



Defiance College

Academic Year 2023-2024

Graduate Academic Catalog

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

Edited by:

Agnes I. Caldwell, Ph.D.

Registrar

Carla Higgins, Ph.D.

Brett Decker, Ph.D.

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

2023-2024 Defiance College Graduate Programs, RN to BSN, Organizational Supervision and Leadership Academic Calendar

Fall 2023 Semester

Fall Classes Begin	Monday, August 21
Add/Drop Ends (1 st Half Classes)	Friday, August 25
Labor Day Holiday (College Closed)	Monday, September 4
Last Day to Withdraw (1 st Half Classes)	Friday, September 22
Course Evaluation Period (1 st Half Classes)	Monday, September 25 – Friday, September 29
Last Day of 1 st Half Classes	Friday, October 13
2 nd Half Classes Begin	Monday, October 16
Spring Semester Registration and Advising Opens	Monday, October 23
1 st Half Classes Grades Due by Noon	Tuesday, October 17
Add/Drop Ends (2 nd Half Classes)	Friday, October 20
Spring Semester Registration and Advising Ends	Friday, November 3
Last Day to Withdraw (2 nd Half Classes)	Friday, November 10
Thanksgiving Break (College Closed)	Wednesday, November 22 – Friday, November 24
Course Evaluation Period (2 nd Half Classes)	Monday, November 27 – Friday, December 1
Last Day of Classes	Friday, December 8
Final Grades Due by Noon	Tuesday, December 12
College Closed for Christmas Break	Monday, December 25 – Monday, January 1
Deadline to complete all requirements for December Graduation	Sunday, January 14

Spring 2024 Semester

All other Spring Classes Begin	Thursday, January 11
Martin Luther King, Jr. Day (College Closed)	Monday, January 15
Add/Drop Ends (1 st Half Classes)	Friday, January 19
Last Day to Withdraw (1 st Half Classes)	Friday, February 16
Course Evaluation Period (1 st Half Classes)	Monday, February 26 – Friday, March 1
Last Day of 1 st Half Classes	Friday, March 1
Spring Break	Monday, March 4 – Friday, March 8
2 nd Half Classes Begin	Monday, March 11
1 st Half Grades Due by Noon	Tuesday, March 12
Add/Drop Ends (2 nd Half Classes)	Friday, March 15
Summer and Fall Registration and Advising Opens	Monday, March 25
Last Day to Withdraw (Full Term Classes)	Wednesday, March 27
Holly Thursday (No Classes; College Open)	Thursday, March 28
Good Friday (College Closed)	Friday, March 29
Easter Monday (No Classes; College Open)	Monday, April 1
Summer and Fall Registration and Advising Ends	Friday, April 5
Last Day to Withdraw (2 nd Half Classes)	Friday, April 19
McMaster Symposium & Colloquium (No Classes; College Open)	Wednesday, April 24
Course Evaluation Period (2 nd Half Classes)	Monday, April 29 – Friday, May 3
Last Day of Classes	Friday, May 3
2 nd Half Grades Due by Noon	Tuesday, May 7
Commencement	Saturday, May 11
Deadline to complete all requirements for May Graduation	Friday, May 31

Summer 2024 Semester Sessions III (8-Weeks), and II (6-Weeks and education program only)

8-Week Classes Begin	Monday, May 13
Add/Drop Ends (1 st 8-Week Classes)	Friday, May 17
Memorial Day (College Closed)	Monday, May 27
Last Day to Withdraw (1 st 8-Week Classes)	Friday, June 14
Independence Day (College Closed)	Thursday, July 4
Last Day of 1 st 8-Week Classes	Friday, July 5
6-Week Classes Begin (Education program only)	Monday, July 8
8-Week Classes Grades Due by Noon	Tuesday, July 9
Add/Drop Ends (2 nd 6-Week Classes)	Thursday, July 11
Last Day to Withdraw (2 nd 6-Week Classes)	Friday, July 19
Last Day of 2 nd 6-Week Classes	Friday, August 16
6-Week Grades Due by Noon	Tuesday, August 20
Deadline to complete all requirements for Summer Graduation	Friday, August 30

2023-2024 Defiance College Graduate Academic Catalog

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INTRODUCTION TO DEFIANCE COLLEGE

Mission

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

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

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

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

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

Vision

Holistic Learning and Adaptability for Life.

Prepared Professionals.

Community Leaders.

Civic Stewards.

Core Values

At Defiance College, we go Together:

Inclusive.

Excellence.

Innovative.

Engaging.

Influential.

Soulful.

Intentional.

Affiliation

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

Defiance College Educational Philosophy

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

Because superior learning is a natural outcome of learning with engagement, the College strives to ensure that traditional liberal education is actively connected to the real world. Learning at Defiance is characterized by forging intellectual connections and engagement of the mind with the environment, the self with others, the individual with community, generality with context, and deliberation with action. As a result, students are expected to combine knowledge and understanding with active leadership and service as they develop reasoning abilities, superior professional skills, a well-developed sense of self and moral judgment, and an understanding of their civic roles and responsibilities.

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

Overarching Strategies

1. Career Readiness undergirded by Liberal Arts-based Learning (Jacket Journey)
 - a. Fully develop the four-year program
 - b. DEFI: Discover, Engage, Formulate, Initiate
 - c. Competencies:
 - i. Oral and Written Communication
 - ii. Teamwork and Collaboration
 - iii. Ethical Judgment and Decision Making
 - iv. Critical and Creative Thinking
 - v. Digital Technology
2. Holistic and Transformative Learning: Extent to which students connect their out-of-class experiences with in-class learning. Nurturing the mind, body, and soul as part of a well-rounded education.
 - a. Assist students to seek and find their potential and aptitude for vocation and avocation;
 - b. Continue to affirm and implement our decades-long commitment to support students who have both the desire and capacity to succeed in college through our *We Support You* program;
 - c. Continue to Nurture the "soul" of Defiance College;
3. Resource Management
Suggested Actions:
 - a. Continue to diversify revenue streams;
 - b. Balance athletics and academics. Modify "Docking" model to be more holistic with a focus on activities and retention, not just athletics for recruiting first year students.
4. Quality Programs
Suggested actions:
 - a. Enhance DC's value proposition;
 - b. Continue to hire and mentor appropriately credentialed faculty members with diversity;
 - c. Continue to diversify modalities of learning.
5. Vibrant Campus Environment
Suggested actions:
 - a. Become a national model for Diversity, Equity and Inclusion (DEI);
 - b. Demonstrate an "exuberant welcome" to all (as described by the UCC);
 - c. Get to and maintain a level of out-of-classroom engagement appropriate to the situation that include programming which is fun, creative, and promotes social interaction as well as tacit learning;
 - d. Continue to improve facilities for academic, residential, and recreational activities;
 - e. Focus on four concepts of DC Culture:
 - i. **Belongingness**: Demonstrating our value proposition and our mission through the integrity and risk to stand alone rather than acclimating ourselves to a situation that compromises DC's essence or our authenticity (Brene' Brown, 2017). To what extent does one feel welcome on campus?
 - ii. **Inclusion**: "The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people." Kapila, Monisha. *Why Diversity, Equity, and Inclusion Matter*. 6 Oct. 2016, independentsector.org/resource/why-diversity-equity-and-inclusion-matter/.
 - iii. **Accessibility**: Ability to effectively address how the [structural] issues of race, culture, language, and disability affect students' quest for equitable education (W.J. Banchett, J.D. Kingner, B. Harry (2009))

- iv. **Anti-Racism:** Supporting an anti-racist policy through actions or expressing antiracist ideas. Racism is any policy that produces or sustains racial inequity between racial groups. (adapted from I. X. Kendi (2019)).

If you want to go fast, go alone. If you want to go far, go together. - African proverb

Campus Covenant*

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

As a member of the Defiance College community . . .

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

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

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

College Learning Outcomes

Nine learning objectives complement our Mission and Vision:

1. Sense of Community – demonstrate an ability to understand the complexity and diversity of the world in order to make informed, socially-responsible actions.
2. Powerful Communication – Demonstrate thoughtful, critical communication practices for a range of audiences and subjects.
3. Individual Empowerment – Understand the methods and benefits of intellectual curiosity, creativity, critical self-reflection, and self-direction for positioning the self in the larger public world in culturally-aware ways.
4. Creative and Expressive Arts – Ability to describe cultural production using an established aesthetic theory. (elective courses)
5. Historical, Political, and Multicultural Perspectives – Ability to describe historical, political, or multicultural issues, concepts, or theories. (elective courses)
6. Quantitative Reasoning – Ability to utilize quantitative data to obtain and apply an appropriate conclusion when addressing a selected problem. (elective courses)
7. Scientific Knowledge - Ability to comprehensively and objectively analyze and evaluate appropriate data (e.g., issues, texts, artifacts, and events) and develop an informed conclusion. (elective courses)
8. Social and Behavioral Sciences 1- Ability to describe findings and theories in at least one area of social or behavioral science. (elective courses)
9. Social and Behavioral Sciences 2 – Ability to describe the scientific method and how it can be used to assess human behavior and/or interaction. (elective courses)

GENERAL INFORMATION

Accreditation

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

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

The Campus

Defiance College is located in Defiance, Ohio, the county seat of Defiance County in northwestern Ohio. Defiance is a city of approximately 20,000 people, situated just off U.S. Route 24. Defiance is conveniently located only hours from major metropolitan cities of Chicago, Cleveland and Detroit. The campus boasts 150 acres of various academic and athletic facilities. The main campus boundaries include Stadium Drive and North Clinton, Webster and Sessions Streets.

System of Academic Governance

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

History of Defiance College

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

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

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

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

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

Traditions at Defiance College

Matriculation/Convocation Ceremony

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

Baccalaureate and Commencement Ceremony

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

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

Dr. Richard W. Stroede Distinguished Faculty Award

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

Homecoming

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

Messiah

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

McMaster Symposium/Academic Colloquium Day

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

Pilgrim Medal

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

Purple and Gold Banquet

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

Signing of the incoming class banner

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

Student Commencement Speaker

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

Thanksgiving Dinner

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

College-Wide Policies

Right to Modify

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

Title IX Coordinator and Team

Title IX Coordinator:

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

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

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

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

For Employees:

Mary Burkholder, Director of Human Resources

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

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

For Students:

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

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

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

OR

Jennifer Walton, Director of Residence Life
126 Hubbard Hall, 701 N. Clinton St, Defiance, OH 43512
(419) 783-2563 or jwalton@defiance.edu

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

Derek Woodley, Athletic Director
105 McMaster Center, 701 N. Clinton St., Defiance, OH 43512
(419) 783-2380 or dwoodley@defiance.edu

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

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

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

Patrick V. McNamara Building
477 Michigan Avenue
Room 865
Detroit, MI 48226
United States
1-800-669-4000

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

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

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

Jurisdiction

This policy applies to the education program and activities of Defiance College, to conduct that takes place on the campus or on property owned or controlled by Defiance College, at Defiance College-sponsored events, or in buildings owned or controlled by

Defiance College's recognized student organizations. The Respondent must be a member of Defiance College's community in order for its policies to apply.

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

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

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

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

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

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

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

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

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

Notice of Nondiscrimination

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

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

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

Policy on Disability Discrimination and Accommodation

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

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

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

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

Grievances related to disability status and/or accommodations will be addressed using the procedures below. For details relating to disability accommodations in the Defiance College's resolution process, see page 40.

1. Students with Disabilities

Defiance College is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs, facilities, and activities of the College.

All accommodations are made on an individualized basis. A student requesting any accommodation should first contact the Accessibility Services Coordinator, who coordinates services for students with disabilities.

The Accessibility Services Coordinator using documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate for the student's particular needs and academic program(s) in accordance with Recipient's applicable policies.

2. Employees with Disabilities

Pursuant to the ADA, Defiance College will provide reasonable accommodation(s) to all qualified employees with known disabilities when their disability affects the performance of their essential job functions, except when doing so would be unduly disruptive or would result in undue hardship to the College.

An employee with a disability is responsible for submitting a request for an accommodation to the Director of Human Resources and providing necessary documentation. The Director of Human Resources will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties.

Students, staff, administrators, and faculty are entitled to an employment and educational environment that is free of discriminatory harassment. Defiance College's harassment policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters protected by academic freedom.

The sections below describe the specific forms of legally prohibited harassment that are also prohibited under College policy. When speech or conduct is protected by academic freedom and/or the First Amendment, it will not be considered a violation of College policy, though supportive measures will be offered to those impacted. All policies encompass actual and/or attempted offenses

3. Discriminatory Harassment

Discriminatory harassment constitutes a form of discrimination that is prohibited by Defiance College policy. Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law.

Defiance College does not tolerate discriminatory harassment of any employee, student, visitor, or guest. The College will act to remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a “hostile environment.” A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual’s educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe and pervasive and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, Defiance College may also impose sanctions on the Respondent through application of the appropriate grievance process below.

The Defiance College reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature and not based on a protected status. Addressing such conduct will not result in the imposition of discipline under Defiance College policy, but may be addressed through respectful conversation, remedial actions, education, effective Alternate Resolution, and/or other informal resolution mechanisms.

For assistance with Alternate Resolution and other informal resolution techniques and approaches, employees should contact the Director of Human Resources, and students should contact the Dean of Students/Title IX Coordinator.

4. Sexual Harassment

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

1) Quid Pro Quo:

- a. an employee of the Defiance College,
- b. conditions (implicitly or explicitly) the provision of an aid, benefit, or service of the Defiance College,
- c. on an individual’s participation in unwelcome sexual conduct; and/or

2) Sexual Harassment:

- a. unwelcome conduct,
- b. determined by a reasonable person,
- c. to be so severe, and
- d. pervasive, and,
- e. objectively offensive,
- f. that it effectively denies a person equal access to Defiance College’s education program or activity

3) Sexual assault, defined as:

- a) Sex Offenses, Forcible:

- Any sexual act directed against another person
- without the consent of the Complainant,
- including instances in which the Complainant is incapable of giving consent.

b) Sex Offenses, Non-forcible:

- **Incest:**
 - 1) Non-forcible sexual intercourse,
 - 2) between persons who are related to each other,
 - 3) within the degrees wherein marriage is prohibited by Ohio law.
- **Statutory Rape:**
 - 1) Non-forcible sexual intercourse,
 - 2) with a person who is under the statutory age of consent of 16.

4) Dating Violence, defined as:

- a. violence,
- b. on the basis of sex,
- c. committed by a person,
- d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
 - i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
 - ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
 - iii. Dating violence does not include acts covered under the definition of domestic violence.

5) Domestic Violence, defined as:

- a. violence,
- b. on the basis of sex,
- c. committed by a current or former spouse or intimate partner of the Complainant,
- d. by a person with whom the Complainant shares a child in common, or
- e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
- f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Ohio
- g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Ohio.

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

6) Stalking, defined as:

- a. engaging in a course of conduct,
- b. on the basis of sex,
- c. directed at a specific person, that
 - i. would cause a reasonable person to fear for the person's safety, or
 - ii. the safety of others; or
 - iii. Suffer substantial emotional distress.

For the purposes of this definition—

- (i) Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
- (iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Student Complaint Policy

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

College Facilities

Hubbard Hall/McCann Center

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

Justin F. Coressel Stadium

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

McMaster Center

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

President's House

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

Serrick Center

After a fire in the Enders Student Union in 1997, plans were made for a new student union building. Construction was announced to begin in the summer of 1998, and the new building would be named for the Serrick family. Architects were The Collaborative, Inc., of Toledo. Enders continued to be used as the Union until Serrick was completed, and then was demolished. Dedication ceremonies for

Serrick took place in May of 2000. Lead contributor Robert Serrick cut the ribbon, assisted by DC President James Harris. The building then, as now, houses dining facilities, meeting rooms, the Buchman Board Room, the Cultural Arts Center, computer classrooms, the Hubbard banquet room, and offices for Admissions, Financial Aid, the Registrar, the Institute for Pre-Health and Wellness Studies, and the Office of Public Relations and Marketing.

George M. Smart Athletic Center

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

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

St. John United Church of Christ

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

Karl H. Weaner Center

The gymnasium in Sisson Hall had become outdated by the 1960s. DC Trustees authorized architects Richards, Bauer and Moorhead of Toledo to create engineering drawings for the proposed Physical Education Center in 1963. It was planned as the first part of a three-unit building, with future units to include a swimming pool and physical education classrooms. The gymnasium was to have a seating capacity of 2,000, and areas were planned for three locker rooms, weight lifting, and facilities for men's and women's physical education classes. At the same time, the pond was constructed near the athletic fields in order to have irrigation water when needed.

The cornerstone was laid in May of 1964 by former DC football coach Vic Rowen of San Francisco State College. Rowen's 1953 team was the only undefeated, untied team in Ohio that year. Cleveland Indians pitching great Bob Feller spoke at the building's dedication in May, 1966. The new building became the largest indoor meeting place in the area, and from the beginning was planned to also house cultural events, such as symphony concerts, theater productions, and pop groups, such as the Beach Boys in 1967. It has been called different names over the decades, such as the Physical Education Center, and the College Community Center. In September 1993, the building was renamed in honor of long-time Trustee and College Attorney Karl H. Weaner. The original gymnasium bleachers were replaced by more modern ones in 2012. Today, the main gymnasium hosts men's and women's basketball and volleyball games, as well as banquets, concerts, and dances. In 2018, work was begun to build additional locker rooms and renovate restrooms and other spaces.

Academic Facilities

Art Center and Women's Commission Art Gallery

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

sculpture and jewelry exhibit. The Women's Commission also funded repairs and beautification of the courtyard in 2000-2002. In addition to displaying art, the Gallery has also been used for lectures and receptions.

Carma J. Rowe Science Hall

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

Dana Hall and Schomburg Auditorium

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

Defiance Hall

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

Mikula-Frey Science Center

This building began life as the Kettering Genetics Center, which was built when the Charles F. Kettering Foundation provided a grant in 1962 to fund Dr. Bernard Mikula's research on corn. C.F. Kettering, Jr. visited campus in October 1963 to oversee the completion. The original facility included a growth chamber, a workroom, an animal room, and an office for Dr. Mikula. The informal name around campus for the building became "the greenhouse." In 2016, an initiative to raise funds for renovation began, to provide dedicated lab space for senior projects and independent research, and also funding to enable students to travel to conferences to present their research. The renovated facility was renamed the Mikula-Frey Science Center, to also honor Dr. James Frey, Mikula's colleague, a DC alumnus and biology professor from 1961 until his death in 1996.

Pilgrim Library

As the Anthony Wayne Library grew short of book shelving space in the late 1980s, the College began planning a new library facility. Architects were Bauer, Stark & Lashbrook of Toledo. Other sites on campus considered for the building, but ultimately rejected, include the site where Serrick Hall now stands, and between Defiance and Schauffler Halls. Groundbreaking was held on October 3, 1992, and cornerstone ceremonies on January 22, 1993, with Ohio's Lieutenant Governor and the U.S. 5th District Congressman attending. The Pilgrim Library was ready for use by the start of the new school year in August 1993, with the dedication held on September 25. Remarks were given by Trustees Harold McMaster and Roger Perl, President Marvin Ludwig, and a representative

from the Ohio Foundation of Independent Colleges. Special recognition was given to Professor Emeritus Hermann Wiebe, artist of the Ohio courthouse painting collection that were placed in the new building. The paintings were purchased by Harold and Helen McMaster and donated to the College. While originally the building housed only Library functions, student needs and technology changes have required the reallocation of furnishings and space. Besides the Library staff and resources, the Pilgrim Library now houses additional offices: Success Services, the Institute for Career Readiness and Lifelong Learning, Computer Services, and the offices of the McMaster Center for Advancing Humanity.

Schauffler Hall

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

Tenzer Hall

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

Student Housing Facilities

Grand Avenue Apartments

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

Jacket Suites

Plans were announced in the summer of 2000 for a new kind of student housing, an apartment-style complex designed by West Carroll Bergmann Associates of Perrysburg. Student focus groups were consulted about the project during the design process. The result was units of two bedrooms sharing a bathroom, kitchenette and common living room, with hookups provided for cable TV and internet. President James Harris said that the units would provide a transition for upperclassmen from regular dormitory living towards apartment living. The new Jacket Suites residence hall opened for student residents in 2001. Priority for occupancy was given to upperclassmen who had at least a 2.5 average, and to Greek organization members. Today the Jacket Suites has themed units, such as for Service Leaders, and is partly reserved as living spaces for ASD Affinity Program students.

McReynolds Hall

Contracts for the new residence hall were awarded in November 1965; the architects were Richards, Bauer and Moorehead of Toledo. Financing was arranged so that the building would be leased by the contractor to the College for its first 25 years. Once construction was completed in fall 1966, the students living in the 1905 Trowbridge Hall and in temporary house trailers were moved into the new facility. The building was named for the McReynolds family: Rev. P.W. McReynolds, DC's President from 1902 until he and his wife were killed in a car-train crash in 1917; and P.W.'s nephew Dr. L. Ward McReynolds, alumnus, professor, and holder of multiple

administrative offices and for 17 years, DC's alumni secretary. Ward McReynolds assisted in the dedication and laying of the cornerstone ceremonies. The Defiance College Women's Commission has provided funds for redecoration and enhancements to the building many times over the decades. Today, McReynolds has the capacity to house approximately 240 first-year students.

Whitney Hall

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

ADMISSIONS

Location: Serrick Campus Center

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

admissions@defiance.edu

The Office of Admissions processes applications for graduate programs. A candidate may apply for admission anytime during the calendar year. The respective Graduate Program Director will review all materials and make the admission decision. Careful consideration is given to college transcripts signifying a baccalaureate degree, letter of recommendation, and professional goal statements. Candidates are encouraged to submit applications at least one month prior to the expected date of enrollment.

How to Apply

Applications for graduate admission are completed online at the admissions pages of Defiance College's website at www.defiance.edu. Application materials and information can also be obtained by contacting the Office of Admissions by phone at 1-800-520-GODC or 419-783-2359. Completed materials may be emailed to gradstudies@defiance.edu or mailed to:

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

When to Apply

Defiance College has a rolling admission policy and accepts applications for admission throughout the calendar year. Candidates are encouraged to apply for admission at the earliest possible date, and no later than one week prior to the expected date of enrollment. Applications are accepted for the fall, spring or summer sessions. There are six eight-week sessions throughout the calendar year.

Admission Requirements and Procedures

The following are required to complete the application process for the MBA and MAE programs and the LINT Certificate:

1. A completed Defiance College application for admission, available online at <http://join.defiance.edu/graduateapplication/inquiryform>.
2. Official transcripts from each college attended. If you are a Defiance College graduate, a transcript will be obtained by the Office of Admissions from the Registrar's Office. Proof of graduating with a bachelor's degree from a regionally accredited college or university is required for admission to a graduate program.

Additional Information for Law Enforcement Intelligence Graduate Certificate Applicants:

1. Applicants must provide evidence of the aptitude to succeed in an academically rigorous master's program. Evidence of academic aptitude may include an undergraduate GPA of 2.8 or higher. Other evidence can include high GRE scores, letters of recommendation, or published work. Applicants are only required to submit official transcripts for admission consideration, but those applicants with undergraduate GPAs of less than 2.8 are encouraged to submit additional evidence of ability as described above.

Additional Requirements for Master of Arts in Education and Master of Business Application Applicants:

1. Submit two letters of recommendation. These letters must address academic competence and your ability to work with people and demonstrate appropriate interpersonal and social skills. The recommendation letters must be sent by your references directly to the Admissions Office at gradstudies@defiance.edu. For applicants to the Master of Arts in Education program, these letters must be from two individuals who can speak to your performance as an educator, including one from your current or previous immediate supervisor.
2. Submit a goal statement outlining the purpose for pursuing a graduate degree to gradstudies@defiance.edu. A rubric for assessing this document for Master of Arts in Education applicants can be found online at <http://www.defiance.edu/academics/bes/documents/education-goal-statement-rubric.pdf>, and Master of Business Administration applicants can be found online at <http://www.defiance.edu/graduate-programs/documents/mba-goals-statement-rubric.pdf>. The letters of recommendation and goal statement must address and be specific in regards to your application for the program in which you are applying.

Additional Requirements for Master of Arts in Education Applicants:

2. A 3.0 undergraduate GPA is required to qualify for full admission. Applicants with a 2.9 GPA may be conditionally admitted with the requirement to earn a 3.0 graduate GPA in the first semester of enrollment.
3. Copy of a valid teaching license.

Admission Requirements for International Students

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. Official transcripts of all post-secondary grades and course work. If these transcripts are not in English, a certified translation must be provided. Foreign transcripts must be submitted for independent evaluation of equivalency by an acceptable credential evaluation agency. World Education Services and the Office of International Education Services of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are two acceptable credential evaluation agencies. Contact the Defiance College Office of Admissions for additional information. The evaluation will be at the student's expense. If only one original is available, a copy attested to or certified by the institution may be submitted. In addition, international students must 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. Applicants must show the completion of the equivalent of four full years of postsecondary education in order to qualify for graduate admission at Defiance College.
3. International students must have earned 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. In addition, an undergraduate GPA of 2.75 or above on a 4.0 scale is required.
4. An official score report of the Test of English as a Foreign Language (TOEFL). English language proficiency must be demonstrated by a minimum score of 550 (paper) or 213 (computer-based) or 80 (Internet Based). Information on this test can be obtained at www.ets.org/toefl. The TOEFL requirement is waived for students who earned their bachelor's degree from predominately English speaking countries.
5. Official evidence of adequate means of financial support by submission of an original or certified copy of the Document of Financial Resources.
6. A signed copy of the International Student Understanding Agreement. Additional information may be obtained at the Immigration and Naturalization Service's website: www.ins.gov or by calling the INS Service Center at 1-800-375-5283.

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

International Graduate Student Application and Payment Deadlines

Fall Semester	June 1
Spring Semester	November 1
Summer Semester	March 1

Admission Decisions – All Students

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

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

1. Full Admission in Good Standing
2. Conditional Admission: Candidates admitted conditionally may take no more than six (6) credit hours of graduate credit and must earn a grade of “B” or better in each course. Additional coursework may not be taken until the candidate is removed from conditional status. Upon meeting the conditions, the candidate will be granted full admission into the program.
3. Provisional Admission: This decision is based on pending receipt of official documentation (e.g. transcripts, letters of recommendations, or goal statement) to their application file. If the official documentation is received within the semester candidate started the program and is consistent with the graduate admission standards, then the candidate will be granted full admission in good standing or conditional admission as appropriate.
4. Denied Admission: The Program Director determines denial of admission to Defiance College. A candidate denied admission may appeal such a decision in writing to the Vice President for Academic Affairs. The candidate may be required to provide additional information indicating ability to achieve academic success

Non-Degree Admission

Candidates wishing to enroll in the MAE or MBA program as a non-degree seeking student must hold at least a bachelor’s degree or higher from a regionally accredited institution, complete an application indicating non-degree seeking status, and submit official college transcripts. Non-degree seekers may only complete nine (9) hours of graduate credit. A student who wishes to transfer from non-degree admission status to degree seeking status will be allowed to apply up to nine (9) semester hours of graduate credit toward the master’s degree.

Re-Admission

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

Re-Enrollment

Students who have withdrawn from the College or have failed to maintain continuous enrollment for more than one semester must complete a re-enrollment application with the Admissions Office. Upon approval of application material by the student’s respective Program Director, the Registrar’s Office will notify the student regarding updated advising information and degree program progress. The following are required to complete the application for re-enrollment:

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

Students who have completed an official leave of absence from Defiance College are exempted from these requirements.

Veteran Student Admission

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

FINANCIAL INFORMATION

Business Office

Location: Defiance Hall

College Charges

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

Tuition Per Semester 2023-2024:

Graduate Tuition:	\$502.00 per credit hour
Education Recertification Tuition (PERC)	\$150.00 per credit hour

Room and Board Charges:

Residential Fee:	\$125.00
McReynolds/Whitney Hall	\$2,903.00 per semester
Jacket Suites	\$3,070.00 per semester
Grand Avenue	\$3,070.00 per semester
20 College Place	\$3,070.00 per semester
Super Single up charge	\$800.00 per semester

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

19 meals + \$100/Semester Munch Money	\$2,618.00 per semester
14 meals + \$200/Semester Munch Money	\$2,567.00 per semester
10 meals + \$275/Semester Munch Money	\$2,513.00 per semester

Other Fees:

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

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

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

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

Independent Study Fee: \$250/course.

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

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

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

Parking Registration: \$40.00 (\$80 per year).

Residential Fee: Resident students are assessed a one-time non-refundable fee of \$127.00. Other fees may be charged for key and card replacement, improper check-out, and room damage.

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

Transcripts: Students are able to electronically request transcripts through Parchment Exchange for a cost of \$8. Other options such as pick-up and overnight delivery may be requested for additional cost. Records may be requested to be sent electronically or printed with expedited shipping. Unofficial copies of current records can be obtained by enrolled students online through the myDC portal. A transcript may be denied if a student has not supplied the Registrar's Office with an official high school transcript with graduation date, official college transcripts if applicable, has not completed student loan exit counseling, paid a library fine, or paid the balance on his/her student account or has any other charges outstanding.

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

Payment of Accounts

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

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

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

Deferred Payments

Persons who find it inconvenient to make lump sum payments at the beginning of each semester may make deferred payment arrangements through the DC Monthly Payment Plan. DC students may choose to pay their college expenses through four monthly installments per semester. There is a \$25.00 per semester non-refundable processing fee for the DC Monthly Payment Plan. Payments are due by the first of each month, however students are afforded a 10-day grace period. If payment is not received by the end of the

grace period, a \$20.00 per month late fee will be assessed. It is the student's responsibility to inform the Business Office of any adjustments to his/her account that would impact payments. Students cannot pay the following through the Plan: Library fines, parking fines, bookstore charges, or other miscellaneous charges. It is the student's responsibility to know the payment due dates and to make the payments on time.

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

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

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

Deferred Payment and Veteran Benefits

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

Financial Status

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

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

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

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

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

Refunds

Withdrawal from the Institution

If a student finds it necessary to completely withdraw from the College before the end of the semester, the withdrawal process begins in the Registrar's Office where the student obtains an application to withdraw. The official withdrawal date is the date of

notification to the Registrar's Office. More information on the withdrawal procedure is located in the academic section of this Catalog.

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

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

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

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

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

The following items are non-refundable:

- Deferred payment plan fees
- Finance charges
- Graduation application fee
- Late fees (payment plan or registration)
- Returned check/dishonored electronic transaction fee
- Residential charges damages or fines
- Withdrawal fee
- All other institutional fee

FINANCIAL AID

Location: *Serrick Campus Center, Second Floor, Room 204*

Phone extensions: *2364 and 2376*

E-mail: *Financialaid@defiance.edu*

Hours:

<i>Monday</i>	<i>8:00 a.m. – 4:30 p.m.</i>
<i>Tuesday</i>	<i>8:00 a.m. – 6:30 p.m.</i>
<i>Wednesday</i>	<i>8:00 a.m. – 6:30 p.m.</i>
<i>Thursday</i>	<i>8:00 a.m. – 4:30 p.m.</i>
<i>Friday</i>	<i>8:00 a.m. – 4:30 p.m.</i>

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

Ninety-nine percent of full-time Defiance College students receive financial assistance through some combination of scholarships, grants, loans and work-study.

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

Application for Financial Aid

Students must first apply and be accepted for admission to the College. Students who wish to be considered for federal loans or need based aid must complete the FAFSA every year. Defiance College's priority filing date is October 1. The FAFSA is available for completion at www.studentaid.gov. First-time students will receive their "College Financing Plan" (formerly known as the financial aid award notification) by email. Returning students will receive their college financing plan by e-mail and/or their myDC portal. The college financing plan will be available online through the myDC portal. Both first-time and returning students have the option to decline or reduce any part of their financial aid award. The student must provide this in writing to the financial aid office via email to financialaid@defiance.edu.

Renewal of Financial Aid

Financial aid is awarded with the understanding that it may be renewed from year to year. Renewal of aid is dependent upon continuing financial need, academic performance, housing status, and availability of funds. Changes in parent or student income, assets, household, number in college, and cumulative grade point average may affect renewal of federal, state, and Defiance College aid. Scholarships and grants may require an annual application and/or the maintenance of a specified grade point average for renewal. Students who desire renewal of loans and/or need-based aid must complete the FAFSA for the aid year that the awards are received.

Awards and Loans

<u>Loans</u>	<u>Source</u>	<u>Criteria</u>
Federal Direct Loans (Unsubsidized)	Federal	Not -based
GradPLUS	Federal	Remaining Cost
Alternative Education Loan	Private	Remaining Cost
<u>Scholarship</u>	<u>Source</u>	<u>Criteria</u>
DC Graduate Scholarship	DC	Remaining Cost
<u>Work-Study</u>	<u>Source</u>	<u>Criteria</u>
Federal Work Study	Federal	Financial Need
<u>Other Student Employment</u>	<u>Source</u>	<u>Criteria</u>
Campus Employment	DC	Remaining Cost

Enrollment and eligibility

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

- At least half-time (6 credits per semester) - Federal Direct Loans, GradPLUS Loans, Student Employment

Revisions of aid packages

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

Federal Financial Aid Refund/Withdrawal

Outside scholarships

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

Verification

The Central Processing System (CPS) selects which FAFSA applications are to be verified, but Defiance College's Financial Aid Office also has the authority to verify additional student FAFSAs. Most graduate students receive unsubsidized student financial assistance programs for which eligibility is not based on the expected family contribution (EFC). These programs include the TEACH Grant, Direct Unsubsidized and Direct Plus loan programs. For those students required to satisfy verification, Financial Aid will notify the student of what documents to submit, the deadlines they must meet, and the consequences of failing to meet them. Students are also notified if they are selected for verification. Students will receive a message on their FAFSA results known as a Student Aid Report (SAR) indicating the selection. - Verification must be complete before any federal aid, state need-based aid, or DC need-based aid can be disbursed. Documents must be submitted by the beginning of the semester. Failure to complete the verification process may result in loss of aid and an administrative withdrawal.

Refund Policy

Complete withdraw from Defiance College

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

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

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

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

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

Withdrawal from a course

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

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

Return of Title IV funds

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

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

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

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

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

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

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

Return of Title IV: Module Courses

A module is any class that does not span the entire length of the semester/term. A student may be enrolled in modules if a class is shorter than the length of the full semester. A student is considered withdrawn if they do not complete/attend all days scheduled for the payment period or period of enrollment.

Determining Whether a Student Has Withdrawn for R2T4 Purposes: Module Courses

1. After beginning attendance in at least one class, did the student stop attending or fail to begin attendance in a scheduled course used to determine the student’s eligibility for Title IV aid?
 - a) No – Student has not withdrawn.
 - b) Yes – Continue to question 2
2. When the student stopped attending or failed to begin attendance in a schooled course, was the student currently attending any other classes in the semester used to determine the student’s eligible for Title IV aid?
 - a) No – Continue to question 3
 - b) Yes – Student has not withdrawn. Aid may need recalculated based on current enrollment.
3. Do any of the following apply for Title IV eligible classes?
 - a) Did the student complete all requirements for graduation?
 - b) Did the student successfully complete (a grade of an A, B, C, or D) one module or a combination of modules that equals 49% percent or more of the countable of days for the semester?
 - c) Did the student successfully completed (a grade of an A, B, C, D) modular courses equal to or greater than half-time enrollment (undergraduate – 6 credit hours, graduate – 5 credit hours) for the period of enrollment?
 - d) Did the student confirm attendance in writing (email) for a course in a later module in the same semester that begins no later than 45 calendar days after then end of the current withdrawn module?

Yes - Student has not withdrawn. Aid may need recalculated based on current enrollment.

No – Student has withdrawn. A Return to Title IV Funds calculation will be processed. Aid may be first recalculated for classes that the student never attended.

Percentage of Title IV Earned: Module Courses

The percentage of aid earned is calculated by dividing the number of days completed (numerator) by the number of days in the payment period (denominator). Scheduled breaks of less than five consecutive days, including those that take place between modules, are included in the total number of days in the period, and breaks longer than five days within or between modules are subtracted.

For module enrollment the total number of days in the payment period (denominator) of the R2T4 calculation will only include the days in a module if the student attended the module or if the student's classes in that module was used to determine the amount of the student's eligibility for Title IV funds for the payment period.

Academic Policies Relating to Financial Aid

Leave of Absence

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

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

Official Withdrawal

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

Post-Withdrawal Disbursement

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

Unofficial Withdrawal

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

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

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

Satisfactory Academic Progress for Financial Aid

The Defiance College Financial Aid Office is required to monitor Satisfactory Academic Progress (SAP) to comply with Federal regulations for students receiving financial aid. SAP considers both qualitative and quantitative measures of academic progress.

Evaluation Period

Students' cumulative course work will be evaluated at the completion of each semester.

Academic Year Definition

Defiance College's academic year is defined in the academic policy section of this catalog. For financial aid propose this is calculated at 18 credit hours annually.

Qualitative:

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

Quantitative

Graduate students must meet pace toward degree completion standards. Therefore, graduate students must pass 67% of all coursework attempted to meet the satisfactory academic progress for financial aid.

Maximum time frame

Students must complete their programs of study within 150% of the total credit hours required for the completion of their degree program at Defiance College. Example of hours for maximum time frame:

Bachelor's Degree – 120 hours x 150%=180 maximum hours;

Associates Degree – 60 hours x 150%=90 maximum hours; and

Master's Degree – 33 hours x 150%=49 maximum hours, 36 hours x 150%=54 maximum hours.

Attempted Hours

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

Changes in Major

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

Incomplete Coursework

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

Periods of Enrollment

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

Repeated Coursework

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

Second Degree

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

Withdrawal

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

Transfer Hours

All transfer work as determined by the Registrar will be counted in the ratio to determine the successful completion of coursework and in the determination of the maximum time frame.

Academic Clemency

The Office of Financial Aid must count all prior work attempted in determining eligibility for federal financial aid including hours forfeited through the Academic Clemency Policy.

Grade Changes

Once a grade change occurs, it is the responsibility of the student to contact the Office of Financial Aid if they wish to have their eligibility for financial aid recalculated based on the grade change.

Financial Aid Warning: Warning semester

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

Financial Aid Termination: Suspension and Appeals

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

Financial Aid Appeal Process

A student wishing to appeal the decision of the Financial Aid Office may do so by completing a financial aid appeal form available in the Office of Financial Aid. In order to be eligible to file an appeal for financial aid suspension, the student must demonstrate that the student's failure to meet SAP requirements was due to mitigating circumstances such as:

Illness of student

Severe injury of student

- Death of a close relative
- Undue hardships or other circumstances

The appeal should explain in detail the unusual circumstance that prevented the student from achieving satisfactory academic progress and what has changed or will change to enable the student to improve the academic performance. The appeal should provide the actions the student proposes to take to bring the academic performance into compliance and any relevant supporting documentation

The appeal will be reviewed by the Financial Aid Appeals Committee. The committee's decision will be to either approve or deny the appeal. The decision is final and may not be appealed.

Financial Aid Probation: Appeal Approved with or without an Academic Plan

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

Appeal Denied

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

Regaining Eligibility

Reinstatement of aid is limited to the cumulative period under evaluation. Students making SAP by the conclusion of the warning or probation period will be removed from the warning and/or probation status and will regain eligibility for the Title IV aid. The student must meet the following:

- Not exceed the maximum timeframe.
- Complete at least 67% of the attempted cumulative hours as calculated; and
- Achieve the required Defiance College GPA.

STUDENT LIFE SERVICES

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

Resources for Students

Bookstore (Online at defiance.ecampus.com)

Hours: 24-hours a day

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

Phone: 1-877-284-6744

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

Campus Security

Location: Hubbard Hall/McCann Center, Room 109

Phone extension: 2625

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

Computer Services

Location: Pilgrim Library 206

Hours: M-F, 8 a.m. – 5 p.m.

Phone extension: 2667

Email: helpdesk@defiance.edu

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

enforcement in accordance with the severity of the action(s) in question. For more information regarding Defiance College computing policies and guidelines please visit the website at www.defiance.edu and review the Computer Services section.

Counseling Center/Accessibility Services

Location: Defiance Hall, Suite 201

Hours: By appointment

Phone extension: 2562

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

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

Email

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

Intercultural Relations

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2362

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

Music Programs

Location: Schauffler Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2331

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

myDC Access

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

Veteran, Transfer and Commuter Student Support

Location: Defiance Hall 105

Phone extension: 2313

VTCsupport@defiance.edu

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

Residence Life/Housing

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2563

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

Student Activities and Leadership

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2388

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

Student Life Office

Office of the Dean of Students

Location: Hubbard Hall

Hours: M-F, 8 a.m. – 4:30 p.m.

Phone extension: 2437

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

Student Life Policies and Procedures

Accommodations Policy for Students with Disabilities

Kris Knight, Accessibility Services Coordinator

Phone extension: 2445

Email: kknight@defiance.edu

Defiance College offers a variety of services and resources to help students succeed. The Accessibility Services office works closely with students who have disabilities requiring accommodation to ensure equal access to the College's programs, activities, and services. Defiance College complies with all applicable state and federal laws and regulations related to the accommodation of students with physical disabilities, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Accessibility Services is the College's designated office that maintains disability-related documents, certifies eligibility for

services, determines reasonable accommodations, and coordinates services for students with disabilities. To receive specific academic adjustments for a disability, students must have an impairment that substantially limits one or more major life activities, have documentation of such and impairment, and demonstrate that the requested academic adjustments are necessary” for them to participate in the programs of the College (Rehabilitation Act of 1973/PL 93-122, Section 504).

Eligibility and Documentation

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

Acceptable sources of documentation include:

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

ACADEMIC ACTIVITIES

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

Jacket Journey

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

McMaster Symposium and Academic Colloquium Day

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

Matriculation/Convocation

DC has held fall convocations to kick off the new academic year since at least the early 1900s. Often the current DC President would give remarks, but outside speakers were brought in also. In 1956, then-U.S. Vice President Richard M. Nixon spoke at DC’s fall convocation. Many convocations from the 1960s to 2005 were held in Schomburg Auditorium. From 2006-2016, convocation was combined with a matriculation ceremony and held at the Weaner Center, where freshmen were welcomed, heard remarks from

administrative and student leaders, signed a class banner, and attended a picnic. In 2017, fall convocation was moved back to Schomburg where faculty and staff process in in regalia to denote the welcoming of students into the academic community. A short convocation speech is delivered as part of the ceremony, as well as, faculty accomplishments of tenure and promotion are celebrated.

Progeny

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

The Defender (DC College Newspaper)

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

Women's Gallery Art Exhibits

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

ACADEMIC AFFAIRS ORGANIZATION AND CULTURE

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

Students are expected to graduate under the program and curricular requirements published in the catalog in effect the year they matriculate. However, the right is reserved by the College to change requirements at any time as a means of keeping pace with changing educational, technological or science developments. Though such changes may be applied to current students, every effort will be made to give them the benefit of the new education program without imposing undue hardship.

Culture of Engagement and Service

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

Division Structure

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

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

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

Arts and Humanities

Beverly Fanning, Chair

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

Business, Education, and Social Work

Clarissa Barnes, Chair

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

Natural Science, Applied Science, and Mathematics

Tim Rickabaugh, Chair

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

Institute for Career Readiness and Lifelong Learning

Dean: Dr. Jeremy Taylor

Location: Pilgrim Library 201

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

Phone extension: 2349

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

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

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

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

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

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

Internship Information

The Office of Career Development coordinates the internship program at Defiance College. The goal of the internship program is to provide all students with the opportunities to develop job-related skills through college-approved work experiences. The discussion about an internship will begin with faculty during student advising and students interested in completing an internship will arrange for a faculty sponsor for the internship. The sponsor will send the student to the Office of Career Development, where staff will review the internship packet with the student and the next steps of the process. After receiving the internship packet, the student will arrange an appointment with the faculty sponsor to determine the internship site and for assistance in completing the Internship packet paperwork. Upon completion of all required forms, the student will then submit to the Office of Career Development, who will verify all forms are completed properly and forward a copy of the Internship Registration Form to the Registrar. Career Development will follow-up each internship experience with meetings and evaluations for students and employers.

Jacket Journey

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

Institute for Pre-Health and Wellness Studies

Dean: Bridgette Winslow

Location: Serrick Campus Center 206

Phone extension: 2395

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

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

The U.S. Bureau of Labor Statistics¹ predicts an 18% growth in professions in health and wellness, much faster than the average for all occupations, adding about 2.4 million new jobs between 2016 and 2026. The Institute is poised to help Defiance College students realize their aspirations in these professions. Due to the broad array of opportunities in the fields of “health care,” we named the Institute Pre-Health and Wellness Studies to capture the range of interests from medical doctors, to nurses, to medical social workers, to personal health and wellness coaches. The Institute provides Defiance College Pre-Health and Wellness majors additional support as well as complementary academic programming such as guest speakers, documentary film screenings, and field trips.

McMaster School for Advancing Humanity

Dr. Jeremy Taylor, Dean

Location: Pilgrim Library

Hours: M-F 8:30 a.m. – 4:30 p.m.

Phone extension: 2552

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

¹ <https://www.bls.gov/ooh/healthcare/home.htm>

McMaster Scholars and Fellows

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

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

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

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

McMaster Research Assistant Program

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

The McMaster Certificate Program

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

Requirements (total 10 credit hours):

Students must successfully apply for and complete the requirements of a McMaster Scholar within a McMaster Learning Community. Apply for the McMaster School for Advancing Humanity Certificate Program upon the completion of the McMaster Scholar/Learning Community experience. Participate in a minimum of four "Constitutional Conversations" co-curricular campus debate/discussions.

Required course:

POL 337 Comparative Social and Political Systems (1)

Choose one:

POL 237 American Government and Politics (3)

HIST/POL 336 History of the Constitution (3)

Choose one:

HIST 328 Political Geography (3)

NSCI 380 Global Sustainability (3)

SWK 265 Cultural Diversity (3)

The Service Leadership Program

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

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

Success Services

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

Location: Pilgrim Library

Phone extension: 2332

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

All of Your Academic Support in One Building

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

Pilgrim Library

Director: Assistant Dean Lisa Crumit-Hancock

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

Phone extension: 2481

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

The mission of the Pilgrim Library is to contribute to effective teaching, learning, and research at Defiance College, by promoting information literacy, by providing diverse information resources that support the curriculum, by collaborating with faculty to further the academic success of students, and by actively preserving and presenting Defiance College's rich history for current and past students as well as the larger community. The most valuable resource in the Pilgrim Library is the professional library staff. The library staff offers a wide range of research and reference assistance. This help may be face-to-face, via email, through chat, or by means of scheduled individual or group instruction. The library building includes a computer lab, space, and tools for both collaborative and independent study, informal lounge areas, and Wi-Fi available to all registered students throughout the facility.

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

Academic Support Center

Director: Lacey Strickler, PhD

Location: Pilgrim Library lower level

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

Phone extension: 2495

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

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

Supplemental Instruction for select courses in Math and Sciences

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

Tutoring

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

STEM Computer Lab

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

Study Skills Development Workshops

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

Writing Studio

Director: Assistant Dean Lisa Crumit-Hancock

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

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

Structured Study Program (SSP)

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

DC FIRST

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

DC PASS

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

Office of the Registrar

Registrar: Steven Borawski

Location: Serrick Campus Center Room 204

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

Phone extension: 2551

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

ACADEMIC POLICIES AND PROGRAMS

Certificates Offered

Defiance College is authorized by its Board of Trustees, the Higher Learning Commission, and the Ohio Department of Higher Education to grant the following graduate certificates:

- Law Enforcement Intelligence

Degrees Offered

Defiance College is authorized by its Board of Trustees, the Higher Learning Commission, and the Ohio Department of Higher Education to grant the following degrees and concentrations (if applicable):

- Master of Arts in Education
 - General Concentration
 - Intervention Specialist Concentration (mild/moderate K-12)
 - P-12 Reading Endorsement Concentration
 - Sport Coaching Concentration
 - Principal Licensure PK-6, 4-9, or 5-12 (post-graduate licensure)
 - Superintendent's Licensure (post-graduate licensure)
- Master of Business Administration
 - Leadership Concentration
 - Sport Management Concentration

Commencement Participation

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

Students who complete degree requirements in the summer may participate in the annual spring Commencement and will receive their diploma when requirements are completed. Graduate students who have an approved plan of study with an expected

completion date of August 31st may, upon demonstration of adequate progress, participate in Commencement in May of that calendar year as a summer graduate.

ACADEMIC POLICIES AND STANDARDS

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

Academic Dishonesty and Plagiarism

Responsibilities of members of the Defiance Community

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

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

Academic Dishonesty

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

Plagiarism and Remediation

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

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

Examples of Plagiarism (a non-exclusive list):

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

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

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

- Using one's own work in multiple classes without instructor permission (self-plagiarism).

Remediation and Penalties

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

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

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

Reporting of Infractions

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

Appeals Process

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

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

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

Academic Advising

Defiance College provides close attention to individuals. At the core of this individual concern is the advisory system and access to professors. All students are assigned a faculty advisor in their major discipline upon enrolling at Defiance College. Students are encouraged to work closely with their academic advisors throughout their college careers. 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, if applicable, any field experience, internship, or research projects.

Academic Probation and Suspension

Candidates 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. Candidates on academic probation may not enroll in EDUC 510, EDUC 698, submit or present the Master's Project. If a student is on academic probation, he/she must develop a plan of action to raise his/her GPA with the appropriate program director. A plan of action may result in a student taking additional credit hours beyond the programs credit hour requirement. The candidate 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 may be

suspended for one semester. Any student who fails to meet the above criteria may be dismissed from the program. Students whose cumulative grade point average falls below a 2.00 are subject to dismissal without probationary status.

Any graduate student who wishes to enroll at Defiance College following a suspension must submit a letter to the appropriate program director requesting re-enrollment to the program along with the completing the re-enrollment process through the Registrar's Office (see the section below on Re-Enrollment).

Academic Second Chance

Students who have received a grade of "F" in a graduate course taken at Defiance College may select to retake the course under Academic Second Chance if the course is repeated at Defiance College. This option may be exercised for two graduate courses during the student's graduate career at the College. The Academic Second Chance form must be completed with the Registrar's Office prior to enrolling in the course for the second time. The forgiven course is noted on a student's transcript with an asterisk; the repeated course is noted with an "R." Forgiven courses are not calculated into a student's cumulative GPA. The student will keep on their permanent academic record the grade for both the first and second attempt. Academic Second Chance may not be used to change academic history after a student has received a degree.

Academic Status

Graduate students enrolled in one to six hours are considered part-time graduate students. Graduate students enrolled in nine or more hours are considered full-time graduate students. Students must be enrolled in six credit hours to apply for federal financial aid.

Academic Year and Terms

Defiance College operates on a semester calendar consisting of two sixteen-week semesters. The fall semester runs from late August to mid-December; the spring semester runs from early January to early May. The College also offers a summer program from May through August.

APA Citation Requirement

All written assignments completed for the Defiance College graduate programs are required to be formatted, cited and referenced per the guidelines of the most recent edition of the Publication Manual of the American Psychological Association. There are a number of resources available to you to accomplish this requirement. First, it is strongly recommended that each graduate student should obtain a copy of the most recent edition of the Publication Manual of the American Psychological Association.

Two APA resources from the Pilgrim Library are APA Style Central and an APA Lib-Guide. APA Style Central is a web based service provided by APA that assists in APA writing style, formatting, citation and reference documentation. A link for the service is available on the Pilgrim Library website. The APA Lib-Guide is available from the Pilgrim Library at <http://library.defiance.edu/apa>. This website contains links on APA style, APA supplemental materials and provides examples of the most commonly used citations of sources. Finally, another respected web source for APA formatting and style is the website published by Purdue University at <https://owl.english.purdue.edu/owl/resource/560/1>. This site provides easy to navigate links to answer most APA questions.

For all graduate programs, the use of APA will be a graded component on all written assignments requiring citations and references. The point value will vary by class, assignment, and professor. Any program-specific guidelines for written assignments and APA formatting supersede these guidelines and should be adhered to in all written assignments.

Appeals and Grievance Procedures

Please refer to specific graduate program manuals detailing policies and procedures. In general, grievances of an academic nature shall be appealed in the following way:

1. The student will talk to the professor to resolve the grievance or concern within two weeks of the disputed occurrence.
2. If the grievance or concern has not been resolved, the student may appeal to the respective graduate program director within four weeks of the disputed occurrence.
3. If the grievance or concern remains unresolved, the student must submit a formal letter of appeal to the Office of Academic Affairs for consideration.

Auditing Courses

Graduate courses may not be audited.

Awarding of Degrees

A student who satisfactorily completes the graduation requirements listed below and who is approved for graduation by the faculty and trustees will receive the Master of Arts in Education or Master of Business Administration degree. In order to qualify for graduation students must declare their intention to graduate by completing a graduation application, which can be obtained in the Registrar's Office and on the Defiance College website. Applications must be submitted to the Registrar's Office at least one semester in advance of the last semester of enrollment. To receive their degrees, students must discharge all financial obligations to the College, including completing exit loan counseling, if applicable.

Coursework 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. Credit for courses taken outside of this time frame will not be accepted. A graduate candidate who wishes to extend his/her program must submit a written petition to the candidate's respective Program Director before the end of the six-year time limit. Decisions will be made by the Office of Academic Affairs based on the recommendation of the Program Director. 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.

Covid 19 Vaccination Policy

Defiance College does not currently require Covid-19 vaccinations. However, some activities such as field experiences, internships, experiential learning activities, or programs of study (i.e., nursing) may require vaccination to participate due to external institutional requirements. Defiance College's Covid-19 vaccination policy does not supersede their requirements when on those sites. If Defiance College students choose to participate in off-site activities they need to adhere to the safety guidelines of those external institutions.

Definition of a Credit Hour

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and the time requirements for a course taken at Defiance College. At its most basic, a credit hour is a proxy measure of a quantity of student learning and effort. Three (3) credits are equivalent to a minimum of three hours of instruction per week for a three-hour course in a fifteen-week semester. It is expected that students will work a minimum of six additional hours outside of class per week for a three-hour course. This calculation is applied relatively to courses with a fewer or greater number of credit hours. In certain circumstances, it is possible to work more hours outside of class but not less. This standard provides a measure of student work for transfer students.

Degree Offerings and Requirements

See portion of the catalog for all offerings and requirements.

Experiential Learning

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

Field Experience

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

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

Internships

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

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

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

1. The right to review and inspect his or her own education records. An eligible student has the right to inspect and review the student's education records within 45 days after the day Defiance College (the "college") receives a request for access. A student should submit a written request to the Registrar that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, he/she shall advise the student of the correct records custodian to whom the request should be addressed.
2. The right to request an amendment of the education record that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. The college will, within a reasonable time after receiving the request, decide whether to amend the record as requested. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before Defiance College discloses personally identifiable information (PII) from the student's educational records, except to the extent that FERPA authorizes disclosure without consent. An eligible student has the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

- a. "College officials" include
 - i. Persons employed by Defiance College in an administrative, supervisory, academic, research, or clerical or support staff position (including but not limited to law enforcement unit personnel, attorneys, counselors, and health staff);
 - ii. Persons serving on the board of trustees; or
 - iii. Persons (including students) serving on an official university committee, such as a disciplinary or grievance committee.
- b. A college official also may include a volunteer, contractor, consultant or other party outside of Defiance College
 - i. Who performs an institutional service or function for which the university would otherwise use its own employees,
 - ii. Who is under the direct control of the university with respect to the use and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks, and

- iii. Who is subject to the obligation not to disclose PII from any education record without the prior written consent of the student.
- c. “Legitimate educational interests” include performing a task or engaging in an activity related to
 - i. One’s regular duties or professional responsibilities,
 - ii. A student’s education,
 - iii. The discipline of a student,
 - iv. A service to or benefit for a student,
 - v. Measures to support student success, and
 - vi. The safety and security of the campus.
4. The right to file a complaint. An eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Defiance College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

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

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

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

- To other college officials whom the college has determined to have legitimate educational interests, as described above under paragraph 3. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions, provided that certain conditions are met. (§ 99.31(a)(1))
- To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To certain state and local officials or authorities when authorized by state statute in certain cases. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- When it is information the university has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§ 99.31(a)(15))
- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

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

Solomon Amendment

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

Defiance College will disclose the following information in compliance with an authorized Solomon request:

Name, address, age and date of birth, class standing, degree sought, email, major, and phone number. A student’s age, date of birth and major are not defined by Defiance College as Directory Information under the list below, but are required to be disclosed to military recruiters under the Solomon Amendment. Students who have requested a restriction of their directory information as described below under “Request to Restrict Directory Information” will not have their information disclosed to recruiters.

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

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

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

Directory Information

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

- Name
- Email address
- Address (local & home)
- Telephone number (any listed)
- Curriculum
- Enrollment status & credit hours

- Dates of attendance
- Class rank classification
- Receipt or non-receipt of degree
- Academic awards received (dean's list, honors students)
- Participation in officially recognized activities
- Sports photograph(s)
- Position, weight, height in athletics

Request to Restrict Directory Information

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

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

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

Grade Appeals

Students should first discuss concerns with the instructor. Any unresolved concerns of a student in a course of an externally accredited program should be addressed by the formal written policies of that externally accredited program, with the outcome being reported to the Office of Academic Affairs. Any unresolved concerns of a student in a course that is not of such a program should be addressed by the Office of Academic Affairs in conjunction with the instructor.

Grade Changes

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

Grade Reports

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

Grading System

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

A, A-	High quality graduate work
B+, B	Quality graduate work
B-	Below expected graduate work but acceptable
F	Failing work
I	Incomplete (An "I" not made up by the end of the next regular term will become an "F")
P	Passing at "C" level or above for undergraduate courses and "B" level or above for graduate courses
W	Withdraw
WIP	Work in-progress (currently enrolled classes listed on transcript by year and term)
WF	Withdraw failing (counts as an "F" in cumulative and term GPA; issued when students withdraw from a course after the posted withdraw deadline but before the end of the semester)

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)

F, WF, W - 0 points

Courses in which the student receives grades of “W,” “I,” and “WIP” are not included when computing the grade point average. To arrive at the average, all earned points are added and the total divided by the number of credit hours. For example, a student who takes five courses of three credits each and receives an “A” in all of them accumulates 60 grade-points, which is divided by 15, yielding a grade point average of 4.0.

An Incomplete (I) grade is given only when circumstances beyond the student’s control prevent completion of a course by the end of the regular semester or term. All coursework for the current and any future term is displayed on the student’s transcript with a “WIP” grade which stands for “Work In Progress.” Extended time will be provided to BUS 590, BUS 591 and EDUC 698 when research extends beyond one semester, but within one calendar year from the initial course start date.

Graduate Course Enrollment for Undergraduate Students

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

1. The student has completed 90 semester hours;
2. A GPA of 3.00 has been achieved;
3. The student meets the course prerequisites;
4. Approval of the program director; and
5. Space is available in the course.

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

Graduation Requirements

In order to graduate and receive a master’s degree, the graduate candidate must complete all required and elective courses with a grade of “B-” or higher. In addition, the graduate candidate’s overall GPA must be at least a 3.0 on a 4.0 scale. Master of Arts in Education students must also complete a Master’s Project (EDUC 698).

Guest/Transient Student

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

Only the course title and credit are added to the record. The grade is not computed with the Defiance College grade point average, except when computing the GPA for graduation with honors. Beginning in fall 2008, graduation honors is based on the GPA earned at Defiance College.

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

Incomplete Grades

An Incomplete (I) grade is given by the instructor of a course only when circumstances beyond the student’s control prevent completion of a course by the end of the regular semester or term. The instructor will file the final correct mark as soon as the incomplete work has been finished. Incompletes not resolved by the end of the next regular term will become an “F”. Example, a course marked “I” at the end of the spring semester, must be resolved by the end of the following fall semester or the grade will be changed to “F”. Summer term is not considered a regular term.

Independent Study Courses

Independent study may be either project or research-oriented. The topics for independent study are not usually part of the curriculum but reflect a student’s special interest, or they take a student further into a subject than regular course work allows. Independent study courses are only available to students in the MBA program. Students must work closely with the MBA program director in planning, executing, and evaluating if an independent study course is appropriate in their plan of study. All graduate

independent study courses must be approved by the MBA Program Director and Vice President for Academic Affairs. Only one required course in the MBA Core may be taken through independent study. A course may not be taken as an independent study during the academic term in which the course is being offered. Approved independent study forms must be submitted to the Registrar's Office by the end of the posted Add/Drop period.

Leave of Absence

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

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

Military Active Duty Policy

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

Non-Discrimination Policy

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

Online Learning and Policies

Defiance College offers online learning using both synchronous and asynchronous formats via its learning management system. The Master of Arts in Education and Master of Business Administration are offered as 100 percent online programs. Online courses at Defiance College are developed and delivered with the same dedication to superior learning, engagement in understanding, active leadership, and service as face-to-face courses. The methods of online learning insure that the content and skills to prepare students to apply the highest level of academic professional preparation are consistent with Graduate Programs delivered using any format.

Class Attendance Policy

Students are expected to log into the learning management system as well as any synchronous sessions, special conferences and virtual meetings included on the syllabus for the course. The College has adopted the following policies on student online participation:

1. The College does not have a "cut" system or a standard set of penalties for unexcused absences. Both are left to the discretion of the individual instructor, and it is up to the student to learn instructors' policies. An instructor has the right to withdraw a student for excessive absences after consultation with the Office of Academic Affairs.
2. In cases of extenuating circumstances creating extended absences the student must contact the Office of Academic Affairs.

Online Course Failing Grade Policy

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

Posthumous Degree Policy

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

Undergraduate:

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

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

Graduate:

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

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

Procedures:

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

Professional Enrichment and Renewal Classes (PERC)

The PERC series is a set of courses that offer educators an efficient way to stay abreast of current trends and topics in education, to learn skills related to specific curricular or learning areas, and to renew teacher licensure. Students can earn up to three credit hours per course, and they may be used to fulfill the elective requirements in the Master 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.

Right to Modify

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

Schedule Changes and Course Adjustments

Students may change a class schedule during the first four days of classes in a regular term or the first four days of the summer for all summer sessions. After that, the student may withdraw from a class but may not add one, bearing in mind that reduction of the course load may change financial aid.

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

Scheduling for Classes

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

Student Complaint Policy

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

Transcript Requests

Defiance College offers online transcript ordering through Parchment Exchange. Parchment may be used for both rush and regularly processed transcript requests. Regular processing transcripts are mailed via US mail within 3-5 business days of the Defiance College receipt and processing of the transcript order. Transcripts are not processed on days when Defiance College is closed. Regular processing of transcripts are \$7.50 per record (\$5.00 DC processing, \$2.50 Parchment fee. Other options such as pick-up and overnight delivery may be requested for additional cost. If you are requesting a transcript to be sent to another Defiance College office or are requesting a transcript for a scholarship applied to your DC tuition/fees, please email the Registrar's Office directly at registrar@defiance.edu to complete a specialized release form. The Registrar's Office only issues official transcripts. Unofficial transcripts are available to all enrolled students free of charge through the myDC portal.

Transfer Credits

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

- Nine (9) credit hours is the maximum number of graduate semester credit hours that may be transferred to Defiance College. This credit must not have been used to fulfill requirements for an undergraduate degree.
- Transfer credits must have been earned within six years from the time of application for graduation. Only the Office of Academic Affairs, or appointed committee and/or designees, will provide exceptions. A written petition of extension should be provided to the respective graduate program director.
- Only grades of “B” and above are considered for transfer. Grades of “B-” or below are not considered for transfer. Transfer grades will not be calculated in a student's cumulative GPA at Defiance College.
- Graduate candidates must have approval from the appropriate graduate program director before enrolling in another institution's course with the intent of transferring credit to Defiance College. The appropriate graduate program director must sign a transfer credit application form and provide it to the Registrar's Office.

Use of Human Subjects for Research

Research conducted by graduate students must be supervised by Defiance College faculty. All graduate students, faculty, and staff who plan to conduct research with human subjects are required to complete Human Subjects Protection training. Training is free to

students, faculty and staff at the following link: <https://phrp.nihtraining.com/#!/login>. The methods and procedures that will be used for all research involving human subjects must be reviewed by the Defiance College Institutional Review Board (IRB) prior to any data being collected. For additional information please visit the IRB page at <http://www.defiance.edu/offices/irb.html> or email irb@defiance.edu.

Veteran Educational Benefit Certification

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

Withdrawal

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

GRADUATE PROGRAMS OF STUDY

LAW ENFORCEMENT INTELLIGENCE

Program Director: Prof. Tim Wedge

Program Description

Graduates of this 48-week program will be uniquely empowered to ethically and lawfully apply intelligence gathering and analysis techniques to a variety of modern law enforcement challenges, including, but not limited to, rapid location of fugitive suspects, identifying likely victims and repeat offenders. Students will acquire techniques and strategies for leveraging publicly available data with law enforcement resources while recognizing the ethical and legal boundaries that govern the use of all types of information resources. The program culminates with a group capstone wherein students will put their attained skills and knowledge to use to solve a real-world problem. The course is designed for working adults that need flexible schedules. Requirements for admission: student must have a bachelor's degree from an accredited institution.

Law Enforcement Intelligence Graduate Certificate (16 credit hours):

LINT 501	Introduction to Intelligence (3)
LINT 502	Introduction to Data Analytics (3)
LINT 503	Introduction to GIS (3)
LINT 504	Introduction to Social Media Investigations (3)
LINT 505	Introduction to Terrorism (3)
LINT 598	Law Enforcement Intelligence Capstone Project (1)

Courses and Descriptions

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

LINT 501 Introduction to Intelligence (3)

This course introduces the student to the techniques for legally and ethically acquiring and analyzing data and providing digested information to policy and decision makers that are depending on reliable intelligence to make fact-based policy, strategic, and tactical decisions.

LINT 502 Introduction to Data Analytics (3)

This course introduces the student to the basics of data science and data analytics for handling of massive databases. The course covers concepts such as data mining for big data analytics and introduces students to the practicalities of map-reduction while adopting the big data management life cycle.

LINT 503 Introduction to GIS (3)

This course introduces the fundamentals of Geographic Information Systems (GIS) focusing on spatial analysis. The basic design of the course is to teach the principles of mapping and spatial analysis of real world scenarios. Specifically, applications for law enforcement intelligence including the crime map creation and analysis will be covered through training using ESRI's ArcGIS software.

LINT 504 Introduction to Social Media Investigations (3)

Students will learn how social media is used by bad and good actors to find information about other people, and gain insights into both intelligence-gathering and counter-intelligence techniques in the realm of social media. Students will also learn about US and international laws and regulations that pertain to data collection on social media.

LINT 505 Introduction to Terrorism (3)

This course is designed to provide an in-depth understanding of the dynamic nature of terrorism. This includes an examination of the various definitions of terrorism. The definition of terrorism tends to evolve and depending on the federal agency, it may be defined or described differently. This course also provides a deep analysis into the study of terrorism by examining law enforcement and governmental responses intended to mitigate and prevent acts of terrorism. Terrorist groups and their tactics will also be explored in this course.

LINT 598 Law Enforcement Intelligence Capstone Project (3)

In this course, students will engage in a group project with a partner law enforcement agency to use their data collection, aggregation, processing and analytical skills to help solve a real-world law enforcement challenge posed by a partner agency. Prerequisites: LINT 501, 502, 503, 504, and 505 with a cumulative GPA of 3.0 or higher.

MASTER OF ARTS IN EDUCATION

Program Director: Dr. Carla Higgins

Program Description

The Master of Arts in Education, grounded in the college's mission, is dedicated to enhancing and improving the skills, knowledge, attitudes, and competencies of current and future professionals in the fields of education and sport coaching. We are committed to preparing lifelong professionals of theory and research, reflective facilitators of learning, and competent leaders within diverse communities.

Master of Arts in Education, General Concentration (33 credit hours):

EDUC 502 Advanced Educational Psychology (3)
EDUC 505 Instructional Strategies for Engaged Learning (3)

EDUC 510	Inquiry Methodology (3)
EDUC 558	Education of Diverse and Exceptional Learners (3)
EDUC 607	Educational Assessment and Planning (3)
EDUC 698	Capstone: Master's Project (3)
Elective	Student Choice (3)
Elective	Student Choice (3)
Elective	Student Choice (3)
Elective	Student Choice (3)
Elective	Student Choice (3)

Master of Arts in Education, Intervention Specialist Concentration (33-36 credit hours):

EDUC 502	Advanced Educational Psychology (3)
EDUC 505	Instructional Strategies for Engaged Learning (3)
EDUC 510	Inquiry Methodology (3)
EDUC 512	Reading and Writing in the Content Areas (3)
EDUC 546	Reading Diagnosis and Remediation (3)
EDUC 558	Education of Diverse and Exceptional Learners (3)
EDUC 606	Learning Environments and Social Interactions (3)
EDUC 607	Educational Assessment and Planning (3)
EDUC 612	Communication and Language and Reading for Diverse Populations (3)
EDUC 633	Family and Community Partnerships (3)
EDUC 698	Capstone: Master's Project (3)

Students who have not taken a stand-alone phonics course will be required to take EDUC 508 Phonics and Structure of Language (3).

Of note: teachers with a valid Ohio teaching license may pursue an Intervention Specialist Mild/Moderate License without completing the Master's Project requirement to earn a MAE. Candidates seeking licensure in K-12 Intervention Specialist (mild/moderate) must also:

- Complete the courses listed in the MAE Intervention Specialist program;
- Pass the Ohio Assessments for Educators (OAE) 043 Special Education and 090 Foundations of Reading;
- Submit a satisfactory FBI/BCI background check to the Ohio Department of Education, and;
- Apply for licensure through the Ohio Department of Education website.

Master of Arts in Education, K-12 Reading Endorsement Concentration (33-36 credit hours):

EDUC 502	Advanced Educational Psychology (3)
EDUC 505	Instructional Strategies for Engaged Learning (3)
EDUC 510	Inquiry Methodology (3)
EDUC 512	Reading and Writing in the Content Areas (3)
EDUC 520	Theory and Research in Reading and Literacy (3)
EDUC 521	Multicultural Literature in P-12 Classrooms (3)
EDUC 522	Clinical Practicum in Reading (3)
EDUC 546	Reading Diagnosis and Remediation (3)
EDUC 558	Education of Diverse and Exceptional Learners (3)
EDUC 607	Educational Assessment and Planning (3)
EDUC 698	Capstone: Master's Project (3)

Students who have not taken a stand-alone phonics course will be required to take EDUC 508 Phonics and Structure of Language (3).

Candidates seeking an Ohio Reading Endorsement must also:

- Complete of the courses listed above in the MAE Reading Endorsement program;
- Pass the Ohio Assessments for Educators (OAE) 038-039 Reading (Subtests I and II);
- Submit a satisfactory FBI/BCI background check to the Ohio Department of Education, and;

- Apply for licensure through the Ohio Department of Education website.

Reading Endorsement (15 credit hours):

Teachers with a valid Ohio teaching license may pursue a K-12 Reading Endorsement without completing the requirements to earn a MAE by taking the following courses:

EDUC 512	Reading and Writing in the Content Areas (3)
EDUC 520	Theory and Research in Reading and Literacy (3)
EDUC 521	Multicultural Literature in P-12 Classrooms (3)
EDUC 522	Clinical Practicum in Reading (3)
EDUC 546	Reading Diagnosis and Remediation (3)

Candidates seeking an Ohio Reading Endorsement must also:

- Complete of the courses listed above in the MAE Reading Endorsement program;
- Pass the Ohio Assessments for Educators (OAE) 038-039 Reading (Subtests I and II);
- Submit a satisfactory FBI/BCI background check to the Ohio Department of Education, and;
- Apply for licensure through the Ohio Department of Education website.

Master of Arts in Education, Sport Coaching Concentration (33 credit hours):

EDUC 502	Advanced Educational Psychology (3)
EDUC 505	Instructional Strategies for Engaged Learning (3)
EDUC 510	Inquiry Methodology (3)
EDUC 558	Education of Diverse and Exceptional Learners (3)
EDUC 602	Principles of Sport Coaching and Leadership (3)
EDUC 607	Educational Assessment and Planning (3)
EDUC 630	Sports Psychology (3)
EDUC 631	Student Athlete Development (3)
EDUC 632	Physical Aspects of Coaching (3)
EDUC 698	Capstone: Master's Project (3)
Elective	Student Choice (3)

Principal Licensure PK-6, 4-9, or 5-12 (20 credit hours):

Teachers with a valid Ohio teaching license, a Master's degree in education, and two years teaching experience in the desired grade band may pursue Principal Licensure. Candidates seeking Principal Licensure must also complete the Ohio Assessment for Educators (015 Educational Leadership) at the required benchmark score, successfully complete courses listed below for the Principal Licensure, submit a satisfactory FBI/BCI background check, and complete an application for licensure to the Ohio Department of Education. Candidates must earn a grade of B or higher in all courses.

EDUC 620	The Principalship and Instructional Leadership (3)
EDUC 621	School Finances and Human Resources (3)
EDUC 622	Education Law and Ethics (3)
EDUC 623	Special Education Law, Policies, and Procedures (3)
EDUC 624	School Culture, Families, and Communities: Equity and Cultural Responsiveness (3)
EDUC 691	Internship (5)

Superintendent's Licensure Program (16 hours)

Candidates with a master's degree and three years of successful experience as a principal or administrative specialist may pursue a superintendent's license. Candidates who have not taken the Ohio Assessment for Educators 015 Educational Leadership must pass the assessment, have clear FBI/BCI checks, and have successfully completed the superintendent's licensure program in order to apply for the license. The program requires 12 credit hours of coursework and a 200-hour internship requirement. Candidates must earn a grade of B or higher in all courses.

EDUC 721	Working with the Board and the Community (3)
EDUC 722	Educational Finances and Managing the School District (3)
EDUC 723	Administrative Responsibilities: Exploring the Superintendency (3)
EDUC 724	Special Topics in Educational Administration (3)
EDUC 791	Internship Superintendent's Licensure (4)

Courses and Descriptions

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

EDUC 502 Advanced Educational Psychology (3)

Students will learn contemporary behavior, cognitive, motivational, and developmental theories that describe the characteristics and processes of learning. Course content focuses on the impact of socio-cultural context, diverse learning styles and needs, and assessment on student learning. Class activities and assignments will help students connect human learning in various contexts.

EDUC 505 Instructional Strategies for Engaged Learning (3)

The focus of this course is identifying and exploring research-based strategies and methods to enhance and engage learning. Students will design developmentally appropriate instructional materials and lesson applying various strategies and methods to differentiate instruction, activities, and assessments. Field assignments/hours included.

EDUC 508 Phonics and Structure of Language (3)

Students will learn 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 will be addressed. Linguistic, cognitive, psychological, and curricular perspectives of literacy acquisition and development will be explored.

EDUC 510 Inquiry Methodology (3)

This course is the study of inquiry methods appropriate to the development of understanding education research and theory. It is designed to engage graduate candidates in the process of developing a research topic and questions, literature review, problem and purpose statements, and research design for the Master's Project. Students will also be introduced to data analysis and interpretation, and the Human Subjects process through the Institutional Research Board (IRB). This is the last course of the MAE foundation courses to complete before enrolling in EDUC 698 Master's Project.

EDUC 512 Reading and Writing in the Content Areas (3)

Using the Common Core Standards in Reading/English as a focus, the course highlights the principles, techniques, strategies and the resources which aid teachers in developing and strengthening students' reading and writing ability within school content areas. Focus on comprehension through attention to textbooks and their organizations, readability, student interests, schema theory and cultural factors. The five components of the language arts will also be addressed. Clinical field hours to be completed with children in grades PK-3, or 4-9, or 7-12.

EDUC 520 Theory and Research in Reading and Literacy (3)

This course examines seminal research of reading, writing, and literacy development. Various approaches to the foundation of reading and writing will be examined and explored.

EDUC 521 Multicultural Literature in P-12 Classrooms (3)

This course is designed to engage students in the use of quality multicultural literature books across the grade levels and the content areas based on the Ohio Learning Standards.

EDUC 522 Clinical Practicum in Reading (3)

The candidates will work with primary, middle or high school students diagnosing, prescribing, and implementing a reading plan for improvement to all learners (culturally diverse, English Language Learners, the exceptional student (dyslexia, gifted, learning disabilities, etc)). The candidates will demonstrate competency in teaching reading and writing, assessment and intervention, examining and evaluating the school's reading plan, developing partnerships with parents, administrators, teachers, and identifying and designing professional development in support of the school's reading initiative.

EDUC 542 Teaching Mathematics in Middle School (3)

Candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for mathematics in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCTM Standards, and edTPA. When taken for Middle or Early Childhood Generalist Endorsements, practicum hours will be embedded in the course.

EDUC 543 Teaching Science in Middle School (3)

Candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for science in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NSTA Standards, and edTPA. When taken for Middle or Early Childhood Generalist Endorsements, practicum hours will be embedded in the course.

EDUC 544 Teaching Social Studies in Middle School (3)

Candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation for Social Studies in grades 4-9. Included in this course: Ohio Standards for the Teaching Profession, Ohio Learning Standards, NCSS Standards, and edTPA. When taken for Middle or Early Childhood Generalist Endorsements, practicum hours will be embedded in the course.

EDUC 546 Reading Diagnosis and Remediation (3)

The study of appropriate reading and writing diagnostic and remedial procedures for assessing strengths and weaknesses in young learners are included. The use of the results of these procedures to create appropriate teaching strategies is addressed. Students will have the opportunity to develop and implement diagnostic and remedial strategies for students with dyslexia. This course is part of the required 12 hours reading core. Clinical field hours to be completed.

EDUC 547 Integrated Reading/Language Arts Methods for Middle Level Learners (4)

The Ohio Learning Standards in English Language Arts are used to organize the instruction in the course. The course emphasizes scientifically-based strategies in the teaching of reading and the use of phonics. The course emphasizes comprehensive, creative approaches and specific techniques involved in integrating listening, speaking, writing, grammar, reading, and spelling experiences for learners. Focus on integrated development of communication skills.

EDUC 558 Education of Diverse and Exceptional Learners (3)

Students will learn how diversity and exceptionality impact learning, behavior, and educational needs. The course will include information about the laws associated with special education, educating exceptional children with a wide range of disabilities, diverse learning needs, and specialized abilities. Students will explore related services, adaptive technology, and curricular implications involved in educating exceptional learners. Cultural, societal, and family structures of exceptional learners will be examined.

EDUC 595 Special Topics (1-3)

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. Repeatable as long as the topic changes.

EDUC 602 Principles of Sport Coaching and Leadership (3)

This course refines and builds upon students' coaching skills and leadership capacities in sport. Sport coaching is surveyed from philosophical and pedagogical perspectives while considering tactics and strategies, player development, and peak performance training theory. The functional role of the coach as an administrator is addressed from a variety of perspectives. Leadership in sport is examined through a social justice/transformational lens by considering expert cases, i.e.: biographical studies of those that have made the world more peaceful and just through their work as leaders in sport. This course is required for candidates pursuing the Sport Coaching concentration.

EDUC 606 Learning Environments and Social Interactions (3)

The focus of this course is the cultural, historical, and philosophical framework of special education, basic classroom management theories and strategies for students with mild and moderate disabilities, effective management of teaching and learning, and social skill development.

EDUC 607 Educational Assessment and Planning (3)

Students will examine the role of assessment in teaching and learning and best practices for using assessment to inform teaching practices. Students will examine in depth formative, summative, performance-based and non-cognitive forms of assessment and how to create alignment between learning objectives and those assessments. Field assignments/hours included.

EDUC 612 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.

EDUC 620 The Principalship and Instructional Leadership (3)

This course examines the role of the principal as an instructional leader and how the principal can manage educational programs, personnel, and facilities while promoting professional development among staff. Candidates will learn how to organize tasks and projects to include the participation of various staff members. System and continuous-improvement processes as they apply to school improvement will be discussed and candidates will evaluate community attitudes, cultures, and appropriate communication strategies. Resources for improving internal and external home-school-community relations will be identified. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, Ohio Requirement for the Resident Educator License, Ohio Value-Added Progress Dimension, the Ohio Learning Standards, the ELLC Standards and the Ohio Chancellor's Directive on Substance Addiction will be examined. A ten-hour field experience is required as part of this course.

EDUC 621 School Finances and Human Resources (3)

This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitably, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, the Ohio Learning Standards, and the ELLC Standards will be examined. A ten-hour field experience is required as part of this course.

EDUC 622 Education Law and Ethics (3)

This course is a broad overview and addresses the legal and ethical issues relating to the practical problems faced by school administrators. It offers school leaders the opportunity to develop a broader understanding of the legal and ethical aspects of American schooling through presentation of subject areas of law most relevant to PreK-12 education. It also introduces students to methods of legal analysis and decision-making, including an examination of students' legal rights and the ethical parameters of education leadership, so that they can anticipate and recognize legal problems as education administrators. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, Ohio Requirement for the Resident Educator License, Ohio Value-Added Progress Dimension, the Ohio Learning Standards, and ELLC Standards will be examined. A ten-hour field experience is required as part of this course.

EDUC 623 Special Education Law, Policies, and Procedures (3)

This course provides school administrators with information and skills to apply special education laws and policies to situations that will be encountered in schools and districts. Major areas of special education will be explored and various approaches to handling problems examined. In this course, the Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, and the ELLC Standards will be examined. A ten-hour field experience is required as part of this course.

EDUC 624 School Culture, Families, and Communities: Equity and Cultural Responsiveness (3)

This course provides future school principals with information and skills to create ethical relationships with community partners, parents and families. Collaboration skills and communication strategies will be discussed and applied. An emphasis in this course will be becoming a culturally responsive school principal. The Ohio Standards for the Principal, the Ohio Operating Standards, the Ohio Standards for Professional Development, and the ELLC Standards will be examined. Includes 10 hours of field experience.

EDUC 630 Sports Psychology (3)

This course is an overview of current research and theory on the use of psychological skills for peak performance and overall 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.

EDUC 631 Student Athlete Development (3)

The course examines the role of sport as a vehicle for athlete development, from physical, cognitive, and affective domains. Students then examine specific issues related to sport including health/nutrition, personal responsibility, positive learning environments, and teaching strategies for optimal athlete learning. This course aims to provide a framework of professional development from a theoretical and research standpoint.

EDUC 632 Physical Aspects of Coaching (3)

This course is an overview of the scientific principles of anatomy, physiology, sports medicine, and biomechanics as a foundation for students seeking professional development in sport coaching. Specific topics will include skeletal and muscular systems, injury treatment and prevention, biological systems in relation to sport and physical activity, nutritional factors, use of PEDs, and physical growth and motor development. Application of course content in a physical setting will allow students to gain a maximal understanding of skills, tactics, and strategies required for a successful coach. This course is required for candidates pursuing the Sport Coaching concentration.

EDUC 633 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.

EDUC 691 Internship – Principal’s Licensure (1)

The Ohio Department of Higher Education requires principal licensure candidates to engage in an internship experience. The internship is monitored by a qualified mentor selected mutually by the Defiance College Teacher Education Program and the candidate's selected school district. This course is repeatable for up to 5 credits. Graded Pass/Fail.

EDUC 698 Capstone: 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 a school district is required. This project must have a direct application to the professional practice of educators. Prerequisite: EDUC 510 Inquiry Methodology.

EDUC 721 Working with the Board and the Community (3)

This course examines the roles and responsibilities of the superintendent and the board of education relative to school district governance, policies, and regulations. It will further explore developing and maintaining positive school-community relations and partnerships.

EDUC 722 Educational Finances and Managing the School District (3)

This course focuses on the budgeting and managing school finances. Participants will examine sources of revenue on federal, state, and local levels. Participants will also learn about budgeting, forecasting budgets, managing business operations, presenting tax issues to the community, the reporting and auditing of funds, and special focus issues.

EDUC 723 Administrative Responsibilities – Exploring the Superintendency (3)

This course explores the superintendent's responsibility to recognize and assure equity and the rights of individuals in the school setting. This will be accomplished through examining (1) leadership styles and strategies, (2) the implementation and use of data, (3) the role and interrelationship of educators, and (4) the purpose and role of professional development in addressing student learning.

EDUC 791 Internship – Superintendent's Licensure (1-4)

The Ohio Department of Higher Education requires superintendent licensure candidates to engage in 200 hours of internship experiences. The internship is facilitated by a qualified mentor selected mutually by the Defiance College Teacher Education Program and the candidate's selected school district. This course is repeatable for up to 5 credits. Graded Pass/Fail.

EDUC 795 Special Topics in Educational Administration (3)

This course examines the roles and responsibilities of the superintendent relative to areas not specifically covered in other courses. These could include, but not limited to collective bargaining and contract administration, hiring practices, the superintendent and the law, addressing diversity in the district, current issues and problems facing the district, and leadership.

MASTER OF BUSINESS ADMINISTRATION

Program Director: Dr. Brett Decker

Program Description

The Master of Business Administration (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. Graduates are prepared to recognize problems in business environments and identify turnaround solutions, work productively with teams of colleagues, communicate effectively to relevant business audiences, and understand the ethical obligations and responsibilities of business.

Master of Business Administration Program Prerequisites (15 credit hours)

Students must be able to demonstrate a common base of knowledge for the required courses in the graduate curriculum. To demonstrate the common base of knowledge, undergraduate coursework must be equivalent to:

ACCT 221	Financial Accounting (3)
BUS 350	Business Finance (3)
ECON 201	Microeconomics (3)
MKT 240	Principles of Marketing (3)
BUS 212	Business Statistics (3)

The courses must be completed at an accredited college or university with a grade of "B-" or better, through demonstrated proficiency on the CLEP or DANTES examinations, or through the completion of leveling courses available from Peregrine Academic Services.

Master of Business Administration Core Courses (27 credit hours):

BUS 502	Statistics and Research Methods for Managerial Decision Making (3)
BUS 503	Organizational Management and Leadership (3)
BUS 512	Organizational Communication and Interpersonal Development (3)
BUS 520	Managerial Economics (3)
BUS 530	Organizational Marketing (3)
BUS 540	Accounting Issues (3)
BUS 550	Issues in Financial Management (3)
BUS 560	Global Issues (3)
BUS 580	Political, Social, and Ethical Issues in Business (3)

Electives (9 credit hours):

All MBA students must choose nine (9) elective credit hours of their choice. Concentrations are offered in Leadership and Sport Management. Students are not required to choose a concentration.

Leadership Concentration (9 credit hours):

- BUS 575 Organizational Systems and Strategy Development (3)
- BUS 576 Readings in Leadership (3)
- BUS 577 Case Studies in Leadership (3)

Sport Management Concentration (9 credit hours):

- BUS 565 Sport Law (3)
- BUS 566 Current Topics in Sport Management (3)
- BUS 567 Governance in Sport (3)

4+1 Program

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

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

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

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

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

Courses and Descriptions

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

BUS 502 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).

BUS 503 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. Offered in Fall.

BUS 512 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. Offered in Fall.

BUS 520 Managerial Economics (3)

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

BUS 530 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. Offered in Spring.

BUS 540 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. Offered in Fall.

BUS 550 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. Offered in Spring.

BUS 560 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. Offered in Spring.

BUS 565 Sport Law (3)

This course is designed to provide the students with legal concepts and issues within the world of sport. Topics will include negligence liability; control of amateur, professional and school sport; violence/crowd control; product liability; risk management; and other selected current issues.

BUS 566 Current Topics in Sport Management (3)

This course will examine current topics, specialized events, and trends in sport management. The exploration of current topics in the sport industry will direct students to integrate a variety of different areas, which may include communications, diversity, ethics, finance, governance/policy, legal, management, marketing, and/or technology for a holistic view of sports management theory and practice.

BUS 567 Governance in Sport (3)

This course will include a rigorous study of the nature and scope of governance and the major guidelines of the main sports such as football, basketball, baseball, hockey, Olympics, and intercollegiate athletics.

BUS 575 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. Offered in Spring.

BUS 576 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. Offered in Fall.

BUS 577 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. Offered in Spring.

BUS 580 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. Offered in Fall.

BUS 591 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.

BUS 599 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 MBA Program Director, an independent study course may be designed by the student in cooperation with a specific faculty member to substitute for the course in which the student is particularly proficient.

DEFIANCE COLLEGE GRADUATE FACULTY

Law Enforcement Intelligence

Sabrina Brown, Assistant Professor of Environmental Science (2020) – Indiana State University, B.S., M.S.; University of Nebraska-Lincoln, Ph.D.

Sheldon Goodrum, Associate Professor of Criminal Justice (2014) – University of Toledo, B.A.; Tiffin University, M.S.; Capella University, Ph.D.

Steven J. Sondergaard, Professor of Criminal Justice and Chair of Natural Science, Applied, Science and Mathematics Division (1993) – Terra Technical College, A.A.S.; Pfeiffer College, A.B.; University of Dayton, J.D.

Timothy D. Wedge, Associate Professor of Digital Forensic Science (2011) – National University, B.S.; American Public University, M.A.

Master of Arts in Education

Clarissa Barnes, Associate Professor of Special Education, Director of Hench Autism Studies Program and Faculty Chair – (2013) – Western Michigan University, B.S.; Southern Illinois University at Carbondale, M.S., Ph.D.

Deependra Budhathoki, Assistant Professor of Teacher Education (2022) – Tribhuvan University, B.A., Kathmandu University, MPhil, M.Ed.; Ohio University, M.Ed., Ph.D.

Carla S. Higgins, Associate Professor of Education, Director of Education and Chair of Business, Education and Social Work Division (2015) – The Ohio State University, B.S., M.Ed., Ph.D.

Tamala North, Assistant Professor of Teacher Education (2022) – Wright State University, B.S., M.S.; University of Toledo, Ph.D.

Marcia Rozevink, Professor of Teacher Education (2022) – Anderson College, B.A.; Ball State University, M.A.; Bowling Green State University, Ph.D.

Master of Business Administration

Qiuye (Sam) Cai, Assistant Professor of Business (2020) – University of Malta, B.A.; University of Illinois, M.S., Old Dominion University, Ph.D.

Agnes I. Caldwell, Executive Vice President/Dean (2017) – University of Toledo, B.A., M.A.; Wayne State University, Ph.D.

Brett Decker, Assistant Professor of Business (2018) – Albion College, B.A.; Johns Hopkins University, M.A.; U.S. Naval War College, M.A.; University of Notre Dame M.A.; University of Southern California, Ed.D.

Jason Vasko, Assistant Professor of Accounting (2023) – Defiance College, B.A.; Lourdes University, M.B.A.

Nady El-Zayaty, Assistant Professor of Business (2018) – The American University in Cairo, B.A., B.S.; University of Findlay, M.B.A.; Walden University, Ph.D.