfy the requirements for AYA licensure is 40 credit hours plus any required content requirements. This will vary by student.

**The following three courses are required for students in the Graduate AYA Licensure program:**

- ED511 Educational Technology
- ED514 Application of Theory and Practice to Educational Environments
- ED558 Education of Diverse and Exceptional Learners

**Also required is one course in content methods for the appropriate subject area.**

- ED552 Content Methods for Teaching Math in Grades 7 to 12
- ED553 Content Methods for Teaching Science in Grades 7 to 12
- ED554 Content Methods for Teaching Social Studies in Grades 7 to 12
- ED555 Content Methods for Teaching English and Language Arts in Grades 7 to 12



## **MASTER OF ARTS IN EDUCATION PROGRAM INTERVENTION SPECIALIST (Mild/Moderate) K-12 WITH EMPHASIS IN AUTISM**

### **Introduction**

The graduate intervention specialist licensure program, utilizing master's level education foundation courses and graduate special education content courses, is designed for qualified candidates to obtain an Intervention Specialist License (Mild/Moderate). This license is required for individuals interested in teaching youth and children with mild to moderate disabilities. The state of Ohio does not offer a license in Autism; however, the study of autism in relationship to teaching youth and children within the Autism Disorder Spectrum (ADS) will be integrated into all graduate level special education courses.

### **Admission Criteria:**

Full admission candidates for the Master of Arts in Education must meet the criteria listed on page 36 of the graduate catalogue in addition to holding an Ohio teaching license in Early Childhood, Middle Childhood, Adolescent and Young Adult, or Multi-Age education.

### **Reading Core**

Completion of the Ohio 12-Hour Reading Core is required for the Intervention Specialist License.

### **Capstone Requirement**

The steps involved in completing a master's project include proposal submission, proposal approval by the advisor and the Coordinator of the Master of Arts in Education program, research and analysis of findings, research writing seminar, preliminary draft submission to advisor/committee, changes and corrections, final draft submission and approval by advisor/committee, project presentation, submission of two original error-free copies to the college, and payment of the research project binding fee.

### **Course Sequence**

The course sequence was established to maximize candidate learning. Each required course proceeding ED601 in the intervention specialist licensure program must taken in a development sequence.

Each candidate completes ED601 Foundations, Philosophy, and History of Special Education as the first course in the sequence. The remaining required courses are completed in the following order: ED558, ED605, ED604, ED606, ED636, ED612, ED633, ED607, ED648, ED510, ED658, and ED590. ED658 and ED590 must be taken concurrently during the last semester of the program. Candidates must also complete ED502, ED503, and ED558. These three courses may be completed prior to completing ED601. It is preferred that the candidate follow the Plan of Study on next page.

**Master of Arts in Education with Mild/Moderate Intervention Specialist with  
Emphasis in Autism Plan of Study**

**Summer**

ED503 Teacher Leadership - Session 3 - 3 cr hrs

ED601 History and Philosophy of Special Education - Session 1 - 3 cr hrs

ED502 Advanced Educational Psychology - Session 2 - 3 cr hrs

ED558 Education of Exceptional and Diverse Learners - Session 2 - 3 cr hrs

**Total credit hours - 12**

**Fall**

ED512 Developmental Reading and Writing in the Content Areas (reading core) - 3  
cr hrs

ED604 Instructional Strategies: Adolescents with Mild/Moderate Disabilities (with  
30 hour field experience) - 3 cr hrs

ED606 Learning Environments and Social Interactions - 3 cr hrs

**Total Credit Hours - 6 - 9**

**Spring**

ED605 Instructional Strategies: Young Children with Mild/Moderate Disabilities  
(with 30 hour field experience) - 3 cr hrs

ED636 Reading and Emergent Literature (Reading Core) - 4 cr hrs

ED612 Communication, Reading, and Language (Reading Core required for all with  
20 hour field experience) - 3 cr hrs

**Total Credit Hours - 6 - 10**

**Summer**

ED633 Family and Community (20 hour field experience) - 3 cr hrs

ED607 Educational Assessment and Planning - 3 cr hrs

ED648 Phonics (Reading Core) - 2 cr hrs

ED510 Inquiry Methodology - 3 cr hrs

**Total Credit Hours - 9 - 12**

**Fall**

ED658 Practicum - 3 cr hrs

ED590 Project - 3 cr hrs

**Total Credit Hours - 6**

**MASTER OF ARTS IN EDUCATION WITH proposed OHIO READING ENDORSEMENT**

Approval for a Master degree with an option to complete courses for an Ohio Reading Endorsement license is being sought from the Ohio Board of Regents. The program will have 2 tracks, one for potential students who already have completed the Ohio 12 hour reading core and one track for those who have not completed the core.

**Foundations Core for All Students**

Course	Name	Credit Hours
ED501	Philosophy of Education and Educational Ethics	(3)
ED502	Advanced Educational Psychology	(3)
ED503	Teacher Leadership	(3)
ED504	Contemporary Instructional Perspectives	(3)
ED505	Instructional Strategies for Engaged Learners	(3)
ED510	Inquiry Methodology *	(3)
ED512	Developmental Reading and Writing in the Content Area**	(3)

*\*This course should be taken one or two semesters before the project, thesis, or exam is to be done.*

*\*\* This course also counts as one of the required reading core courses for students not having completed the Ohio Reading Core*

**Electives –**

**9 Hours Required For Those Without Reading Core**

Course	Name	Credit Hours
ED508	Phonics and the Structure of Language	(3)
ED512	Developmental Reading and Writing in the Content Area**	(3)
ED546	Reading Diagnosis and Remediation	(3)

**9 Hours Required for Reading Endorsement**

ED520	Theory and Research in Reading and Literacy	(3)
ED521	Assessment and Intervention in Teaching Reading	(3)
ED522	Clinical Practicum in Reading	(3)

**Capstone Experience**

Option A

ED590	Master’s Project	(3)
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Option B

ED560	Foundations Seminar	(3)
	Comprehensive Exam	

### **PROFESSIONAL ENRICHMENT AND RENEWAL CLASSES (PERC)**

The PERC series is a set of workshops that offer educators an efficient way to stay abreast of current trends and topics in education and to learn skills related to specific curricular or learning areas. Most of these workshops are scheduled as Friday night and all day Saturday events. Students can earn one graduate credit for each workshop. Up to three credit hours generated through these workshop options may be used to fulfill the elective requirements in the Masters of Arts in Education program. In order for a PERC class to fulfill elective hours for the Master of Arts in Education degree, the student must be graded for that class. These workshops may also be used for teacher licensure renewal.

## **MASTER OF BUSINESS ADMINISTRATION**

### **PROGRAM DESCRIPTION**

The MBA program at Defiance College assists students in their abilities to think critically and to react to and make changes in today's dynamic global business world. Course content focuses on each of the functional areas of business with the expectation that each course builds on another; course material from one course is transferrable to other courses. Students will realize that business functions do not happen in isolation but are interdependent. The MBA program at Defiance College is both integrated and interdisciplinary in nature. The focus of the program is to prepare leaders who will influence organizational operations at all levels: local, state, national and international.

At Defiance College, the MBA program will pull from the "culture of engagement" which uses an interdisciplinary approach of education. Students will not only experience and learn about business concepts; they will have courses from the liberal arts that include the following topics:

- Political, social, and ethical issues
- Communication
- Quantitative analysis
- Leadership

### **Goals**

The Master of Business Administration (MBA) degree seeks to provide graduates with a set of skills and abilities with broad applicability to the workplace. The entire program has been developed to create a curriculum where business and business-related subjects are taught under the assumption that the student's own workplace would become the laboratory where theory converts to practice. With this in mind, the overall objectives of the program are as follows:

- To acquire a knowledge base consisting of the basic business core areas (accounting, finance, management, economics, and marketing) coupled with broader course content more appropriate for today's leaders (communication, ethics, political and social issues, and the ability to think critically when making decisions)
- To apply in-class and outside learning concepts to the workplace as evidenced by assigned student projects (written papers and oral presentations)
- To communicate effectively both orally and in writing (individually and as a member of a team) as evidenced by written papers, projects, and presentations
- To effectively use the electronic media in communicating and submitting assignments to faculty and peers
- To concentrate in an area of expertise by selecting an area of concentration

### **Admission Procedures**

Candidates for full admission to the Master of Business Administration (MBA) program must meet the following criteria:

- ◆ Completion of the entire admission application form
- ◆ Hold a baccalaureate degree from an accredited institution in any field of study

- ◆ Have a minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale
- ◆ Submit official transcripts of all college level work. If you are a Defiance College graduate, a transcript will be obtained by the Center for Adult and Graduate Programs.
- ◆ Provide two letters of recommendation as follows (preferably one letter from the immediate supervisor):
  - Must attest to the applicant's academic competence
  - Must attest to the applicant's ability to work with people and demonstrate appropriate interpersonal and social skills
- ◆ Submit a goal statement outlining the reason for pursuing the Master of Business Administration degree. This statement should be at least two typed, double spaced pages, and represent the applicant's best writing skills.
- ◆ Submit scores within the last five years on the Graduate Management Admission Test (GMAT) or have an undergraduate GPA above 2.75 on a 4.0 scale during junior and senior years. Students who score less than the 50<sup>th</sup> percentile on the GMAT may be admitted under the criteria for conditional admission.
- ◆ Submit a \$25.00 application fee. (This fee is waived for Defiance College alumni).

#### **Prerequisites, Rationale and Guidelines**

It should be understood that prerequisites for the graduate degree, Master of Business Administration (MBA), are intended to provide a minimal common base of knowledge for the required courses in the graduate curriculum.

The common base of knowledge should include the following: basic computer skills with expertise in document production, spreadsheets, and presentation software, quantitative reasoning skills, microeconomics, basic accounting and financial management skills, and marketing. These prerequisites should be accomplished prior to enrolling in the required courses. Defiance College provides several alternatives to meeting the prerequisite requirements.

The Graduate Admission committee reviews the applicant file to determine what prerequisites have already been met by previous undergraduate or graduate course work. Many students will have had all or many of these topics earlier. The committee may also waive prerequisites based on interviewing the prospective student and evaluating work experience or non-credit training if it can be determined that there is equivalent content. If some prerequisite topics remain, the following additional options may be used:

1. Successful completion of basic computer skills in word processing, spreadsheets, and presentations or demonstrated proficiency in the college-designed examination
2. Successful completion of three semester hours of microeconomics
3. The college offers an accounting course that meets both the accounting and finance requirement.

4. The college offers courses specifically designed to meet the requirements for quantitative reasoning and marketing.
5. Individual undergraduate equivalent courses are available for all prerequisite topics: basic computer skills, accounting, microeconomics, quantitative reasoning, finance, and marketing.
6. National CLEP and DANTES tests are available for most topics. This is useful if one has some knowledge of the topic and time and discipline to prepare with some guidance.

Please note that these are alternatives. Even if a student needs all of the prerequisites, they can be completed in just five courses (items 1-4). Prerequisites should precede most graduate courses, so that the base of knowledge is available for use in the graduate course.

The following is a list of specific prerequisite courses that should be taken before the corresponding graduate course or courses.

Accounting & Financial Management (AC 400)

BA 540 Accounting Issues

BA 550 Issues in Financial Management

Marketing (BA 495A)

BA 530 Organizational Marketing

Quantitative Reasoning (MA 105) – All 500 level courses. *This course must be taken at the first available offering.*

Microeconomics (EC 201)

BA 520 Managerial Economics

Computer Skills (IT 102, IT 103, and IT 104) – All BA 500 level courses. *These courses must be taken at the first available offering or test out.*

### **Course Scheduling**

The MBA program is offered in conjunction with the Defiance College Weekend College program. Courses are offered during the week from 6:00 to 10:00pm, Friday evenings 6:00 to 10:00pm, Saturday mornings 8:00am to 12:00pm, and Saturday afternoons 1:00 to 5:00pm. Classes meet in an every-other-week/weekend format for eight sessions.

Another option for course meetings and scheduling includes the use of WebCT software, which allows professors the option of completing part of the course over the Internet. If this hybrid option is used, students are notified and introduced to WebCT at the first class meeting.

### **Graduation Requirements**

Candidates for the MBA degree must meet the following requirements for graduation:

- ◆ Complete the 36-semester hour program;
- ◆ Meet degree requirements within a six-year period unless a petition for extension is approved and on file with the MBA coordinator; and
- ◆ File an application for graduation with the Registrar's Office or Center for Adult and Graduate Programs office.

### **Master of Business Administration Curriculum**

The curriculum consists of 9 core courses or 27 semester hours including:

- BA502 Statistics and Research Methods for Managerial Decision Making
- BA503 Organizational Management and Leadership
- BA512 Organizational Communication and Interpersonal Development
- BA520 Managerial Economics
- BA530 Organizational Marketing
- BA540 Accounting Issues
- BA550 Issues in Financial Management
- BA560 Global Issues
- BA580 Political, Social, and Ethical Issues in Business

Each student will select 3 courses or 9 semester hours in an area of concentration. The areas of concentration include the following:

#### **Leadership Concentration**

- BA575 Organizational Systems and Strategy Development
- BA576 Readings in Leadership
- BA577 Case Studies in Leadership

#### **Health Care Concentration**

- BA555 Managing the Health Care Operation
- BA556 Managing Public Health and Wellness
- BA557 Health Care Strategy and Policy Seminar

#### **Criminal Justice Concentration**

- CJ502 Criminal Justice Processes and Institutions
- CJ504 Statistics and Research Methods in Criminal Justice  
(substitutes for BA 502)
- CJ585 Criminal Justice Public Policy and Seminar
- CJ590 Leadership Applications Project (required for CJ concentration)

*Electives:* (available for the Leadership and Health Care Concentrations and upon approval from the program coordinator)

- BA590 Applications Project
- BA591 Internship
- BA599 Independent Study

#### *Prerequisites:*

- AC400 Accounting and Financial Management (3)
- BA495A Marketing (1)
- MA105 Quantitative Reasoning (3)
- EC201 Microeconomics (3)
- IT102 Document Production (1)
- IT103 Spreadsheet Skills (1)
- IT104 Presentation Skills (1)



## **UNDERGRADUATE and MBA COURSE DESCRIPTION**

### **AC400 Accounting and Financial Management (3)**

An introductory survey of accounting and finance. Topics include basic financial statements, internal controls, tax requirements, financial reporting for profit-making and non-profit organizations, auditing, cost analysis, product costing, budgeting, pricing, and performance evaluation. Emphasis will be placed on finance.

### **MA105 Quantitative Reasoning (3)**

This course explores commonly used mathematical topics to develop reasoning skills. An interdisciplinary approach is used with examples from various academic fields. Topics for the quantitative reasoning course include logical reasoning, introduction to statistical concepts, unit conversion, formulas and linear modeling, and probability. This course meets the general education requirement for mathematics and prepares students to continue in a statistics or pre-calculus course.

### **BA495A Marketing (1)**

An introductory survey of the theories of marketing function: product design, product distribution, product pricing, and product promotion. This course will also encompass development of marketing terminology, new strategies in today's marketing environment, and current marketing trends.

### **EC201 Microeconomics (3)**

An investigation of the principles of production, distribution, consumption, and price as they relate to the individual consumer or firm.

### **IT102 Document Production (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. Students learn how to gather information from the Internet, insert the information into a document, and properly cite information. Students will learn and discuss ways to avoid plagiarism in documents.

### **IT103 Spreadsheets (1)**

This module introduces the concepts for designing and using spreadsheets on microcomputers. Students create worksheets and graphs and learn to perform "what if" analysis.

### **IT104 Presentation Skills (1)**

This module introduces the concepts for designing and using presentation software (PowerPoint) with microcomputers. Students create electronic slides and organize complete presentations. Students learn how to gather information from the Internet, insert the information into a presentation, and cite information for electronic slide presentations.

### **MBA Graduate Course Descriptions**

#### **BA502 Statistics and Research Methods for Managerial Decision Making (3)**

This course explores commonly used statistical methods for analyzing business and financial data in order to develop critical thinking skills. Examples will cover various academic and professional fields. Topics include statistical concepts and analysis, logical reasoning, stochastic processes and probability. This course will use data and information generated through statistical processes to make sound managerial decisions. (Students will be expected to have a working knowledge of Spreadsheet software and will use SPSS to analyze data).

#### **BA503 Organizational Management and Leadership (3)**

A review of leadership principles and theories with emphasis on student-related experiences, leadership issues, and current theories and practices related to organizational development will be covered.

#### **BA512 Organizational Communication and Interpersonal Development (3)**

A practical examination of communication strategies and concepts related to organizational management and leadership roles will be discussed. The course will include the following activities: role-plays, team exercises, and case and book discussions. An extensive review of both the research and popular communications literature will be conducted and discussed. An in-depth study of a student's workplace will provide the laboratory for a group project related to managerial and communication issues. Technology and its impact on organizational communication will be discussed and used throughout the course.

#### **BA520 Managerial Economics (3)**

A review of microeconomic fundamentals in connection with practical applications to problems of organizational leadership.

#### **BA530 Organizational Marketing (3)**

A review of current trends in marketing and a study of the evolving nature of marketing in view of environmental, ethical, and international environments in which today's marketing managers operate. Emphasis will be placed on the strategic importance of marketing in the organizational planning process. Student teams will create a marketing plan for a company of their choice.

#### **BA540 Accounting Issues (3)**

This course is designed to study current topics of interest in the accounting field as they apply to profit and non-profit organizations. This course is for the student who will use accounting information in making business-based decisions. Financial statement implication of business decisions will be emphasized.

#### **BA550 Issues in Financial Management (3)**

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

**BA560 Global Issues (3)**

A study of current issues in global management, drawing together trade, marketing, operations management, policy, ethics, and other factors reacting to the changing global environment in which today's managers must cooperate. Activities in the class will include case studies, role-plays, discussions, Internet-based assignments, written assignments, and a final team project.

**BA580 Political, Social, and Ethical Issues in Business (3)**

A broad knowledge of current political, social, and ethical issues is critically important to leaders in all fields. This course will explore the most important of these in order to develop an appropriate sensitivity among potential organizational leaders with intensive case study and group interaction to develop a sense of ethical behavior appropriate to the modern organizational leader.

**Leadership Concentration****BA575 Organizational Systems and Strategy Development (3)**

A study of organizational theory and its relationship to modern organizations. Students will develop an understanding of organizations as dynamic evolving systems through review and analysis of the literature, case studies, class discussions, and an integrated group project that examines and analyzes an organization.

**BA576 Readings in Leadership (3)**

A study and review of applied leadership concepts from a global perspective. (The evolution of management emphasized in pivotal writing in the field.) This course integrates ideas with established research in comparing how leaders function over time, across cultures, and in various types of institutions.

**BA577 Case Studies in Leadership (3)**

A study of the structure and development of applied leadership skills. Issues within leadership will be examined including managing cultural diversity, team building, project management, role and responsibilities of the leaders, theories, the leader/follower relationship, stress management, problem solving, and human behavior concepts.

**Health Care Concentration****BA555 Managing the Health Care Operation (3)**

A review of modern health care delivery institutions, how they respond to their environment, and how they reach and implement decisions about their future activities on a micro level. The institution will be viewed as an open system with operational subsystems in governance, clinical and service management, and support services such as finance, marketing, and planning for human resource needs.

**BA556 Managing Public Health and Wellness (3)**

A review of the fundamental principles and concepts of disease states, health, and wellness. Disaster planning will also be studied from a potential crisis standpoint and preparation techniques to plan for those possibilities. An overview of mental health will also be studied. Epidemiology disaster planning and mental health will tie into effects and impact on the manager.

**BA557 Health Care Strategy and Policy Seminar (3)**

This course provides an overview of the principles and methods of strategic planning and management on a macro level. It examines the application of health administration principles to several practical settings. Policy analysis models and implementation in the private and public sector environments will be emphasized. The course examines the United States Health Care Policy and its progression to the current era of cost controls inducing third-party payers. In addition, principal actors and theories influencing health care policy are analyzed.

**Criminal Justice Concentration****CJ502 Criminal Justice Processes and Institutions (3)**

This course focuses on the processes throughout the Criminal Justice System and reviews theories and strategies to improve these same processes.

**CJ504 Statistics and Research Methods in Criminal Justice (3)**

This course focuses on statistics particularly related to criminal justice and the research methods typically utilized in the evaluation of criminal justice agencies and programs.

**CJ585 Criminal Justice Public Policy Seminar (3)**

This course focuses on types of policies, how policies are formulated, the evaluation of policy, and with attention to what constitutes good public policy. Special attention is given to the impact of crime control policies, particularly crime legislation and current laws.

**BA/CJ590 Leadership Applications Project (3)**

The application project draws together coursework, theory, and practical application into one integrated experience. Through a combination of class meetings and field experience, students will select and analyze a significant real case preferably from their own work experience. Students will develop an Introduction, Review of the Literature, Methods, Results, Findings, and Recommendations as part of their research paper. Students will also provide a 25-30 minute presentation of their project. **(This course may be taken in lieu of a concentration course if a student has expertise in a specific course or field of knowledge). The student must work with a faculty mentor or coordinator of the program. All CJ Concentration students must take CJ 590.**

**BA591 Internship**

Students who are not currently employed in a business environment may be placed in a local business for practical, hands-on application of course material.

**BA599 Independent Study (3)**

This course is designed for the student coming into the program with a particularly strong background in one of the required course areas. Upon application by the student and approval by the appropriate faculty member, an independent study course may be designed by the student in cooperation with the faculty member to substitute for the course in which the student is particularly proficient.

## **MASTER OF ARTS IN EDUCATION COURSE DESCRIPTIONS**

### **ED478 Student Teaching in Secondary Schools (10)**

An intensive, 10-week, full-day teaching experience in the 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 is transferable to other contexts. Students will be assessed using the Pathwise Criteria and develop their own assessment portfolios using Pathwise Criteria. The student must meet the requirements for Student Teaching as described in the Graduate Teacher Education Handbook including passage of the appropriate Praxis II content test(s).

Prerequisites: ED502, ED504, ED505, ED510, ED511, ED512, ED514, ED552, 553, 554, or 555, ED558, and admission to the Teacher Education Program.

### **ED498 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 ED478. Prerequisites: See prerequisites for the respective internships.

### **ED501 Philosophy of Education (3)**

This course is designed to provide graduate students with a framework for examining the development of educational philosophies aligned with societal events from the end of the Common School Movement to the current times. Graduate students will determine how societal events will and have impacted the American public school system. Activities in this course will assist graduate students with research skills, academic writing, critical thinking, and the analysis of complex issues facing the American public school system.

### **ED502 Advanced Educational Psychology (3)**

The study of contemporary cognitive, motivational, and developmental theories that contribute to the student's understanding of the nature of the learner and the learning process. Course content includes the role of culture and social context, the role of learning styles and types, and the relationship of assessment on learning. Class activities and assignments are aimed at helping the student make connections and applications of the course content to a range of educational environments.

### **ED503 Teacher Leadership (3)**

The focus of this course is on methods and procedures of leadership. Group dynamics, individual skills, organizational development, and school leadership dynamics are emphasized.

**ED504 Contemporary Instructional Perspectives (3)**

Rationales, theoretical bases, components for implementation, and potential applications for a variety of instructional approaches will be identified and examined. Models of teaching, observational skills, teacher effectiveness, research findings, multiple intelligences theory, and reflective practices will be emphasized.

**ED505 Instructional Strategies for Engaged Learning (3)**

The focus of the course is on methods and procedures to enhance student engagement in learning with focus on the relationship between instructional strategies and development levels. The Ohio Academic Content Standards will be used as the source of curriculum and content upon which to explore and design these strategies.

**ED507 Data Driven Assessment: Improving Learning (3)**

This course is designed to help students learn about how to gather data in their classrooms, align their data collection with the academic standards, organize data for analysis, and apply results to teaching practices. Since research has clearly shown that schools and classrooms that consistently use data to inform instructional practice have higher student achievement, the activities in this course should help teachers improve their practice and student learning.

**ED508 Phonics and Structure of Language (3)**

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. The nature of the English language and its orthography will be explored. The positive impact of cultural, linguistic, and ethnic diversity of language and its interrelationship to literacy acquisition is addressed. Literacy acquisition and development from linguistic, cognitive, psychological, and curricular perspectives are explored.

**ED510 Inquiry Methodology (3)**

\*This course prepares students for the four-hour comprehensive exam by covering questions from the following courses: ED501, 502, 503, 504, 505, 510, and 512. This course contains the study of inquiry and research methods appropriate to the investigation of teaching and the evaluation of learning. The course is designed to engage teachers as researchers of their students' learning and their own pedagogy. The student will develop research topics of interest in preparation for selection of the master's project and master's thesis.

**ED511 Educational Technology (3)**

This course is an overview of the role of technology as a support to instruction. It includes a survey of microcomputer components and application software (word-processing, spreadsheet, and database). This is an elective course.

**ED512 Developmental Reading and Writing in the Content Areas (3)**

Recent developments in cognitive instructional theory (i.e. from self-regulated strategies for independent learning to content-area facts, concepts, and generalizations) are applied to content-area reading and writing through discussion, modeling, and demonstration. Content-area reading and writing are emphasized as dynamic, integrative, and constructive activities. Strategic teaching products are developed for use before, during, and after reading.

**ED514 Application of Theory and Practice to Educational Environments (3)**

Opportunities for students to make application of the theory and principles of effective practice by spending a minimum of 80 clock hours in an educational environment (classrooms, enrichment programs, summer school, and tutorial contexts). Students will be expected to plan, implement and reflect on the activities and experiences they have planned. The Pathwise domains and criteria will be used to frame the expectations for planning and evaluating. Students will attend weekly, two-hour seminars to share and make meaning of their experiences. Course needs to be taken concurrently with ED552, ED553m ED554, or ED555. Prerequisites: ED502, 504, 505, 511, and 545.

**ED545 Special Topics**

Topics of special interest, although frequently presented in a manner comparable to regularly listed courses, will contain subject matter of a more timely nature. Special topics are usually designated by the faculty member and are listed with the other courses in the schedule (e.g., Educational Measurement, Sociology of Education, and Reading Diagnosis).

**ED549 Independent Study**

An individual may investigate an area not contained in existing courses or investigate an area in greater depth than is possible in existing courses. Students must identify a professor to help guide them in their efforts. Approval from the Coordinator of the Master of Arts in Education Program is required.

**ED552 Content Methods for Teaching Math in Grades 7 to 12 (3)**

Using Ohio's Model Competency-Based Mathematics Program, the curriculum assessment standards developed by the National Council of Teachers of Mathematics, and the proficiency test expectations at the grade levels covered by the license, students will learn about and be able to use problem-solving strategies and other appropriate pedagogy to plan math instruction in grades 7 to 12 with a focus on student learning. Students in the class will have the opportunity to learn how to integrate graphing calculators, computers, and other technologies into math instruction. Students will review and critique commercial math programs that are being used currently in local schools and/or those that represent varied theoretical and instructional perspectives. Course needs to be taken concurrently with ED514.



**ED553 Content Methods for Teaching Science in Grades 7 to 12 (3)**

Using Ohio's Model Competency-Based Science Program, the teacher performance standards developed by the National Science Teachers Association, and proficiency test expectations at the grade levels covered by this license, students will learn about and be able to apply the four strands of the science standards (scientific inquiry, scientific knowledge, conditions for learning science, and applications for science learning) for planning science instruction in grades 7 to 12, specifically in the life sciences and chemistry. Students will learn about and be able to integrate the use of software and other appropriate technologies into their instructional plans. Students will use the science strands to review and critique commercial science programs that are being used currently in local schools and/or those that represent varied theoretical and instructional perspectives. Course needs to be taken concurrently with ED514.

**ED554 Content Methods for Teaching Social Studies in Grades 7 to 12 (3)**

Using Ohio's Model Competency-Based Social Studies Program and the proficiency test expectations at the grade levels covered by this license, students will learn about and be able to plan appropriate learning-based instruction related to the themes of American Heritage, People in Societies, World Interactions, Decision Making and Resources, Citizenship Rights and Responsibilities, and Democratic Processes. Students will learn about and be able to integrate the use of software and other appropriate technologies into their instructional plans. Students will use the social studies themes to review and critique commercial social studies programs that are being used currently in local schools and/or those that represent varied theoretical and instructional perspectives. Course needs to be taken concurrently with ED514.

**ED555 Content Methods for Teaching English and Language Arts in Grades 7 to 12 (3)**

Using Ohio's Model Competency-Based Language Arts Program and the proficiency test expectations at the grade levels covered by the license, students will learn about and be able to use the strategies and skills related to the standards as well as appropriate pedagogy to plan English/Language Arts instruction in grades 7 to 12 with a focus on student learning. Students in the class will have the opportunity to learn how to integrate software and other technologies into instruction. Students will review and critique commercial English/Language Arts texts and programs that are being used currently in local schools and/or those that represent varied theoretical and instructional perspectives. Course needs to be taken concurrently with ED514.

**ED558 Education of Diverse and Exceptional Learners (3)**

A study of the ways that diversity and exceptionality impact learner behavior and educational needs. The course will include information about exceptional children with disabilities including those at risk from developmental variations and with specialized abilities. The related services and adaptive technology needed for children with exceptionalities and curricular implications for children who represent diversity of families, culture, and society are explored.



**ED560 Foundations Seminar (3)**

This course synthesizes the concepts, skills, and information of the total Master of Arts in Education degree program and therefore should be taken near the completion of the degree. Students gather to analyze and discuss current literature as it applies to the teacher leader. Selected issues in teaching will be treated in depth. This course is an elective for students choosing to do their project as their capstone experience. It is a required course for students choosing the comprehensive examination as their capstone experience.

**ED570 Teaching Secondary Students (3)**

This course is designed for individuals seeking AYA licensure within the Master of Arts in Education graduate program. It is an introduction to best practices in instruction and management of secondary classrooms. Class topics include Praxis criteria, No Child Left Behind, diversity in the secondary classroom, engaging instructional strategies, lesson planning, unit construction, and the Ohio Academic Content Standards. ED570 Teaching Secondary Students is a substitution for ED503 Teacher Leadership.

**ED590 Master's Project (3)**

A culminating project where the student designs, implements, evaluates, and reports on a curricular or instructional project in his/her classroom or for the school district is required. This project must have a direct application to the professional practice of the student. Prerequisite: completion of 27 semester hours including ED510 Inquiry Methodology. The Coordinator of the Master of Arts in Education Program must approve the project advisor.

**ED601 Philosophy, Foundations, and History of Special Education (3)**

The focus of this course is the cultural, historical, and philosophical framework of special education.

**ED604 Instructional Strategies: Young Adolescents with Mild/Moderate Educational Needs (3)**

The focus of this course is meeting the instructional needs of young adolescent students with mild/moderate disabilities. Skills will focus on the design, implementation, and assessment of educational interventions in the areas of language, math, science, social studies, art, and movement that are age and ability appropriate. A 30-hour field experience in a middle school and high school setting is required. Prerequisites: ED502, ED503, ED558, and ED601.

**ED605 Instructional Strategies: Young Children with Mild/Moderate Educational Needs (3)**

The focus of this course is meeting the instructional needs of young children with mild/moderate disabilities. Skills will focus on the design, implementation, and assessment of educational interventions in the areas of language, math, science, social studies, art, and movement that are age and ability appropriate. A 30-hour field experience in an early childhood setting is required. Prerequisites: ED502, ED503, ED558, ED601, and ED604

**ED606 Learning Environments and Social Interactions (3)**

The focus of this course is basic classroom management theories and strategies for students with mild and moderate disabilities, effective management of teaching and learning, and social skill development. Prerequisites: ED502, ED503, ED558, and ED601.

**ED607 Educational Assessment and Planning (3)**

The focus of this course is assessment and the development of academic and social planning for the learning of students with mild/moderate disabilities. Prerequisites: ED502, ED503, ED558, ED601, ED604, ED605, and ED612

**ED612 Communication and Language and Reading for Diverse Populations (3)**

The focus of this course is speech and language acquisition for the typically and atypically developing child. An overview of various disorders and their effects on receptive and expressive language and learning will be part of this course. Skills will focus on the use of assistive and augmentative communication strategies, strategies to enhance and support communication skills of individuals with mild/moderate disabilities, and best practices in language use and acquisition. A 20-hour field experience is required. Prerequisites: ED502, ED503, ED558, ED601, and ED604

**ED630 Sport Psychology (3)**

This course is an overview of current research and theory on the use of psychological skills for peak performance and over-all athlete and coach well-being. Content covers the broad range of contemporary sport psychology sub-themes including counseling, mental imagery, positive self-talk, goal setting, team dynamics, developmental concerns, athlete and coach burnout, and mental preparation for optimal performance.

**ED631 Critical Issues in Schooling and Sport (3)**

The course examines the role of sport in school from a post-modern, critical pedagogy perspective. The National Standards for Sport Coaches Domain 1 (Philosophy and Ethics) serves as an initial framework for considering issues of equity and access as well as physical, social, and emotional safety. Students then examine specific social justice and ethical issues related to sport in school such as doping, gambling, sport as curriculum, elitism, school sport funding, early specialization, hyper-competitiveness, commercialization, sport as a human right and human rights in sport.

**ED632 Research on Coaching (3)**

Students in this course will learn to access, analyze, critique, and apply empirical/peer-reviewed research on coaching and the broader discipline of sport pedagogy. The course examines quantitative and qualitative studies on safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, coaching behaviors and perspectives and other contemporary themes.

**ED633 Family and Community Partnerships (3)**

The focus of this course is the understanding of the family and community as partners with the schools in the education of students with mild and moderate disabilities. Prerequisites: ED502, ED503, ED558, ED601, ED604, ED605, and ED612

**ED636 Reading and Emergent Literacy (4)**

The focus of this course is the 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: ED502, ED503, ED558, ED601, and ED604

**ED648 Phonics (2)**

The focus of this class is the study of the sounds (phonemes) of the English language and the developmental sequence of teaching these sounds to children. Prerequisites: ED502, ED503, ED558, ED601, ED604, ED605, and ED612

## 2009-2010 ACADEMIC CALENDARS

### FALL SEMESTER 2009

Registration& Evening Classes Begin (Undergraduate & Graduate)	Mon., Aug. 24
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 25
Late Registration Ends at 6:30 p.m.	Thursday, August 27
Last Day to Drop/Add Courses	Thursday, August 27
Adult New Student Orientation	Saturday, August 29
Labor Day Holiday (No Classes)	Monday, September 7
Weekend College/Bi-Weekly Courses Begin	Wednesday, September 9
Midterm	Wednesday, October 14
Midterm Break (No Classes) (Thursday Night Classes Meet)	Friday, October 16
Last Day to Withdraw with an Automatic "W"	Monday, October 26
Weekend College Last Day to Withdraw with an Automatic "W"	Monday, Nov. 2
Faculty Development Day (No Classes) (Tuesday Night Classes Meet)	Wed., Nov. 25
Thanksgiving Vacation	Thursday & Friday, November 26 & 27
Last Day of Classes (Undergraduate & Graduate)	Friday, December 4
Final Examinations	Monday - Thursday, December 7-10
Last Day of Classes for Weekend College Courses	Saturday, December 12
Grades Due by 12 NOON	Monday, December 14
Offices Closed for Holiday Break	Wednesday, December 24 - Sunday, January 3

### SPRING SEMESTER 2010

Offices Reopen	Monday, January 4
Adult New Student Orientation	Saturday, January 9
Registration& Day/Evening Classes Begin (Undergrad/Graduate)	Mon., Jan. 11
Weekend College/Bi-Weekly Courses Begin	Wednesday, January 13
Late Registration Ends at 6:30 p.m.	Thursday, January 14
Last Day to Drop/Add Courses	Thursday, January 14
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 18
Midterm	Tuesday, March 2
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"	Tuesday, March 16
Weekend College Last Day to Withdraw with Automatic "W"	Monday, March 8
Good Friday Holiday (No Classes) (Thursday Night Classes Meet)	Friday, April 2
Honors Convocation	Sunday, April 18
Last Day of Classes for Weekend College Courses	Saturday, April 24
Last Day of Classes (Undergraduate & Graduate)	Tuesday, April 27
Final Examinations	Thursday-Wednesday, April 29-May 5
(Graduating Students) Grades Due at 4:30 p.m.	Thursday, May 6
Commencement (Mother's Day)	Sunday, May 9
Grades Due at 12 Noon	Wednesday, May 12

### SUMMER SCHEDULE 2010

Adult New Student Orientation	Saturday, May 8
Summer Session I	May 17 - June 25
Weekend College Courses Begin	Friday, May 14
Memorial Day Holiday (No Classes)	Monday, May 31

Summer Session II	June 28-August 6
Summer Session I grades due at 12 Noon	Wednesday, June 30
Independence Day	Sunday, July 4
Offices closed and no classes	Monday, July 5
Last Day of Classes for Weekend College Courses	Saturday, August 7
Summer Session II and WEC grades due at 12 Noon	Wednesday, August 11

#### FALL SEMESTER 2010

Adult New Student Orientation	Saturday, August 21
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, August 23
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 24
Late Registration Ends at 6:30 p.m.	Thursday, August 26
Last Day to Drop/Add Courses	Thursday, August 26
Labor Day Holiday (No Classes)	Monday, September 6
Weekend College/Bi-Weekly Courses Begin	Wednesday September 8
Midterm	Wednesday, October 13
Fall Midterm Break (No Classes) (Thursday Night Classes Meet)	Friday, October 15
Last Day to Withdraw with an Automatic "W"	Monday, October 25
Weekend College Last Day to Withdraw with Automatic "W"	Thursday, November 4
Faculty Development Day (No Classes) (Tuesday Night Classes Meet)	Wed., November 24
Thanksgiving Vacation	Thursday & Friday, November 25 & 26
Classes Resume at 8:00 a.m.	Monday, November 29
Last Day of Classes (Undergraduate & Graduate)	Friday, December 3
Final Examinations	Monday - Thursday, December 6-9
Grades Due by 12 NOON	Monday, December 13
Last Day of Classes for Weekend College Courses	Saturday, December 18
Weekend College grades due by 12 noon	Monday, December 20
Offices Closed for Holiday Break	Friday, December 24 – Sunday, January 2

#### SPRING SEMESTER 2010

Offices Reopen	Monday, January 3
Adult New Student Orientation	Thursday & Saturday, January 6,8
Registration and Day/Evening Classes Begin (Undergraduate & Graduate)	Monday, January 10
Late Registration Ends at 6:30 p.m.	Thursday, January 13
Last Day to Drop/Add Courses	Thursday, January 13
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 17
Weekend College/Bi-Weekly Courses Begin	Wednesday, January 19
Midterm	Tuesday, March 1
Spring Vacation Begins at Close of Classes	Friday, March 4
Classes Resume at 8:00 a.m.	Monday, March 14
Last Day to Withdraw from Class with Automatic "W"	Friday, March 25
Weekend College last day to Withdraw with Automatic "W"	Saturday, March 26
Good Friday Holiday (No Classes) (Thursday Night Classes Meet)	Friday, April 22
Last Day of Classes for Weekend College Courses	Saturday, April 30
Honors Convocation	Sunday, April 10
Last Day of Classes (Undergraduate & Graduate)	Tuesday, April 26
Final Examinations	Thursday-Wednesday, April 28-May 4
(Graduating Students) Grades Due at 4:30 p.m.	Thursday, May 5
Commencement (Mother's Day)	Sunday, May 8

**ED658 Practicum (3)**

An intensive experience in a public school classroom. Students will work in partnership with a master teacher(s) to practice the art and craft of teaching youth and children with mild to moderate disabilities and develop skills of planning and facilitating learning that is transferable to other contexts. Candidates will be assessed using the Pathwise Criteria and develop their own assessment portfolios. Candidates are required to attend a practicum seminar during the practicum experience.

Prerequisites: ED502, ED503, ED510, ED558, ED601, ED604, ED605, ED607, ED612, ED633, ED636, ED648 Must be taken concurrently with ED590

**GRADUATE FACULTY****MASTER OF BUSINESS ADMINISTRATION**

**Wayne Buchanan**, Associate Professor, Business Administration (2001) – National University, B.B.A. 1979; Central Michigan University, M. S. 1987; Capella University, Ph.D., 1998

**Jane Burke**, Part-Time Instructor, MBOL (1996) – Defiance College, B.S. 1974; Defiance College, M. Ed. 1995; Bowling Green State University, A.B.D.

**Edward Kamau**, Assistant Professor of Marketing (2005) – University of Nairobi, Kenya, B.A. 1991; Vanderbilt University, MBA 1994

**Donald S. Knueve**, Professor, Criminal Justice (1978) – St. Joseph's College, B.S. 1968, B.A. 1968; Xavier University, M.S. 1973; Bowling Green State University, Ph.D., 1990

**Robert Kohl**, Professor Emeritus, Economics (1987) – University of Pittsburgh, B.A. 1969; Duquesne University, M.A. 1970; State University of New York, Buffalo, Ph.D., 1983

**Thomas Stuckey**, Part-time Instructor, MBOL (2000) - Goshen College, B.S., 1970; Bowling Green State University, M.Ed., 1983; Bowling Green State University, Ph.D., 1991

**Michael Wolfe**, Assistant Professor of Business Administration (2007) – Heidelberg College, B.S. 1987; Defiance College, M.B.O.L., 2005

**Susan Wajert**, Associate Professor, Business Administration and Coordinator of the Master of Business Administration Program (2000) – Bowling Green State University, B.S.N. 1976; University of Toledo, M.A. 1986; The Union Institute, Ph.D., 1997

#### **MASTER OF ARTS IN EDUCATION**

**Jo Ann Burkhardt**, Associate Professor, Education and Coordinator of the Master of Arts in Education Program (2006) – Bowling Green State University, B.S. 1976, M.A. 1980; University of Toledo, Ph.D., 1991

**Fred Coulter**, Associate Professor, Early Childhood Education (2002) – University of Rhode Island, B.A. 1976; Andover Newton Theological School, M. Div. 1980; University of Tennessee, Ph.D., 2006

**Sandra Golden**, Assistant Professor of Education, (2007) – Cuyahoga Community College, A.A.B. 1993; Dyke College, B.S. 1995; Cleveland State University, M.Ed. 1997, M.A. 2000; Kent State University, Ph.D., 2007

**Robin Kratzer**, Instructor of Education, Director of Academic Resource Center (2000) – Defiance College, B.S. 1980; Bowling Green State University, M.Ed. 1984

**Matthew Lydum**, Assistant Professor of Physical Education (2004) – Western Oregon State College, B.A. 1990, M.S. 1993

**Kristin Sorensen**, Assistant professor of Psychology (2008) – Seattle University, B.A. 1997; Saybrook Graduate School and Research Center, MA 2000; Ph.D. 2004

## **CONTACT INFORMATION**

### **Coordinator of the Master of Business Administration Program**

Defiance College  
Dr. Susan Wajert  
701 North Clinton Street  
Defiance OH 43512  
419.783.2372 – Office  
419.784.0426 – FAX  
swajert@defiance.edu

### **Coordinator of the Master of Arts in Education Program**

Defiance College  
Dr. Jo Ann Burkhardt  
701 North Clinton Street  
Defiance OH 43512  
419.783.2315 – Office  
419.784.0426 – FAX  
jburkhardt@defiance.edu

### **Vice President for Academic Affairs/Academic Dean**

Defiance College  
Dr. Tim Rickabaugh  
701 North Clinton Street  
Defiance OH 43512  
419.783.2586 – Office  
419.784.0426 – FAX  
trickabaugh@defiance.edu

### **Assistant Academic Dean, Adult and Graduate Programs**

Defiance College  
Sally Bissell



701 North Clinton Street  
Defiance OH 43512  
419.783.2350 – Office  
419.784.0426 – FAX  
sbissell@defiance.edu

Check us out on the website: [www.defiance.edu](http://www.defiance.edu)  
Email us at [cap@defiance.edu](mailto:cap@defiance.edu)

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|---|--------------------------------------|--|
| 1. Defiance Hall                                  | 11. Pilgrim Library                  | 21. E. Stevens Dix Tennis Facility               |
| 2. Schauffler Hall                                | 12. McReynolds Hall                  | 22. Football Practice Fields                     |
| 3. Kettering Genetics Center                      | 13. Whitney Hall                     | 23. Matthew Winsper Knobel Memorial Soccer Field |
| 4. Tenzer Hall                                    | 14. Jacket Suites                    | 24. Soccer Practice Field                        |
| 5. Carma J. Rowe Science Hall                     | 15. Justin F. Coressel Stadium       | 25. Sal Hench Softball Field                     |
| 6. Hubbard Hall/McCann Center                     | 16. Alumni Football Field            | 26. Maintenance Department                       |
| 7. Serrick Campus Center                          | 17. Alumni Baseball Field            | 27. President's Home                             |
| 8. Dana Hall                                      | 18. St. John United Church of Christ | 28. Parking                                      |
| 9. Schomburg Auditorium                           | 19. Karl H. Weaner Community Center  |  |
| 10. Art Center and Women's Commission Art Gallery | 20. McMaster Center                  |  |

**DEFIANCE COLLEGE**  
 To Know • To Lead • To Serve • To Understand