

DEFIANCE COLLEGE

The UNDERGRADUATE catalog for 2015-2016



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FALL SEMESTER 2015

New Faculty Orientation	Tuesday, August 18
Faculty Workshop	Wednesday August 19 through Friday, August 21
All Monday Evening Classes Begin (Undergraduate & Graduate).....	Monday, August 24
All Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 25
Late Registration Ends at 4:30 p.m.	Friday, August 28
Last Day to Drop/Add Courses	Friday, August 28
Labor Day Holiday (Offices Closed - No Classes)	Monday, September 7
2nd 5-week classes begin	Week of September 28
2nd 8-week classes begin	Week of October 19
Midterm Grades Due by 12 NOON	Tuesday, October 27
Last Day to Withdraw with an Automatic "W" Grade	Friday, October 30
3rd 5-week classes begin	Monday, November 2
Fall Break (No Classes)	Monday, November 23 through Friday, November 27
Thanksgiving Holiday (Offices Closed - No Classes)	Thursday, November 26 and Friday November 27
Classes Resume	Monday, November 30
Last Day of Classes (Undergraduate & Graduate)	Friday, December 4
Final Examinations	Monday, December 7 through December 11
Final Grades Due by NOON	Tuesday, December 15
Offices Closed for Holiday Break	Thursday, December 24 through Friday, January 1

SPRING SEMESTER 2015

Offices Reopen for Spring Semester	Monday, January 4
All Classes Begin (Undergraduate & Graduate)	Monday, January 11
Late Registration Ends at 4:30 p.m.	Thursday, January 15
Last Day to Drop/Add Courses	Thursday, January 15
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 18
2nd 5-week classes begin	Week of February 15
Midterm Grades Due by 12 NOON	Tuesday, March 1
2nd 8-week classes begin	Week of March 7
Spring Break (No Classes)	Monday, March 7 through Friday, March 11
Classes Resume	Monday, March 14
Last Day to Withdraw from Class with Automatic "W" grade	Friday, March 18
3rd 5-week classes begin	Monday, March 28
Good Friday Holiday (Office Closed - No Classes)	Friday, March 25
Last Day of Classes (Undergraduate & Graduate)	Tuesday, April 26
Exam Prep Day (No Classes)	Wednesday, April 27
Final Examinations	Thursday, April 28 through Wednesday, May 4
(Graduating Students) Grades Due at 12 NOON	Thursday, May 5
Commencement	Saturday, May 7
Final Grades Due at 12 NOON for all non-graduates	Wednesday, May 11

SUMMER SCHEDULE 2015

Summer Session S / All Summer Course Dates	May 16- August 5
Summer Session A Course Dates	May 16- June 24
Memorial Day Holiday (Offices Closed-No Classes)	Monday, May 30
Summer Session B Course Dates	June 27- August 5
Summer Session A grades due at 12 Noon	Wednesday, June 29
Summer Session B and Bi-Weekly grades due at Noon	Wednesday, August 10

HISTORY

The history of Defiance College is as rich and distinctive as the area in which it is located. In 1794 Revolutionary War hero Anthony Wayne established Fort Defiance at the confluence of the Maumee and Auglaize Rivers. Fort Defiance became Defiance, Ohio, in 1836. Defiance College was founded in 1850 when the Ohio Legislature set aside acreage for the newly incorporated Defiance Female Seminary. Land for the campus was not procured until 1875, when Defiance resident William C. Holgate accepted \$1,200 for nine acres in north Defiance. The Seminary held its first classes in 1885 and, despite its name, graduated its first class of four men and five women in 1888. In 1903 the name became The Defiance College. Shortly thereafter, the College became affiliated with the Christian Church which later became the United Church of Christ. The College's UCC affiliation continues today.

COLLEGE MISSION

Defiance College provides students with rigorous academic programming and distinctive and dynamic service learning experiences. Moreover, Defiance College is recognized as a leader in using ever-changing student-centered approaches to lifelong learning. As a United Church of Christ related college, the Defiance College community of engaged learners is dedicated to developing the whole person through instilling within our students a search for truth, sensitivity to our world and diverse cultures within it; and an ability to lead in their chosen professions in a spirit of global service. Defiance College emphasizes learning based on the four pillars of our educational philosophy: 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.

COLLEGE VISION

Defiance College strives to offer students the individualized benefits of a student-centered, small college experience while also giving students a world of distinctive opportunities:

As a small college, DC works to help students grow as people, providing individualized attention in the classroom, the guidance of Personal Success Plans, mentoring, and assistance geared to the challenges and potential of each student. DC provides this in a rural, caring, and supportive setting, thereby enabling students to challenge themselves in new ways and grow as individuals, leaders, and citizens committed to service.

Through a broad array of curricular and extra-curricular activities, DC works to offer its students a world of opportunities, helping them to develop a distinctive Defiance College Resume that will enable them to stand out in the job market and when applying to graduate schools. From a broad-based liberal arts education; innovative programs that link what goes on in the classroom with the realities of the outside world and give students distinctive hands-on experience in their relevant fields; international and domestic travel opportunities; exposure to diverse cultural experiences; the use of technologies to bring the world into the classroom in Defiance; and unique service and research opportunities, DC aims to give students the tools they need to become life-long learners and to make distinctive contributions to a changing world.

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.

CORE LEARNING OUTCOMES

CLO1 Sense of Community: The student will demonstrate an ability to understand the complexity and diversity of the world in order to take informed, socially-responsible actions.

- 1A. The student will demonstrate an ability to analyze global issues from multidisciplinary perspectives and how these issues impact communities.
- 1B. The student will demonstrate an understanding of the impact of diversity in communities as well as within and between societies.

CLO2 Analytical and Critical Thinking: The student will gain the ability to analyze complex questions, break the questions into pieces, and develop potential solutions to problems in the world.

- 2A. The student will demonstrate proficiency in retrieving, analyzing and documenting data from various sources.
- 2B. The student will demonstrate proficiency in breaking down complex questions into manageable sub-problems.
- 2C. The student will demonstrate proficiency in applying analogical reasoning and other transferable problem-solving skills.
- 2D. The student will demonstrate proficiency in the proper application of the scientific method.

CLO3 Powerful Communication: The student will demonstrate thoughtful, critical communication practices for a range of audiences and subjects.

- 3A. The student will demonstrate critical oral, written, and media-based communication skills, including the ability to use research critically for discourse with global academic audiences.
- 3B. The student will demonstrate the ability to communicate interculturally in public discourse.

CLO4 Individual Empowerment: The student will come to 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.

- 4A. The student will demonstrate the ability to initiate and execute independent projects that reflect intellectual curiosity and creativity.

4B. The student will demonstrate the ability to analyze and evaluate one's own and other's work in relation to the larger public world.

4C. The student will demonstrate the understanding, knowledge, attitudes, and skills of social competence needed for encounters with one's own and other cultures.

ASSESSMENT OF STUDENT LEARNING

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

ACCREDITATION

Defiance College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 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 Assembly for Collegiate Business Education. The athletic training program is accredited by the Commission on Accreditation of Athletic Training 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 Degree Program is accredited by the Commission on Collegiate Nursing Education.

UCC AFFILIATION

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

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

- a belief in the God-given dignity and worth of each person and a deep concern for the development of whole persons;
- a recognition of the importance of interpersonal relationships and the fostering of growth in a caring community;

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

Defiance College seeks to fulfill its mission inside and outside the classroom in ways which integrate the mental, physical, social and spiritual dimensions of human life.

CAMPUS COVENANT*

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

As a member of the Defiance College community...

I will respect the dignity and worth of each person.

I will recognize the importance of interpersonal relationships and of a caring community.

I will strongly advocate honest and open intellectual inquiry and academic freedom.

I will trust that truths, in all their complexities, are ultimately interrelated.

I will move beyond tolerance and acceptance to understanding and appreciation of religious, cultural, and individual diversity.

I will recognize the privilege and responsibility of my stewardship for individuals, for institutions, and for the resources of the natural world.

I will commit myself to serving others as an expression of faith and a way of life enrichment and fulfillment.

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

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

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, 132 Hubbard Hall, 419-783-2437.

STUDENT COMPLAINT POLICY

Defiance College is required by North Central Association of Colleges and Schools 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 North Central Association, the anonymity of the complainant and others mentioned in the complaint is protected unless a release is signed by the complainant. Further information on this policy is available from the Office of Academic Affairs.

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.

ADMISSION

Defiance College selects candidates for admission from those who evidence academic achievement, aptitude, and the ability to benefit from and contribute to the opportunities offered at the College.

CAMPUS VISIT

Prospective students and their families are strongly encouraged to visit. The Office of Admissions offers a variety of scheduled Campus Visitation Days or will design an individual visit based on the needs and interests of the prospective student.

Individual or group visits may be scheduled on-line or by contacting the Office of Admissions at 1-800-520-GO-DC or 419-783-2359 weekdays from 9:00 a.m. to 3:00 p.m., and most Saturdays 9:00 a.m. to 12:00 p.m. from September through May. The office may also be reached by e-mail at admissions@defiance.edu or by fax at 419-783-2468. Directions to the campus, hotel and restaurant information along with sites of local interest are available on the Defiance College website or upon request.

HOW TO APPLY

Prospective students may apply on-line 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-GO-DC or 419-783-2359; e-mail at admissions@defiance.edu; or fax at 419-783-2468. Completed materials may be mailed to:

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

WHEN TO APPLY

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

ADMISSION REQUIREMENTS

The following are required to complete the application process:

1. A completed Defiance College application for admission.
2. A \$25 non-refundable application fee. The application fee is waived for one of the following: an individual campus visit or attendance at an on-campus group visitation day (seniors and transfers only), applying on-line, or a College Board Waiver Form. A letter requesting a fee waiver from a high school guidance counselor will be reviewed by the Director of Admissions.

3. Official examination scores from the ACT Assessment (ACT) or the Scholastic Assessment Test of the College Examination Board (SAT) are required of all applicants to the freshman class. If two or more years have passed since high school graduation, this requirement may not be applicable. Information regarding registration, test dates, and locations may be obtained from a high school guidance counselor, the Defiance College Office of Admissions, or from American College Testing Program, 2201 N. Dodge Street, PO Box 451, Iowa City, IA 52243 or www.act.org. Also from The College Board, PO Box 6200, Princeton, NJ 08541 or www.collegeboard.com. Defiance College's college code number should be placed on the examination for the official reporting of scores to Defiance College. The Defiance College code for the ACT is 3264. The Defiance College code for SAT is 1162.
4. An official high school transcript sent directly from the high school, or test results from the General Educational Development Test (GED).
5. An official transcript from each college and university attended sent directly from the institution to the Defiance College Office of Admissions.
6. A personal interview may be required of some students upon stipulation by the Director of Admissions.
7. A sample of the student's writing ability may be required of some students upon stipulation by the Director of Admissions.
8. Home schooled students are expected to complete the college preparatory units listed in the admissions criteria section, substantiated by supporting documentation from an approved home school association or local school district.

INTERNATIONAL STUDENT ADMISSION

The following are required to complete the application process:

1. A completed Defiance College International Student Application for Admission.
2. A US \$25 (twenty-five American dollars) non-refundable application fee. The application fee will be waived if the application is submitted at www.defiance.edu.
3. Official transcripts of all secondary and post-secondary grades and course work. If these transcripts are not in English, a certified translation must be provided. Foreign transcripts must be submitted for independent evaluation of equivalency by an acceptable credential evaluation agency. World Education Services and the Office of International Education Services of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are two acceptable credential evaluation agencies. Contact the Defiance College Office of Admissions for additional information. The evaluation will be at the student's expense.

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). Information on this test can be obtained at www.toefl.org.
5. Evidence of adequate means of financial support. Students must complete the Certificate of Financial Resources and the Guarantor's Certificate and its complimentary documents.
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.

ADMISSION CRITERIA

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

FOR APPLICANTS TO THE FRESHMAN CLASS:

1. A high school diploma, GED certificate, or equivalent.
2. A secondary school academic record indicating a minimum of a 2.25 cumulative grade point average (4.00 scale) and an ACT composite score of 18 or an SAT combined critical reading and math score of 860.

(ACT or SAT is not required for students who have graduated from high school two years prior to the term of entry)

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

- English — four units
- Mathematics — three units
- Science — three units
- Social Studies — two units
- Foreign Language — two units of the same language
- Visual and/or Performing Arts — one unit

FOR 1+2+1 NURSING STUDENTS:

- ◆ A completed Defiance College application for admission
- ◆ A Northwest State Community College application for admission must also be completed simultaneously with the Defiance College application process to be eligible for the 1+2+1 Nursing program
- ◆ Submit official examination scores: ACT composite score or 21 or the SAT combined score of 980 are required of all applicants to the freshmen entry class in nursing.
- ◆ An official high school transcript sent direction from the high school with a minimum 2.25 cumulative grade point average (4.0 scale) or test scores from the General Education Development Test (GED)

NOTE: Acceptance to Defiance College and meeting the minimum application requirements does not guarantee a

student entrance into the nursing program at Northwest State Community College (see below).

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

- ◆ Complete the application process at Northwest State at the same time as the student completes the application process at Defiance College
- ◆ Receive at least the 50th percentile relative performance on each of the three sections of the National League of Nursing PAX* pre-admission exam. (This exam can be retaken one time only and the student has a six-month grace period for the test can be retaken)
- ◆ Computer and keyboarding proficiency is waived if you have graduated high school in the last two years and meet the minimum ACT requirement. If this is not the case the student must demonstrate computer and keyboard literacy through a high school or college course or a computer/keyboarding proficiency test
- ◆ Have received a "B" or better in high school biology or take a college biology course before enrolling at Northwest State
- ◆ Successfully complete first-year coursework at Defiance College with at least a 2.0 cumulative gpa while earning a "C" or better grade for all coursework to that it is approved for transfer to NSCC.
- ◆ Complete the State Test Nurse Aide (STNA) Certification Class
- ◆ Be Basic Life Support (BLS) certified and earn a First-Aid course certificate

Nursing students will be notified by June 1 of their acceptance into the nursing program at NSCC based on their first year progress at DC. The State Tested Nurse Aide Certification is required prior to attending NSCC.

FOR RN TO BSN NURSING STUDENTS:

- ◆ An official transcript from each college or university attended; Transcripts will be reviewed and a plan of study will be prepared for the courses needed.
- ◆ Associate degree or diploma in nursing from an NLN accredited institution
- ◆ Valid and unencumbered Ohio registered nursing license (for new graduates, licensure is required before the first clinical course)
- ◆ GPA of 2.5 or higher on all previous college coursework

BACHELOR OF SCIENCE IN NURSING ACCREDITATION

The RN to BSN Completion Program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, phone: 202-887-6791 and the Higher Learning Commission of the North Central Association and approved by the Ohio Board of Regents.

The Associate Degree Nursing Program at Northwest State Community College is fully approved by the Ohio Board of Nursing and accredited by the National League for Nursing Accrediting Commission. (NLN contact: 3343 Peachtree Road NW, Atlanta, GA 30326 phone: 404-975-5000; fax: 404-975-5020.)

FOR ASD AFFINITY PROGRAM STUDENTS

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

- ◆ Are age 18-24 at initial enrollment
- ◆ Have a documented diagnosis of autism spectrum disorder (DSM-5); autistic disorder, Asperger's disorder, or pervasive developmental disorder not otherwise specified (PDD-NOS) (DSM-IV-TR) (as indicated by a psychological evaluation)
- ◆ Have an average intellectual ability (e.g., intelligence quotient > 80 as determined by intelligence testing)
- ◆ Meet the Defiance College academic admissions requirements: 2.25 GPA and 18 ACT or 860 SAT
*Please note: Consideration for admission to the ASD Affinity Program also requires completion of the separate Defiance College Application for Undergraduate Admission.
- ◆ Are independent with self-care and hygiene skills (e.g., bathing, oral hygiene, shaving)
- ◆ Are independent with all medication administration
- ◆ Are able to stay overnight independently (that is, at least one night alone) and complete all necessary daily living skills
- ◆ Have no documented incidents of aggressive behavior toward others or self-harm within the last 5 years

Application procedures and required materials

The following confidential documents must be submitted to the Defiance College Office of Admissions in order for ASD Affinity Program applicants to receive full consideration by the admissions committee. Items 1 and 2 may be completed on-line or in paper version. Please submit any paper documents via fax to 419-783-2468; scan and email to admissions@defiance.edu; or mail to Office of Admissions, 701 N. Clinton Street, Defiance, OH, 43512.

1. Defiance College ASD Affinity Program Application
Includes student and parent performance level ratings (functional daily living, social skills, and emotional well-being assessment)
2. Defiance College Application for Undergraduate Admission
3. Current psychological evaluation
4. Results from intelligence testing (e.g., Stanford Binet IV, WAIS-IV) [Results should include subtest scores and a detailed narrative]
[Results should be no more than three years old]
5. Achievement test results (e.g., Wechsler Individual Achievement Test, Woodcock Johnson Tests of Achievement)
[Results should be no more than three years old]

6. Most recent individualized educational plan (IEP)
7. Two letters of reference from high school teacher, counselor, and/or principal
8. Complete an on-campus assessment with the Hench Autism Studies Program Director

ADMISSIONS DECISION

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

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

1. Full Admission in Good Standing
2. Conditional Admission (for applicants to the freshmen class) The Admissions Review Committee evaluates all applicants to the freshmen class who fail to meet the minimum admission criteria and recommends to the Director of Admissions the appropriate admission status for each candidate. Freshmen students who demonstrate ability and motivation to achieve academic success may be granted conditional admission. Students granted conditional admission may be required to participate in provisions established by Defiance College to promote academic achievement. These provisions may include a reduction in course load, enrollment in specific classes and engagement in designated services and programs.
3. Admission on Academic Probation (for transfer student applicants) The Admissions Review Committee evaluates all transfer student applicants who fail to meet the minimum admission criteria and recommends to the Director of Admissions the appropriate admission status for each candidate. Transfer students who demonstrate ability and motivation to achieve academic success may be granted full admission on academic probation and are expected to earn a 2.00 or higher grade point average in the first semester of enrollment.
4. Provisional Admission
In some cases, students will be given provisional admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. If official documentation arrives in the time period allowed, and is consistent with prior information, the student will be granted full admission in good standing or conditional admission as appropriate.

5. Denied Admission

The Director of Admissions determines denial of admission to Defiance College. An applicant denied admission has the right to appeal such a decision in writing to the Vice President for Enrollment Management, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic and social success.

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 Registrar's Office. Upon approval of re-enrollment the Registrar's Office will notify the student regarding updated advising information, degree program progress and faculty advisor information will be provided to assist in successfully setting up course schedules. Students that have been absent from Defiance College for one calendar year will be placed under the Core Curriculum requirement to complete their degree program.

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

1. A completed application for re-enrollment through the Defiance College admissions office through the DC website.
2. An official transcript from each college and university attended (regardless of credit earned) in the interim 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.

NON-DEGREE SEEKING STUDENT ADMISSION

Individuals interested in taking courses at Defiance College who do not wish to work toward a degree may be permitted to enroll as a non-degree seeking student. A student may enroll in a maximum of 30 credit hours under this status. Course work is limited to a part-time basis not to exceed eight credit hours per semester.

Non-degree seeking students are expected to apply for admittance through the Office of Admissions in order to become a degree-seeking student. Applicants must have a minimum of a 2.0 cumulative GPA after completing at least 12 credit hours.

TRANSIENT STUDENT ADMISSION

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

1. A completed transient student application form (available from the Registrar's Office or online at: <http://www.defiance.edu/registrar/forms.html>).
2. A statement of approval from the student's home institution.
3. A \$25 non-refundable transient student registration fee.

INTERNATIONAL STUDENT ADMISSION

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.

ENROLLMENT DEPOSIT

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

PREPAYMENT OF TUITION

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

SCHEDULE OF TUITION AND FEES

Per Semester 2015-2016

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 on-line 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 (12-17 credits per semester)	\$15,200
Part-time, Undergraduate Tuition:	\$485 per credit hour
Overload: (over 17 credits per semester)	\$485 per credit hour
Graduate Tuition:	\$524 per credit hour

Room:

McReynolds/Whitney Hall	\$2,745.00
Jacket Suites	\$2,745.00
Grand Avenue	\$2,855.00
20 College Place	\$2,855.00
Super Single	add \$700.00 to room price

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

Carte Blanche+ \$50/Semester Flex Spending	\$2,180.00
14 meals + \$150/Semester Flex Spending	\$2,180.00
10 meals + \$225/Semester Flex Spending	\$2,180.00
**5 meals/week + \$70/Semester Flex Spending	\$936.00

**Students must be Apartment or Suite Residents with 84 credits completed

OTHER FEES AND CHARGES

Admission Application Fee: \$25

Course Fees (other fees may apply):

Athletic Training Fees: ATH 290, ATH 292, ATH 390, ATH 392, ATH 490, ATH 492- \$60; ATH 200- \$25; ATH 485- \$30; ATH 450- \$149

Business Fee: BUS 490- \$30

Design Fees: DSGN 113, DSGN 115, DSGN 116- \$60.00; DSGN 114, DSGN 224, DSGN 226, DSGN 232, DSGN 235, DSGN 323, DSGN 325- \$30.00

Digital Forensics Fee: DFS 105- \$60

Education Fees: EDUC 329, EDUC 330, EDUC 339, EDUC 349, EDUC 350, EDUC 371, EDUC 373, EDUC 390, EDUC 393, EDUC 397, EDUC 401, EDUC 402, EDUC 411, EDUC 412, EDUC 438- \$45; Student Teaching Fee- \$520

Exercise Science Fee: ESCI 234- \$20

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

Music Fees: In addition to regular tuition, applied music instruction is \$200 per credit hour (one half-hour private lesson per week).

Senior Citizen Tuition: Per course \$150. Any person who has reached 60 years of age by the first day of the term may enroll in an undergraduate course for this reduced fee. No additional fees are charged.

Auditing Courses: Any undergraduate student may audit a course. Auditing fee is \$120 per credit hour. When class size is limited, full-fee students have priority. Full-time students may receive one free audit per semester. Private music instruction and graduate level classes may not be audited. There are no refunds on audited courses.

Nontraditional Credit: Credit by Examination, Past Work Experience, and validation of non-collegiate learning: \$75 per credit hour. Demonstrated proficiency fee: \$75 per course.

Student Fee: A \$158 non-refundable student fee is charged to full-time students each semester of enrollment. This fee is distributed to support services to students, student activities, student organizations, and use of the George Smart Athletic Center.

A \$100 non-refundable student fee is charged to part-time students each semester of enrollment. This fee is distributed to support services to students, including technology and use of the George Smart Athletic Center.

Technology Fee: A \$183 non-refundable fee is charged to all full-time students each semester of enrollment. This fee is used to improve all campus technology.

Affiliated Program Student Fee: This fee applies to students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar concurrent programs. A \$290 fee is charged each applicable fall and spring semester to support student services and activities, student organizations, use of the George Smart Athletic Center, and technology access. Students will be scheduled in a DC course (GS299 or GS399 without a tuition charge) in the fall and spring semester to continue their relationship with Defiance College throughout their time as an affiliated program student.

Residential Fee: Resident students are assessed a onetime non-refundable fee of \$80. Other fees may be charged for key and card replacement, improper check-out, and room damage.

Late Registration Fee: A \$100 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.

Late Payment Fee: \$20 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.

Return Check/Dishonored Electronic Transaction Fee: A per occurrence fee of \$20, 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.

Room and Meal Plan Change Fee: A change should be requested and approved by Dean of Students by July 1 for fall and November 1 for spring. Students who change their housing or meal plan status after the school year begins will have institutional aid adjusted accordingly. Students will be assessed a non-refundable housing change fee of \$50 and non-refundable meal plan change fee of \$50.

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

Transcripts: An official copy of a student's record, printed on secure paper with the College seal and Registrar's signature, \$5. Students are able to electronically request transcripts through the National Student Clearinghouse and a \$2.25 processing fee will be added to the per transcript rate. In Office on-demand transcript processing is an additional \$10.00. An unofficial copy of a current student's transcript can be accessed at the student's on-line account. A transcript may be denied if a student has not supplied the Registrar's Office with an official high school transcript with graduation date, official college transcripts if applicable, has not completed student loan exit counseling, paid a library fine, or paid the balance on his/her student account or has any other charges outstanding.

Vehicle Registration Fees and Fines: All motorized vehicles on campus must be properly registered with the Office of Student Life. Registration is \$60 per academic year (\$30 if enrolling after fall semester). The Student Handbook has additional information regarding the parking policy.

Library Fines and Billing: A \$2 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 for each lost item. The \$125 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 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 fine and the \$35 billing fee for each item returned.

Recall, renewal overdue and billing replacement notices are sent to student's College email account. Nonpayment may result in the withholding of grade reports, transcripts, and/or diplomas. Outstanding amounts due are forwarded to the Business Office on the first business day of each month and added to students accounts.

PAYMENT OF ACCOUNTS

Registrations are accepted only for a full semester, term, or other clearly defined period. Bills are due and payable in full on or before August 1 for Fall, December 1 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:

- Federal student aid
- State student aid
- Outside Scholarships, private loans and direct payments
- 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 \$50 per semester non-refundable processing fee for the DC Monthly Payment Plan. A reduced non-refundable processing fee of \$25 per semester is applied to those participants electing to have their payments withdrawn monthly from a savings or checking account via automatic funds transfers (ACH). 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 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 your 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 Office of Nontraditional Student Support.

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.

REFUND POLICY

Withdraw 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, 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

WITHDRAW FROM COURSE:

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

FINANCIAL AID OFFICE

Location: Serrick Campus Center Room 204

This office handles federal, state, and college financial aid.

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

Phone: Extension 2458

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

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

APPLICATION FOR FINANCIAL AID

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

RENEWAL OF FINANCIAL AID

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

FINANCIAL AID RESOURCE GUIDE

AWARDS and

SCHOLARSHIPS

	SOURCE	CRITERIA
Defiance College Scholarship	DC	Merit
Service Leadership Award	DC	Service and Leadership
Lillian Rae Dunlap Award	DC	Diverse Experience
UCC Award	DC	UCC Member and Financial Need
Alumni Legacy Award	DC	Dependent of DC Grad and Financial Need
Transfer Award	DC	Merit Transfer Students
Associate Degree Grant	DC	Associate Degree
Music Talent Award	DC	Music Audition
Marching Band	DC	Music Audition
Richard W. Stroede Scholarship	DC	Music Audition
Phi Theta Kappa	DC	Transfer Member of Phi Theta Kappa

GRANTS

	SOURCE	CRITERIA
Defiance College Grant	DC	Financial Need
Ohio College Opportunity Grant (OCOG)	State	Financial Need and Ohio residency
Pell Grant	Federal	Financial Need
Supplemental Educational Opportunity Grant (SEOG)	Federal	Financial Need

LOANS

	SOURCE	CRITERIA
Federal Direct Loans	Federal	Financial Need and Remaining Cost
Federal Perkins Loan	Federal	Financial Need
Parent Loan for Undergraduate Students (PLUS)	Federal	Remaining Cost
GradPLUS	Federal	Remaining Cost
Alternative Education Loan	Private	Remaining Cost

WORK-STUDY

	SOURCE	CRITERIA
Federal Work Study	Federal	Financial Need
Campus Employment	DC	Remaining Cost

ENROLLMENT AND ELIGIBILITY

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

- ◆ enrollment level (three credits and higher) - Pell Grant, State grants, SEOG and OCOG
- ◆ at least half-time (6 credits per semester) - Federal Direct Loans, Plus Loans, GradPLUS Loans
- ◆ full-time (12 credits or more per semester) - Defiance College Scholarships and Grants, Perkins Loan, 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

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, Federal Perkins 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.

Instructions for withdrawing from college are included in the academic section of the catalog. 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 Perkins 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 Bursar. 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.

OUTSIDE SCHOLARSHIPS

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

VERIFICATION

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

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

The Defiance College Financial Aid Office is required to monitor Satisfactory Academic Progress (SAP) to comply with Federal regulations for students receiving financial aid. SAP considers both qualitative and quantitative measures of academic progress. Students’ cumulative course work will be evaluated at the completion of each semester. All periods of the students’ enrollment, even periods in which the student did not receive FSA funds, are considered in this calculation and 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.

Qualitative:

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

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

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

Quantitative:

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

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

Maximum Time Frame:

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

Example of hours for maximum time frame:

Bachelor's Degree	120 hours x 150%=180 maximum hours
Associates Degree	60 hours x 150%=90 maximum hours
Master's Degree	33 hours x 150%=49 maximum hours
	36 hours x 150%=54 maximum hours

Warning Semester:

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

Suspension and Appeals:

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

If the appeal is granted, the student will be 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.

VETERAN EDUCATIONAL BENEFIT CERTIFICATION

Certification of veterans for educational benefits is processed by the Registrar's Office. Registration Coordinator and Veteran Liaison. Currently this individual is Carrie Relyea, serves as the Defiance College VA Certifying Official and can be reached at registrar@defiance.edu or at 419-783-2551.

Defiance College is approved by the Department of Veterans Affairs to participate in the education programs including the GI Bill and the Yellow Ribbon Program. Application for 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 at 1-888-442-4551. 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>.

When registering for classes, keep in mind that the VA will not pay for any classes that do not count toward the major. The VA periodically checks all applicants to ensure that the courses being taken are relevant to the student's declared major. Failure to comply with this policy could lead to the VA billing the student for benefits received for courses that do not count toward the major.

CULTURE OF ENGAGEMENT

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.

THE McMASTER SCHOOL FOR ADVANCING HUMANITY

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.

The School serves as a catalyst for innovative, interdisciplinary, community-based work by creating and supporting opportunities for teams of faculty, students, and staff to use their academic and professional skills to address a community need. Information about all McMaster School programs can be found at www.defiance.edu/mcmaster_school.html.

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. The McMaster School also houses several other engagement programs.

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.

And select one of the following courses:

POL 237 American Government and Politics (3) OR
HIST/POL336 History of the US Constitution (3)

And select one of the following courses:

HIST 328 Political Geography (3) OR
GLST 300 Conflict Resolution/Peace Studies (3) OR
NSCI 392 Global Sustainability (3) OR
SWK 265 Cultural Diversity (3)

And enroll in:

POL 337 Comparative Social and Political Systems (1)

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 programs that develop their leadership skills and strengthen their individual career interests. Service Leaders also have opportunities to travel to relevant conferences, trainings and to engage in service learning off campus nationally and/or internationally. The scholarship is renewable for up to four years.

WHAT DO SERVICE LEADERS DO?

- ◆ Develop a deeper understanding and practice of community engagement and democratic practice
- ◆ Participate in mentoring programs, learning communities, bi-weekly meetings, workshops, and attend guest speakers
- ◆ Work closely with a local agency for service
- ◆ Provide service back to home communities
- ◆ Travel to conferences and to engage in service learning at off campus sites

Service Leaders are expected to take on greater responsibility among their peers and to work with a community partner agency in ways that strengthen their resumes through deeper skill development in their major. This program provides students the opportunity through interdisciplinary teams to develop and implement a major service learning project further distinguishing themselves in the McMaster Service Leadership Program. Defiance College Service Leaders will have the opportunity to professionalize their leadership skills, strengthen their resumes, and deepen their understanding and practice of community engagement and democratic practice.

PROJECT 701

Project 701 is Defiance College's student run non-profit organization organized exclusively for charitable, scientific, and educational purposes. Project 701 provides opportunities for students to engage in philanthropic projects locally, nationally, and internationally to serve communities. Students have the opportunity through Project 701 to engage in impactful experiential learning.

WHAT CAN STUDENTS DO IN PROJECT 701?

- ◆ Develop leadership skills as members of Project 701's Board of Trustees
- ◆ Gain experience in key executive positions
- ◆ Design, develop and run an entrepreneurial or service project
- ◆ Engage in experiential learning as a team member or project manager

CAROLYN M. SMALL HONORS PROGRAM

The Carolyn M. Small Honors Program provides opportunities for Defiance College students of all majors to select honors option courses, engage in programming outside of traditional courses, work intentionally to complete undergraduate research, and travel. All honors courses are noted on the students' transcripts.

HONORS PROGRAM GOALS

- ◆ provide opportunities beyond the curriculum of the College that support academic excellence through engagement in research, development of reasoning abilities, and intentional learning;
- ◆ engage students in the development of a sense of coherence between intellectual realms, founded in a traditional liberal education and the real world;
- ◆ promote the development of a sensitivity to the diverse cultures of the world and an understanding of the complexity of world interdependence;
- ◆ model innovative ways to teach and learn; and
- ◆ promote for Honors students the kind of support and camaraderie that contributes to a successful college experience.

WHAT DO HONORS SCHOLARS DO?

- ◆ Participate in Honors Research Seminars that support the development of undergraduate research skills
- ◆ Incorporate professional and practical perspectives into their research
- ◆ Learn through Honors Option courses
- ◆ Participate in Honors special events and bi-monthly meetings
- ◆ Present at Honors Symposia and conferences
- ◆ Internationalize their education

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 with the Defiance College Business Office in order to participate in an experiential learning experience. Failure to be registered may result in removal from the student's schedule.

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 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 no later than two weeks after the beginning of the semester. All students seeking professional licensure must complete a 15-week internship with College supervision and specified methods of assessment.

FIELD EXPERIENCE

A field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. Field experience differs from an internship in that it does not necessarily take place within the context of a job and students can be observers rather than workers. An Experiential Learning form may be obtained in the Registrar's Office or printed from the College website and must be approved and returned to the Registrar's Office no later than two weeks after the beginning of the semester.

The program is designed to introduce students to a professional area before enrollment in professional courses or to enable students who have completed some professional courses to apply the principles and techniques learned to a practical situation. Students are expected to analyze critically the situation and to evaluate the experience in light of their academic work and career plans. Students must make arrangements with a faculty supervisor before taking part in a field experience. 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.

COOPERATIVE EDUCATION

Cooperative Education offers paid employment to enhance career development by integrating classroom study with planned and supervised experience in career activities outside of the formal classroom environment. Learning does not confine itself to attempts to achieve academic mastery. The positive development of a student's attitudes, interests, values, and motives are equally dependent upon this learning. Cooperative Education is coordinated by the Office of Career Development located in Hubbard Hall. The Cooperative Education form may be obtained in the Registrar's Office, Office of Career Development or printed from the College website and must be approved and returned to the Registrar's Office no later than two weeks after the beginning of the semester.

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

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

STUDENT LIFE SERVICES

CAMPUS SECURITY

Location: Hubbard / McCann front desk
Phone: 419-785-2825 (extension 2825)

Campus Security is provided via a contractual arrangement with Securitas 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.

CAREER DEVELOPMENT

Location: Hubbard Hall
Hours: M-F, 8 am to 4:30 pm; Phone: extension 2349
Website: www.defiance.edu/student-life/career-development/index.html

The Office of Career Development assists student and alumni in identifying personal strengths and interests, exploring major and career options and progressing toward graduate school and/or career goals. The Office of Career Development strives to equip students with professional skills and habits in the following areas: professional communication and etiquette, resume and cover-letter preparation, interview skills, networking, personal branding, graduate school application processes and effective job search strategies. Services are available by appointment or on a first-come, first-served drop-in basis.

COUNSELING CENTER

Location: Defiance Hall 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. The Counseling Center also offers a weekly support group for gay, lesbian, bisexual, transgender, queer or questioning students. During regular office hours, one of our counselors is available for consultation should a crisis arise. Outside of office hours, students in crisis should contact a Residence Hall staff if they live on campus by calling Defiance College Security ([419-785-2825](tel:419-785-2825)), or the Defiance County First Call for Help (dial 211).

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 he/she would like to talk to someone in the Counseling Center, he/

she can call (ext. 2562) or walk in to speak to someone at the front desk to make an appointment. The front desk is open for scheduling Monday through Friday 9 am to 4 pm. All students coming to the Center are asked to complete initial paperwork prior to being seen by the staff unless it is an emergency or crisis appointment.

HEALTH CENTER

Location: Second Floor, Serrick Campus Center
Hours: M-F, 8 am to 4:30 pm; Phone: extension 2527

The Health Center provides first aid, treatment of minor injuries or illnesses, and a referral system whereby the student is sent to a physician for more extensive care or treatment. Screening evaluations and disease prevention such as blood pressure checks, weight and vision are available as well. Over the counter medications are available to students free of charge for relief of common symptoms. Some travel vaccines are available at cost to faculty, staff, and students. TB tests are available for a \$5.00 fee. Flu vaccines are available in the fall at a minimal cost. A Registered Nurse is available during regular hours of operation and a physician is available on a weekly basis. When the campus physician sees the student, an office charge will be generated from the Mercy Defiance Clinic. If the student has health insurance, Mercy Defiance Clinic will bill the appropriate insurance company if the student provides that information. No out-of-state Medicaid is accepted by Defiance health care providers (Ohio only).

If illness or injury occurs when the Health Center is closed, students can contact a Residence Life Staff member, the Student Life Office at extension 2437, or 911, based upon the seriousness of the illness or injury. Residence Life Staff are not permitted to transport students to the hospital due to potential liability and safety concerns.

INTERCULTURAL RELATIONS

Location: McCann Center
Hours: M-F, 8 am to 4:30 pm; 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 and Hubbard Hall

Hours: M-F, 8 am to 4:30 pm; Phone: extension 2331 and 2403

The Office of Music Programs provides students with an interest in music to participate in one or more of the College's performing groups or study performance privately. Music (MUS) and Theatre (THEA) courses also offer students to obtain elective credits within an area of interest. Three music minors are available to students: Music, Music Ministry and Music Theatre.

Scholarships are available for incoming full-time students interested in participating in the Music Programs at Defiance College. Scholarship recipients are selected through auditions the fall or spring prior to the student's first fall enrollment. Private lessons are available in several instruments including voice, piano, guitar, strings, percussion and winds. Ensembles include two choirs: Choral Union, a 50+ voice chorus made up of students and community members that presents three concerts a year, often focusing on major choral works; and the Chamber Singers, a student-only chamber singing group that presents a broad variety of choral works in several performances each year.

For instrumentalists, the College offers five ensembles: The Yellow Jacket Band is a unique marching band combining the best qualities of corps, college, scatter and dance band styles to create the unique "Yellow Jacket Style" playing at home football games; the DC Pep Band, which plays rock and pop music at various home winter sporting events; the Defiance College Community Band, a large wind ensemble made up of students and community members that presents four major concerts each year; the Black Swamp Strings is a community/college ensemble that performs two major concerts a year; the DC Stringers is a student only string group that performs several times a year both on and off campus.

RESIDENCE LIFE / HOUSING

Location: McCann Center

Hours: M-F, 8 am to 4:30 pm; 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.

SPIRITUAL LIFE

Location: Hubbard Hall

Hours: M-F, 8 am to 4:30 pm; Phone: extension 2444

Spiritual life is an important part of the collegiate experience. Opportunities to engage in worship, service, discussion, and community are offered throughout the year by the Office of Spiritual Life. Organized and informal student religious groups are available on campus, and students are also welcome in houses of worship in the Defiance community. A directory of

local congregations is available upon request. The Chaplain also provides pastoral and spiritual counseling to the Defiance College community.

STUDENT ACTIVITIES AND LEADERSHIP

Location: Hubbard Hall

Hours: M-F, 8 am to 4:30 pm; Phone: extension 2388

This office is responsible for scheduling positive co-curricular activities for student 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), Sororities and Fraternities (Phi Sigma Chi and Alpha Xi Delta), the Inter-Greek Council (IGC), President's Achievement Society (PAS) 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 am to 4:30 pm; 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.

ACCOMMODATIONS POLICY FOR STUDENTS WITH DISABILITIES

Contact the Student Life Office

Phone: extension 2437

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).

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.

No accommodations will be provided without an intake interview and appropriate documentation. In addition, Defiance College is unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student’s disability is considered confidential. Information will not be released to anyone without the express written permission of the student. Notification to faculty or other relevant college personnel can be accomplished without disclosing the exact nature of the disability. Disclosure of a disability is voluntary and does not adversely impact admissions decisions.

Students with a physical, psychological, or learning disability should submit appropriate documentation to Defiance College’s Accessibility Services Coordinator.

GRIEVANCE PROCEDURE FOR STUDENTS WITH DISABILITIES

If students believe that, based on the provisions of the ADA and Section 504, they have experienced disability-related discrimination, there are several avenues they may pursue. Students may attempt to resolve the matter through informal means. For any academic matter, students should contact the Chief Academic Officer. For non-academic matters, students should contact the Dean of Students. If the student is not satisfied with the resolution through the informal process or prefers to pursue a formal grievance, the following procedures pertain.

- a. The student must notify the Affirmative Action Officer in writing, detailing the nature of the complaint and attempts at resolution, if any.
- b. The Affirmative Action Officer will conduct an investigation into the complaint.
- c. A review committee will be formed to hear the case if the Affirmative Action Officer finds evidence of discrimination. The committee will be comprised of faculty and administrators appointed by the President. The Affirmative Action Officer will preside over the process and communicate the outcome to the student in writing.
- d. If the Affirmative Action Officer does not find evidence of discrimination, the student will be notified in writing of the specific reason(s) for this determination and his/her right to pursue the matter with external enforcement agencies.

Students involved in a grievance process, whether formal or informal, will not be subject to any form of retaliation, reprisal, or harassment as a result of having filed a complaint or participating in a complaint investigation. Students are encouraged to initiate a grievance within a reasonable period of time, preferably in the same semester during which the issues arose.

CIVIL RIGHTS COMPLAINTS AND HARASSMENT POLICY

Defiance College is committed to maintaining a humane atmosphere in which individuals and groups are respected and not disparaged. The College seeks to create and maintain an academic environment in which all members of the community are free of harassment. The Defiance College espouses values which infuse the academic and residential life on its campus. An integral element of community life must be the awareness on the part of every member of the rights and human dignity of every other member. Attitudes of condescension, hostility, role-stereotyping, and sexual innuendo weaken the health of the community.

Harassment can exist whether or not it is directed at a particular individual and whether or not it is associated with unlawful discrimination. Furthermore, harassment may compromise the integrity of a liberal arts education by making the learning and working environment hostile, intimidating and offensive and by

destroying opportunities for students to develop strong, positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal arts education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment, including sexual harassment and gender harassment, can be tolerated nor should it be ignored by victims or witnesses.

Any student who is a witness to or victim of harassment or discrimination should immediately notify the Student Life Office. The following procedures will be utilized in cases of alleged harassment or discrimination between or among students:

- The notification to the Student Life Office of harassment or discrimination can be either verbal or written
- The student bringing the complaint will suffer no retaliation from the College. The College will take every precaution available to protect the safety and well-being of the complainant during the interim investigation.
- The student(s) accused of harassment or discrimination will be promptly contacted and given an opportunity to respond.
- The accused student(s) will be formally charged through the campus judicial system if there is evidence of harassment or discrimination. Complete details of the campus judicial system can be found on pages 21 through 22.
- The accused student(s) will be notified in writing of any charges and the judicial hearing options available.
- A student found guilty of harassment or discrimination will be subject to appropriate disciplinary sanctions. These sanctions can range from a reprimand to suspension or dismissal depending on the severity of the incident.

The following procedures will be followed any time a student alleges harassment or discrimination by faculty, staff or administration:

- The Affirmative Action Officer will be notified. The student can notify the Affirmative Action Officer or have the Student Life Office notify the Office of the Affirmative Action Officer.
- The Affirmative Action Officer will conduct an investigation into the complaint.
- A review committee will be formed to hear the case if the Affirmative Action Officer finds evidence of harassment or discrimination. The committee will be comprised of faculty and administrators appointed by the President. The Affirmative Action Officer will preside over the process.
- Any faculty, staff or administrator found guilty of harassment or discrimination will be subject to appropriate disciplinary sanctions. These sanctions may range from a reprimand to dismissal depending on the nature and severity of the incident.

In situations when the Student Life Office or Affirmative Action Officer determine that there is not sufficient evidence of harassment or discrimination to warrant formal charges against the accused, the accuser(s) will be notified in writing of the specific reason(s) for this determination and of his/her right to pursue the matter with external enforcement agencies.

SEXUAL/GENDER HARASSMENT STATEMENT

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Sexual harassment is defined as unwelcome sexual advances, or as coercive behavior which threatens employment or academic reprisal, or promises rewards contingent upon obtainment of sexual favors, or as spreading false stories about a person's sexual conduct, or as falsely accusing someone of sexual harassment. Gender harassment is defined as derogatory references to gender and/or unequal treatment based on gender. Any unwelcome sexually harassing conduct that unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive work or educational environment is prohibited.

Sexual harassment may take different forms. The following are some examples of conduct, particularly when unwelcome, which may constitute sexual harassment:

- Verbal Conduct, such as: sexual innuendos; sexually vulgar or explicit language; sexually explicit jokes; suggestive comments, gestures, or sounds; sexually vulgar or explicit emails, magazines, photographs, cartoons, etc.
- Physical Conduct, such as: inappropriate physical contact; coerced sexual intercourse; rape; attempted rape; assault, etc.

Students who believe they have been the object of gender discrimination, or gender or sexual harassment, may inform the Student Life Office, their academic advisor, or appropriate counseling services. Investigation of a complaint will be conducted by the Affirmative Action Officer or a combination of the above named individuals and will be undertaken immediately and conducted in an expeditious manner, assuring maximum confidentiality consistent with principles of due process and fundamental fairness as follows:

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

SUBSTANCE ABUSE POLICY

Drug Free Schools and Communities Act: Defiance College complies with the Drug Free Schools and Communities Act of 1989. Every Defiance student has agreed to abide by the policies and standards of the College as defined by the most current edition of the student handbook in signing the application for admission. Failure to adhere to these policies and standards will result in judicial action up to and including suspension, dismissal, and possible referral for prosecution. In addition to the policies and standards outlined in the student handbook, municipal, state, and federal laws clearly outline penalties for the illegal use, possession or distribution of alcohol and drugs.

Drugs: Since the primary objective of Defiance College is to contribute to the growth and development of the student, the College strives to maintain an environment free from conditions that might prove harmful. The behavior resulting from the misuse of drugs can endanger both the individual user and others. To the extent that a student seeks refuge through the misuse of drugs, efforts to enrich life through other activities are reduced. Because the abuse of drugs often limits one's full participation in, and contribution to the total college experience, it is incompatible with the educational process and inconsistent with the basic purpose of an academic community.

The use and abuse of drugs can be dangerous to students personal health as well. Drugs are natural and synthetic chemical substances, which can affect the body and its process, the mind and nervous system, and behavior and feelings. Drugs can destroy a healthy body and mind in these ways: damage to vital organs and bone marrow, malnutrition, AIDS, hepatitis, and mental illness.

Drug Policy: The possession, distribution, cultivation or use by any student of any narcotic or hallucinogenic drug, including marijuana and steroids, in either the refined or crude form, except under the direction of a licensed physician, are prohibited. Students charged with violating the drug policy will be referred to the Student Life Office. Appropriate judicial action will be taken. The College will inform the appropriate law enforcement agencies when necessary.

Alcohol: The College allows the possession and consumption of alcohol by of-age individuals under very narrow and specific circumstances, as described in the Alcohol Policy. This policy exists to ensure the responsible use of alcoholic beverages by Defiance College students.

Procedures for Treatment: Defiance College is concerned about the use and/or abuse of illicit drugs and alcohol on campus and in off-campus housing. In every way possible, the College will assist a student experiencing difficulties with abuse or addiction in obtaining professional help, either through DC Health Services, the student's personal doctor, or through local agencies. All information reaching the Office of Student Life will be investigated for its validity and will be treated confidentially.

In order to see that the College's drug and alcohol policy is implemented and at the same time protect individual civil rights, the following procedures are employed by the Office of Student Life:

When reports reach the Office of Student Life indicating possible drug or alcohol dependency, the individual involved will be:

- Appraised of the information
- Required to confer with a member of the Student Life staff on the rationale of the substance abuse policy of the College and the implications of the alleged behavior
- Urged to seek professional help
- Informed of procedures that will follow the conference, including any assessment or judicial action that will be taken.

An unrelated second report of drug or alcohol dependency, at any time during a student's matriculation, is likely to result in more serious consequences. Parents, legal guardians, and/or spouse of the individual may be informed of the problem.

COMPUTER GUIDELINES

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.

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.

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.

ACADEMIC ADVISING

Defiance College provides close attention to individuals. At the core of this individual concern is the advisory system and access to professors. All students are assigned a faculty advisor in their major discipline upon enrolling at Defiance College. Students who have not declared a major will be advised by the Director of Student Academic Support Services until a major is declared. Staff within the Office of Nontraditional Student Support may also assist students with advising when the faculty advisor is not available.

Students declare majors and may request an advisor change in the Registrar's Office or obtain a form on the Defiance College homepage under "Important Forms" under the Quicklinks menu or through the student portal on myDC.

Students are encouraged to work closely with their academic advisors throughout their college careers. Advisors are prepared to counsel students on selection of courses, assist with academic functions such as experiential learning, academic second chance paperwork or course substitutions, and career and graduate school advice.

ACADEMIC HONOR SOCIETIES

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

DEAN'S LIST

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

HONORS LIST

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

GRADUATION HONORS

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

- Summa Cum Laude** – awarded to students with a 3.9 or higher cumulative gpa
- Magna Cum Laude** – awarded to students with 3.7 to 3.89 cumulative gpa
- Cum Laude** – awarded to students with 3.5 to 3.69 cumulative gpa

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

DEFIANCE COLLEGE

ACADEMIC INTEGRITY POLICY

All members of the DC community are expected to engage in their academic tasks with integrity and respect for others. A major part of the learning accomplished in 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.

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.

THE SPECIAL PROBLEM OF PLAGIARISM

Plagiarism occurs whenever someone else's work is submitted or presented for a grade as if it were one's own. This occurs most often when original sources are not acknowledged or 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.

CONCLUSION

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 PROBATION AND SUSPENSION

Students must earn the following minimum cumulative grade point averages to remain in good academic standing:

- ◆ After 12 credits of course work attempted 1.40 below this will result in probation;
if cum falls below 1.00 student will be suspended
- ◆ After 24 credits of course work attempted 1.50 below this will result in probation;
if cum falls below 1.00 student will be suspended
- ◆ After 36 credits of course work attempted 1.70 below this will result in probation;
if cum falls below 1.40 student will be suspended
- ◆ After 48 credits of course work attempted 1.80; below this will result in probation
if cum falls below 1.65 student will be suspended
- ◆ After 72 credits of course work attempted 2.0; below this will result in suspension.

After attempting 24 credit hours, students with a 1.00 or below term GPA will be placed on probation regardless of cumulative GPA.

The individual is encouraged to use the academic “second chance” option to improve the cumulative average. The Academic Second Chance form is available in the Registrar’s Office or online at: www.defiance.edu/registrar/forms.html.

The student can appeal academic suspension. If the appeal is granted, the student will be allowed to register for classes under academic probation status. Any time after the one semester suspension, the individual may apply for readmission on academic probation.

Students must have a cumulative grade point average of 2.00 minimum to graduate from Defiance College. If all major requirements and Core Curriculum course are completed, student will be required to take additional credit at Defiance College to bring up the cumulative GPA to the required 2.00 threshold.

LEARNING COMMONS

The Learning Commons, part of the Office of Student Academic Support Services (SASS) located in the Pilgrim Library, supports the educational mission of Defiance College by providing academic assistance to the College’s students. The Learning Commons provides the following services: **Tutoring, Writing Consultation, Supplemental Instruction, Study Skill Development, and Structured Study Program.** The Learning Commons’ mission is to assist students toward their potential in a hospitable and positive atmosphere where personal growth and academic improvement are nurtured, long-term success is reinforced, and learning is the priority. Learning is an on-going process, and the goal of the Learning Commons is to help students develop skills and strategies for overall college success.

ACADEMIC SECOND CHANCE

Students who have received a grade of C-, D+, D, D-, or F in a course taken at Defiance College may have the grade removed from the student’s academic record if the same course is repeated at Defiance College or permission is granted to take an equivalent course at another regionally accredited 4-year institution. Permission to take a course at another institution must be secured with the student’s academic advisor and the Chief Academic Officer.

This option may be exercised with a total of 12 credits during the student’s academic career at the College. The Academic Second Chance form must be completed with the Registrar’s Office prior to enrolling in the course for second chance. The Academic Second Chance form is available in the Registrar’s Office or online at: www.defiance.edu/registrar/forms.html.

An Academic Second Chance petition must be filed in the Registrar’s Office in order to have the original grade removed from the record. Academic Second Chance may only be used for the first undergraduate degree. It may not be used to change academic history after a student has received a degree.

ACADEMIC YEAR

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

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

SUMMER SESSION

The College offers a 12-week summer program from May through August. Most summer courses are also offered during the regular academic year. Students are encouraged to enroll in summer to lighten their course load during the year. A student may enroll in a maximum of six (6) semester hours per summer session. In order to take more than six (6) credit hours during a summer term, the student must obtain approval from the Registrar, 204 Serrick Center.

ATHLETIC ELIGIBILITY

To be eligible to represent Defiance College in intercollegiate athletics competition, a participating student-athlete shall: 1) be enrolled in a minimum of 12 semester hours of course work; 2) be in good academic standing--which is interpreted as eligible to enroll at DC; and 3) maintain satisfactory progress (see chart below). Eligibility to compete in athletics shall be determined at the beginning of each fall and spring semesters by the DC Registrar. A student-athlete has a maximum combined total of ten terms of full-time attendance and a total of four seasons of participation in any given sport in which to use eligibility.

SATISFACTORY PROGRESS FOR STUDENT ATHLETES

Student-athletes must achieve the established minimum standards of completed credit hours and cumulative grade point averages to be eligible to participate in intercollegiate athletics. Student-athletes must: 1) pass a minimum number of hours each year, and 2) have the appropriate cumulative grade point average as noted below to satisfy the criteria for establishing satisfactory progress and for continued athletic participation for the following semester. Student-athletes who fail to complete the required hours to maintain their eligibility may attend summer school or complete on-line courses in order to accumulate the appropriate hours, however, students must have prior approval of the DC Registrar before taking course work at colleges other than Defiance College. Transferable grades from courses taken at other colleges do not affect the overall DC grade point average.

At the conclusion of the following full-time semesters of attendance, the minimum academic standards for continuing athletic eligibility will be:

Semester	No. of Earned Hrs Required	GPA Required
1		1.33
2	24	1.7
3		1.8
4	48	1.9
5		2.0
6	72	2.0
7		2.0
8	96	2.0
9		2.0
10		2.0

AUDITING COURSES

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

AWARDING OF DEGREES

A student who satisfactorily completes the graduation requirements listed below and who is approved for graduation by the faculty and trustees will receive the Associate of Arts, the Bachelor of Arts, or the Bachelor of Science 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. A full-time student normally is subject to the requirements in the catalog current at the time of entrance, provided a degree is completed within five calendar years of entrance. For part-time students, the time limit is eight calendar years. However, a student may elect to follow all of the requirements stated in a more recent catalog.

PARTICIPATION IN COMMENCEMENT

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

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

OFFICE OF NONTRADITIONAL STUDENT SUPPORT

This office provides services to nontraditional students and is located in Defiance Hall Suite 104 and can be reached at 419-783-2313.

GRADUATE PROGRAMS

Defiance College offers two master degrees. Information about these degrees, admissions, and major requirements are available in the Graduate Catalog or online at <http://www.defiance.edu/registrar/schedule-catalog.html>.

MASTER OF BUSINESS ADMINISTRATION

- ◆ Leadership Concentration
- ◆ Sport Management Concentration

MASTER OF ARTS IN EDUCATION

- ◆ Concentration in Intervention Specialist (mild/moderate) K-12
- ◆ Concentration in Sport Coaching
- ◆ Reading and Literacy Development Program

Professional Education Licensure and Endorsement Programs:

- ◆ Multi-Age K-12: Intervention Specialist (mild/moderate)
- ◆ Reading and Literacy Development Program

CLASS ATTENDANCE

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

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

CLASS STANDING

The class standing of a student is determined as follows:

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

CONFIDENTIALITY OF STUDENT RECORDS

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

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

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

Category I - Name, address, telephone number, dates of attendance, class roster, class schedule, e-mail address

Category II - Previous institution(s) attended, majors, awards, honors (included Dean's list), degree(s) conferred and dates, status (full, part-time)

Category III - Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth, and photograph

Students may request that all directory information, or certain categories, be withheld by notifying the Registrar's Office in writing within the first week of a term. Students should contact the Registrar for additional information concerning the Family Rights and Privacy Act. To further review the college policy or to complete the Request to Prevent Disclosure of Directory Information may be found online at: www.defiance.edu/registrar/ferpa.html.

COURSE LOAD

Normally, students carry a course load of 15 credits each regular term. However, a student may carry as few as 12 credits in a regular term and still remain enrolled full-time. Students may enroll in up to 17 hours until they are considered in overload. Students must receive permission by the Registrar in order to enroll in more than 17 credits in a semester and an overload fee would apply. Some beginning students are advised to take no more than 12 credits in their first term. Students whose academic skills are not strong upon entering the College should be prepared for the possibility that graduation may require more than four years. Additionally, students who are on academic probation may be limited to 12-13 credit hours as a condition of their academic probation.

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

CREDITS

DEFIANCE COLLEGE DEFINITION OF A CREDIT HOUR

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and 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. At Defiance College, students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equivalent to a minimum of three hours of instruction per week for a 15-week semester for a three-hour course. This calculation is applied relatively to courses with a fewer and greater number of credit hours. In certain circumstances, it is possible to have more hours, but not less. This standard provides a standard for measuring faculty workloads, costs of instruction, and rates of educational efficiencies as well as a measure of student work for transfer students. A minimum of 120 hours are required for a student to be awarded a Bachelor of Art or a Bachelor of Science degree, and some degree programs require more.

ADVANCED PLACEMENT CREDITS

High school students who take advanced placement (AP) courses are encouraged to take the CEEB (College Entrance Examination Board) advanced placement examinations and have their scores sent to Defiance College. Advanced Placement (AP) is a program designed to recognize students who take college-level courses in secondary school. Defiance College accepts AP credits based upon scores presented of four or higher.

INTERNATIONAL BACCALAUREATE

Defiance College recognizes academic work taken toward the International Baccalaureate and grants credit for the full IB diploma, as well as individual IB courses. Students who have completed course work should submit IB transcripts for evaluation. Additional information and the performance levels required to obtain credit may be obtained from the Registrar.

TRANSFER CREDIT

Course work credit evaluation will be performed by the Registrar's Office. Credit will be granted for courses completed that are compatible with the College's academic program and with grades of a C or higher. Acceptance of credit for a course beyond a one-level number increase will be approved on a case by case basis with recommendation from advisor or division chair and approval by the Chief Academic Officer. Transfer students shall satisfy the Core Curriculum and academic concentration requirements including those learning experiences which are unique to Defiance College. A detailed guide to transfer credit policies is available from the Registrar or on the Defiance College website at: www.defiance.edu/admissions/transfer/evaluation.html.

NONTRADITIONAL CREDIT

A maximum of 30 credits of nontraditional credit may be earned toward graduation through: armed forces service or assessment of prior learning (including testing and portfolio development). Nontraditional credit may be counted toward the major only with approval of the appropriate division.

Prior learning is learning that has resulted from work experiences and training since high school. This learning may be demonstrated by (1) testing, or by (2) portfolio development.

MILITARY TRAINING

The American Council on Education (ACE) has worked cooperatively with the Department of Defense (DOD) and the Armed Services to establish standards for recognizing learning acquired in military service. This learning may be worth college credit. The student must submit a military transcript (e.g. JST or College of the Air Force), DD214, and/or DD295 to the Registrar's Office for evaluation. The JST transcript can be requested at: <https://jst.doded.mil/smart/signIn.do>. Defiance College has made a commitment to provide an evaluated educational plan to the service member within 30-days of transcript submission. College outcomes readily available upon request.

PROFICIENCY EXAMINATIONS

Testing includes the options of both CLEP and DANTES tests. A list of the tests available and the passing scores required (as recommended by the American Council on Education) are available in the Pilgrim Library and the Registrar's Office. In addition to the cost of the test, there is a charge for each credit hour to be added to the student's transcript. Students must pay the fee to have the credit added to their transcripts within one year of passing the test. Students, who test late in their programs

and plan to use testing to complete requirements for graduation, must have all testing completed one semester prior to their final semester of enrollment. The testing dates for CLEP/DANTES is available online at www.library.defiance.edu.

PORTFOLIO DEVELOPMENT CREDIT

A maximum of 13 credits may be earned by Portfolio Development. Elective credit is limited to 4 credits and an additional 9 credits may be earned for specific courses in the curriculum. Each division has identified those courses in the curriculum for which a student may demonstrate knowledge by portfolio development.

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

1. The student must have been admitted as a degree-seeking student at Defiance College and completed a course prior to enrollment in the portfolio development course.
2. If a CLEP or DANTES test is available for a course in which credit is desired, the test must be taken. The portfolio is not an option.
3. The student should consult the division chair regarding portfolio development as the first step in the assessment process. More than one portfolio may be required if credit is desired for more than one course.
4. All candidates seeking credit for prior learning must register for the one hour Portfolio Development Course (GEN III) which will assist in portfolio development.
 - a. To receive credit for the course, a portfolio must be completed by the end of the semester in which the GEN III course is taken.
 - b. The course will be graded pass/fail.
 - c. The portfolio must be well written and the student must understand the process of portfolio development to pass the course.
 - d. The course will be offered in the spring semester.

Portfolio Assessment Procedures

1. To receive credit for a course in the curriculum, the portfolio must demonstrate that the learning objectives of the course have been met. To receive elective credit for past work experience, the portfolio must demonstrate that college-level learning has occurred on the job. Prior learning, not prior experience, is the basis for credit awarded.
2. The division head will appoint a faculty member from the division who has experience in that area to read and assess the portfolio. The faculty member and the division head must approve the credit to be awarded.
3. The faculty member will read the portfolio by the end of the spring semester in which the portfolio was completed.
4. In addition to the tuition for the Portfolio Course, a \$100 assessment fee will be charged for each portfolio submitted and a fee will be charged for each credit hour to be added to the student's transcript.

5. When all fees have been paid, and upon recommendation of credit by the faculty member and division head, the course title(s) and credit(s) will be entered on the student's transcript. No grade is recorded. The portfolio will be retained by the College.

DEGREE OFFERINGS

ASSOCIATE DEGREE OFFERINGS

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

- Business Administration
- Criminal Justice
- Self-Designed

All fields share the degree requirement of the Core Curriculum requirements (28 hours) and all coursework as applicable to the major to equal a minimum of 60 credits earned.

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

BACCALAUREATE DEGREE OFFERINGS

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

Bachelor of Arts

- Accounting
- Business Administration
- Communication Studies
- Design
- English
- History
- Global Studies
- Ministry Studies
- Religious Studies
- Self-designed

B.A. Concentrations

- Electronic Communication Production (with Communication Studies major)
- Forensic Accounting (with Accounting major)
- Rhetoric & Media (with Communication Studies major)
- Two-Dimensional Design (with Design major)
- Three-Dimensional Design (with Design major)

BACHELOR OF SCIENCE

- Athletic Training
- Biology
- Criminal Justice
- Chemistry Education
- Digital Forensic Science
- Early Childhood Education
- Exercise Science
- Forensic Science
- Health and Physical Education
- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Intervention Specialist (Mild to Moderate)
- Life Science
- Life Science and Chemistry
- Mathematics
- Middle Childhood Education
- Molecular Biology
- Psychology
- Restoration Ecology
- Self-designed
- Social Work
- Sport Management

B.S. Concentrations

- Coaching, Strength & Conditioning (with Exercise Science)
- Field Biology (with Biology major)
- Fitness and Wellness (with Exercise Science major)

BACHELOR OF SCIENCE IN NURSING

* The Bachelor of Science in Nursing Degree Completion Program is accredited by the Higher Learning Commission of the North Central Association and approved by the Ohio Board of Regents, and is accredited by the Commission on Collegiate Nursing Education.

MINORS

- Autism Studies
- Business Administration
- Chemistry
- Communication Studies
- Criminal Justice
- Digital Forensic Science
- Economics
- English
- Exercise Science
- History
- Global Studies
- Marketing
- Mathematics
- Ministry Studies
- Music
- Music Ministry
- Music Theatre
- Psychology

- Religious Studies
- Sport Management
- Sport and Exercise Psychology

CERTIFICATES NOT ASSOCIATED WITH MAJORS

McMaster School for Advancing Humanity*

*This certificate may only be earned with the completion of a degree program.

EDUCATION ENDORSEMENTS

Early Childhood Grades 4-5 Generalist Endorsement

Middle Childhood Grades 4-6 Generalist Endorsement

SELF-DESIGNED MAJOR

Students in good academic standing, who believe they would benefit educationally from a major not outlined in this catalog, may prepare a proposal for a program of study that leads to a self-designed major. Students should arrange a self-designed major in consultation with their academic advisor and the heads of the departments concerned. Final approval of a self-designed major will be completed by the Chief Academic Officer.

Students interested in a self-designed major may begin planning it at the end of their freshman year but no later than the end of the first semester of the junior year. Self-designed majors should include a minimum of 36 credit hours and must be the only major the student is pursuing. All baccalaureate degree general education requirements must be fulfilled in addition to the courses indicated in the self-designed major.

Once approval is granted, any subsequent changes must be reviewed by the Curriculum and Standards Committee and approved by the Chief Academic Officer. A student interested in a self-designed major may complete one or more academic minors, as long as the courses taken to meet the minor requirements are not included in the self-designed major. Students must indicate their intention to complete a minor at the time the application for a self-designed major is submitted.

PRE-PROFESSIONAL PROGRAMS ARE AVAILABLE IN:

- Pre-Dentistry
- Pre-Law
- Pre-Medicine
- Pre-Ministry
- Pre-Nursing
- Pre-Optometry
- Pre-Veterinary

PRE-PROFESSIONAL PROGRAMS

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

PRE-DENTISTRY AND PRE-OPTOMETRY

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

PRE-LAW STUDIES

A student interested in law should acquire a solid educational background which includes the humanities, history, the social sciences, mathematics, and language skills. English studies are of proven special importance. A recommended program of study for a pre-law student would include courses in literature, speech, a year of accounting, a course in logic, and advanced courses in composition or creative writing.

Most law schools require the LSAT (Law School Admission Test). For additional information, the student should consult the current pre-law handbook, published in October and prepared by the Law School Admission Test Council and The Association of American Law Schools. It is available in the Office of Career Development.

PRE-MEDICINE

A typical pre-medicine program may be the same as a pre-dental program. However, many medical schools are seeking a variety of backgrounds in their students and the pre-medical student is encouraged to develop verbal skills by electing speech and literature courses. The Medical College Admissions Test is required and should be taken in the spring of the junior year or the fall of the senior year.

Pre-Medicine Studies: Defiance College offers the required programs for admission to regular medical colleges, osteopathic medical colleges and chiropractic medical colleges. Further information can be obtained from the Natural Science faculty.

PRE-MINISTRY STUDIES

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

also should consult with a faculty member in religious studies and the Campus Minister, as well as the Office of Career Development.

PRE-NURSING

The preferred pre-nursing program at Defiance College is the first year of the 1 + 2 + 1 program in collaboration with Northwest State Community College. Students who wish to pursue a nursing degree through other means are encouraged to meet with a nursing advisor.

PRE-VETERINARY

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

DEGREE REQUIREMENTS

ASSOCIATE DEGREE REQUIREMENTS

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

- ◆ Satisfactory completion of 60 or more semester credits
- ◆ A 2.0 cumulative grade point average (equivalent to a "C" in all work undertaken including the major field).
- ◆ Completion of the core requirements.

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

- ◆ Business Administration
- ◆ Criminal Justice

BACCALAUREATE DEGREE REQUIREMENTS

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

- ◆ Enrollment in the First-Year Experience course, CORE 100 College Engagement Seminar, during the first year by all full-time freshmen students below the age of 21 who have not had a successful college experience elsewhere.
- ◆ Satisfactory completion of 120 semester credits.
- ◆ A 2.0 cumulative grade point average (equivalent to a "C" in all work undertaken) as well as in the major field (unless a higher requirement is otherwise specified).
- ◆ Completion of the Core Curriculum requirements listed in this publication.
- ◆ Satisfy the Defiance College residency requirement (see Residency or transfer student section)
- ◆ Completion of 24 credits in courses numbered 300 or

above.

- ◆ Completion of a major field of study
- ◆ Completion of 30 credits at Defiance College
- ◆ Completion of the specific courses required for the major field of study.

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

For a major field, students may select either a single-discipline major (such as History) or an area major which may include several disciplines (such as Global Studies). Academic major requirements and additional information on how to create a self-designed major are specified in this publication. Students may design a major that closely reflects their interests and goals (Self-designed major). The Self-designed major form is available online at www.defiance.edu/registrar/forms.html and additional specifications are available in this catalog.

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

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

RESIDENCY REQUIREMENTS

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

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

ACADEMIC MINORS

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

At least half of the total hours prescribed in a minor must be completed in residence at Defiance College. Students who choose to complete a minor must take the prescribed courses as listed in the minor description. Students who choose to complete a second minor must take a minimum of nine additional hours of courses in the secondary minor that also do not apply to Core Curriculum courses, major(s) requirements, or the primary minor the student is completing. The change of major/minor/

advisor form is available in the Registrar's Office or online at: www.defiance.edu/registrar/forms.html.

SECOND BACCALAUREATE DEGREES

Students may earn a second baccalaureate degree from Defiance College. If the first degree was earned from Defiance College, the student must meet the following requirements to qualify for a second degree: 1) complete a minimum of 30 semester hours after earning the first baccalaureate degree, 24 of these hours must be in residence, in addition to the first degree requirements: 2) fulfill requirements for a major in a division different from the first degree (Example: A student's degree is supreme. If a student earned a bachelor of arts degree in accounting and returns to major in business administration, a second degree of bachelor of arts will not be awarded but an additional major will be noted on the transcript if all degree requirements are met) and 3) must meet all requirements in force at the time of the student's application for the second degree.

If the first degree was not earned from Defiance College, the student must fulfill requirements as published in this catalog under Baccalaureate Core Curriculum Requirements.

BACCALAUREATE Core Curriculum REQUIREMENTS

The Core Curriculum of Defiance College is designed to educate students into the knowledge, understanding, and skills needed to contribute to our global community in productive, creative, and self-aware ways. Through courses that focus on themes and issues relevant to today's world, the DC student will develop powerful communication skills, analytical and critical thinking, understanding of the world, and individual empowerment.

The following courses are required of all students pursuing a Bachelor of Arts or Bachelor of Science degree program.

- CORE 110 World Issues (3)
- CORE 115 Foundations of Academic Inquiry (3)
- CORE 120 Introduction to Human Communication (3)
- CORE 125 Composition I (3)
- CORE 215 Critical Reasoning (3)
- CORE 225 Composition II (3)
- CORE 220 Inquiry in Science (4)
- CORE 210 Presenting the Diverse Self (3)
- CORE 310 Integrated World Issues (3)

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

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.

GRADING SYSTEM

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

- A, A-
- B+, B, B-
- C+, C, C-
- D+, D, D-
- F
- I - Incomplete (An "I" not made up by the end of the next regular term will become an "F")
- P - Passing at "C" level or above for undergraduate courses and "B" level or above for graduate courses
- U - Unsatisfactory
- W - Withdrawal
- WIP - Work in-progress (currently enrolled classes listed on transcript)
- WF - Withdrawal failing (counts as an "F" in GPA)
- AW - Administrative Withdrawal
- NC - No Credit
- AU - Audit

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

- A (4.00), A- (3.67)
- B+ (3.33), B (3.00), B- (2.67)
- C+ (2.33), C (2.00), C- (1.67)
- D+ (1.33), D (1.00), D- (0.67)
- F, WF, AW - 0 points

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

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

PASS-FAIL OPTION

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

GRADE REPORTS

Any currently enrolled Defiance College student may view his/her midterm and final grades, schedule, transcript, and current billing statement by accessing <https://www.defiance.edu/onestop>. The web interface may be accessed from any computer with access to the Internet and the proper browser software. Logon will require the student's Defiance College identification number and password. These may be obtained from the Registrar's Office in Serrick Campus Center. Students are sent notification to their DC e-mail address when grades are available to be viewed online. If the instructor submits a grade change form and it is approved, the corrected grade will not be updated on the grade card. Students should view their transcript and degree audit to see their corrected grade.

INDEPENDENT STUDY COURSES

Independent study may be either project or research-oriented. The topics for independent study are not usually part of the curriculum but reflect a student's special interest; or they take a student further into a subject than regular course work allows. Students completing independent study courses will work closely with a faculty member in planning, executing, and evaluating the program. All Independent Study Courses must be approved by the Chief Academic Officer. Approved independent study forms must be submitted to the Registrar's Office within two weeks after the beginning of the semester. Independent Study forms are available online at www.defiance.edu/registrar/forms.html.

MILITARY ACTIVE DUTY

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 in Serrick Campus Center.

PILGRIM LIBRARY SERVICES

The Pilgrim Library is designed to facilitate both teaching and learning through an atmosphere conducive to research and study. The most valuable resource in the Pilgrim Library is the five professional library staff members. 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 two computer labs, space and tools for both collaborative and independent study, informal lounge areas, and wifi available to all registered students throughout the facility. The library's material resources consist of books, online databases, electronic books and journals, print journals, newspapers, CDs, videocassettes, and DVDs.

The Pilgrim Library also provides information for students wishing to test out of required and elective courses. For test administration information for CLEP, DANTES, Computer Proficiency, Praxis, SAT tests as well as the ACT Residual for prospective Defiance College students, please contact the library.

The library has a lending policy coupled with a system of fines for overdue items and fees for lost materials. All outstanding fines and fee amounts are forwarded to the Business Office on the first business day of each month to be added to student accounts. A validated student ID is necessary to check out materials and access electronic resources from off-campus. For information on the Library's hours of operation, please refer to the student handbook, the college website, the sign in the entrance to the library, or call 419-783-2481.

REGISTRAR'S OFFICE

Location: Serrick Campus Center Room 204
Hours: M-F 8:30 a.m. -4:30 p.m., Phone: Ext. 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 Office further supports the academic mission of Defiance College by consistently enforcing its academic policies.

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 or year at the announced time. Those who fail to schedule and complete the registration payment process and submit requested financial aid documents, if applicable, on the days indicated by the College calendar may be charged a late registration fee 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 three days of classes.

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

SCHEDULE CHANGES AND WITHDRAWAL FROM COURSES

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

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

TRANSCRIPT REQUESTS

Official college transcripts cost \$5.00 each. Defiance College partners with the National Student Clearinghouse for transcript ordering service. An additional cost of \$2.25 is charged to the student for this service. Transcript requests must come from the student in writing and include their signature. Only transcripts carrying the College seal, signed by the Registrar, and sealed in a tamper evident envelope are considered "official". Unofficial transcripts are available for currently enrolled students through their myDC portal under the Student Tab and then "My Grades" area in myDC. Official transcripts can be requested by going directly to www.getmytranscript.com and selecting "Defiance College" in the school selection area.

TRANSFER STUDENTS

There is no limit on the amount of credit that can be transferred to Defiance College from two and four-year regionally accredited colleges, provided the courses are compatible with the College's liberal arts program and the grades are a "C" or higher. However, to earn a degree students must complete a residency requirement which includes 30 hours in residence at Defiance College, 15 hours in the major at Defiance College and 24 hours of upper level (300 or above) course credit at Defiance College or other approved four-year college.

TRANSIENT STUDENT POLICIES

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

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

Students who have completed 54 hours or more and therefore are a junior, senior or postgraduate, should seek to enroll at four-year colleges. A course that is an upper level course at Defiance College may not be taken at a two-year college.

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

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

UNDERGRADUATE STUDENTS ENROLLED IN GRADUATE COURSES

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

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

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.

WITHDRAWAL FROM COLLEGE

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.

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.

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.

DIVISION STRUCTURE

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 DIVISION

Assistant Professor of Communication Studies, Christopher A. Medjesky, Chair

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

BUSINESS, EDUCATION AND SOCIAL WORK DIVISION

Professor of Social Work, Jeffrey Weaner, Chair

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

NATURAL SCIENCE, APPLIED SCIENCE, AND MATHEMATICS DIVISION

Assistant Professor of Athletic Training, Matthew Lundin, Chair

Courses offered in Athletic Training (ATH), Biology (BIO), Chemistry (CHEM), Criminal Justice (CRJU), Digital Forensic Science (DFS) Exercise Science (ESCI), Forensic Science (FNSC), Mathematics (MATH), Molecular Biology (MBIO), Nursing (NRS), Natural Science (NSCI), Physical Science (PHYS) and Psychology (PSY).

PROGRAMS OF STUDY

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

ACCOUNTING (ACCT)

Assistant Professor of Practice Edwina Phillips

The accounting major is a professional program designed for students who want a solid foundation in all functional aspects of business plus specialized courses in Accounting. In addition, students can select the concentration in Forensic Accounting to augment their Accounting major. Students may choose the traditional four-year plan of study leading to a Bachelor of Arts Degree with a major in Accounting or they may select the five-year program leading to a Master's Degree in Business Administration. Students who select the five-year plan will have completed the 150 credit hour requirement necessary to sit for the CPA exam.

ACCOUNTING MAJOR REQUIREMENTS (75 HOURS):

ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
ACCT 321	Intermediate Accounting I (3)
ACCT 322	Intermediate Accounting II (3)
ACCT 330	Cost Management (3)
ACCT340	Federal Taxation (3)
ACCT 370	Accounting Information Systems (3)
ACCT 429	Auditing and Accounting Ethics (3)
BUS 140	Foundations of Business (3)
BUS 212	Business Statistics (3)
BUS 235	Business and Society (3)
BUS 260	Business Ethics (3)
BUS 350	Business Finance (3)
BUS 363	Business Law and Legal Process (3)
BUS 365	International Business (3)
BUS 490	Business Capstone Seminar (3)
ECON 201	Microeconomics (3)
ECON 205	Macroeconomics (3)
HIST 205	The 20 th Century World (3)
MATH 105	Quantitative Reasoning (3)
MGT 331	Organizational Behavior (3)
MGT 365	Operations Management (3)
MKT 240	Principles of Marketing (3)
PSY 420	Industrial / Organizational Psychology (3)
SOC 120	Life in Society (3)

FORENSIC ACCOUNTING CONCENTRATION (15 Hours):

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

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

ATHLETIC TRAINING (ATH)

*Program Director, Assistant Professor Matthew Lundin;
Assistant Professor Kevin Tong; Clinical Coordinator Kathleen Westfall,
Assistant Athletic Trainer Andrew Bacon*

The Defiance College Athletic Training Program (ATP). Is a unique program that combines intensive course work with hands-on clinical experience to prepare a student for a career in athletic training. The academic program is a CAATE accredited program that prepares students for the professional opportunities as BOC Certified Athletic Trainers (ATC).

Admission into the Athletic Training Program is a two-step process. Students enter Defiance College as pre-athletic training majors and must complete the first year consisting of general education degree requirements and athletic training prerequisites. Students are assigned to a first year seminar where the instructor assists in scheduling courses for the freshman and sophomore year. Students are considered pre-professional students as they enroll in the introductory courses and begin the directed observation of the athletic training program. The pre-professional phase is completed in their first two semesters on campus. Students in AT100 and AT200 also meet with the Program Director and/or the Clinical Education Coordinator to assure that they are enrolled in the proper courses. Directed observation hour requirements for pre-professional Athletic Training students are as follows:

Freshman Fall:	3 hours per week	Total= 30 hours
Freshman Spring:	5 hours per week	Total= 50 hours

As students complete their pre-professional requirements, they apply to advance to the Professional Phase of the curriculum that includes advanced courses and clinical education. Students are admitted into the Professional Phase at the beginning of their third semester at Defiance College. Six semesters are required to complete the Professional Phase of the ATP.

APPLICATION REQUIREMENTS FOR ATP

Application to the Professional Phase of the ATP is in the second semester of the freshman year. Students must meet the minimum requirements listed below to be admitted into the Athletic Training Major. The selection process is competitive and based on academic performance, clinical observation and individual personal qualities. Several criteria for selection have been given a point value to establish an objective means to evaluate your application. Remaining criteria are considered minimum criteria. All must be completed. Meeting minimum application requirements does not guarantee a student entrance into the program.

1. Completion of all program application forms
2. The student must complete the following courses with a B- or better:

ATH 100 Introduction to Athletic Training
ATH 200 Orthopedic Injury Pathology
ESCI 190 Medical Terminology

- BIO 229 Essentials of A&P
- ESCI 234 First Aid and CPR (passing)
3. Documentation of a minimum of 80 clinical observation hours:
 - 120 hours + = 20 points
 - 100-120 hours = 15 points
 - 80-100 hours = 10 points
4. Successful completion of Athletic Training Modules Level 1 during academic and/or clinical hours: Specific modules are assigned during ATH 100 and ATH 200
5. Minimum cumulative DC GPA of 2.50 on a 4.0 scale
 - 3.76-4.00 = 25 points
 - 3.51-3.75 = 23 points
 - 3.26-3.50 = 21 points
 - 3.01-3.25 = 19 points
 - 2.76-3.00 = 17 points
 - 2.50-2.75 = 15 points
6. Objective evaluations from certified staff: including evaluation based on professionalism, work ethic, dependability, initiative and attitude. Clinical evaluations: average of evaluation scores will be converted to a 20 point scale
7. Provide two (2) letters of recommendation from faculty, coaches, athletic trainers, etc. to support your candidacy into the Athletic Training Education Program. Letters must be from persons other than Athletic Trainers employed by Defiance College. You must use the form provided.
8. Proof of Immunizations. The immunization record includes: measles, mumps, rubella, tetanus, diphtheria and hepatitis B. The student may sign an assumption of risk waiver in lieu of receiving the Hepatitis B vaccine. The ATP strongly recommends the student receive the Hepatitis B vaccine.
9. Ability to meet Technical Standards of the ATP.
10. Signed statement regarding criminal background check.
11. Interview with the ATP selection committee, which will be scored.

Candidates for the ATP must meet all eleven criteria listed above. A minimum score of 35 points is required to be considered for entrance into the Professional Phase of the program. Students are then rank ordered and if there are more applicants who meet the minimum criteria than there are slots available, the highest rated students are accepted into the professional portion of the program. However, meeting the minimum application requirements does not guarantee a student entrance into the program. The number of appointments may vary each year depending on the space available in the program. The number of students accepted into the ATP is limited by the availability of clinical facilities and faculty. Limited admission will ensure that an appropriate student to clinical instructor ratio (approximately 8 to 1) is maintained. If needed, please contact the Program Director for further clarification.

ACCEPTANCE INTO ATP

Acceptance into the ATP is conditional until the final grades for that semester are received. A student who is deficient in one of the eleven requirements of admission may be conditionally accepted into the ATP on the recommendation of the Selection Committee. A contract between the student and the Program Director is written to establish the steps the student must make to gain full acceptance into the ATP. A student may not be in the conditional acceptance phase for more than one year.

Program application materials are returned to the Athletic Training Program Director by March 1. Candidates are notified of their admission status no later than April 1. The Program Director notifies each student with a letter sent to the address listed on the application. Students who are not accepted into the ATP may reapply the following year. Due to the extensive clinical component associated with this program, students may reapply only once. Students who are not selected for the Professional Phase of this program will work with the Program Director and/or advisor to identify alternate academic programs to pursue.

TRANSFER STUDENTS INTO ATP

Students who have transferred to DC must complete the required Professional Phase of the Athletic Training Program. Prompt commencement of the directed observation period is necessary to complete the clinical courses and clinical experiences in a minimum of six semesters at Defiance College. All core courses must be taken at Defiance College to ensure competency mastery. The Program Director evaluates other courses in the major on an individual basis to determine transfer of credits. Prior directed observation is evaluated and approved at the discretion of the Program Director.

Retention criteria is listed on the Assessment Checklist that is given to the student by the Program Director. All students at DC matriculate in accordance with their Major Assessment Checklist.

RETENTION POLICY FOR ATP

Retention criteria is listed on the Assessment Checklist that is given to the student by the Program Director. All students at DC matriculate in accordance with their Major Assessment Checklist. All students admitted into the professional phase of the Program must continue to meet the following guidelines:

1. Maintain an overall 2.5 grade point average
2. Must progress through the modules and competency matrix at a satisfactory rate. Each module is to be completed in specific semesters and is outlined in the course syllabi. Modules must be completed no later than the last day of classes each semester. Extensions will be handled on a case by case basis.

3. Must abide by all policies and procedures that are detailed in the DC Policy and Procedure Handbook.
4. B- or better in the following required courses students must earn a B- or better: ATH 210, ATH 250, ATH 260, ATH 290, ATH 292, ATH 310, ATH 311, ATH 312, ATH 390, ATH 392, ATH 420, ATH 481, ATH 485, ATH 490, ATH 492, ESCI 125, ESCI 340, ESCI 330, ESCI 355, ESCI 356, BIO 235, BIO 236, BUS 212 or PSY 230, SWK 310, REL 321, HPE 304.

Failure to complete the above guidelines will result in the following:

Academic Probation

Failure to maintain a 2.5 cumulative grade point average will result in a student being placed on “Academic Probation”. Students will not be assigned to a clinical site on-campus or off-campus. Students on “Academic Probation” must return their cumulative grade point average to the appropriate 2.5 within TWO consecutive semesters. **If this is not acquired, the student will be permanently suspended from the ATP with no allowance for re-entry.** Students in the athletic training major will not be placed on “Academic Probation” more than one time after they have been accepted into the Professional phase of the ATP. **Multiple “Academic Probation” status will result in permanent suspension with no allowance for re-entry.**

Clinical Probation

This is a trial period in which a student is given time to try to redeem poor conduct. A student is placed on clinical probation for any of the following:

- a. Failure to progress through the modules, as stated above
- b. Inappropriate behavior at a clinical site
- c. Late or unexcused absence to clinical site
- d. Failure to abide by policies and procedures of the DC Policy and Procedure Manual.

Clinical probation will occur at the discretion of the supervising Preceptor, the Clinical Education Coordinator and the Program Director. The Program Director will determine the probation length.

*** Many prospective athletic training students who express interest in the Defiance College Athletic Training Education Program (ATP) are also interested in participating in an intercollegiate sport during their college years. The ATP faculty is committed to encouraging athletic training students to take advantage of the rich co-curricular opportunities available on campus. They are also dedicated to ensuring students graduate on time, fulfill all major requirements and have enough quality clinical experiences to enable them to become skilled health care professionals. Please see the Policy and Procedure Manual available on-line for more information regarding the ATP and athletic participation.

ATHLETIC TRAINING MAJOR REQUIREMENTS (81 Hours):

Pre-professional courses (must have a minimum grade of B-)

ATH 100	Intro to Athletic Training (3)
ATH 200	Orthopedic Injury Pathology (3)
BIO 229	Essentials of Anatomy & Physiology (4)
ESCI 190	Medical Terminology (2)
ESCI 234	Community 1 st Aid/CPR (2)
ATH 210	General Medical Conditions (3)
ATH 250	Therapeutic Modalities (3)
ATH 260	Acute Care of Athletic Injuries (3)
ATH 290	Practicum I (1)
ATH 292	Practicum II (1)
ATH 310	Evaluation of Athletic Injuries I (3)
ATH 311	Evaluation of Athletic Injuries II (3)
ATH 312	Evaluation of Athletic Injuries III (3)
ATH 390	Practicum III (1)
ATH 392	Practicum IV (1)
ATH 420	Therapeutic Exercise (3)
ATH 481	Org & Admin of Athletic Training (3)
ATH 485	NATA BOC Test Prep (3)
ATH 490	Practicum V (1)
ATH 492	Practicum VI (1)
BIO 235	Human Anatomy & Physiology I (4)
BIO 236	Human Anatomy & Physiology II (4)
ESCI 125	Personal & Community Health (3)
ESCI 330	Pharmacology (2)
ESCI 340	Nutrition (2)
ESCI 355	Exercise Physiology (3)
ESCI 356	Kinesiology & Biomechanics (3)
HPE 304	Psycho-Social Sport and PE (3)
PSY 110	Intro to Psychology (3)
PSY 230 or BUS 212	Statistics (3)
REL 321	Ethics & Morals (3)
SWK 301	Research Methods (3)

AUTISM STUDIES PROGRAM (AUT)

*Director of Hench Autism Studies Program, Assistant Professor
Clarissa Barnes*

The Hench Autism Studies Program is designed to educate students about the unique needs of persons with autism and their families. Additionally, students receive training on effective strategies for successful integration of persons with autism into education, vocational, family and community settings. Students are encouraged to apply these strategies in a supervised practicum setting. The minor in Autism Studies may be combined with any major.

MINOR IN AUTISM STUDIES (18 Hours):

The minor in autism studies requires the following courses:

AUT 110	Intro to Autism Spectrum Disorder (3)
AUT 210	Applied Behavior Analysis for Autism Spectrum Disorder (3)
AUT 250	Families & Communities (3)
AUT 390	Behavior Intervention Practicum (3)
PSY 110	Introduction to Psychology (3)

Also choose one of the following courses:

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

BIOLOGY (BIO)

*Associate Professors Nathan Griggs and Douglas Kane; Assistant Professor
Alyson Laframboise*

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

BIOLOGY MAJOR REQUIREMENTS (62 Hours):

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
MATH 106	Precalculus (4)
PSY 230	Behavioral Statistics (3)
NSCI 391	Internship (3)
NSCI 499	Senior Project (3)
PSY 110	Intro to Psychology (3)
REL 321	Morals & Ethics (3)
SWK265	Cultural Diversity (3)

Select one course from Group I:

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

Select one course from Group II:

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

A student then selects at least four upper-level (300-400) science courses (three of which must be biology), allowing the design of a specialty within the major.

The following concentration in Field Biology may be added to the Biology Major:

FIELD BIOLOGY CONCENTRATION (16 Hours):

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

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

One elective chosen from the following:

BIO320 Ecology (4)
 BIO350 Fisheries & Wildlife Mgt (4)
 BIO420 Restoration Ecology (4)
 PHYS202 Introduction to Geology (4)

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

BUSINESS ADMINISTRATION (BUS)

Director of Business and Assistant Professor Patricia Galdeen; Assistant Professor Arif Sultan; Assistant Professors of Practice Edwina Phillips and William Sholl

The business major is a professional program designed for students who want a solid foundation in all functional aspects of business. Students who have an interest in exploring economics or marketing in greater depth may elect to earn a minor in these areas. The business major provides students with the knowledge and skills to succeed in ever-changing business settings. To reach this goal, each student must receive a grade of C- or better for each business course.

BUSINESS ADMINISTRATION MAJOR REQUIREMENTS (75 Hours):

ACCT 221 Financial Accounting (3)
 ACCT 222 Managerial Accounting (3)
 ACCT 382 Legal Elements of Fraud (3)
 BUS 140 Foundations of Business (3)
 BUS 212 Business Statistics (3)
 BUS 235 Business and Society (3)
 BUS 260 Business Ethics (3)
 BUS 350 Business Finance (3)
 BUS 363 Business Law and Legal Process (3)
 BUS 365 International Business (3)
 BUS 425 Entrepreneurship (3)
 BUS 490 Business Capstone Seminar (3)
 ECON 201 Microeconomics (3)
 ECON 205 Macroeconomics (3)
 HIST 205 The 20th Century World (3)
 MATH 110 Algebra (3)
 MGT 331 Organizational Behavior (3)
 MGT 340 Managing Teams in Organizations (3)
 MKT 240 Principles of Marketing (3)
 MKT 450 Consumer Behavior (3)
 MGT 365 Operations Management (3)
 MGT 375 Project Management (3)
 MGT 470 Leading and Managing Change (3)
 PSY 420 Industrial / Organizational Psychology (3)
 SOC 120 Life in Society (3)

MINOR IN BUSINESS (24 Hours):

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

The minor in Business requires the following courses:

ACCT 221 Financial Accounting (3)
 ACCT 222 Managerial Accounting (3)
 ACCT 382 Legal Elements of Fraud (3)
 BUS 140 Foundations of Business (3)
 BUS 212 Business Statistics (3)
 BUS 350 Business Finance (3)
 MGT 331 Organizational Behavior (3)
 MKT 240 Principles of Marketing (3)

MINOR IN MARKETING (18 Hours):

The marketing minor is designed to provide students with the fundamentals of the marketing discipline. The minor provides valuable, real-world knowledge and skills for students whose future careers will involve promoting and selling their goods and services.

The minor in Marketing requires the following courses:

MKT 240 Principles of Marketing (3)
 MKT 450 Consumer Behavior (3)
 MKT 341 Integrated Marketing Communication (3)
 MKT 344 Retail Management (3)
 MKT 348 Sales Management (3)
 MKT 449 Marketing Research (3)

ASSOCIATE OF ARTS DEGREE IN BUSINESS ADMINISTRATION (36 Hours):

Required courses include the Core Curriculum requirements and the following 36 credit hours:

ACCT 221 Financial Accounting (3)
 ACCT 222 Managerial Accounting (3)
 ACCT 382 Legal Elements of Fraud (3)
 BUS 140 Foundations of Business (3)
 BUS 212 Business Statistics (3)
 BUS235 Business and Society (3)
 BUS 260 Business Ethics (3)
 BUS 363 Business Law and Legal Process (3)
 ECON 201 Microeconomics (3)
 ECON 205 Macroeconomics (3)
 MGT 331 Organizational Behavior (3)
 MKT 240 Principles of Marketing (3)

CHEMISTRY (CHEM)

Chemistry is a service area for science and education programs as well as the general education curriculum. There is a Chemistry minor available:

MINOR IN CHEMISTRY (20 Hours):

Professor Somnath Dutta

The Chemistry minor requires the following courses:

CHEM 123 General Chemistry I (4)

CHEM 124 General Chemistry II (4)

A minimum of 12 additional credits are selected from CHEM courses numbered 200 or above.

COMMUNICATION STUDIES (COMM)

Assistant Professors Christopher Medjesky and Jeffrey St. Onge

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

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

Students are required to select one of two concentrations to accompany the communication studies major. Concentrations available are: Electronic Communication Production **AND** Rhetoric and Media. The total semester hours for both concentration are 27 hours.

COMMUNICATION STUDIES COMMON REQUIREMENTS (37 Hours):

COMM 130 Intro to Film (3)

COMM 140 Intro Comm & Media Studies (3)

COMM 220 Philosophy of Communication (3)

COMM 230 Communication Law & Ethics (3)

COMM 240 Interactive Media (3)

COMM 245 Culture & Communication (3)

COMM 320 Media Literacy & Society (3)

COMM 370 Topics in Rhetoric & Media (3)

COMM 390 Junior Capstone Preparation (1)

COMM 400 Adv Topics in Comm Research (3)

COMM 499 Seminar/Capstone (3)

SWK 265 Cultural Diversity (3)

Choose one of the following:

ENGL 270 Advanced Composition (3)

ENGL 275 Creative Writing (3)

In addition to the core courses, the major requires the completion of one of the following communication studies concentrations:

Electronic Communication Production Concentration (27 hours)

COMM 123 Media Writing (3)

COMM 310 Convergent Journalism (3)

COMM 330 Audio & Video Production (3)

DSGN 110 2D Design (3)

DSGN 114 Intro to Graphic Design (3)

DSGN 224 Intermediate Graphic Design (3)

DSGN 225 Intro to Web Design (3)

DSGN 226 Applied Graphic Design (3)

DSGN 425 Advanced Web Design (3)

Rhetoric & Media Concentration (27 hours)

COMM 250 Intro to Rhetoric (3)

COMM 365 Comedy, Conflict & Critique (3)

COMM 380 Rhetorical Criticism (3)

COMM 385 Free Speech & Democracy (3)

HIST 328 Political Geography (3)

12-hours of 300-400 level COMM courses:

COMM 310 Convergent Journalism (3)

COMM 330 Audio & Video Production (3)

COMM 340 Relational/Interpersonal Comm (3)

COMM 360 Topics in Film Studies (3)

MINOR IN COMMUNICATION & MEDIA (18 Hours):

The Communication and Media minor requires the following courses:

COMM 140 Intro to Communication & Media Studies (3)

Choose one of the following:

COMM 130 Intro to Film (3)

COMM 320 Media Literacy & Society (3)

Choose one of the following:

COMM 123 Media Writing (3)

COMM 240 Interactive Media (3)

Choose one of the following:

COMM 220 Philosophy of Communication (3)

COMM 230 Communication Law & Ethics (3)

Choose two of the following:

COMM 310 Convergent Journalism (3)

COMM 330 Audio & Visual Production (3)

COMM 340 Relational & Interpersonal Communication (3)

COMM 360 Topics in Film Studies (3)

COMM 365 Comedy, Conflict & Critique (3)

COMM 370 Topics in Rhetoric & Media (3)

COMM 380 Rhetorical Criticism (3)

COMM 385 Free Speech & Democracy (3)

COMM 400 Advanced Topics in Communication Research (3)

MINOR IN RHETORIC (18 Hours):

The Rhetoric minor requires the following courses:
 COMM 220 Philosophy of Communication (3)
 COMM 250 Introduction to Rhetoric (3)
 COMM 380 Rhetorical Criticism (3)

AND

9-hours of additional credit selected from the following courses:
 COMM 360 Topics in Film Studies (3)
 COMM 365 Comedy, Conflict & Critique (3)
 COMM 370 Topics in Rhetoric & Media (3) *
 COMM 385 Free Speech & Democracy (3)
 COMM 400 Advanced Topics in Communication Research (3) *

*Topics vary from year to year – may be repeated.

CRIMINAL JUSTICE (CRJU)

Professor Steven Sondergaard and Assistant Professor Sheldon Goodrum

The baccalaureate degree program in criminal justice strives to provide a strong background in all areas of criminal justice, to allow concentration in one of several areas, and to prepare students for entry-level positions in a variety of criminal justice agencies, as well as to prepare students for graduate school.

CRIMINAL JUSTICE MAJOR REQUIREMENTS (51 Hours):

- CRJU 111 Intro to Criminal Justice (3)
- CRJU 127 Intro to Juvenile Delinquency (3)
- CRJU 155 Criminal Law (3)
- CRJU 217 Criminal Investigation (3)
- CRJU 221 Criminal Evidence & Procedure (3)
- CRJU 223 Intro to Corrections (3)
- CRJU 355 Ethical Issues in Criminal Justice (3)
- CRJU 413 CJ Organization & Admin (3)
- CRJU 478 Criminal Justice Seminar (3)
- CRJU 497 CJ Field Experience (3)
- PSY 110 Intro to Psychology (3)
- PSY 230 Behavioral Statistics (3)
- REL 201 Approaches to Religion (3)
- SWK 301 Research Methods (3)

AND

Nine hours selected from the remaining CJ courses concentrating either in law enforcement or corrections

MINOR IN CRIMINAL JUSTICE (18 Hours):

The Criminal Justice minor requires the following courses:
 CRJU 111 Introduction to Criminal Justice (3)
 CRJU 155 Criminal Law (3)
 CRJU 217 Criminal Investigation (3)

AND

Nine hours of CJ courses numbered 300 and above concentrating in law enforcement or corrections

ASSOCIATE OF ARTS DEGREE IN CRIMINAL JUSTICE (33 Hours):

Required courses include the Core Curriculum requirements and the following 33 credit hours:

- CRJU 111 Intro to Criminal Justice (3)
- CRJU 127 Intro to Juvenile Delinquency (3)
- CRJU 155 Criminal Law (3)
- CRJU 217 Criminal Investigation (3)
- CRJU 221 Criminal Evidence & Procedure (3)
- CRJU 223 Intro to Corrections (3)
- PSY 110 Intro to Psychology (3)
- SOC 120 Life in Society (3)

AND

Nine hours selected from the following options:

- HIST 336 History of Constitution (3)
- POL 237 American Gov't & Politics (3)
- POL 371 Constitutional Law (3)
- PSY 225 Infancy & Childhood (3)
- PSY 227 Adolescence & Adulthood (3)
- PSY 290 Abnormal Psychology (3)
- SWK 235 Social Problems (3)
- SWK 265 Cultural Diversity (3)

DESIGN (DSGN)

Assistant Professors Mia Cinelli and Amy Drees

The Design major focuses on creating objects that inform, delight, persuade, and facilitate human lives. In the 2D concentration, students create the surfaces of objects both in print and on screens. In the 3D concentration, students fabricate objects close to hand using human centered design principles informed by industrial design.

The total semester hours required for the 2D concentration are 30. The total semester hours required for the 3D concentration are 34.

DESIGN MAJOR COMMON REQUIREMENTS (59 Hours):

Students must choose either a 2D or 3D concentration area to accompany the design major common courses listed below:

- DSGN 110 2D Design (4)
- DSGN 111 3D Design (4)
- DSGN 112 Design Drawing (4)
- DSGN 114 Introduction to Graphic Design (3)
- DSGN 115 Photography (4)
- DSGN 116 Introduction to Ceramics (4)
- DSGN 210 Special Topics in Art/Design (3)
- DSGN 211 Design Portfolio (1)
- DSGN 220 Design Thinking (3)

- DSGN 230 History of Design (3)
- DSGN 410 Professional Practices in Design (1)
- DSGN 434 Exhibition Planning (1)
- BUS 140 Foundations of Business (3)
- COMM 240 Interactive Media (3)
- HIST 205 The 20th Century World (3)
- MATH 105 Quantitative Reasoning (3)
- MKT 240 Principles of Marketing (3)
- MKT 341 Integrated Marketing Communications (3)
- PSY 110 Introduction to Psychology (3)
- SOC 120 Life in Society (3)

2D DESIGN concentration (26 Hours):

- DSGN 224 Intermediate Graphic Design (3)
- DSGN 225 Introduction to Web Design (3)
- DSGN 226 Applied Graphic Design (4)
- DSGN 235 Typography (3)
- DSGN 325 Advanced Graphic Design (4)
- DSGN 323 Document Production (3)
- DSGN 425 Advanced Web Design (3)
- DSGN 426 Graphic Design Internship (3)

3D DESIGN concentration (34 Hours):

- DSGN 130 Social Goods (4)
- DSGN 231 Emotional and Sustainable Design (4)
- DSGN 232 Materials and Manufacturing (4)
- DSGN 233 Metaphor and Relationship (4)
- DSGN 330 Design Research and Writing (4)
- DSGN 331 Developing Social Goods for Market (4)
- DSGN 430 Product Development Portfolio (4)
- DSGN 431 3D Design Internship (3+3)

DIGITAL FORENSIC SCIENCE (DFS)

Assistant Professor of Practice Timothy Wedge

Digital Forensic Science is a new and growing field in the area of hi-tech crime investigation. The Digital Forensic Science program at Defiance College is intended to prepare the student for an entry-level position as an evidence-collection technician or similar function, beginning the career path towards digital forensic analyst and investigator. Students interested in corporate network security instead of law enforcement will also find the deep knowledge of digital systems and communications to be highly useful for detecting and understanding hacker intrusions and malicious software. Students completing the Digital Forensic Science major will be highly marketable in a quickly-growing job market, with a solid background in criminal justice, two nationally-recognized technical certifications, an immersive internship experience with a law enforcement or corporate security agency, and lots of practical, hands-on, laboratory activities with frequent one-on-one faculty contact.

DIGITAL FORENSIC SCIENCE MAJOR REQUIREMENTS (81 Hours):

- ACCT 380 Forensic Accounting (3)
- DFS 105 Comp Essentials Exam Prep (3)
- DFS 106 A+ Practical Application (3)
- DFS 110 Intro to Comp & Dig Forensics (3)
- DFS 205 Computer Security Fundamentals (3)
- DFS 210 Operating Systems (3)
- DFS 213 Data Storage Foundations (3)
- DFS 215 Comp Forensic & Security Ethics (3)
- DFS 305 Seizure and Forensic Exam Comp (3)
- DFS 310 Adv Tops Comp Data Analysis/Rec (3)
- DFS 313 Mobile Device Forensics (3)
- DFS 315 Fund of Computer Networks (3)
- DFS 405 Network Forensics (3)
- DFS 410 Intrusion Detection (3)
- DFS 450 National Certification (2)
- DFS 497 Forensic Field Exp & Seminar (4)
- CRJU 111 Intro to Criminal Justice (3)
- CRJU 155 Criminal Law (3)
- CRJU 217 Criminal Investigation (3)
- CRJU 221 Criminal Evidence & Procedure (3)
- CRJU 471 Criminology (3)
- ENGL 265 Technical Writing (3)
- REL 201 Approaches to Religion (3)
- SOC 120 Life in Society (3)
- SWK 301 Research Methods (3)

Choose two of the following:

- DFS 225 Intro to Human Trafficking (3)
- CRJU 472 Social Deviance (3)
- CRJU 474 Terrorism (3)
- PSY 110 Intro to Psychology (3)
- PSY 290 Abnormal Psych (3)
- SWK 265 Cultural Diversity (3)

**PSY 110 is the required pre-requisite for PSY 290 Abnormal Psychology*

MINOR IN DIGITAL FORENSIC SCIENCE (27 Hours):

The Digital Forensic Science minor requires the following courses:

- CRJU 111 Introduction to Criminal Justice (3)
- CRJU 155 Criminal Law (3)
- CRJU 217 Criminal Investigation (3)
- DFS 105 Computer Essentials (3)
- DFS 106 Computer Essentials Practical Applications (3)
- DFS 110 Intro to Computer & Digital Forensics (3)
- DFS 210 Operating Systems (3)
- DFS 213 Data Storage Foundations (3)
- DFS 215 Computer Forensic & Security Ethics (3) **OR**
- CRJU 355 Ethical Issues in Criminal Justice (3)

ECONOMICS (ECON)

Assistant Professor Arif Sultan

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

MINOR IN ECONOMICS (21 Hours):

The Economics minor requires the following courses:

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

AND

Select two additional courses from the following:

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

EDUCATION (EDUC)

Director and Assistant Professor Carla Higgins,; Professor Jo Ann Burkhardt; Associate Professor Fred Coulter; Assistant Professors Clarissa Barnes and Katherine Griffes; Assistant Professor of Practice Rachel Eicher; Director of Education Partnerships Ian MacGregor; Coordinator of CAEP and Clinical Experience Jeannie VonDeylen

The Education faculty's objective is to prepare students to become effective facilitators of learning. The curriculum provides the student with opportunities to learn both the theoretical and practical aspects of teaching. In addition, teacher education students will participate in multiple and varied clinical experiences during each year of their program, beginning as early as the first semester of their freshman year.

Since the State Department of Education periodically changes teacher licensure requirements, the College reserves the right to modify its programs and requirements to meet changing state standards. The professional courses and the teaching fields outlined in this publication meet the current state standards for teacher licensure in Ohio. Students interested in teaching in another state are advised to contact that state's department of education to determine if the Ohio teaching license will transfer to a comparable license in that state. All education students should be aware that the requirements for graduation are extensive, and that careful planning is necessary.

Students admitted to the College who wish to be licensed as teachers must be admitted to the teacher education program and should indicate their desire to become a licensed teacher upon entering the College. Early and continuous monitoring of students helps assure success in completing the program in a timely manner. Students may not take courses identified as methods courses or methods practicums until a review of lower-level field experiences and coursework has been successfully completed and they have been admitted to the Teacher Education Program by the Defiance College Teacher Education Council as a candidate for licensure. Each applicant seeking teacher licensure is considered on the basis of criteria formulated by the Teacher Education Council and continuance in the program is dependent upon approval by that group. The senior capstone experience for all education majors is a semester long internship. The requirements for admission to teacher education are available from the Director of Teacher Education and will be distributed to each student during the EDUC 221 course. In the case of transfer students, the student should go to the Director of Education and obtain a copy of the Teacher Education Pre-Candidate Handbook. The Teacher Education Pre-Candidate and Candidate Handbooks are considered to be a part of this catalog. These documents can also be found on the Defiance College website (www.defiance.edu).

Report on the Quality of Teacher Education:

As part of the Title II Higher Education Act, all colleges and universities with teacher preparation programs where students receive federal assistance under Title IV of that act must report assessment data on their teacher education "program completers." Program Completer refers to anyone who completes all requirements for any of the approved teacher education programs. This year's data is based on a group of 26 students who completed programs during the 2012-2013 school year. The overall pass rate for these students on state required tests was 96%. Additional information on the program quality is available on the College website or by contacting the Director of Education.

The College offers the following majors leading to teacher licensure: Early Childhood (age 3 through grade 3); Middle Childhood (grades 4 through 9 for two fields selected from Reading/Language Arts, Mathematics, Science, and Social Studies); Integrated Language Arts (valid for teaching reading, English, speech and journalism in grades 7 through 12); Integrated Mathematics (grades 7 through 12); Integrated Social Studies (valid for teaching history, political science, geography, psychology/sociology, and economics in grades 7 through 12); Life Science (valid for teaching biology and the life sciences in grades 7 through 12); Life Science and Chemistry (valid for teaching the life sciences and chemistry in grades 7 through 12); and Multi-Age in Health and Physical Education and Intervention Specialist: Mild-to-Moderate (valid for teaching from age 3 through grade 12). The College also offers the following endorsements: Early Childhood Grades 4-5 Generalist Endorsement and the Middle Childhood Grades 4-6 Generalist Endorsement.

A 3.0 cumulative GPA is required in all professional education and content area courses in the teaching field in order to be permitted to advance to the internship.

EARLY CHILDHOOD MAJOR (100 Hours):

- EDUC 202 Instructional Technology (3)
- EDUC 218 Social Studies Content: K-Grade 3 (3)
- EDUC 219 Science Content: K-Grade 3 (3)
- EDUC 221 Foundations of Education (3)
- EDUC 222 Reading Principles & Practices (3)
- EDUC 223 HPE / Expressive Arts Practicum (1)
- EDUC 228 Educating the Exceptional Student (3)
- EDUC 229 Educational Psychology (3)
- EDUC 230 Prin of Early Childhood Education (3)
- EDUC 231 Curr & Practices of Early Childhood Including Emergent Literacy (3)
- EDUC 232 Early Childhood Practicum I (1)
- EDUC 234 Early Childhood Practicum II (1)
- EDUC 235 Expressive Arts (2)
- EDUC 237 Children’s Literature (3)
- EDUC 238 HPE for Classroom Teacher (2)
- EDUC 255 Lifespan Development (3)
- EDUC 307 Phonics and Word Study(3)
- EDUC 310 Phonics Practicum (1)
- EDUC 317 Principles of Math: ECE (3)
- EDUC 330 Beginning Integrated Practicum (1)
- EDUC 332 Math Methods (3)
- EDUC 333 Science Methods (3)
- EDUC 334 Social Studies Methods (3)
- EDUC 350 Intermediate Integrated Practicum (2)
- EDUC 372 Literacy Practicum (1)
- EDUC 380 Assessment of Teaching & Learning (3)
- EDUC 430 Assess of Young & Atypical Child (2)
- EDUC 432 Family & Community Relationships (2)
- EDUC 433 Early Childhood Internship (11)
- EDUC 435 Integrated Rdg/Lang Arts Methods (3)
- EDUC 436 Reading Diagnosis & Remediation (4)
- EDUC 438 Advanced Practicum: Early Childhood (3)
- EDUC 498 Internship Seminar (2)
- ESCI 234 Community 1st Aid/CPR (1)
- AUT 110 Intro Autism Spectrum Disorders (3)
- PSY 110 Introduction to Psychology (3)
- SOC 120 Life in Society (3)

Grade Point Average Requirements:

A 3.0 is required in professional education, the content field and the cumulative grade point average to student teach/intern.

EARLY CHILDHOOD GENERALIST ENDORSEMENT (19 Hours):

When added to the PreK-3 Early Childhood Licensure, this endorsement enables early childhood educators to teach all subjects in grades K-5.

The Early Childhood Generalist Endorsement includes the following:

- EDUC 320 Principles of Middle Childhood Mathematics (3)
- EDUC 340 Planning and Instruction for Middle Childhood (3)
- EDUC 442 Teaching Mathematics in the Middle School (3)
- EDUC 443 Teaching Science in the Middle School (3)
- EDUC 444 Teaching Social Studies in the Middle School (3)
- EDUC 445 Integrated Reading / Language Arts Methods: Middle Childhood (4)

MIDDLE CHILDHOOD

Pre-candidates seeking Middle Childhood licensure must select two content specializations from: Reading/Language Arts, Mathematics, Science, and Social Studies.

The requirements for Middle Childhood licensure that all pre-candidates have to take include:

MIDDLE CHILDHOOD MAJOR REQUIREMENTS (56 HOURS):

- EDUC 202 Instructional Technology (3)
- EDUC 221 Foundations of Education (3)
- EDUC 228 Educating the Exceptional Student (3)
- EDUC 229 Educational Psychology (3)
- EDUC 243 Ed & Survey of Reading/Phonics (4)
- EDUC 255 Lifespan Development (3)
- EDUC 339 Beginning Practicum: MC(1)
- EDUC 340 Planning and Instruction for Middle Childhood (3)
- EDUC 349 Intermediate Practicum: MC (2)
- EDUC 380 Assessment of Teaching & Learning (3)
- EDUC 402 Adv Practicum: Middle Childhood (3)
- EDUC 445 Integ Rdg/Lang Arts Methods: MC (4)
- EDUC 446 Reading Diagnosis & Remediation (4)
- EDUC 448 Middle Childhood Internship (11)
- EDUC 498 Internship Seminar (2)
- ESCI 234 Community 1st Aid/CPR (1)
- PSY 110 Introduction to Psychology (3)

Grade Point Average Requirements:

A 3.00 GPA is required in all professional education courses, in the teaching field and the cumulative grade point average in order to be permitted to student teach/intern.

MIDDLE SCHOOL CONTENT AREAS - select two from:

- Reading/Language Arts
- Mathematics
- Science
- Social Studies

READING/LANGUAGE ARTS (31 HOURS)

- *CORE 120 Intro to Human Communication (3)
- *CORE 125 Composition I (3)
- *CORE 225 Composition II (3)
- COMM 250 Intro to Rhetoric (3)
- EDUC 341 Adolescent Literature (3)
- EDUC 445 Integ Reading/Lang Arts Methods (4)
- ENGL 260 Language Structure (3)
- ENGL 275 Creative Writing (3)
- ENGL 325 Postcolonial Literature (3)
- ENGL 345 American Literature (3)

*course satisfies requirement in the Core Curriculum

SOCIAL STUDIES (27 Hours)

- ECON 201 Microeconomics (3)
- GEOG 231 Geography of the Americas (3)
- GEOG 232 World Geography (3)
- HIST 201 US History to 1877 (3)
- HIST 205 20th Century World History (3)
- HIST 207 Ages of Empires (3)
- HIST 345 The Ohio Area (3)
- SOC 120 Life in Society (3)
- EDUC 444 Teaching Social Studies in Mid School (3)

MATHEMATICS (25 Hours)

- MATH 110 College Algebra (3)
- MATH 113 Trigonometry (2)
- MATH 115 Principles of Geometry (3)
- MATH 201 Geometry & Calculus I (4)
- MATH 300 History of Math (3)
- MATH 301 Linear Algebra (4)
- EDUC 320 Principles of Middle Childhood Math (3)
- EDUC 442 Teaching Math Middle School (3)

SCIENCE (27 Hours)

- BIO 120 Biology I (4)
- BIO 129 Biology II (4)
- CHEM 123 General Chemistry I (4)
- *CORE 220 Inquiry in Science (4)
- PHYS 100 Physical Science (4)
- PHYS 202 Intro to Geology (4)
- EDUC 443 Teaching Science in Middle School (3)

*course satisfies requirement in the Core Curriculum

MIDDLE CHILDHOOD GENERALIST ENDORSEMENT REQUIREMENTS

When added to a Middle Childhood Licensure, this endorsement enables middle childhood educators to obtain the ability to teach additional content areas in grades 4-6. This program is available as either an undergraduate program or a standalone post-baccalaureate program.

Candidates may select one or more of the following content areas in which to obtain the Middle Childhood Generalist Endorsement.

Mathematics (9 hours)

- EDUC 320 Principles of Middle Childhood Mathematics (3)
- EDUC 442 Teaching Mathematics in the Middle School (3)
- MATH 115 Principles of Geometry (3)

Social Studies (9 hours)

- EDUC 444 Teaching Social Studies in the Middle School (3)
- GEOG 232 World Geography (3)
- HIST 345 The Ohio Area (3)

Science (11 hours)

- EDUC 443 Teaching Science in the Middle School (3)
- NSCI 200 Earth in the Cosmos (4)
- NSCI 201 Development of Life on Earth (4)

Reading/Language Arts (10 hours)

- ENGL 270 Advanced Composition (3)
- EDUC 341 Adolescent Literature (3)
- EDUC 445 Integrated Reading/Language Arts Methods: Middle School (4)

ADOLESCENT TO YOUNG ADULT (Grades 7-12)

Pre-candidates seeking licensure for teaching in Ohio's secondary schools must complete the major as listed in the various disciplines and the professional education courses as listed in the Teacher Education Handbook.

Professional Education Courses:

- EDUC 202 Instructional Technology (3)
- EDUC 221 Foundations of Education (3)
- EDUC 228 Educating the Exceptional Student (3)
- EDUC 229 Educational Psychology (3)
- EDUC 255 Lifespan Development (3)
- EDUC 347 Reading in Content Field (3)
- EDUC 370 Planning & Instruction for Secondary Students (3)
- EDUC 371 Beginning Practicum: Grades 7-12 (1)
- EDUC 380 Assessment of Teaching & Learning (3)
- EDUC 396 Intermediate Practicum: 7-12 (2)
- EDUC 412 Advanced Practicum: Grades 7-12 (3)
- EDUC 458 Internship (7-12) (11)
- EDUC 498 Internship Seminar (2)
- ESCI 234 Community 1st Aid/CPR (1)
- PSY 110 Introduction to Psychology (3)

Grade Point Average Requirements:

A 3.0 GPA is required in all professional education courses, in the teaching field and the cumulative grade point average in order to be permitted to student teach/intern.

INTEGRATED LANGUAGE ARTS MAJOR REQUIREMENTS (49 Hours):

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

- ENGL 260 Language Structure (3)
- ENGL 270 Advanced Composition (3)
- ENGL 275 Creative Writing (3)
- ENGL 290 Language & Literary Criticism (3)
- ENGL 325 Postcolonial Literature (3)
- ENGL 335 Shakespeare (3)
- ENGL 345 American Literature (3)
- ENGL 355 British Literature (3)
- ENGL 390 Disability Studies & Literature (3)
- COMM 130 Introduction to Film (3)
- COMM 250 Introduction to Rhetoric (3)
- COMM 320 Media Literacy & Society (3)

Professional Education Coursework:

- EDUC 243 Phonics & the Foundation of Rdg (4)
- EDUC 341 Adolescent Literature (3)
- EDUC 446 Reading Diagnosis & Remediation (4)
- EDUC 455 Language Arts Methods (7-12) (3)

INTEGRATED MATHEMATICS MAJOR REQUIREMENTS (52 Hours):

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

- MATH 113 Trigonometry (2)
- MATH 115 Principles of Geometry (3)
- MATH 201 Calculus I (4)
- MATH 202 Calculus II (4)
- MATH 203 Calculus III (4)
- MATH 300 History of Math (3)
- MATH 301 Linear Algebra (4)
- MATH 302 Modern Abstract Algebra (4)
- MATH 304 Modern Geometry (4)
- MATH 305 Discrete Mathematical Structures (3)
- MATH 306 Probability & Statistics (4)
- MATH 405 Operations Research (3)
- MATH 420 Real Analysis (4)
- MATH 490 Senior Capstone (3)
- EDUC 452 Math Methods (7-12) (3)

INTEGRATED SOCIAL STUDIES MAJOR REQUIREMENTS (51 Hours):

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

- ECON 201 Microeconomics (3)
- ECON 205 Macroeconomics (3)
- EDUC 452 Social Studies Methods (3)
- GEOG 232 World Geography (3)
- HIST 201 US History to 1877 (3)

- HIST 202 US History from 1877 (3)
- HIST 204 Europe: Italian Renais to Present (3)
- HIST 205 20th Century World (3)
- HIST 345 The Ohio Area (3)
- HIST 398 Historical Methods/Public History (3)
- HIST 498 Senior Capstone Experience (3)
- POL 237 American Government & Politics (3)
- REL 201 Approaches to Religion (3)
- SOC 120 Life in Society (3)
- SWK 235 Social Problems (3)

Select one social studies elective from:

- GLST 300 Int'l Peace & Conflict Resolution (3)
- GLST 350 Comparative Issues & Politics (3)
- HIST 207 Ages of Empires (3)
- HIST 315 Era of the American Civil War (3)
- HIST 336 History of the Constitution (3)

Select one eastern history from:

- HIST 340 History of Middle East (3)
- HIST 350 History of Asia (3)

LIFE SCIENCE MAJOR REQUIREMENTS (53 Hours):

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

- BIO 120 Principles of Biology I (4)
- BIO 129 Principles of Biology II (4)
- BIO 250 Field Zoology (4)
- BIO 270 Field Botany (4)
- BIO 320 Ecology (4)
- BIO 480 Genetics (4)
- CHEM 123 General Chemistry I (4)
- CHEM 124 General Chemistry II (4)
- EDUC 453 Science Methods: Grades 7-12 (3)
- MATH 106 Precalculus Math (4)
- NSCI 200 Earth in the Cosmos (4)
- NSCI 499 Senior Capstone Experience (3)
- PHYS 210 General Physics I (4)
- PSY 230 Behavioral Statistics (3)

CHEMISTRY EDUCATION MAJOR REQUIREMENTS (55 Hours):

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

- BIO 120 Principles of Biology I (4)
- BIO 129 Principles of Biology II (4)
- CHEM 123 General Chemistry I (4)
- CHEM 124 General Chemistry II (4)
- CHEM 233 Organic Chemistry I (5)
- CHEM 234 Organic Chemistry II (5)
- CHEM 368 Biochemistry I (4)
- CHEM 455 Quantitative Analysis (4)
- CORE 220 Inquiry in Science (4)
- EDUC 453 Science Methods: Grades 7-12 (3)

MATH 201	Calculus I (4)
NSCI 499	Senior Capstone (3)
PHYS 210	General Physics I (4)
PSY 230	Behavioral Statistics (3)

LIFE SCIENCE AND CHEMISTRY MAJOR REQUIREMENTS (55 Hours):

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

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 480	Genetics (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233	Organic Chemistry I (5)
CHEM 234	Organic Chemistry II (5)
CHEM 368	Biochemistry I (4)
EDUC 453	Science Methods: Grades 7-12 (3)
MATH 106	Precalculus Math (4)
NSCI 200	Earth in the Cosmos (4)
NSCI 499	Senior Capstone (3)
PHYS 210	General Physics I (4)
PSY 230	Behavioral Statistics (3)

MULTI-AGE LICENSURE PROGRAMS (AGE 3 TO GRADE 12)

Multi-Age licensure majors for pre-k through 12th grade are offered in Intervention Specialist: Mild-to-Moderate and Physical Education and Health. The coursework for these majors is listed in the disciplines, and pre-candidates must take professional education courses as listed in the Teacher Education Handbook.

Grade Point Average Requirements:

A 3.0 GPA is required in all professional education courses, in the teaching field and the cumulative grade point average in order to be permitted to student teach/intern.

HEALTH AND PHYSICAL EDUCATION MAJOR AND LICENSURE REQUIREMENTS (110 Hours):

Education Courses (40 Hours)

EDUC 202	Instructional Technology (3)
EDUC 221	Foundations of Education (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 347	Reading in Content Field (3)
EDUC 370	Planning & Instruction (3)
EDUC 373	Beginning Practicum: Multi-Age (1)
EDUC 380	Assessment of Teaching & Learning (3)
EDUC 393	Intermediate Practicum: Multi-Age (2)
EDUC 411	Advanced Practicum: Multi-Age (3)
EDUC 468	Internship (7-12) (11)
EDUC 498	Internship Seminar (2)

Health and Physical Education Courses (70 Hours)

BIO 229	Human Anatomy & Physiology (4)
EDUC 255	Lifespan Development (3)
ESCI 121	Introduction to Exercise Science (3)
ESCI 125	Personal & Community Health (3)
ESCI 130	Fitness for Life (2)
ESCI 132	Racket Sports (1)
ESCI 135	Group Recreational Activities (1)
ESCI 138	Strength & Conditioning (1)
ESCI 138	Strength & Conditioning (1)
ESCI 234	Community 1 st Aid/CPR (1)
ESCI 256	Evaluation & Measurement (3)
ESCI 290	Personal Training, Strength & Cond (3)
ESCI 355	Exercise Physiology (3)
ESCI 481	Org & Adm of Health, PE & Sport (3)
ESCI 490	Fitness & Wellness Program (3)
ESCI 497	Field Experience (2)
HPE 177	School Health, Safety & Services (3)
HPE 183	Human Growth & Motor Dev (3)
HPE 248	Classroom Mgt & Curriculum (3)
HPE 259	Adapted PE, Rec & Sport (3)
HPE 271	History/Philosophy of Sport & PE (2)
HPE 304	Psycho-Social Sport and PE (3)
HPE 317	Secondary PE Methods (3)
HPE 338	Instruct Methods of Movement (2)
HPE 358	Motor Learning & Movement (3)
HPE 361	Principles of Coaching (2)
HPE 376	Schl Hlth Instruction for Mid Sch (3)
PSY 110	Introduction to Psychology (3)

One Coaching Methods course required from:

HPE 362	Methods in Coaching Track (1)
HPE 363	Methods in Coaching Basketball (1)
HPE 364	Methods in Coaching Softball (1)
HPE 365	Methods in Coaching Baseball (1)
HPE 366	Methods in Coaching Football (1)
HPE 367	Methods in Coaching Volleyball (1)

INTERVENTION SPECIALIST: MILD TO MODERATE MAJOR AND LICENSURE REQUIREMENTS (97-98 Hours):

This major leads to a multi-age licensure to serve as an intervention specialist age 3 through grade 12. Admission to the Teacher Education Program and other requirements are discussed in the Education section of the Academic Catalog.

EDUC 202	Instructional Technology (3)
EDUC 218	Social Studies Content (3)
EDUC 221	Foundations of American Education (3)
EDUC 222	Reading Theories & Practice (3)
EDUC 228	Educating the Exceptional Student (3)
EDUC 229	Educational Psychology (3)
EDUC 255	Lifespan Development (3)
EDUC 282	Intro to Students with Mild/Mod (3)
EDUC 307	Phonics (3)
EDUC 308	Math, Social Studies, Sci Methods (3)
EDUC 309	Reading & Writing Methods (4)
EDUC 320	Prin of Middle Childhood Math (3)
EDUC 329	Beginning Practicum: Mild to Mod (1)

EDUC 341	Adolescent Literature (3)
EDUC 347	Reading in the Content Field (3)
EDUC 380	Assessment of Teaching & Learning (3)
EDUC 382	Learning Environ & Behavior Mgt (3)
EDUC 393	Intermediate Practicum: Multi-Age (2)
EDUC 407	Assessment for Mild/Moderate (3)
EDUC 413	Advanced Practicum: Mild/Moderate (2)
EDUC 431	Family, School & Community (3)
EDUC 436	Reading Diagnosis & Remediation (4)
EDUC 468	Internship (11)
EDUC 498	Internship Seminar (2)
AUT 110	Introduction to Autism (3)
ESCI 234	Community 1 st Aid/CPR (1)
HIST 205	The 20 th Century World (3)
HPE 259	Adapted Physical Education (2)
PSY 110	Introduction to Psychology (3)
MATH course elective	- Choose one (3 - 4)

ENGLISH (ENGL)

Professor Mary Catherine Harper, McCann Endowed Chair for the Humanities, and Professor Todd Comer

The English major offers preparation for a number of professions. Major courses enable students to deepen their knowledge of a variety of literatures and their practice of critical thinking, writing, and interpretation skills. These are foundational to a number of professions. Major elective courses allow students to develop skills and knowledge important to professions that benefit from studies in literature and writing.

ENGLISH MAJOR REQUIREMENTS (51 HOURS):

ENGL 220	Literature & the Ecological Self (3)
ENGL 265	Technical Writing (3)
ENGL 270	Advanced Composition (3)
ENGL 275	Creative Writing (3)
ENGL 290	Intro Lang & Literary Criticism (3)
ENGL 325	Postcolonial Literature (3)
ENGL 335	Shakespeare (3)
ENGL 345	American Literature (3)
ENGL 355	British Literature (3)
ENGL 425	Modern & Contemporary Lit (3)
ENGL 490	Disability & Literary Theory (3)
COMM 123	Media Writing (3)
COMM 130	Intro to Film (3)
COMM 310	Convergent Journalism (3)
ECON 205	Macroeconomics (3)
DSGN 114	Graphic Design Principles (3)
DSGN 225	Intro to Web Design (3)

MINOR IN ENGLISH (18 Hours):

The minor in English is a balance of literature and writing courses designed to address the interests of students who enjoy literature and the ideas that are part of literary study. The minor in English can be used to deepen the critical thinking skills of students in pre-law and can benefit those whose professional goals include well-styled language.

A minor in English requires the following courses:

ENGL 220	Literature & the Ecological Self (3)
ENGL 270	Advanced Composition (3)

Choose four courses from the following:

ENGL 265	Technical Writing (3)
ENGL 275	Creative Writing (3)
ENGL 325	Postcolonial Literature (3)
ENGL 335	Shakespeare (3)
ENGL 345	American Literature (3)
ENGL 355	British Literature (3)
ENGL 425	Modern & Contemporary Literature (3)

EXERCISE SCIENCE (ESCI)

Professor Timothy Rickabaugh; Associate Professor Craig Rutter; and Assistant Professor Katherine Griffes

The Exercise Science major along with the two specialized concentrations prepare students for a variety of health-related professional settings and graduate school opportunities. Additionally, the required experiential learning opportunities are a vital component of the Exercise Science program. Exercise Science students are required to complete an approved field experience and internship and (upon completion) will be required to make a capstone presentation to department faculty.

Students are required to select one of the following concentrations to accompany the exercise science major: Fitness & Wellness AND Coaching, Strength & Conditioning. The total semester hours required for the Fitness and Wellness concentration are 75. The total semester hours required for the Coaching, Strength & Conditioning concentration are 74.

EXERCISE SCIENCE COMMON MAJOR REQUIREMENTS (66 Hours):

ATH 100	Introduction to Athletic Training (3)
BIO 229	Human Anatomy & Physiology (4)
CHEM 113	Chemistry around Us (4)
ESCI 121	Introduction to Exercise Science (3)
ESCI 125	Personal & Community Health (3)
ESCI 190	Medical Terminology (2)
ESCI 234	Community 1st Aid & CPR (1)
ESCI 237	Recreation for Special Populations (3)
ESCI 256	Measurement & Evaluation (3)
ESCI 290	Personal Training, Strength, and Cond (3)
ESCI 330	Pharmacology (2)
ESCI 340	Nutrition (2)
ESCI 355	Exercise Physiology (3)
ESCI 356	Biomechanics & Kinesiology (3)
ESCI 390	Fitness Testing & Leadership (3)
ESCI 397	Field Experience (3)*
ESCI 481	Organization & Administration (3)
ESCI 490	Fitness and Wellness Programming (3)
ESCI 491	Internship (3)*
HPE 304	Psycho-Social Sport and PE (3)
PSY 110	Introduction to Psychology (3)
PSY 227	Adolescence and Adulthood (3)

| MAJOR REQUIREMENTS |

- SPMT 320 Sociology of Sport (3)
SWK 265 Cultural Diversity (3)

(*) = Up to 12-credit hours in experiential learning hours may be taken.

Coaching, Strength and Conditioning Concentration (8 Hours):

- HPE 361 Principles of Coaching (2)
HPE 362-367 (sport specific coaching methods, 3 hrs total @ 1 credit each)
SPMT 270 History of Sport (3)

Fitness and Wellness Concentration (6 Hours):

- HPE 117 Secondary School Activities (3)
PSY 270 Human Sexuality (3)

MINOR IN EXERCISE (25 Hours):

A minor in Exercise Studies requires the following courses:

- BIO 229 Essentials of Anatomy & Physiology (4)
ESCI 121 Introduction to Exercise Science (3)
ESCI 125 Personal & Community Health (3)
ESCI 234 Community First Aid / CPR (1)
ESCI 290 Personal Training, Strength and Conditioning (3)
ESCI 355 Exercise Physiology (3)
ESCI 390 Wellness Program Implementation (3)
ESCI 490 Fitness and Wellness Programming (3)

CHOOSE ONE OF THE FOLLOWING:

- ESCI 330 Pharmacology (2) OR
ESCI 340 Nutrition (2)

MINOR IN SPORT and EXERCISE PSYCHOLOGY (22-23 Hours):

A minor in Sport and Exercise Psychology requires the following courses:

- HPE 304 Psycho-Social Aspect of Sport and PE (3)
HPE 361 Principles of Coaching (2)
HPE 183 Human Growth & Development (3)
PSY 110 Intro to Psychology (3)
PSY 290 Abnormal Psychology (3)

CHOOSE ONE COURSE FROM EACH OF THE THREE GROUPS:

Group One

- HPE 358 Motor Learning (3)
ESCI 237 Recreation for Special Populations (3)
ESCI 340 Nutrition (2)

Group Two

- HPE 271 History and Philosophy of Sport and PE (2)
ESCI 121 Introduction to Exercise Science (3)
SPMT 270 History of Sport (3)

Group Three

- PSY 270 Human Sexuality (3)
PSY 260 Social Psychology (3)
COMM 340 Relationships and Interpersonal Communication (3)

FORENSIC SCIENCE (FNSC)

Professor Somnath Dutta; Associate Professors Nathan Griggs, Douglas Kane; Assistant Professor Alyson Laframboise

Defiance College's Forensic Science program brings together the fields of chemistry, biology, physics, medicine, and criminal justice. Students in Forensic Science will learn many skills including analyzing evidence from arsons for accelerants, DNA fingerprinting, presumptive tests for narcotics, trajectories for ballistics, human anatomy for drawing evidence from remains, and the legal procedures for taking evidence to court. Forensic Science is a demanding major because of its scientific underpinnings, the skills needed to analyze crime scene evidence while following legal procedures that preserve the evidence for use in court. The Forensic Science major is designed to provide a student with a strong science background coupled with a foundation in criminal justice and legal concepts.

FORENSIC SCIENCE MAJOR REQUIREMENTS (96 HOURS):

- BIO 120 Principles of Biology I (4)
BIO 129 Principles of Biology II (4)
BIO 235 Human Anatomy & Physiology I (4)
BIO 236 Human Anatomy & Physiology II (4)
BIO 431 Molecular Biology (4)
BIO 480 Genetics (4)
CHEM 123 General Chemistry I (4)
CHEM 124 General Chemistry II (4)
CHEM 233 Organic Chemistry I (5)
CHEM 234 Organic Chemistry II (5)
CHEM 368 Biochemistry I (4)
CHEM 369 Biochemistry II (4)
CHEM 455 Quantitative Analysis (4)
CRJU 111 Intro to Criminal Justice (3)
CRJU 155 Criminal Law (3)
CRJU 217 Criminal Investigation (3)
CRJU 221 Criminal Evidence & Procedure (3)
FNSC 343 Forensics I (3)
FNSC 353 Forensics II (3)
MATH 106 Precalculus (4)
NSCI 391 Internship (3)
NSCI 499 Senior Research Project (3)
PHYS 210 General Physics I (4)
PHYS 220 General Physics II (4)
PSY 230 Behavioral Statistics (3)

Select one of the following:

- ECON 201 Microeconomics (3)
MGT 331 Organizational Behavior (3)

GLOBAL STUDIES (GLST)

Assistant Professor Elcin Haskollar

Because the influence of governments, corporations, schools, and organizations of all kinds will continue to grow, global interdependence has become increasingly important. The Bachelor of Arts in Global Studies offers students an interdisciplinary program that examines the world from multiple perspectives and enables them to compete successfully in the international arena. Its interdisciplinary curriculum links history, sociology, geography, non-western literature, intercultural communications, economics, religion, political science, business, and natural science.

GLOBAL STUDIES MAJOR REQUIREMENTS (69-70 HOURS):

- CRJU474 Terrorism (3)
- ECON 201 Microeconomics (3)
- ECON 205 Macroeconomics (3)
- GLST 110 Intro to International Relations (3)
- GLST 211 Intro to Global Studies (3)
- GLST 291 Global Studies Internship I (3)
- GLST 300 Int'l Peace & Conflict Resolution (3)
- GLST 350 Comparative Issues & Politics (3)
- GLST 391 Global Studies Internship II (3)
- GLST 425 Sem in Global Security, Foreign Policy (3)
- GLST 450 Seminar in Global Studies (3)
- GLST 499 Senior Capstone Project (3)
- HIST 204 Italian Renaissance to Present (3)
- HIST 340 History of the Middle East (3)
- HIST 350 History of Asia (3)
- MATH 105 Quantitative Reasoning (3)
- POL 237 American Government & Politics (3)
- POL 325 Public Opinion & Propaganda (3)
- REL 370 Issues in 21st Century Religions (3)
- SOC 120 Life in Society (3)

Choose three courses of the following to customize your area of interest:

- BIO 113 Environment Around Us (4)
- BUS 140 Foundations of Business (3)
- BUS 365 International Business (3)
- COMM 370 Topics in Rhetoric & Media (3)
- COMM 380 Rhetorical Criticism (3)
- DFS 215 Computer Forensics & Security Ethics (3)
- DFS 255 Intro to Human Trafficking (3)
- ENGL 325 Postcolonial Literature (3)
- ENGL 355 British Literature (3)
- GEOG 232 World Geography (3)
- HIST 207 Ages of Empires (3)
- HIST 328 Political Geography (3)
- HIST 395 Special Topics (3)
- NSCI 392 Global Sustainability (3)
- REL 201 Approaches to Religion (3)
- REL 267 Islam (3)
- REL 310 Mediation & Conciliation (3)
- SWK 235 Social Problems (3)
- SWK 265 Cultural Diversity (3)

MINOR IN GLOBAL STUDIES (21 Hours):

A minor in Global Studies requires the following courses:

- ECON 205 Macroeconomics (3)
- GLST 110 Intro to International Relations (3)
- GLST 211 Intro to Global Studies (3)
- GLST 300 International Peace & Conflict Resolution (3)
- GLST 425 Seminar on Global Security, US Foreign Policy and 9/11 (3)
- GLST 450 Seminar in Global Studies (3)

Choose one of the following:

- BUS 365 International Business (3)
- COMM 370 Topics in Rhetoric & Media (3)
- COMM 380 Rhetorical Criticism (3)
- REL 310 Mediation & Conciliation (3)
- NSCI 392 Global Sustainability (3)

HISTORY (HIST)

Associate Professors Donald Buerk and Jeremy Taylor

The History program offers a variety of courses that enable students to obtain a Bachelor of Arts with either a major or minor in History. The goals of the department curriculum are to encourage an informed, critical, and articulate sense of the past, an appreciation for the diversity of the human experience, and an awareness of how the past shapes the present. As a major History develops and emphasizes practical research and communication skills and provides the foundation for graduate work, the study of law, teaching, archival sciences, civil service, and the private sector. A minimum of 21 hours must be taken at the 300 level or above. Courses Include:

HISTORY MAJOR REQUIREMENTS (54 HOURS)

- BUS 140 Foundations of Business (3)
- ECON 205 Macroeconomics (3)
- HIST 398 Historical Methods/Public History (3)
- HIST 498 Senior Capstone Experience (3)
- GLST 211 Intro to Global Studies (3)
- GLST 300 Int'l Peace & Conflict Resolution (3)
- POL 237 American Government & Politics (3)
- SOC 120 Life in Society (3)

Select five of the following US History courses:

- GEOG 231 Geography of Americas (3)
- HIST 201 US History to 1877 (3)
- HIST 202 US History from 1877 (3)
- HIST 311 Colonial America (3)
- HIST 315 Era of the Civil War (3)
- HIST 336 History of the Constitution (3)
- HIST 345 Ohio Area (3)
- HIST 395 Special Topics in US History (3)

Select five of the following World History courses:

- GEOG 232 World Geography (3)
- HIST 204 Europe: Italian Renaissance to Present (3)
- HIST 205 20th Century World (3)
- HIST 207 Ages of Empires (3)

- HIST 328 Political Geography (3)
- HIST 340 History of Middle East (3)
- HIST 350 History of Asia (3)
- HIST 395 Special Topics in World History (3)

MINOR IN HISTORY (21 Hours):

A minor in History requires the following courses:

Choose one from the following:

- HIST 398 Historical Methods & Public History (3)
- HIST 498 Seminar: Senior Capstone Experience (3)

Choose three of the following US History courses:

- GEOG 231 Geography of the Americas (3)
- HIST 201 US History to 1877 (3)
- HIST 202 US History from 1877 (3)
- HIST 311 Colonial America (3)
- HIST 315 Era of the Civil War (3)
- HIST 336 History of the Constitution (3)
- HIST 345 The Ohio Area (3)
- HIST 395 Special Topics in US History (3)

Choose three of the following World History courses:

- GEOG 232 World Geography (3)
- HIST 204 Europe: The Italian Renaissance to Present (3)
- HIST 205 The 20th Century World (3)
- HIST 207 Ages of Empire (3)
- HIST 328 Political Geography
- HIST 340 History of the Middle East (3)
- HIST 350 History of Asia (3)
- HIST 395 Special Topics in World History (3)

MATHEMATICS (MATH)

Assistant Professor David Stuckey

Mathematics is the body of knowledge centered on such concepts as quantity, structure, space, and change, and also the academic discipline that studies them. While the majority of students studying math at Defiance College go on to become teachers of mathematics, there are many opportunities in mathematics outside of the classroom. A math major will get to work with a local community agency using coursework and computer technology to aid them in their efforts. This experience among others will prepare the Defiance College graduate to step into a position in business, industry, actuarial science, government agency or graduate school.

MATH MAJOR REQUIREMENTS (57-58 HOURS)

- MATH 113 Trigonometry (2)
- MATH 115 Principles of Geometry (3)
- MATH 201 Calculus I (4)
- MATH 202 Calculus II (4)
- MATH 203 Calculus III (4)
- MATH 301 Linear Algebra (4)
- MATH 302 Modern Abstract Algebra (4)
- MATH 304 Modern Geometry (4)
- MATH 305 Discrete Math Structures (3)
- MATH 306 Probability & Statistics (4)
- MATH 401 Differential Equations (4)
- MATH 405 Operations Research (3)
- MATH 420 Real Analysis (4)
- MATH 490 Senior Project (3)
- NSCI 310 Geographic Info Systems (4)

Select one of the following:

- ECON 201 Microeconomics (3)
- PHYS 210 General Physics I (4)

MINOR IN MATHEMATICS (18 Hours)

A minor in Mathematics requires the following courses:

- MATH 201 Analytical Geometry and Calculus I (4)
- MATH 202 Analytical Geometry and Calculus II (4)

Choose one of the following:

- MATH 301 Linear Algebra (4) **OR**
- MATH 302 Modern Abstract Algebra (4)

Six (6) additional MATH credits should be selected from remaining courses numbered 200 or above.

MOLECULAR BIOLOGY (MBIO)

Professor Somnath Dutta; Associate Professors Nathan Griggs, Douglas Kane; Assistant Professor Alyson Laframboise

The Molecular Biology Major is a pre-professional program geared for those students interested in careers in medicine, research, veterinary science, pharmacy or similar professional careers.

MOLECULAR BIOLOGY MAJOR REQUIREMENTS (77-78 HOURS)

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 358	Microbiology (4)
BIO 431	Molecular Biology (4)
BIO 480	Genetics (4)

Select one set of anatomy or vertebrate courses:

BIO 235	Anatomy & Physiology I (4)
BIO 236	Anatomy & Physiology II (4)
OR	
BIO 357	Comp Vertebrate Anatomy (4)
BIO 367	Vertebrate Physiology (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233	Organic Chemistry I (5)
CHEM 234	Organic Chemistry II (5)
CHEM 368	Biochemistry I (4)
NSCI	Internship, Co-op or Field Exp (3)
NSCI499	Senior Capstone (3)
PHYS 210	General Physics I (4)
PHYS 220	General Physics II (4)
PSY 110	Intro to Psychology (3)
MATH 201	Calculus I (4)

Select one of the following:

MATH 306	Probability & Statistics (4) OR
PSY 230	Behavioral Statistics (3)

Select one of the following:

ECON 201	Microeconomics (3) OR
MGT 331	Organizational Behavior (3)

MUSIC (MUS) AND THEATRE (THEA)

Instructor Andrew Shultz, Director of Music Programs, Bridget Olenik, Director of Bands, and Professor Emerita Carolyn Small

Music plays an important role in our society and in enriching each of our lives. At Defiance College, students with an interest in music may participate in one or more of the College's performing groups or study performance privately. Music (MUS) and Theatre (THEA) courses also offer students to obtain elective credits within an area of interest.

Three minors are available in music: Music, Music Ministry, and Music Theatre. All three minors focus on developing the skills for a deeper understanding of music and the processes involved in creating, performing, and analyzing music successfully. Each minor in music requires 24 hours, see below for each of the three minor requirements:

MUSIC MINOR (24 Hours)

The Music minor is designed to provide students with skills to increase success in music through further understanding and appreciation.

A minor in Music requires the following courses:

MUS 123	Musicianship I (4)
MUS 124	Musicianship II (4)
MUS 231	History of Sacred Music (3)
MUS 371	Leadership in Music (3)
MUS 150	Piano (1)

Take three sections (one-credit hour each) of any Private Applied Music, Any Instrument or Voice.

Take three sections (one-credit hour each) of any Music Ensemble:

Choose **one** of the following:

MUS 230	History of Rock and Roll (3)
MUS 232	History of Musical Theatre (3)

MUSIC MINISTRY MINOR (24 Hours)

The Music Ministry minor is designed to provide students with the skills to successfully lead music in a worship setting.

A minor in Music Ministry requires the following courses:

MUS 123	Musicianship I (4)
MUS 124	Musicianship II (4)
MUS 231	History of Sacred Music (3)
MUS 371	Leadership in Music (3)
MUS 150	Piano (1)
MUS 152	Guitar (1)
REL 397	Religion Field Experience (3)

Take one section of any Private Applied Music, Any Instrument or Voice (1)

Take one section of any Music Ensemble (1)

Take any additional Religion course other than Ministry Studies Elective (3)

MUSIC THEATRE MINOR (24 Hours)

The Music Theatre minor is designed to provide students with skills to participate and contribute successfully with community theatre programs. Music Theatre minors are required to audition and participate in each DC Players production.

A minor in Music Theatre requires the following courses:

- MUS 123 Musicianship I (4)
- MUS 124 Musicianship II (4)
- MUS 232 History of Musical Theatre (3)
- MUS 371 Leadership in Music (3)
- MUS 150 Piano (1)
- MUS 151 Voice (1)
- THEA 205 Introduction to Acting (3)
- THEA 405 Theatre Directing & Design (3)

Take one section of any Private Applied Music, Any Instrument or Voice (1)

Take one section of any Music Ensemble (1)

Audition & Participate in each DC Player Production (verified by Director of Music Programs)

- CHEM 113 Chemistry Around Us (4)
- ESCI 340 Nutrition (2)
- PSY 110 Intro to Psychology (3)

1-2-1 BSN PROGRAM IN PARTNERSHIP WITH NORTHWEST STATE COMMUNITY COLLEGE

In partnership with Northwest State Community College, Defiance College offers a BSN in a four-year format for students with no prior college experience. The first year is taken at Defiance College (courses listed below). For their second and third years, students will transfer to Northwest State Community College and complete the Associate Degree/RN program. Students will transfer back to Defiance College after completing the Associate Degree Program at Northwest State Community College. To be admitted into the BSN completion program upon their return to Defiance College, students must successfully complete the NCLEX-RN Exam during the summer after their third year, and be in good academic standing (at least a 2.5 GPA).

To be eligible for this special partnership program, students must apply to Northwest State Community College prior to matriculation at Defiance College. Ten places in the RN program will be guaranteed to students who complete the first year at Defiance College, meeting all the requirements below. Availability of seats in the Northwest State program are competitive and students will be notified after review of the full first year transcript on or about June 1, pending nurse aide certification and passing PAX-RN entrance exam (see guidelines below). Students who meet requirements but do not receive one of the ten guaranteed spaces in the 1-2-1 program may still be accepted into the Northwest State nursing program on a space available basis.

To be eligible to transfer into the Northwest State Community College RN program, students must have a cumulative GPA at Defiance College of at least a 2.5, with a grade of 'Pass' on the nurse aide certification exam (NR101) at least a 'C' in the following classes: Chemistry 113; Arts & Humanities 110, 120; Math 105; Information Technology 102, 103 & 104. Students entering the NSCC nursing program are also required to pass the NLN Preadmission Exam (PAX-RN) and achieve in the 50th percentile in each area tested. PAX-RN tests in the area of Science, Math and Verbal ability. Students who do not achieve in the 50th percentile in all areas tested must wait 6 months to retest. PAX-RN exam can only be taken two times.

In addition to the courses listed above, to be eligible to transfer into the Northwest State RN program, students must have taken High School Biology with Lab and received a minimum grade of 'B' or, if they received a 'C' in High School Biology they must have an ACT science score of >24. If students do not meet these minimums, they must take a college level Biology course and pass with at least a 'C.'

NURSING (NRS)

RN TO BSN COMPLETION PROGRAM

The major in Nursing at Defiance College leading to the BSN is a completion program designed for Associate Degree prepared nurses or Diploma nurses who graduated from an accredited nursing program and have current active RN licensure. Students must also have a GPA of 2.5 or higher to be admitted into the program. Students must complete the required Defiance College Core Curriculum courses as well as the nursing courses listed below. Courses are held one to two days per week to accommodate various working schedules. Courses are offered in both blended and online formats using both online and face-to-face classroom instruction. Baccalaureate prepared nurses have a broad base of learning that combines the technical aspects of nursing with the leadership skills necessary to lead in today's dynamic health care environments. Students will gain additional knowledge in the liberal arts and take nursing courses to prepare them for leadership positions.

To reach this goal each student must receive a grade of "C" or better for each nursing course. Courses must be repeated if grade lower than "C" is earned.

BSN COMPLETION NURSING REQUIREMENTS at DC (36 HOURS)

A grade of C or higher is required in all nursing courses – a 2.50 GPA is required in order to be admitted or remain in the nursing program.

- NRS 365 Nursing in a Globalized World (3)
- NRS 380 Nursing Informatics (3)
- NRS 400 Nursing Transitions (3)
- NRS 415 Nursing Research (3)
- NRS 475 Community Health Nursing (6)
- NRS 480 Nursing Leadership & Mgt (6)

To be admitted into the BSN completion program upon their return to Defiance College, students must successfully complete the NCLEX-RN Exam during the summer after their third year, **complete ENGL12 Composition II and SSC101 Sociology at Northwest State**, and be in good academic standing (at least a 2.5 GPA).

During student's enrollment at Northwest State Community College they will remain dual-enrolled at Defiance College by registering for GEN 299 / GEN 399 Affiliated Program that will allow them to keep their email addresses, myDC access and services to students including using the George M. Smart Athletic Center. This affiliated program course has zero credit hours associated with it but does incur a fee (see schedule of course fees).

Please refer to the Student Handbook for the Nursing Program for plans of study, program check-list and testing information.

PRE-BACHELOR OF SCIENCE IN NURSING REQUIREMENTS TAKEN AT DEFIANCE COLLEGE (41 HOURS)

A grade of C or higher is required in all nursing courses – a 2.50 GPA is required in order to be admitted or remain in the nursing program.

BIO 235	Anatomy & Physiology I (4)*
BIO 236	Anatomy & Physiology II (4)
MATH 110	Algebra (3)*
CHEM 113	Chemistry Around Us (4)
NRS 101	Nurse Aide Certification (2)
NRS 365	Nursing in a Globalized World (3)
NRS 380	Nursing Informatics (3)
NRS 400	Nursing Transitions (3)
NRS 415	Nursing Research (3)
NRS 475	Community Health Nursing (6)
NRS 480	Nursing Leadership & Management (6)

Required for RN Major taken year two and three at Northwest State Community College:

PSY 110	Introduction to Psychology (3)*
ESCI 340	Nutrition (2)

*Required for the Associate Degree in Nursing from NSCC.

PSYCHOLOGY (PSY)

Professor Deborah Dalke and Associate Professor Kristin Sorensen

Students who major in Psychology will acquire a broad understanding of psychological functioning in a variety of contexts and will be trained to conduct psychological research. This background will enable students to pursue entry-level positions in fields such as mental health, business, law enforcement, and college admissions. The psychology major also prepares students for graduate work in psychology, counseling, law, and other professional programs. Students should choose a minor or second major that complements their interests in psychology. Students who want to obtain a graduate degree in clinical or counseling psychology are encouraged to enroll in a field experience course, PSY497.

PSYCHOLOGY MAJOR REQUIREMENTS (51 HOURS):

PSY 110	Introduction to Psychology (3)
PSY 230	Behavioral Statistics (3)
PSY 260	Social Psychology (3)
PSY 290	Abnormal Psychology (3)
PSY 302	Psychology Research Methods (3)
PSY 305	History & Systems (3)
PSY 315	Theories of Personality (3)
PSY 430	Memory & Cognition (3)
PSY 498	Senior Seminar (3)
SOC 120	Life in Society (3)
GLST 211	Introduction to Global Studies (3)
SWK 265	Cultural Diversity (3)
REL 201	Approaches to Religion (3)

Choose four of the following Psychology electives:

PSY 225	Infancy & Childhood (3)
PSY 227	Adolescence & Adulthood (3)
PSY 270	Human Sexuality (3)
PSY 420	Industrial/Organizational Psych (3)
PSY 450	Neuroscience (3)
GLST 211	Intro to Global Studies (3)
REL 201	Approaches to Religion (3)
SOC 120	Life in Society (3)
SWK 265	Cultural Diversity (3)

MINOR IN PSYCHOLOGY

The Psychology minor consists of Introduction to Psychology (PSY110) and an additional 15 credit hours of psychology courses, six (6) of which must be at the 300 level or above. Students who choose to take a research methods course to fulfill the minor may take either SWK 301 or PSY 302.

RELIGIOUS STUDIES AND MINISTRY STUDIES

Professor Marian Plant

Students may choose from two major programs in religion: Religious Studies or Ministry Studies.

The Religious Studies major focuses on understanding religious ideas, values, and practices within Christianity as well as other religious traditions. The religion faculty engages students in open inquiry, dialogue, research and study in an ecumenical environment that values people from differing religious and cultural traditions. The Religious Studies major provides pre-professional as well as pre-graduate school preparation through an excellent overview of important theories, methods, and areas of study in the field.

The Ministry Studies major focuses on professional preparation for work in local church or church-related settings. The major balances current theory and best practices with scholarship and application. Students in the Ministry Studies major engage in experiential learning and research that equips them to work in a variety of local church or church-related positions and with various age levels and ministries or to enter seminary in preparation for ordained ministry. Student internships take place in local Defiance area settings where students work with ministers and lay leaders to develop and nurture varied and challenging ministries.

RELIGIOUS STUDIES MAJOR REQUIREMENTS (75 Hours):

- REL 150 Worship, Liturgy and Prayer (3)
- REL 201 Approaches to Religion (3)
- REL 210 Spirituality and Wholeness (3)
- REL 211 Introducing the Old Testament (3)
- REL 212 Introducing the New Testament (3)
- REL 267 Islam (3)
- REL 321 Ethics and Morals (3)
- REL 356 Readings in Theology (3)
- REL 360 Church History (3)
- REL 370 Issues in 21st Century Religion (3)
- REL 397 Junior Field Experience (3+3)*Repeatable
- REL 497 Senior Field Experience (3+3)*Repeatable
- REL 499 Senior Capstone (3)

Choose one course of the following:

- REL 122 Foundations of Christian Education (3)
- REL 353 Leadership and Group Work Theory (3)
- REL 475 Administrative Policies and Practices (3)

Remaining Requirements:

- AUT 110 Introduction to the Autism Spectrum Disorder (3)
- COMM 245 Culture and Communication (3)
- ENGL 220 Literature of the Ecological Self (3)
- GLST 211 Introduction to Global Studies (3)
- GLST 300 International Peace and Conflict Resolution (3)

- MUS 231 History of Sacred Music (3)
- PSY 110 Introduction to Psychology (3)
- PSY 270 Human Sexuality (3)
- SWK 265 Cultural Diversity (3)

MINISTRY STUDIES MAJOR REQUIREMENTS (69 Hours):

- PSY 225 Infancy and Childhood (3)
- PSY 227 Adolescence and Adulthood (3)
- PSY 270 Human Sexuality (3)
- REL 150 Worship, Liturgy and Prayer (3)
- REL 122 Foundations of Christian Education (3)
- REL 211 Introducing the Old Testament (3)
- REL 212 Introducing the New Testament (3)
- REL 250 Program Development and Resource Theory (3)
- REL 310 Mediation and Conciliation (3)
- REL 353 Leadership and Group Work Theory (3)
- REL 356 Readings in Theology (3)
- REL 360 Church History (3)
- REL 370 Issues in 21st Century Religion (3)
- REL 475 Administrative Policies and Practices (3)
- REL 397 Junior Field Experience (3+3) *taken twice
- REL 497 Senior Field Experience (3+3) *taken twice

Additional Requirements:

- COMM 245 Culture and Communication (3)
- MUS 231 History of Sacred Music (3)
- PSY 110 Introduction to Psychology (3)
- SWK 239 Marriage and Family (3)
- SWK 265 Cultural Diversity (3)

MINOR IN RELIGIOUS STUDIES (21 Hours):

The Religious Studies minor works well in tandem with a variety of majors. Recent graduates and current students have added religious studies minors to majors in international studies, English, social work and psychology.

A minor in Religious Studies requires the following courses:

- REL 201 Approaches to Religion (3)
- REL 321 Ethics & Morals (3)
- REL 370 Issues in 21st Century Religion (3)

Choose one of the following:

- REL 211 Introducing the Old Testament: Chaos, Calamity & Covenant (3)
- REL 212 Introducing the New Testament: Teachings of Jesus & the Early Church (3)

Choose two of the following courses:

- REL 310 Mediation & Conciliation (3)
- REL 353 Leadership & Group Work Theory (3)
- REL 356 Readings in Theology (3)
- REL 360 Church History (3)
- REL 395 Special Topics in Religion (3)
- REL 397 Junior Field Experience (3)
- REL 475 Administrative Policies & Practices (3)
- REL 497 Senior Field Experience (3)

MINOR IN MINISTRY STUDIES (21 Hours):

The Ministry Studies minor also works in tandem with a variety of majors. Recent graduates and current students have added Ministry Studies minors to majors in art education, social work, communication arts, and religious studies.

A minor in Ministry Studies requires the following courses:

REL 150	Worship, Liturgy & Prayer (3)
REL 211	Introducing the Old Testament (3)
REL 212	Introducing the New Testament (3)
REL 353	Leadership & Group Work Theory (3)
REL 397	Junior Field Experience (3)

Choose two of the following:

REL 310	Mediation & Conciliation (3)
REL 321	Ethics & Morals (3)
REL 356	Readings in Theology (3)
REL 360	Church History (3)
REL 395	Special Topics in Religion (3)
REL 475	Administrative Policies & Practices (3)
REL 497	Senior Field Experience (3)

RESTORATION ECOLOGY (REST)

Associate Professor Douglas Kane

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

RESTORATION ECOLOGY MAJOR REQUIREMENTS (72 Hours)

BIO 120	Principles of Biology I (4)
BIO 129	Principles of Biology II (4)
BIO 250	Field Zoology (4)
BIO 270	Field Botany (4)
BIO 320	Ecology (4)
BIO 350	Fisheries and Wildlife Mgt (4)
BIO 420	Restoration Ecology I (4)
BIO 421	Restoration Ecology II (4)
CHEM 123	General Chemistry I (4)
CHEM 124	General Chemistry II (4)
CHEM 233	Organic Chemistry I (5)
GLST 211	Intro to Global Studies (3)
NSCI 310	Geographic Information Systems (4)
NSCI 391	Internship (3)
NSCI 499	Senior Project (3)
MATH 106	Precalculus (4)
PHYS 202	Introduction to Geology (4)
PSY 230	Behavioral Statistics (3)
SWK 265	Cultural Diversity (3)

SOCIAL WORK (SWK)

Program Director, Professor Jeffrey Weaner; Associate Professor of Practice Alesia Yakos-Brown, Field Coordinator; and Assistant Professor of Practice Tess Sullivan

Mission Statement: The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, experiential learning, and openness. Our aim is to develop professional generalist social workers who embody the values of our profession, while striving to understand the complexity of people and their circumstances, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social justice.

Program Goals:

1. To prepare the student for immediate entry into employment in a social work field at the beginning practice level.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W.) in the state of Ohio.
3. To prepare the student for graduate school education in social work by giving them an adequate foundation in the five component parts of the curriculum: social research, social welfare policy and delivery, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, social and economic justice and populations-at-risk.
4. To promote life-long learning and professional growth for students and area social work practitioners.

Program Admission Policies and Procedures:

Students who chose to major in Social Work must make formal application to the Social Work Program. Applications should be submitted to the Social Work Program Director during the Spring semester of the Sophomore year (by Fall of the Junior year for transfer students) to ensure the sequencing of required practice courses and field placement.

Students must meet the following criteria in order to be accepted for admission to the Defiance College Social Work Program:

Sophomore standing and completion of 21 credits in Social Work pre-professional sequence courses.

1. Have a cumulative grade point average of 2.25 or above.
2. Have a cumulative grade point average of 2.5 or above in Social Work courses completed in the pre-professional sequence or permission of the Social Work Program Director.
3. Complete a written application.
4. Submit a written autobiographical paper.

5. Submit three completed professional reference forms.
6. Complete a personal disclosure form.
7. Participate in an interview with Social Work faculty.
8. Read the Defiance College Social Work Program Student Handbook and agree to abide by its contents including the NASW Code of Ethics, the Ohio Code of Ethical Practice and Professional Conduct, and the Policy for Dismissal from the Program.

SOCIAL WORK MAJOR REQUIREMENTS (72 Hours)

The pre-professional sequence courses are prerequisites for upper division social work courses and must be completed prior to admission into the program. These courses are:

Pre-Professional Courses in Social Work:

SOC 120	Life in Society (3)
SWK 121	Intro to Social Work (3)
SWK 230	Behavioral Statistics (3)
SWK 235	Social Problems (3)
SWK 239	Marriage & Family (3)
SWK 265	Cultural Diversity (3)
SWK 278	Interviewing/Interpersonal Comm (3)
PSY 110	Intro to Psychology (3)
PSY 225	Infancy & Childhood (3)
PSY 227	Adolescence & Adulthood (3)
PSY 290	Abnormal Psychology (3)
REL 201	Approaches to Religion (3)

Choose one of the following:

ECON 205	Macroeconomics (3)
GLST 211	Intro to Global Studies (3)
POL 237	American Gov't & Politics (3)

Students must be accepted into Social Work Program to take the following upper division 300/400 level social work courses. The courses are as follows:

SWK 301	Research Methods (3)
SWK 355	Practice I (3)
SWK 356	Groups & Families (3)
SWK 379	Applied Behavioral Science (3)
SWK 397	Field Experience (3)
SWK 457	Practice III (3)
SWK 476	Social Welfare-Policy Dev (3)
SWK 486	Field Instruction (9)
SWK 488	Senior Seminar (3)

SOCIOLOGY (SOC)

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

SPORT MANAGEMENT (SPMT)

Professor Timothy Rickabaugh; Assistant Professor Isabell Rhenwick

The Sport Management Major (47 credits) is designed for the individual planning to pursue a career as: recreation leader, sporting goods retailer, professional team administrator, sports lawyer, sports psychologist, resort manager, golf course or country club manager. It is also appropriate for those considering careers as a sports consultant to businesses, churches, camps, etc. and for those interested in employment as a sports information director or sports journalist. The program is designed to prepare students to obtain either an entry-level position upon graduation or to continue their studies in graduate school.

SPORT MANAGEMENT MAJOR REQUIREMENTS (79 Hours):

SPMT 130	Intro Sport Management (3)
SPMT 220	Economics of Sport (3)
SPMT 230	Event & Facility Management (3)
SPMT 270	History of US Sport (3)
SPMT 320	Sociology of Sport (3)
SPMT 340	Sport Law (3)
SPMT 397	Field Experience (3)
SPMT 491	Internship with Capstone (6)
ACCT 221	Financial Accounting (3)
ACCT 222	Managerial Accounting (3)
BUS 140	Foundations of Business (3)
BUS 212	Business Statistics (3)
COMM 370	Topics in Rhetoric & Media (3)
ECON 201	Microeconomics (3)
ESCI 234	Community 1st Aid/CPR (1)
ESCI 256	Measurement & Evaluation (3)
ESCI 290	Personal Train, Strength & Cond (3)
ESCI 481	Org & Admin PED/Sport (3)
MGT 331	Organizational Behavior (3)
MKT 240	Principles of Marketing (3)
MKT 350	Sport Marketing (3)
HPE 304	Psycho-Social Sport and PE (3)
PSY 110	Intro to Psychology (3)
SOC 120	Life in Society (3)

Two courses chosen from:

COMM 123	Media Writing (3)
COMM 240	Interactive Media (3)
COMM 245	Comm & Culture (3)
COMM 320	Media Lit & Society (3)
COMM 330	Audio & Video Prod (3)
COMM 340	Relat/Interpersonal Comm (3)

MINOR IN SPORT MANAGEMENT (22 hours)

A minor in Sport Management requires the following courses:

ESCI 234	Community First Aid and CPR (1)
ESCI 481	Organization & Administration of Physical Education & Sport (3)
SPMT 130	Intro to Sport Management (3)
SPMT 230	Event & Facility Management (3)
SPMT 270	History of Sports in the United States (3)
SPMT 320	Sociology of Sport (3)
SPMT 340	Sport Law (3)
SPMT 397	Field Experience (3)

ACCOUNTING (ACCT)

ACCT 221 Financial Accounting (3)

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

ACCT 222 Managerial Accounting (3)

Accounting information used for purposes of planning and control: product costing, breakeven, budgeting, performance evaluation, pricing, decision analysis. *Prerequisite: ACCT 221*

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

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

ACCT 330 Cost Management (3)

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

ACCT 340 Federal Taxation (3)

A survey of federal taxation of individuals, corporations, and partnerships. Preparation of Form 1040, including taxation of wages, dividends, interest, pensions, capital gains and losses, and business income; deductions and tax credits. Taxation of corporate and partnership income; allocation of partnership income to partners. *Prerequisite: ACCT 221*

ACCT 370 Accounting Information Systems (3)

An introduction to the common body of knowledge of accounting information systems (AIS). This course emphasizes the user of information systems approach with an emphasis on the resources, events, agents, (REA) model. The student will learn the terminology, reports, documents, procedures, and controls inherent in a modern AIS. *Prerequisite: ACCT 322*

ACCT 380 Forensic Accounting (3)

A study of occupational fraud and abuse including asset misappropriation, corruption, and fraudulent statements. The course provides an understanding of fraud examination methodology, and sets forth the schemes used by executives,

managers, and employees to commit fraud against their organizations. It provides an analysis of various kinds of frauds and includes cases that illustrate and help the student understand each type of fraud. Based on extensive empirical research in forensic accounting, the course aids the student in identifying exposure to loss and appropriate prevention, detection, and investigation approaches.

ACCT 381 Fraud Detection and Deterrence (3)

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

ACCT 382 Legal Elements of Fraud (3)

There are four general elements under common law, all of which must be present for fraud to exist: (1) a material false statement, (2) intent, (3) reliance on the false statement by the victim, and (4) damages. This course takes an in-depth look at each of these components in relation to crimes that fall under the umbrella of fraud. It also emphasizes federal legislation related to fraud examinations including coverage of laws that preserve the rights of individuals suspected of committing fraud and laws that govern civil prosecutions, the admittance of evidence, and the testimony of expert witnesses. *Prerequisites: BUS 140, 363.*

ACCT 429 Auditing and Accounting Ethics (3)

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

ARTS AND HUMANITIES (HUM)

HUM 375 Topics in Film (1)

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

HUM 498 Liberal Arts Interdisciplinary Seminar (3)

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

ATHLETIC TRAINING (ATH)

ATH 100 Introduction to Athletic Training (3)

This course is an introduction to the basic concepts of athletic training within the realm of sports medicine. The course will orient the student to the athletic training knowledge and skills needed for the prevention, evaluation, and treatment of athletic injuries. Offered in the fall semester. *This is a pre-professional course and must earn a minimum grade of B- for admission into the Athletic Training Program.*

ATH 200 Orthopedic Injury Pathology (3)

This course will instruct the student about the mechanisms, development, and progression of injuries sustained during athletic activity. Taping, bandaging, and bracing skill are also developed. Offered in the spring semester. *This is a pre-professional course and must earn a minimum grade of B- for admission into the Athletic Training Program. Prerequisite: successful completion of ATH 100.*

ATH 210 General Medical Conditions (3)

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

ATH 250 Therapeutic Modalities (3)

Examination of the application and physiological responses to selected therapeutic modalities including cold, heat, electrical, traction and massage to the athletic trainer. This course requires two hours of class time and one and one half hours of laboratory time to provide the student with the opportunity to learn about modalities in athletic training. Offered in the fall semester. *Prerequisite: acceptance into the major.*

ATH 260 Acute Care of Athletic Injuries (3)

Course will prepare the athletic trainer and sports medicine team to manage emergency situations. The course focuses on preparedness of staff, equipment and facilities. Topics include: risk management, blood-borne pathogens, life-threatening conditions and management of head, internal, spinal and musculoskeletal injuries. Students will be expected to recognize unsafe environments and develop critical thinking strategies to act appropriately during emergencies. Course includes certification by the *American Heart Association as a Healthcare Provider.*

ATH 290, 292 Practicum I and II (1,1)

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

ATH 310, 311, 312 Evaluation of Athletic Injuries I – II - III (3, 3, 3)

These courses will be completed in consecutive semesters. The course will provide students the opportunity to learn about commonly accepted techniques and procedures for clinical evaluation and recognition of the signs and symptoms of athletic injuries. This course requires two hours of class time and one hour of laboratory time each week to instruct the students in the evaluation process. *Prerequisites – Acceptance into the major*

ATH 390, 392 Practicum III and IV (1,1)

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

ATH 420 Therapeutic Exercise (3)

Essential components of a comprehensive rehabilitation program including goals, objective, exercise selection, methods of evaluating and recording progress and development of criteria for progression and return to competition. This course requires two hours of class time and one and one half hours of laboratory time each week to instruct students in the rehabilitation process. Offered in the spring semester. *Prerequisite: acceptance into the major.*

ATH 450 Kinesio Taping Certification (2)

The Kinesio Taping® Method fosters the body's natural ability to heal itself by activating neurological and circulatory systems to correct biomechanical dysfunction, relieving pain, and other symptoms. Participants will learn the fundamental concepts of Kinesio Taping® as well as advanced corrective techniques for mechanical, fascial, tendon/ligament, and lymphatic problems. In KT3, participants will learn Clinical Application Techniques. This non-invasive, easy-to-use modality is preferred by Physical & Occupational Therapists and other health professionals worldwide. Upon completion of this three-day course, participants will be eligible for Certified Kinesio Taping® Practitioner (CKTP) status. *Prerequisite: BIO 229 and ESCI 290 or ATH 310, 311 and 312.*

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

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

ATH 485 NATA BOC Test Prep (3)

This course will prepare students to sit for the National Athletic Trainers Association Board of Certification Exam (NATABOC Exam). This course will discuss study strategies, the examination format, review the content areas of the NATA Educational Competencies, and discuss the process of licensure in the different states. *Prerequisites: Senior standing within the Defiance College Athletic Training Program. Appropriate progression of coursework is required.*

ATH 490, 492 Practicum V and VI (1,1)

These courses are for the senior level ATEP students only. The courses will allow the ATEP students to develop clinical skills while working under the supervision of a certified athletic trainer/clinical instructor in on and off-campus settings. The students' proficiency in the clinical skills will also be evaluated. ATH490 is offered in the fall and ATH492 is offered in the spring. *Prerequisites: successful completion of Practicum I-IV while obtaining a minimum grade of "B-".*

AUTISM STUDIES (AUT)

AUT 110 Introduction to Autism Spectrum Disorder (3)

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

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

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

Prerequisites: AUT 110

AUT 250 Families and Communities (3)

This course will provide an understanding of the impact of a person with autism spectrum disorder (ASD) on the family system. Family strengths, resources, and stressors will be examined in the context of the larger community. Students will learn about the professionals that make up the interdisciplinary teams that serve individuals with ASD and their families.

Additional topics include public policy and community resources. Students will work as a class to plan a community outreach event that will be held at the end of the semester.

Prerequisites: AUT 110

AUT 390 Behavior Intervention Practicum (3)

Students will apply their knowledge and skills in a supervised setting which provides services to persons with autism and/or other intellectual and developmental disabilities. Through observation and consultation with professional staff, students will receive 120 hours of experience with direct service provision and enhanced training on effective assessment, planning and intervention strategies. *(Graded Pass/Fail) Prerequisites: AUT 110, 210.*

BUSINESS ADMINISTRATION (BUS)

BUS 140 Foundations of Business (3)

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

BUS 212 Business Statistics (3)

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

BUS 260 Business Ethics (3)

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

BUS 350 Business Finance (3)

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

BUS 363 Business Law and Legal Process (3)

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

BUS 365 International Business (3)

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

BUS 397 Management Internship (3)

Students work at no pay for local employers in a management trainee capacity; designed mainly for students without previous full-time experience. (Graded Pass/Fail) *Prerequisites: junior standing and major in Business Administration department.*

BUS 490 Business Capstone Seminar (3)

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

BUS 194, 294, 394, 494 Cooperative Education (1-8)

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

BUS 199, 299, 399, 499 Independent Research (1-3)

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

BIOLOGY (BIO)

BIO 110 Introduction to Biology (4)

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

BIO 113 Environment Around Us (4)

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

BIO 120 Principles of Biology I (4)

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

BIO 125 Modern Genetics (4)

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

BIO 129 Principles of Biology II (4)

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

BIO 190 Medical Terminology (2)

Through the study of medical terminology the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. The student will be able to recognize, spell, pronounce and define medical words by combining prefixes, suffixes, and roots. In addition to medical terms, common abbreviations applicable to each system will be learned.

BIO 195 Biological Science (4)

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

BIO 229 Essentials of Human Anatomy and Physiology (4)

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

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

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

BIO 250 Field Zoology (4)

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

BIO 270 Field Botany (4)

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

BIO 320 Ecology (4)

Principles of ecology including the organization, interrelationships, and dynamics of populations, communities,

and ecosystems. Local terrestrial and aquatic communities will be studied in the field and laboratory. Offered in alternate years. *Prerequisite: BIO 129 with grade of "C" or higher.*

BIO 338 Histology (4)

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

BIO 350 Fisheries and Wildlife Management (4)

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

BIO 357 Comparative Vertebrate Anatomy (4)

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

BIO 358 Microbiology (4)

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

BIO 367 Vertebrate Physiology (4)

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

BIO 420 Restoration Ecology I (4)

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

BIO 421 Restoration Ecology II (4)

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

BIO 431 Molecular Biology (4)

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

BIO 462 Immunology (4)

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

BIO 480 Genetics (4)

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

BIO 481 Pathogenic Microbiology (4)

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

BIO 490 Honors Anatomy and Physiology (1-3)

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

CHEMISTRY (CHEM)**CHEM 103, 104 Chemistry Skills (1)**

This course is intended to compliment and provide supplemental instruction for the principles and techniques presented in the general chemistry sequence. An emphasis is placed on the application of such principles in problem solving, as well as developing problem solving and critical thinking skills. *Co-requisite: CHEM 103 should be taken along with CHEM 123 and CHEM 104 should be taken with CHEM 124.*

CHEM 113 Chemistry Around Us (4)

This course and corresponding lab will facilitate a better understanding of the world in which we live through chemistry, suitable for students pursuing studies outside of the sciences. An exploration of the basic principles of chemistry and the scientific method will unravel the mysteries behind topics such as nuclear energy, alternative fuels, nutrition, biochemistry and pharmacology. Through observation, experimentation, and application students will gain an appreciation for how atoms and molecules, the basis for all matter interact, cause reactions and impact their everyday lives.

CHEM 123, 124 General Chemistry I and II (4,4)

A two-semester course dealing with the fundamental principles of chemistry, including chemical stoichiometry; understanding and balancing the major reaction types, the properties of gases (emphasizing gas laws), liquids and solids; solutions; atomic and molecular structure, the periodic table, Quantum understanding of atomic and molecular systems, reaction kinetics, chemical equilibria; an introduction to thermodynamics, discussion of the chemical properties of selected elements and the laws and rules that presently form our understanding of basic chemistry. The course emphasizes scientific problem-solving skills as well as those topics which are essential for further work in chemistry and for professional school. The laboratory is designed to support and illustrate chemical concepts studied in the lecture portion of the course, as well as to introduce important laboratory techniques and encourage analytical thinking. The laboratory work emphasizes physio-chemical measurements, basic quantitative analysis and synthesis. In order to maximize success in this two-semester course, high school chemistry, physics, and a strong background in mathematics are recommended. *Prerequisite for CHEM 123: Acceptable Math and Science ACT scores are set by Science and Math Division. Prerequisite for CHEM 124: CHEM 123 with a grade of "C" or higher.*

CHEM 233, 234 Organic Chemistry I and II (4,4)

A two-semester progressive study of structure, property, spectroscopy and reactivity of organic compounds. Students will learn nomenclature, covalent and ionic bonding, reaction mechanisms, functional groups with special emphasis on mono and polyfunctional compounds, stereochemistry, interactions and laws and rules governing aromatic reactions. *Prerequisites for CHEM 233: CHEM 124 with a grade of "C" or higher. Prerequisite for CHEM 234: CHEM 233 with a grade of "C" or higher.*

CHEM 233L, 234L Organic Chemistry I and II lab (1,1)

Required laboratory components for Organic Chemistry I and II.

CHEM 368 Biochemistry I (4)

An introduction to the biochemical principles including: macromolecules (proteins, lipids, carbohydrates and nucleic acids), enzyme structure, function and regulation, energy transformations, and carbohydrate, protein, and lipid metabolism. Offered in alternate years. *Prerequisites: CHEM 234 with a grade of "C" or higher and BIO 129.*

CHEM 369 Biochemistry II (4)

An introduction to the biochemistry of the cell including: nucleic acids, nucleic acid metabolism, gene regulation, membranes, membrane transport, organelle biology, signal transduction and cancer biology. Emphasis on theoretical and practical use of molecular biological research techniques. Offered in alternate years. *Prerequisite:* CHEM 368 with a grade of “C” or higher.

CHEM 455 Quantitative Analysis (4)

An intensive study of four places to the right of the decimal including precise laboratory methods; infra-red analysis, chromatography, volumetric, gravimetric methods, acid-base theory and equilibrium reactions. Special emphasis is placed on data collection and statistical analysis. The rules and laws governing science are explored and explained. *Prerequisites:* CHEM 124 with a grade of “C” or higher.

COMMUNICATION STUDIES (COMM)**COMM 123 Media Writing (3)**

An introduction to the process of writing for the mass media. Students will learn to report, write, and edit stories for print and broadcast media. The course also emphasizes specific skills in interviewing and basic principles of communication law. *Prerequisite:* CORE 125.

COMM 130 Introduction to Film (3)

This course provides an introduction to the history and techniques of film and includes the study of the purposes of film and influence of film upon varied audiences. Students will learn to appreciate film as an aesthetic medium and develop strategies to comprehend, interpret, and evaluate contemporary motion pictures.

COMM 140 Introduction to Communication and Media Studies (3)

Examination of the theoretical developments in communication and media studies. This course explains the many dimensions of the communication discipline and the implication communication has on the human condition. The course also provides the foundational knowledge of what it means to be a major in the field. Offered alternate years.

COMM 220 Philosophy of Communication (3)

Explores the epistemological, ontological, and axiological philosophical foundations of communication research. The course examines the varying approaches to research in communication and why the major takes a critical/rhetorical approach. Emphasis will be placed on developing the skills necessary to read, conduct, and write academic research. Offered alternate years. *Prerequisite:* CORE 125.

COMM 230 Communication Law and Ethics (3)

Students will examine topics such as copyright laws, the first amendment, collective intelligence, and social and cultural

norms. Emphasis will be placed on understanding and critiquing the legal and ethical implications of communication in different contexts. Offered in alternate years.

COMM 240 Interactive Media (3)

Focus is placed on the new technological and theoretical developments in media. Students will explore how the Internet, social media, mobile applications, and other trends in interactive media impact them personally as well as the influence interactive media has on cultures, societies, and globalization. Offered in Spring.

COMM 245 Culture and Communication (3)

What is culture? What does it mean to say that communication creates culture, or vice versa? This course explores these questions, focusing particularly on the ways in which our world is created, organized, and transformed through communication. Areas of study will include but are not limited to popular culture, business culture, and political culture. Students will investigate the impact of culture on notions of race, sexuality, gender, and class in both national and global contexts. They will engage a variety of texts which examine how humans can understand and contribute to the production of culture.

COMM 250 Introduction to Rhetoric (3)

This course offers an introduction to rhetorical theory and rhetorical criticism. The history of rhetoric is examined, including its shifting purpose, definition, and application. Students are also given an introduction to textual analysis for the purposes of studying and producing rhetoric. Offered in alternate years. *Prerequisite:* CORE 125.

COMM 310 Convergent Journalism (3)

This course tackles the convergent nature of the media in the 21st century by exploring the ways news evolves as it builds from multiple sources. Focus is also placed on media production through backpack journalism—the process of using minimal equipment to produce and distribute media content. Offered alternate years. *Prerequisite:* COMM 123.

COMM 320 Media Literacy and Society (3)

Media literacy is concerned with understanding the role media plays in equipping citizens for living. Students will critique how media creates culture as well as reflects and shapes society. The course will also help students learn how to use the media to influence perceptions in society through critique of issues such as education, government, and everyday struggles over power. Offered in alternate years. *Prerequisite:* CORE 225

COMM 330 Audio and Video Production (3)

Fundamentals of audio and video equipment operation and production principles. Includes the basics of writing, producing and directing video; pre-production, production and editing techniques. Offered in fall of odd alternate years.

COMM 340 Relational and Interpersonal Communication (3)

The course involves theoretical backgrounds as well as practical applications. It is designed to provide students an improved awareness and understanding of themselves as communicators. Emphasis will be placed on the influence of culture and society on how relationships are formed and maintained in a variety of contexts. Offered in alternate years.

COMM 360 Topics in Film Studies (3)

Going beyond the foundational knowledge provide in Intro to Film, this course delves into a specific aspect of film theory. Topics vary each offering and may include but are not limited to film history, auteur theory, adaptations, screenwriting, and film genres. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed. A film lab accompanies this course. Offered in Fall.

COMM 365 Comedy, Conflict, and Critique (3)

This course uses texts that would be described as comedic or humorous to begin an investigation of how the term comedy is used in rhetorical criticism, specifically as a means to challenge the prevailing way of seeing the world as good versus evil. The class will study the works of Kenneth Burke and related scholars to explore how comedy in communication can serve to help people accept or reject prevailing perspectives. Comedic methods of critique such as irony, satire, and parody are emphasized for their ability to produce commentary on social conflict and share judgment.

COMM 370 Topics in Rhetoric and Media (3)

This course is a study of the role of rhetoric and/or media in culture and society. Emphasis is placed on finding connections between the theories associated with the topic of study and the lived experiences of the students. Major assignments will vary but will often include a project that attempts to foster active citizenship. Topics vary from section to section. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed. *Prerequisite: CORE 225*

COMM 380 Rhetorical Criticism (3)

A study of the philosophy and methods of rhetorical criticism. Students will explore the transition from neo-Aristotelian criticism to the prevalent methods of today. This course prepares students to read, analyze, and conduct rhetorical criticism as it applies to a diverse range of texts. Offered in Fall.

COMM 385 Free Speech and Democracy (3)

This course explores democratic deliberation through an examination of relevant theories, doctrines, and arguments about freedom of speech. Students will study legal and scholarly interpretations of the First Amendment alongside rhetorical theories of democracy and case studies in censorship. Themes discussed will include (but are not limited to) freedom of speech in war time, censorship of art, and dissent as a democratic value. The course functions to prepare students for active, engaged participation in democratic life.

COMM 390 Junior Capstone Preparation (1)

The goal of this course is to get junior level students prepared for the senior capstone course. Students will explore the options available for communication majors after graduation and plan a paper or project suitable for their post-college ambitions. Offered in Spring.

COMM 391 / 491 Internship (1-3)

This is an on-the-job learning experience related to the study of communication. An internship is supervised by both a college faculty sponsor and a qualified person in the field where the student is working as an intern. No salary is received for an internship. (Graded Pass/Fail)

COMM 400 Advanced Topics in Communication Research (3)

This course asks students to become critics of communication through the study of a specific communication problem. Students in this course develop their research and writing skills as they delve into the selected topic. Emphasis is placed on conducting and producing research that will make a contribution to the understanding of communication's role in society. Topics vary from section to section. See the Course Schedule for topics choices. Course may be repeated if topic is different from that completed.

COMM 499 Seminar/Capstone (3)

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

CORE CURRICULUM (CORE)**CORE 100 College Engagement Seminar (2)**

Designed for first year students to successfully engage in college life, including both the academic and social arenas. This course focuses on exercising academic skills, fostering social competencies, and understanding and accepting diversity as a foundation for developing the student's engagement in the community and the world.

CORE 110 World Issues (3)

This course introduces students to the philosophy of an integrated liberal arts education through the focused, critical investigation of an impactful global issue. Throughout the semester students will study this issue through a variety of texts, ranging from social discourse to scholarly articles. Using approaches that include the exercise of curiosity about the world, self-reflection, analytical reasoning, and communication practices, students will interrogate this world issue. They will work toward a greater understanding of their roles in perceiving and even shaping perception about issues locally as well as globally.

CORE 115 Foundations of Academic Inquiry (3)

This course focuses on major approaches to research and the skills necessary to conduct research. Students will learn types of sources, how to acquire and judge sources, and how to use sources to prepare and support research. These skills will be practiced as part of the introduction to deductive reasoning methods, inductive reasoning methods, and the logic of each involved in valid hypothesis generation, support, or refutation. Students will work with skills and foundations in the context of major naturalistic, social scientific, interpretivist, and critical philosophies of research.

CORE 120 Introduction to Human Communication (3)

This course addresses the fundamentals of relational and public communication. Students will participate in informative, group, and persuasive public presentations as well as interpersonal engagement activities. Focus will be on the way communication needs shift in varying contexts and the significant role of the audience in communication exchanges.

CORE 125 Composition I (3)

This is a writing class that engages students in the study of a core-curriculum theme while focusing on the writing, reading, and thinking skills needed for college-level written communication. Writing is taught as a self-reflective process that involves the development of analysis, synthesis, audience-awareness, paraphrase, and summary skills. The self-reflective process integrates these skills into the drafting, revising, and editing of expository, critique, and argument essays focused on the thematic content and attending to various writing situations and audiences.

CORE 215 Critical Reasoning (3)

This course prepares students to approach understanding from a critical analysis perspective. Advanced approaches to argumentation concerned with ethics, logic, and reasoning are emphasized throughout the semester. Through discussions, readings, and activities students will develop self-aware perspectives that reflect understanding of the rigors of reasoning. Prerequisite: *CORE 115*

CORE 225 Composition II (3)

This is a writing-and-research-intensive interdisciplinary theme course that uses a twofold approach. First are activities to deepen analysis, synthesis, audience-awareness, paraphrase, and summary skills and to integrate them fully into expository, critique, and argument essay writing. Second is the self-aware, purposeful use of research to develop thematic understanding through writing, as well as to exercise the intellectual curiosity needed to understand our diverse world and communicate well in it. Prerequisite: *CORE 125*.

CORE 220 Inquiry in Science (4)

This course allows for the exploration of the scientific method, the development of hypotheses, an understanding of the physical universe, an understanding of the diversity of life, and the mechanisms that organisms use to adapt to their environments. A laboratory component is required.

CORE 210 Presenting the Diverse Self (3)

This course is designed to help students examine critically the ways in which they would position themselves in the larger public world and to develop culturally sensitive self-presentation skills for a variety of real-world situations. It is designed to help students apply their critical and creative thinking skills in four strategic contexts: mediated, such as engaging in a political discussion through social networking or creating a blog to present a digital resume; cultural, such as proper etiquette at the theatre or the choice of music in the office; interpersonal, such as interviewing for a job or addressing a relationship conflict; and global, such as dining in a culturally diverse city or presenting a business plan to an international audience. In-class readings, discussions, and activities will be complemented by required participation in co-curricular events that enhance exposure to these four contexts.

CORE 310 Integrated World Issues (3)

Using the knowledge, philosophies, and skills gained throughout the core, students will approach a world issue from a perspective that matches their intentional, self-reflective approach to understanding the world. Students will complete projects, put out for the world to see, that exemplify what they can entrepreneurially contribute to the public discourse or the good of the community beyond the classroom.

CRIMINAL JUSTICE (CRJU)

CRJU III Introduction to Criminal Justice (3)

The philosophical, historical and operational aspects of criminal justice in present society. The administration and definition of scope of interest of criminal justice agencies and how they interrelate.

CRJU 127 Introduction to Juvenile Delinquency (3)

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

CRJU 155 Criminal Law (3)

This course is focused upon the study of elements and proof in crimes of frequent concern, procedural consideration of criminal law, and rules of law. Prerequisite: *CRJU III*.

CRJU 217 Criminal Investigation (3)

Introduction to criminal investigation procedures including theory of investigation, conduct at crime scene, collection and preservation of physical evidence, introduction to related forensic science, and follow-up legal investigation. Prerequisite: *CRJU 155*.

CRJU 221 Criminal Evidence and Procedure (3)

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

CRJU 223 Introduction to Corrections (3)

An introduction to the various aspects of correctional systems and their historical development and an examination of societal influences and reactions to treatment of offenders and victims.

CRJU 352 Police-Community Relations (3)

The professional concept in policing and its implications; changing nature of social controls; community and police allocation of resources to deal with problems. Offered in alternate years. *Prerequisite: CRJU 111.*

CRJU 353 Institutional Corrections (3)

Historical examination and development of correctional institutions and jails. An examination of various types of current jails and penal institutions and their functions. The course will include a discussion of past and present issues of correctional institutions, a brief look at international approaches and future trends. Offered in alternate years. *Prerequisites: CRJU 111, 223 and SOC 120.*

CRJU 354 Non-institutional Corrections (3)

Examination of all non-institutional correction programs including pre-trial diversion, probation, parole, community-based correction programs, innovative approaches, and correctional counseling. A discussion of problems, concerns, and trends. Offered in alternate years. *Prerequisites: CRJU 111, 223 and SOC 120.*

CRJU 355 Ethical Issues in Criminal Justice (3)

This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice fields. Such issues may include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment, to name a few. The course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system. *Prerequisite: junior or senior standing.*

CRJU 361 Delinquency Prevention and Control (3)

A critical evaluation of delinquency causation theories and the social structures and their interrelationships with delinquency prevention and control. *Prerequisites: CRJU 111 and SOC 120.*

CRJU 373 Civil Liability (3)

Study of the general concepts of state tort law, negligence, search and seizure violations, deadly force, and jail management. The student will also examine the basis of civil liability grounded with federal law under 42 U.S.C. -1983. The concept of liability will then be studied as it pertains to criminal justice supervisors, including a discussion of defenses and policy decisions involving civil liability. Offered in alternate years.

CRJU 413 Criminal Justice Organization and Administration (3)

Principles of organization and management as applied primarily to law enforcement and correctional agencies. Practical and theoretical aspects of management, such as organization, decision making, human relations, and values. *Prerequisite: CRJU 217.*

CRJU 451 Juvenile Probate System (3)

Examines the legal principles and procedures of the juvenile and probate courts as it relates to the criminal justice and educational systems. The basic structure and operation of the American legal system is considered along with legal provisions related to: crime and delinquency; child welfare; education; family; mental health; guardianships, and the alternatives to these procedures. Offered in alternate years.

CRJU 471 Criminology (3)

An analysis of the sociocultural factors leading to crime with an emphasis on crime causation theories and methods used to prevent and control criminal behavior. Offered in alternate years. *Prerequisites: CRJU 111 and SOC 120.*

CRJU 472 Social Deviance (3)

An analysis of the sociocultural factors leading to deviant behavior with an emphasis on deviance causation theories and prevention, control, and treatment of deviant behavior.

CRJU 474 Terrorism (3)

This course provides a basic introduction to terrorism, which will include definitions, criminological political and religious background, the organization and financing of terrorism and terrorism and the media. Examples will be provided that will enable students to understand how terrorism rises and how it functions. It will also give an essential historical (pre 1908) background on the phenomenon of terrorism and the roots of contemporary conflicts, will include detailed descriptions of recent and contemporary conflicts shaping the world's stage and will present theoretical and concrete information about homeland security organizations. The history will also include the beginning of modern terrorism, the Irish troubles, Latin America and beyond, the Middle East, and terrorism today, including Israel/Palestine, Al Qaeda, Persian Gulf, Africa, Southeast Asia, Europe, Russia and domestic terrorism. Students learn how terrorism has been used as a political tool throughout history, and how terrorism has influenced the course of world events. Emphasis is on the political dimension of terrorism. *Prerequisite: Student should be junior or senior standing.*

CRJU 478 Criminal Justice Seminar (3)

Senior capstone experience. Completion of a major paper and a presentation of this paper to a professional panel on an approved topic. Discussion and evaluation of policies and practices in the field with accepted theories and procedures. *Prerequisites: CRJU 217, 223 and 413.*

CRJU 495 Special Topics

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

CRJU 194, 294, 394, 494 Cooperative Education

A cooperative Education course is a supervised work experience related to a student's major or field of interest. A student should be employed full-time or part-time with pay. A student must complete 120 hours of work for each academic credit hour and may earn up to 16 credits. Other work arrangements must be approved by the coordinator of cooperative education and the Registrar. (Graded Pass/Fail)

CRJU 247 Field Experience (Lower-Level) (3)

A basic exposure to a particular criminal justice agency through observation and limited participation. This course will provide an understanding of how this agency fits into the entire criminal justice system and the local community. (Graded Pass/Fail)

CRJU 497 Field Experience (Upper-Level) (3-9)

This level meets the same basic objectives as the lower-level, as well as working directly with offenders under supervision when possible. (Graded Pass/Fail)

CRJU 199, 299, 399, 499 Independent Research

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

DIGITAL FORENSIC SCIENCE (DFS)

DFS 105 CompTIA A+ Computer Essentials Exam Preparation (2+2) (3)

This is the first of two courses intended to prepare students to earn the CompTIA A+ 2009 certification: a prerequisite to enter the Digital Forensic Science major of study. In this course, the student learns the basics of computer hardware and operating systems, covering skills such as installation, building, upgrading, repairing, configuring, troubleshooting, and preventive maintenance. At the end of the course, the student should be prepared to complete the CompTIA A+ Essentials Exam (220-701), validating the basic skills needed by an entry-level service technician. (2 hours lecture, 2 hours lab).

DFS 106 CompTIA A+ Practical Application (3)

This is the second of two courses intended to prepare students to earn the CompTIA A+ 2009 certification: a prerequisite to enter the Digital Forensic Science major of study. In this course, the student continues to develop and refine abilities in installation, building, repairing, configuration, troubleshooting,

optimizing, diagnosing and preventive maintenance, preparing for such activities in an enterprise environment or interacting with customers. At the end of the course, the student should be prepared to complete the CompTIA A+ Practical Application Exam (220-702), earning the 2009 A+ certification. (2 hours lecture, 2 hours lab) *Prerequisite: DFS 105 with grade of "C" or better.*

DFS 110 Introduction to Computer and Digital Forensics (3)

This course will provide students with a working foundation of the types of computer and electronic crimes being committed today. This course will identify techniques used by offenders to compromise computer systems as well as vulnerabilities of computer and electronic systems. Emphasis will be placed on criminal theory/behavior of this type of offender.

DFS 205 Computer Security Fundamentals (3)

This course will introduce students to a variety of commonly used computer software systems and their respective security concerns. Specific areas to be studied include wireless technology, PDAs, remote computer access, file transfer mechanisms, networking tools, and various backup devices. *Prerequisites: "A + certification" or completion of DFS 105 and DFS 106 with a grade of "C" or higher in both courses.*

DFS 210 Operating Systems (3)

This course provides an overview of operating systems with an emphasis on widely used operating systems and how operating systems manage memory and file allocation. *Prerequisites: "A + certification" or completion of DFS 105 and DFS 106 with a grade of "C" or higher in both courses.*

DFS 213 Data Storage Foundations (3)

This course addresses the implementation details of computer file system storage. Topics will include media layout (DOS/GPT partitioning, HPA/DCO, RAID, CHS/LBA mapping), file system structures and metadata for commonly found file systems (FAT family, NTFS, Ext family, HFS family), file deletion artifacts and recovery, and the mappings among byte offsets, absolute/relative sector addresses, clusters and blocks. Students will also be introduced to several forensic tools that operate at the file system artifact level. This course prepares students for DFS305 and DFS310 by providing the detailed knowledge necessary to understand data recovery and forensic analysis. *Prerequisites: DFS 105, 106 and 210 with a grade of "C" or higher each course.*

DFS 215 Computer Forensics and Security Ethics (3)

This course brings together philosophy, law and technology to provide a rigorous, in-depth exploration and analysis of a broad range of topics regarding the ethical implications of widespread use of computer technology. It is designed to provoke students to reflect upon the social and ethical ramifications of managing information. Special consideration will be given to current topics involving computer forensics or computer security issues.

DFS 225 Introduction to Human Trafficking (3)

This course will examine the underlying factors that contribute to the continued existence of slavery, and the prosperity of traffickers. Students will gain insight into the mechanisms

of the enslavement process, the tactics used by traffickers to control their victims, and methods by which slavery can be attacked. An emphasis will be placed on the methods employed by traffickers and how those methods may create opportunities for detection and the collection of evidence in support of trafficking investigations. The content has many emotionally charged elements; students should be prepared to address deeply disturbing issues in classroom discussions and assignments.

DFS 247 Law Enforcement Field Experience (1)

This elective course provides basic exposure to a law enforcement agency through 50 hours of observation and limited participation, such as “ride-alongs.” It will provide students with a better appreciation for how their field of study fits with other elements of law enforcement. (Graded Pass/Fail) *Prerequisites: Sophomore standing in the Digital Forensic Science major.*

DFS 305 Seizure and Forensic Examination of Computer Systems (3)

This course will introduce students to the processes involved in seizing hardware, computer equipment and data, and searching them for evidence. This includes how information can be altered, deleted and hidden on various digital media. Topics to be covered will include: establishing probable cause for a search, evidence protection, and the chain of evidence. This includes the industry best practices for examining computers that might contain crime related information. This course will involve hands-on experience using software to capture and search for evidence. *Prerequisites: DFS 110, 205, 210, 213, 217 and 221 with a grade of “C” or higher in DFS110, 210 and 213. Prerequisite: SWK 301. May also take SWK 301 concurrently.*

DFS 310 Advanced Topics in Computer Data Analysis and Recovery (3)

This course will build on the fundamentals covered in DFS 305. Students will continue the examination of digital evidence, using commercially available and alternative tools. Advanced topics will include: cell phone and Personal Data Assistant (PDA) forensics. Operating system specifics will be explored. Cryptography and steganography will be studied along with password defeating strategies. Lab management utilizing the Scientific Working Group on Digital Evidence (SWGDE) guidelines, along with technical writing and case organization will also be covered. *Prerequisite: DFS 305 with a grade of “C” or higher.*

DFS 313 Mobile Device Forensics (3)

This course will provide an in-depth treatment of the forensic examination of mobile devices, particularly smart phones. These devices have become the dominant source of digital evidence for law enforcement due to their pervasiveness in all aspects of modern society. Students will learn how to acquire and analyze evidence from a variety of current and recently popular mobile devices, while developing the ability to adapt the methods learned in the course to future devices and tools. *Prerequisites: DFS 213 and 305 with a grade of “C” or higher in each course.*

DFS 315 Fundamentals of Computer Networks (3)

This course is a study of data communication concepts, network topologies, transmission media, wireless transmission, network access control, communication protocols, network architecture, LANs, and WANs. Emphasis is placed on analysis of common communication protocols. Topics covering managing the network will also be covered. *Prerequisites: “A + or Network certification” or completion of DFS 105 and DFS 106 with a grade of “C” or higher in both courses.*

DFS 405 Network Forensics (3)

Computer and network forensics studies cyber-attack prevention, planning, detection, and response with the goals of counteracting cybercrime, cyberterrorism, and cyberpredators, and making them accountable. It incorporates many areas of concern, including network security, intrusion detection, incident response, infrastructure protection, and computer crime investigation. The topics covered in this course include fundamentals of computer and network forensics, forensic duplication and analysis, network surveillance, intrusion detection and response, incident response, anonymity and pseudonymity, cyber law, computer security policies and guidelines. Emphasis will be placed on hands-on laboratory exercises to learn to effectively use tools such as WireShark/Ethereal for analyzing network packet data. *Prerequisites: DFS 205 and 315 with a grade of “C” or higher in both courses.*

DFS 410 Intrusion Detection (3)

This course will introduce students to the various methods used to detect external and internal intrusion of computer systems. The importance of setting up anomaly and misuse detection measures, host based, multi-host based and network based monitoring strategies and techniques and types of responses will be covered. Various investigative tools will be presented. This course will involve hands-on experiences using intrusion detection software. *Prerequisite: DFS 205 and DFS 315 with a grade of “C” or higher.*

DFS 450 National Certification (2)

Each student must earn one of the nationally recognized, vendor-neutral, digital forensic certifications from an approved list. The approved list includes, but is not limited to, the International Association of Computer Investigative Specialists (IACIS-Law Enforcement personnel only), the Seized Computer Evidence Recovery Specialist (SCERS-Law Enforcement personnel only), the SANS GIAC Certified Forensic Analyst (GCFA), the ISFCE Certified Computer Examiner (CCE), and the DFCB Digital Forensics Certified Associate (DFCA). Note. This is a graded course with an automatic “A” given for earning the certification. Should the student not pass the certification exam, a lesser grade will be issued based on the pre-exam preparation course work. *Prerequisites: DFS 305 and 310 with a grade of “C” or higher in both courses. Other applicable courses may be required depending on the selected certification.*

DFS 497 Computer Forensic Field Exp. and Seminar (4)

This course will serve as the capstone course and will require a final paper to demonstrate completion of the learning outcomes of the program. The student gains a basic exposure to an agency involved in computer forensics, and experiences the investigation of high-tech crimes through observation and participation. This course will allow the student to observe professionals at work, and to test out their own computer forensics skills for a minimum of 120 hours. *Prerequisites: complete a sufficient number of the computer forensics courses to prepare for the specific agency's requirement. This course is not Pass/Fail thus students will earn a letter grade.*

DFS 199, 299, 399, 499 Independent Research (1-3)

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

DESIGN (DSGN)

DSGN 110 2D Design (3)

Art fundamentals and principles of design are explored in two-dimensional media.

DSGN 111 3D Design (3)

The elements of art fundamentals and principles of design are explored in three-dimensional media.

DSGN 112 Design Drawing (4)

This course introduces students to drawing from observation, perspective drawing, and sketching as an ideation tool in design. Students will explore various levels of rendering using charcoal, pencils, markers, and collage.

DSGN 114 Introduction to Graphic Design (3)

An introduction to the principles and theories of design, this course covers elements of layout, typography, imagery, and visual communications. Most projects are completed digitally.

DSGN 115 Photography (4)

An introduction to the fundamentals of camera operation, file manipulation, printing, and the history of photography.

DSGN 116 Introduction to Ceramics (4)

An introduction to the history and various ceramic processes, including hand building, wheel throwing, decorating and glazing.

DSGN 130 Social Goods (4)

This course introduces students to social goods, or designed products for human use. Students learn about the relationship between the physical form of an object and its function, both from an emotional and practical standpoint. Students design their own social goods, engaging an iterative design process that incorporates mood boards, sketching and model-building.

DSGN 210 Special Topics in Art/Design (3)

An in-depth exploration in a specific area or genre throughout and within the history of art and design. Class topics may vary from semester to semester. Course may be repeated once for a total of six (6) hours.

DSGN 211 Design Portfolio (1)

The first course in the design professionalism sequence, this class explains the diverse career paths available to designers and helps students refine their educational and career goals. Emphasis is placed on introductory portfolio development and networking.

DSGN 220 Design Thinking (3)

Design Thinking is a two-part course. The first part aims to expose students to the many kinds of design and the role of designers in current society. Students will gain a greater knowledge of the field of design through examples, case studies, presentations, readings, and in-class discussions. The second-part of the course deals with design thinking: the process designers use to solve problems with creative outcomes. Students will learn different techniques and methodologies of problem seeking/problem solving through brainstorming, ideation, and supportive group work.

DSGN 224 Intermediate Graphic Design (3)

This course focuses on the mastery of rasterized graphics, including editing, integration, formatting, and use in wider design projects. *Prerequisite: DSGN 114.*

DSGN 225 Introduction to Web Design (3)

An introduction to web design, the course presents practical application of commercial web design software. It includes discussion of the aesthetic factors considered when creating multimedia using the web and the internet. Students will design and develop web pages and place them on a server.

DSGN 226 Applied Graphic Design (4)

In this course design theory is applied to visual communication problems, including web, print, package, and display. *Prerequisite: DSGN 224.*

DSGN 230 History of Design (3)

This course examines historical and technical development in the areas of graphic and product design, beginning from the industrial revolution to contemporary design practices of the 21st century. This course gives students a perspective of the evolution of form and materials, and the meaning of objects and graphics within a specific historical and cultural context.

DSGN 231 Emotional and Sustainable Design (4)

In this course, students explore the emotional and sustainable aspects of design, with an emphasis on emotional durability of objects and the environmental impact of materials. Students will learn beginning Computer Aided Design (CAD) software, with an introduction to 3D printing/Rapid prototyping.

DSGN 232 Materials and Manufacturing (4)

This course focuses on the materials and processes used in manufacturing. Topics include appropriateness of material, sustainable methods of production, and working with outside manufacturers and craftspeople. *Prerequisite: DSGN 130.*

DSGN 233 Metaphor and Relationship (4)

Throughout this course, students will explore the object semantics, using visual metaphors to give meaning and form to objects. They will also observe user object relationships through ethnographic studies and product testing. Students will design social goods using Computer Aided Design (CAD), and produce prototypes using both handcraft and 3D printing methods. *Prerequisite: DSGN 232.*

DSGN 235 Typography (3)

This course covers the history, theory, and practice of letterforms and typography as they apply to graphics, advertising, and other areas of design and visual communication. Topics include principles of typography, letter structure, typeface selection, fundamentals of computer typesetting, and typographic layout. *Prerequisite: DSGN 114.*

DSGN 323 Document Production (3)

This course explores designing longer, text focused documents, such as books, magazines, and annual reports. Advanced typography, binding, presentation, eBook formatting, and prepress issues will be covered. *Prerequisite: DSGN 235.*

DSGN 325 Advanced Graphic Design (4)

This course focuses on students solving difficult or lengthy design issues, such as branding and cross-promotional projects. *Prerequisite: DSGN 226.*

DSGN 330 Design Research and Writing (4)

Students will explore a variety of research methods employed by designers, including visual, historical and user research. Students will learn to find relevant information through current articles and non-design studies, and will use writing to articulate decisions in their creative process. *Prerequisite: DSGN 233.*

DSGN 331 Developing Social Goods for Market (4)

Students will use an iterative design process to identify a need and develop at least one refined social good. Using design methodologies that include problem seeking, user interviews, ideation, prototyping, and testing, students will create objects using Computer Aided Design (CAD), 3D printing, and traditional manufacturing methods. This course may be repeated once for a total of eight (8) hours. *Prerequisite: DSGN 233.*

DSGN 410 Professional Practice in Design (1)

This is a professionalization course for developing the necessary tools for success and exploring the diverse paths for a designer. The focus is on presentation, marketing, and documentation of design work as well as networking within the field. *Prerequisite: DSGN 330.*

DSGN 425 Advanced Web Design (3)

A continuation of the concepts covered in DSGN 225 Introduction to Web Design, this course focuses on implementing site-wide solutions for dividing content and formatting. Creation of dynamic sites and using scripting to create a more interactive user experience is emphasized. Maintaining and planning for the life cycle of web sites is covered. *Prerequisite: DSGN 225.*

DSGN 430 Product Development Portfolio (4)

Students will prepare designed social goods for their portfolio, developing skills in product photography, product naming/branding, and online presence. Special emphasis will be placed on designer individuality and using the portfolio as a self-promotional tool. *Prerequisite: DSGN 331.*

DSGN 431 3D Design Internship (3)

Students will be assigned to either an ongoing project or an external client, incorporating their 3D design skills to suit the needs of their clients or employers. Topics may include designing products, exhibitions, and experiences. This course must be repeated once to complete the six (6) hours required for the major and may be repeated up to three times for a total of twelve (12) semester hours. (Graded Pass/Fail). *Prerequisite: DSGN 331.*

DSGN 434 Exhibition Planning (1)

This is the final professionalization course, focused on curating and hanging the senior show. Students will network within the design field and learn the basics of gallery preparation. *Prerequisite: DSGN 410.*

DSGN 426 Graphic Design Internship (3)

Students will work for a variety of on-campus and off-campus clients as intern designers. (Graded Pass/Fail). Course may be repeated for a total of 12-hours.

ECONOMICS (ECON)

ECON 201 Microeconomics (3)

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

ECON 205 Macroeconomics (3)

Analysis of national economic policies: laissez-faire, Keynesian, and monetarist theories applied to the questions of inflation, unemployment, government spending and taxation, world trade and finance, the Federal Reserve, and monetary policy. *Prerequisite: Not open to freshmen.*

ECON 305 Money and Banking (3)

Role and uses of money, the flow of funds, concepts of the money supply, the Federal Reserve system, tools and effects of monetary policy, international monetary relations. Offered in alternate years. *Prerequisites: ECON 201 and ECON 205.*

ECON 310 Intermediate Microeconomics (3)

This course examines utility maximization, profit maximization, and price theory at levels consistent with articles published in scholarly journals. Concepts are investigated through application to concrete microeconomic issues. *Prerequisite: ECON 201*

ECON 320 Intermediate Macroeconomics (3)

This course concentrates on the empirical evidence behind key macroeconomic relationships. Accordingly, significant attention will be paid to implications for monetary and fiscal policies. A review of constitutional and legislative constraints on policy will be undertaken as well. *Prerequisites: ECON 205 and BUS 212.*

ECON 355 Public Finance (3)

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

ECON 375 International Trade (3)

Economic and political aspects of world trade: free trade vs. protectionist policies, institutions affecting world trade, currency exchange rates, and world economic development. Offered in alternate years. *Prerequisite: junior standing*

ECON 452 Investment Analysis (3)

Functioning of stock exchanges and other capital markets; financial analysis from the investor's point of view. Emphasis is on security analysis, valuation, investment timing, and portfolio theory. Offered in alternate years. *Prerequisites: ECON 205, BUS 212 and 350.*

EDUCATION (EDUC)

EDUC 202 Instructional Technology (3)

This course is designed to provide experiences to teacher candidates in the use of technology in teaching and learning. Data collection, software selection, production and application of technologies in lesson plans for use in classrooms will be studied. In this course, students will explore critical issues surrounding the use of technology in educational settings. Students will also cultivate skills in the use of technological advances relevant to current and future educational and professional experiences. Students will develop a practical understanding of the use of technology in the classroom environment through a 10-hour clinical experience. This course will be required of all license-seeking students Pre-K to Young Adult. *Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229.*

EDUC 218 Social Studies Content: K-3 (3)

Using the Ohio Academic Content Standards in Social Studies as the foundation, Early Childhood majors will learn about the content that is specific to Ohio and US History, World Geography, major economic concepts, Government and Citizenship that are needed for teaching Pre-K through Grade

3. A Problem Based Learning Approach will be used in order to integrate and coordinate the content from areas listed above. *Successful completion (C or better) of this course is a prerequisite for EDUC 334, Early Childhood Social Studies Methods.*

EDUC 219 Science Content: K-3 (3)

Using the current Ohio New Science Standards as the foundation, Early Childhood majors will learn about topics including but not limited to earth, life and physical science while incorporating environmental and technology literacy and 21st Century Skills. Focusing on inquiry, content vocabulary and integration with other content area will be incorporated.

EDUC 221 Foundations of American Public Education (3)

Provides a historical, philosophical, legal, and social overview of education examined through the lens of socio-cultural diversity and democratic principles. Students will examine how schools are organized, administered and financed. In addition, students will explore the professional skills, competencies and dispositions necessary to provide an effective and meaningful democratic education to a diverse student body. This course emphasizes the research and study of these principles as they relate to modern trends and issues in PreK-12 educational environments. Students may register for no more than two of the following courses in a given semester. *Prerequisites EDUC 202, 221, 228 and 229.*

EDUC 222 Reading Principles and Practices (3)

The course will include the theories of phonemic awareness, phonics, vocabulary, fluency and comprehension and the relation to language acquisition and history related to language development. Students will use the Common Core Standards in Language Arts and recommendations from the National Reading Panel. Best practices in reading acquisition will be applied to designing instruction for specific learners including English language learners and students with dyslexia. *Prerequisites: EDUC 202, 221, 228, 229*

EDUC 223 HPE / Expressive Arts Practicum (1)

Students will spend five weeks (40 hours total) in a K-3 physical education, art and music settings for a total of 15 weeks. During the fifth week in each placement students will design and implement one lesson. Best practices will be incorporated when designing and implementing lessons. Abbreviated lesson plan will be utilized. Will be taken concurrently with EDUC 235 and EDUC 238 *Prerequisites: EDUC 230 and 231 (Graded Pass/Fail)*

EDUC 228 Educating the Exceptional Student (3)

A study of the characteristics of children with disabilities including those who are at risk, those with developmental variations and those with specialized abilities (gifted) will be addressed. The related services and adaptive technologies for children with exceptionalities as well as the impact of family, cultural, racial, and ethnic diversity on learning are explored, as well as coverage of Response to Intervention and Universal Design. The course also addresses the history, law, and philosophy of special education as it relates to services for children with disabilities and the role of the classroom teacher

in the process. Students will have the opportunity to develop a practical understanding of course concepts through a 10-hour clinical experience in a classroom environment. *Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229. Prerequisites: EDUC 221 and PSY 110*

EDUC 229 Educational Psychology (3)

The course gives teacher education majors the opportunity to learn about developmental stages of children, the study of theories and principles of learning and ways these theories impact learning and teaching. Theories of motivation, impact of learner diversity (ethnic, socioeconomic and cultural) learning style variations, multiple intelligences, brain hemisphericity, physically challenging conditions, and cognitive styles are all addressed as ways that classroom practice is influenced and changed. Students will have the opportunity to develop a practical understanding of course concepts through a 10-hour clinical experience in a classroom environment. *Students may register for no more than two of the following courses in a given semester: EDUC 202, 221, 228 and 229. Prerequisites: EDUC 221, PSY 225 or 227*

EDUC 230 Principles of Early Childhood Education (3)

The study of the nature, history, philosophy and organization of early childhood programs including the characteristics of effective teachers of young children and the ethical principles they uphold. Introduction to the concepts of developmentally appropriate practices and teaching approaches that support learning and the developmental needs of children ages three through eight. Must be taken concurrently with EDUC 232. *Prerequisites: EDUC221 and PSY110.*

EDUC 231 Curriculum and Practices of Early Childhood Including Emergent Literacy (3)

A study of the guidelines of developmentally appropriate curriculum to meet the needs of all learners including the culturally diverse, at risk and exceptional learners (including gifted) and consideration of the context of the children including multicultural perspectives, socioeconomic status, home language, and home cultural practices as part of curriculum development. The course includes planning, implementation, and evaluation of learning experiences to facilitate play, cooperative learning environments, inquiry and problem solving in early childhood classrooms. A study of the impact of the diversity of language in the home is addressed. Reading acquisition and development from linguistic, cognitive, psychological and curricular perspectives, and developmentally appropriate activities involving literature, patterns, games, and writing to foster literacy development are explored. Must be taken concurrently with EDUC 234. *Prerequisites: EDUC 230, 232 and PSY 225*

EDUC 232 Early Childhood Practicum (1)

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

EDUC 234 Early Childhood Practicum II (1)

Students will spend two half days per week (40 total hours) in a pre-k through third grade, classroom serving as an apprentice to a master teacher. Pre-candidates will have the opportunity to work with students in individual, small group, or whole class settings. Students will also learn about: the school's philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. (Graded Pass/Fail). Must be taken with EDUC 231. *Prerequisites: EDUC 230, 232, PSY 225*

EDUC 235 Expressive Arts (2)

A study of the young child's artistic, symbolic, and aesthetic development in art, music, and movement. Students will experience, critique, and develop appropriate expressive art experiences. Techniques for adapting materials and activities for special needs learners will also be explored. *Prerequisites: EDUC 221 and PSY 225. Students must take this course prior to the internship.*

EDUC 237 Children's Literature (3)

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

EDUC 238 Health and Physical Education for the Classroom Teacher (2)

The course is designed for the Early Childhood Education teacher (Pre K-3). It will provide an understanding of the importance of health and physical education for youngsters of this age. The students will develop learning goals and instructional plans within both areas along with exploring school laws topics and current issues. *Prerequisites: EDUC 221 and PSY 225*

EDUC 243 Foundations and Survey of Reading and Phonics: Middle Childhood (4)

The Common Core State Standards in English Language Arts are used to organize the instruction in the course. The course includes a study of the sounds (phonemes) of the English language and the developmental sequence of teaching these sounds to children. The course also emphasizes reading strategies that are validated by scientifically based research in the teaching of reading and phonics. It presents research-based perspectives about readers and programs designed to meet reader needs. Knowledge of the reading process is addressed through understanding its relationship with phonemic, morphemic, semantic, and syntactic systems of language. Attention is given to word recognition, vocabulary and comprehension strategies used to develop fluent readers. *Prerequisites: EDUC 202, 221, 228, and 229.*

EDUC 255 Lifespan Development (3)

This course emphasizes the study of psychological research and theory from birth through young adulthood and integrates the study of developmental issues within a lifespan approach. Students will study the physical and psychological changes that occur from birth through young adulthood. Topics include: perceptual and cognitive abilities, moral reasoning, emotional functioning, and social skills and relationships. *Prerequisite: PSY 110*

EDUC 282 Introduction to Students with Mild to Moderate Disabilities (3)

The course gives teacher education majors the opportunity to learn about the academic and behavioral characteristics of students with mild and moderate disabilities. Pre-candidates will also learn about the IEP process. In addition the teacher education majors will learn about collaborative practices and specialized technology and resources. Included in this course: Ohio Standards for the Teaching Profession. *Prerequisites: EDUC 228 and PSY110.*

NOTE: Prerequisites for 300 and 400 level Methods classes include EDUC202, 221, 228, 229, PSY225 or PSY227, appropriate 200 level prerequisites and admission to the Teacher Education Program. Students who register for 300 and 400 level courses and do not have admission to the Teacher Education Program will be withdrawn from those courses.

EDUC 307 Phonics and Word Study (3)

The theoretical and historical aspects of phonemic awareness and phonic will be studied. Students will examine phonemic awareness and phonics as related to language development and reading achievement. Identification of the grapheme, phoneme and morphological skills in relation to reading development and language acquisition for English language learners and dyslexic students will be addressed. The recommendations of the National Reading Panel and Common Core Standards will be incorporated. Must be taken concurrently with EDUC 310 *Prerequisites: EDUC 230, 231 and PSY 225*

EDUC 308 Math, Social Studies and Science Methods for Students with Mild/Moderate Learning Needs (3)

This course gives teacher education majors the opportunity to learn about best practices in teaching math, science, and social studies to K-12 students with mild/moderate disabilities. Included in this course: Ohio Standards for the Teaching Profession, Ohio Academic Content Standards, and ed TPA. *Prerequisites: EDUC 202, 218, 228, 229, 320, PSY 110, 225, 227, CORE 220.*

EDUC 309 Reading and Writing Methods for Students with Mild/Moderate Learning Needs (4)

The course gives teacher education majors the opportunity to learn about best practices in teaching reading and writing to K-12 students with mild/moderate disabilities. Included in this course: Ohio Standards for the Teaching Profession, Ohio Academic Content Standards, and ed TPA, and dyslexia. *Prerequisites: EDUC 202, 228, 229, PSY 225, 227*

EDUC 310 Phonics Practicum (1)

Students facilitate small group instruction in a school setting (two half days per week/40 hours total). Student led instruction will focus on literacy skills including but not limited to phonemic awareness and phonics. Students will incorporate best practices when designing and implementing lessons. Will be taken concurrently with EDUC 307. *Prerequisites: EDUC 230, 231 and PSY 225 (Graded Pass/Fail)*

EDUC 317 Principles of Math (3)

A study of basic mathematical concepts and processes in the areas of Number, Measurement, Geometry, Patterns and Algebra, and Data and Probability (which are compatible with the Ohio Academic Content Standards) and designed for early childhood pre-service teachers preparing for early childhood licensure. This course must be taken and passed (with a C or better) before students may take EDUC 330 (Beginning Integrated Practicum) and EDUC 332 (Math Methods).

EDUC 320 Principles of Middle Childhood Math (3)

This course is designed to provide education students in the MC math licensure program with opportunities to study the topics of number, number sense and operations, measurement, patterns, functions and algebra, and data analysis and probability. Process skills addressed are problem solving, reasoning, communications, connections, and representation. The focus will be on the conceptual understanding of these math contents and processes. Content will be aligned with the Common Core State Standards in Mathematics.

EDUC 329 Beginning Practicum: Mild to Moderate (1)

Teacher education candidates will spend 40 hours in PreK-12 Mild to Moderate special education classrooms serving as apprentices to master teachers. Students will learn about: the school's philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher's or commercial lesson(s) into written format and teach the lesson(s) as appropriate to the classroom situation. *Co-requisite: EDUC 308*

EDUC 330 Beginning Integrated Practicum (1)

Teacher education candidates will serve as an apprentice to a master teacher. Candidates will plan, implement and evaluate their teaching of a set(s) of lessons and/or units as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate; develop appropriate methods for students to demonstrate learning; and will be videotaped during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail). Must be taken concurrently with EDUC 334. *Prerequisites: EDUC 202, 228, 229, 231, 234, 235; and admission to the Teacher Education Program.*

EDUC 332 Math Methods (3)

The Common Core State Standards in Mathematics and the Ohio Teacher Standards will be used to learn about content curricular planning, teaching methodologies and implementation. Students will critique and evaluate curriculum materials. Students learn

about the development of numeric and mathematical concepts, how best to facilitate their development with young learners and the characteristics of what is called “reform” math. Emphasis will be placed on both skill-based learning and integrating math content to other curricular areas to provide “real-life” experiences. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. *Prerequisites: EDUC 202, 228, 229, 231, 234, 235, PSY225 and admission to the Teacher Education Program.*

EDUC 333 Science Methods (3)

The Revised Ohio Academic Content Standards in Science and the Ohio Teacher Standards will be used to learn about content curricular planning, teaching methodologies and implementation related to science. Students will critique and evaluate curriculum materials. Students will learn how to plan and implement curriculum that relies on inquiry-based “minds on, hands on learning” and is appropriate for young learners using concrete materials and experiences to build science concepts. Emphasis will be placed on integrating science content with other areas to provide meaningful, “real life” experiences. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. *Prerequisites: EDUC 202, 228, 229, 231, 234, 235, 330 and PSY 225 and admission to the Teacher Education Program.*

EDUC 334 Social Studies Methods (3)

The Revised Ohio Academic Content in Social Studies and the Ohio Teacher Standards will be used to learn about content curricular planning, teaching methodologies and implementation. Students will critique and evaluate curriculum materials. In social studies, students will learn how to plan and implement curriculum that relies on inquiry-based “minds on, hands on learning” and is appropriate for young learners. Emphasis will be placed on integrating social studies content to provide meaningful, “real-life” experiences. *Prerequisites: EDUC 202, 228, 229, 231, 233, 234, 235 and PSY 225 and admission to the Teacher Education Program.*

EDUC 339 Middle Childhood Beginning Practicum (1)

Students will spend 40 hours in middle childhood classroom(s) (grades 4 to 9 in the content areas of licensure) serving as apprentices to master teachers. Students will learn about: the school’s philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher’s or commercial lesson(s) into written format and teach the lesson(s) as appropriate to the classroom situation. (Graded Pass/Fail). *Prerequisites: EDUC 202, 228, 229, 243, PSY 227, and admission to the Teacher Education Program. Corequisite: EDUC340.*

EDUC 340 Planning and Instruction for Middle Level (3)

An examination of the nature, philosophy, and organization of the middle school: the nature of the middle school learner; characteristics of effective middle school administrators and teachers; buildings and specific room utilization, interdisciplinary team organization, block scheduling, exploratory curriculum time, teaching methodologies, advisor-advisee programs, family/house identity. Development of appropriate programs in a supportive school environment along with the exploration of classroom and behavior management strategies which uniquely serve middle school students are also addressed. Students will have training in the Ohio Teacher Standards. This course emphasizes the planning and implementation of developmentally appropriate instruction for the middle school classroom. *Prerequisites: EDUC 228, 229, PSY 227.*

EDUC 341 Middle Childhood and Adolescent Literature (3)

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

EDUC 347 Reading in the Content Field (3)

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

EDUC 349 Intermediate Practicum: Middle Childhood (2)

Students will spend 80 hours in a middle school classroom(s) serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their license (Math, Social Studies, Science or Reading/Language arts) as appropriate to the school’s curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least twice during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail) *Prerequisites: EDUC 202, 228, 229, 339, 340, PSY 227, most of the content courses, and admission to the Teacher Education Program. Corequisite: EDUC 380*

EDUC 350 Intermediate Integrated Practicum (2)

Teacher education candidates will serve as an apprentice to a master teacher. Candidates will plan, implement and evaluate their teaching of a set(s) of lessons and/or units as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate; develop appropriate methods for students to demonstrate learning; and will be videotaped during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail). *Prerequisites: EDUC202, 228, 229, 231, 234, 235 and admission to the Teacher Education Program.*

EDUC 370 Planning and Instruction for Secondary Students (3)

An examination of the nature, philosophy, and organization of the secondary school: the nature of the adolescent learner; appropriate teaching methodologies; characteristics of effective administrators and teachers; buildings and specific room utilization, interdisciplinary team organization, block scheduling, exploratory curriculum time, advisor-advisee programs, and integrated curriculum. How to develop appropriate programs in a supportive school environment along with the exploration of classroom and behavior management strategies for high school students are also addressed. Students will have training in the *Ohio Teacher Standards*. This course emphasizes the planning and implementation of developmentally appropriate instruction for secondary school environment. *Prerequisites: EDUC 202, 228, 229, PSY 227.*

EDUC 371 Beginning Practicum; Grade 7-12 (1)

Students will spend 40 hours in a high school classrooms (grades 7 to 12 in the content areas of their licensure areas) serving as apprentices to master teachers. Students will learn about: the school's philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher's or commercial lesson into a written format and teach the lesson as appropriate to the classroom situation. (Graded Pass/Fail). *Prerequisites: EDUC 202, 228, 229, PSY 227 and admission to the Teacher Education Program. Corequisite: EDUC 370.*

EDUC 372 Literacy Practicum (1)

Students facilitate small group and individual instruction in a school setting (one half day per week/40 hours total). Student led instruction will focus on literacy skills including fluency. Assessment of motivation and interest will be collected, analyzed and addressed in planning. Students will incorporate best practices when designing and implementing lessons. *Prerequisites: EDUC 230, 231 and PY 225 (Graded Pass/Fail)*

EDUC 373 Beginning Practicum; Multi-Age (1)

Students will spend 40 hours in a K-12 classrooms serving as apprentices to master teachers. Students will learn about: the school's philosophy, curriculum (scope and sequence), human and physical resources and school classroom procedures. Students will be expected to rework a teacher's or commercial lesson into a written format and teach the lesson as appropriate

to the classroom situation. *Prerequisites: EDUC202, 228, 229, PSY 227 and admission to the Teacher Education Program. Corequisite: EDUC 370 (Graded Pass/Fail).*

EDUC 380 Assessment of Teaching and Learning (3)

Students will examine the role of assessment in teaching and learning and best practices for using assessment to inform teaching practices. Students will examine in depth formative, summative, performance-based and non-cognitive forms of assessment and how to create alignment between learning objectives and those assessments. *Prerequisite: EDUC340 or 370.*

EDUC 382 Learning Environments & Behavior Management for Students with Mild/Moderate Learning Needs (3)

The focus of this course is basic classroom management theories and strategies for students with mild and moderate disabilities, effective management of teaching and learning, creating a respectful classroom and social skill development.

EDUC 390 Intermediate Practicum: Mild to Moderate (2)

Teacher education candidates will spend 80 hours in a PreK-12 Mild to Moderate classroom(s) serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. *Corequisite: EDUC 382*

ED393 Intermediate Practicum; Multi-Age (2)

Students will spend 80 hours in K-12 classroom(s) serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least twice during the semester and jointly critique the tapes with college supervisors. Must be taken concurrently with EDUC 352, 353, 354, or 355. *Prerequisites: EDUC 202, 228, 229, 370, 371 and admission to the Teacher Education Program. Corequisite: EDUC 380. (Graded Pass/Fail).*

EDUC 397 Intermediate Practicum; Grades 7 to 12 (2)

Students will spend 80 hours in a high school classroom(s) serving as an apprentice to a master teacher. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least

twice during the semester and jointly critique the tapes with college supervisors. *Prerequisites:* EDUC 202, 228, 229, 370, 371, *most of the content, and admission to the Teacher Education Program. Corequisite:* EDUC 380. (Graded Pass/Fail).

EDUC 402 Advanced Practicum: Middle Childhood (3)

Students will spend 120 total hours in middle school classroom(s) serving as an apprentice to a master teacher during a daily 3-hour block. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least twice during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail) *Prerequisite:* EDUC 340 and 380. *Corequisite:* *Appropriate content methods.*

EDUC 407 Assessment for Students with Mild/Moderate Learning Needs (3)

The focus of this course is assessment and the development of academic and social planning for the learning of students with mild/moderate disabilities. Student growth measures and values added will be discussed in this class.

EDUC 411 Advanced Practicum: Multi-Age (3)

Students will spend 120 total hours in K-12 classroom(s) serving as an apprentice to a master teacher during a daily 3 hour block. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least twice during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail). *EDUC 370 and 380. Corequisite:* *Appropriate content methods.*

EDUC 412 Advanced Practicum: Grades 7-12 (3)

Students will spend 120 total hours in a high school classroom(s) serving as an apprentice to a master teacher during a daily 3 hour block. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units in the content area of their licensure area as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least twice during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail). *EDUC 370 and 380. Corequisite:* *Appropriate content methods.*

EDUC 430 Assessment of Young and Atypical Children (3)
Concepts and principles of measurement and active participation in assessing young and atypical children ages three through eight for the purpose of strategic program planning, developing individualized educational plans (IEPs-IFSPs), transition planning and interpreting assessment results to parents and professionals. The need and use of curriculum embedded authentic assessment strategies as well as adaptation for learners with special needs are included. *Prerequisites:* EDUC 202, 228, 229, 231, 234, 235, 237 and admission to the Teacher Education Program.

EDUC 431 Family, School and Community Collaboration (3)

The focus of this course is the understanding of the family and community as partners with the schools in the education of students with mild and moderate disabilities. In addition, candidates will learn about the Ohio Standards for the Teaching Profession.

EDUC 432 Family and Community Relationships (2)

Approaches for educators in collaborating with parents, agencies, and other professionals, in addressing the identified needs of all children. Students will learn about the procedures used for IEP conferences and how to conduct parent conferences. Students will be expected to conduct at least one parent conference and/or home visit. *Prerequisites:* EDUC 202, 228, 229, 231, 234, 235, 237 and admission to the Teacher Education Program.

EDUC 433 Early Childhood Internship (11)

An intensive, 15 week, full day teaching experience in a pre-k, kindergarten or primary classroom (must be a different age level than in EDUC 338.) Students will work in partnership with a master teacher to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to multiple early childhood contexts. Students will be assessed using the *Ohio Teacher Standards*. (Graded Pass/Fail). *Prerequisites:* EDUC 202, 228, 229, 231, 234, 235, 237, 335, 430 and admission to the Teacher Education Program.

EDUC 435 Integrated Reading/Language Arts Methods: Early Childhood (4)

The Common Core State Standards in English Language Arts are used to organize the instruction in the course. The course emphasizes reading strategies that are validated by scientifically based research in the teaching of reading and the use of phonics. Provides the pre-service teacher with competency in the methods of teaching reading and language arts to early learners. The course emphasizes comprehensive, creative approaches and specific techniques involved in integrating listening, speaking, writing, grammar, reading, spelling and handwriting experiences for the young child. Focus on integrated development of communication skills. *Prerequisites:* EDUC 202, 228, 229, 231, 234, 237 and admission to the Teacher Education Program.

EDUC 436 Reading Diagnosis and Remediation with Early Childhood Practicum (4)

The study of appropriate reading and reading readiness diagnostic and remedial procedures for assessing strengths and weaknesses in young learners are included. The use of the results of these procedures to create appropriate teaching strategies is addressed. Students will have the opportunity to develop and implement diagnostic and remedial strategies during a 40-hour field placement. (Graded Pass/Fail). *Prerequisites: EDUC 202, 228, 229, 231, 234, 237, 335 and admission to the Teacher Education Program.*

EDUC 438 Advanced Practicum: Early Childhood (3)

Students will spend 120 total hours in a high school classroom(s) serving as an apprentice to a master teacher during a daily 3-hour block. They will plan, implement and evaluate their teaching of a set(s) of lessons and/or units as appropriate to the school's curriculum content and/or school context. They will demonstrate ability to sequence instruction that is developmentally appropriate, develop appropriate methods for students to demonstrate learning and use that information to alter future instruction. Students will be videotaped at least twice during the semester and jointly critique the tapes with college supervisors. (Graded Pass/Fail). *Prerequisites: EDUC 202, 228, 229, 231, 234, 235, 237 and admission to the Teacher Education Program.*

EDUC 442 Teaching Mathematics in Middle School (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in math is the National Council of Teachers of Mathematics. The Common Core Standards in Math and Math Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. *Prerequisites: EDUC 202, 228, 229, 243, 340, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 443 Teaching Science in Middle School (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in science is the National Science Teachers Association. The Academic Content Standards in Science (revised edition) and Science Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the

Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. *Prerequisites: EDUC 202, 228, 229, 243, 340, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 444 Teaching Social Studies in Middle School (3)

Senior level candidates will learn and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in social studies is the National Council of Social Studies. The Ohio Academic Standards in Social Studies (revised edition) and the Social Studies Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. *Prerequisites: EDUC 202, 228, 229, 243, 340, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 445 Integrated Reading/Language Arts Methods: Middle School (4)

The Ohio Academic Standards in Reading/English are used to organize the instruction in the course. The course provides methods of teaching reading and language arts to middle school students with emphasis on content reading. The course also includes methods of using curriculum embedded strategies to assess and monitor instruction based on that assessment. Focus on various ways of integrating language instruction including literature, interdisciplinary units, and organizational variations are presented. *Prerequisites: EDUC 202, 228, 229, 243, 340, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 446 Reading Diagnosis and Remediation: Middle Childhood with Practicum (4)

The study of appropriate reading diagnostic and remedial procedures for assessing strengths and weaknesses in middle-aged learners are included. The use of the results of these procedures to create appropriate teaching strategies is addressed. Students will have the opportunity to develop and implement diagnostic and remedial strategies during a 40-hour field placement. *Prerequisites: EDUC 202, 228, 229, 243, 380 and admission to the Teacher Education Program.*

EDUC 448 Middle Childhood Internship (11)

An intensive, 15 week, full day teaching experience in a middle school classroom(s) (must be in both content areas of the license). Students will work in partnership with a master teacher(s) to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to multiple contexts. Students will be assessed using the the *Ohio Teacher Standards*. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s). (Graded Pass/Fail) Must be taken concurrently with EDUC 346, 348, and 498. *Prerequisites: EDUC 202, 228, 229, 243, 339, 340, PSY 227; and admission to the Teacher Education Program.*

EDUC 452 Mathematics Methods: 7-12 (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in math is the National Council of Teachers of Mathematics. The Common Core Standards in Math and Math Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. *Prerequisites: EDUC 202, 228, 229, 347, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 453 Science Methods (7-12) (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in science is the National Science Teachers Association. The Ohio Academic Standards in Science (revised edition) and Science Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. *Prerequisites: EDUC 202, 228, 229, 347, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 454 Social Studies Methods (7-12) (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in social studies is the National Council of Social Studies. The Ohio Academic Standards in Social Studies (revised edition) and the Social Studies Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. *Prerequisites: EDUC 228, 229, 347, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 455 Language Arts Methods (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in language arts is the National Council of Teachers of English. The English Language Arts Core State Standards (revised edition) and the English Language Arts Core Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. This course must be taken concurrently with EDUC 497. *Prerequisites: EDUC 202, 228, 229, 341, 347, 380, PSY 227 and admission to the Teacher Education Program.*

EDUC 458 Internship in Adolescent/Young Adult (11)

An intensive, 15 week, full day teaching experience in a high school classroom(s). Students will work in partnership with a master teacher(s) to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to other contexts. Students will be assessed using the *Ohio Teacher Standards*. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s). (Graded Pass/Fail) . Must be taken concurrently with EDUC 498. *Prerequisites: EDUC 202, 228, 229, 347, PSY 227, and admission to the Teacher Education Program.*

EDUC 468 Internship in Pre-K-12 (11)

An intensive, 15 week, full day teaching experience in the content area(s) of the license). Students will work in partnership with a master teacher(s) to practice the art and craft of teaching and develop skills of planning and facilitating learning that are transferable to multiple contexts. Assignments, depending upon the school district may be divided between age levels. Students will be assessed using the *Ohio Teacher Standards*. The student must meet the requirements for the Internship as described in the Teacher Education Handbook including passage of the appropriate Praxis II content test(s). (Graded Pass/Fail) Must be taken concurrently with EDUC 498. *Prerequisites: EDUC 202, 228, 229, PSY 225 and 227; and admission to the Teacher Education Program.*

EDUC 498 Internship Seminar (2)

A weekly seminar designed to support the activities of the interns during the internship. Interns meet each week with their college supervisors and then participate in whole group activities including but not limited to teacher/principal panels, instruction in journaling, using the *Ohio Teacher Standards* for self-assessment, and making application for licensure. (Graded Pass/Fail) Must be taken with EDUC 433, 448, 458 or 468. *Prerequisites: See prerequisites for the respective internships.*

ENGLISH (ENGL)

ENGL 109 Writing Workshop (3)

Writing Workshop focuses intensively on college-preparation skills in reading, expository writing, and analytical thinking. Attention is given to development of reading comprehension and analysis of written texts as well as drafting, revising, and proofreading paragraphs and short essays in preparation for college-level coursework. *Enrollment by placement only.*

ENGL 220 Literature and the Ecological Self (3)

An in-depth literary study of ecologies, as broadly conceived in the human imagination. Topics in this course include the relationship between humans and the environment, matters of justice and diversity, and economic arenas. The method of study draws on a wide range of genres, literary modes of interpretation, and theories of ecology.

ENGL 260 Language Structure (3)

A study of theories that explore the nature of language. The areas studied include models of syntax, grammar, morphology, and phonology, with emphasis on form, function, and those relationships that can be explained through transformational and structural approaches. Offered in alternate years.

ENGL 265 Technical Writing (3)

Study and practice of writing in professional fields. Language and format style, layout, audience, and purpose are examined as students practice writing business proposals and reports, articles for professional journals and magazines, and popular magazines. Offered in alternate years. *Prerequisite: CORE125.*

ENGL 270 Advanced Composition (3)

A skills-development course that focuses on the conventions of a variety of disciplines, genres, and non-print electronic texts. Included are audience profiles, visual and written composing processes, formal research processes, and techniques of proofreading and documentation. Analysis, critique, and synthesis are practiced in ways that reflect a deepening understanding of a variety of purposes and audiences. Offered in alternate years. *Prerequisite: CORE125.*

ENGL 275 Creative Writing (3)

A course is designed to develop both the imaginative and technical resources of those students interested in creative writing. The course includes writing poetry, short stories, drama, and nonfiction essays as well as critiquing peer and professional writers' works. Course may be repeated. *Prerequisite: CORE125.*

ENGL 290 Introduction to Language and Literary Criticism (3)

An overview of topics related to the study of language and literary criticism. Emphasis is on the social elements of language and criticism, including topics in sociolinguistics and developments in literary criticism as they relate to class, ethnicity, and gender. Offered in alternate years.

ENGL 325 Postcolonial Literature (3)

A study of texts created in response to colonization, emphasizing the indigenous writing of Africa, Asia, Ireland, and/or the Americas. The course includes representative colonial texts where appropriate. Offered in fall of alternate years. *Open to non-majors with the understanding of junior-level major expectations. Prerequisites: CORE125.*

ENGL 335 Shakespeare (3)

A study of representative plays of Shakespeare, including Comedy, Tragedy, History, and Romance. The course includes close reading and a study of critical responses to the plays and their social context. Attention is also paid to the element of performance, especially as it relates to critical interpretation. Offered in alternate years. *Prerequisite: CORE125. Open to non-majors with the understanding of junior-level major expectations.*

ENGL 345 American Literature (3)

A study of selected American literature. Representative texts are chosen to illustrate distinctive elements of genre and literary movements. Special attention is paid to the expanding canon of women and ethnic writers and to social and historical contexts. Offered in alternate years. *Prerequisite: CORE125. Open to non-majors with the understanding of junior-level major expectations.*

ENGL 355 British Literature (3)

A study of selected texts in British literature. A major concern is the canon, how it is defined, how it operates discursively, and how it has been undermined by postcolonial and feminist writers, among others. Each text is examined in its particular social and historical context. Offered in alternate years.

Prerequisite: CORE125. *Open to non-majors with the understanding of junior-level major expectations.*

ENGL 390 Disability Studies and Literature (3)

This theory-based course focuses on disability studies with concrete application to literary and filmic texts, as well as to the world outside the text. There will be special emphasis on diversity, access, ableism, and the limits of the body's social construction. This course is offered in spring semesters.

Prerequisites: ENGL 290 and junior standing.

ENGL 425 Modern and Contemporary Literature (3)

A study of significant writers and texts of the twentieth century, including but not limited to American, British, and Commonwealth writers. When possible, emphasis will be placed on the relationship between literature and the other arts as well as on developments in cultural and intellectual history. Offered in alternate years. *Prerequisites:* Two ENGL courses numbered above 199 and junior standing.

ENGL 490 Literary and Cultural Theory (3)

The capstone of the English major. This course focuses on disability studies with concrete application to literary and filmic texts, as well as to the world outside the text. There will be special emphasis on diversity, access, ableism, and the limits of the body's social construction. Offered in spring. *Prerequisites:* ENGL 290 and senior standing.

ENGL 395 Special Topics (1-3)

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

ENGL 496 Readings (1-3)

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

ENGL 499 Independent Research (1-3)

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

EXERCISE SCIENCE (ESCI)**ESCI 121 Introduction to Exercise Science (3)**

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

ESCI 125 Personal and Community Health (3)

An overview of current personal and community health issues which enables students to understand causes of, and solutions to present-day health problems.

ESCI 130 Fitness for Life (2)

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

ESCI 131 Individual Fitness and Conditioning (1)

This course is designed to promote individual participation in fitness activities that will maintain or increase personal levels muscular strength, muscular endurance, muscular flexibility, and cardiovascular endurance. The instructor will work with students to develop a sound physical fitness regimen and will supervise biweekly exercise sessions. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. *Course offered as needed, is not on a regular rotation. (Graded Pass/Fail)*

ESCI 132 Racket Sport Activities (1)

This course is designed to promote small group participation in fitness activities that involve racket sports such as tennis, racquetball, badminton, or pickle ball. Students will learn about the rules and strategies involved with these racket sports and will have the opportunity to play them twice weekly. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. (Graded Pass/Fail)

ESCI 135 Group Recreational Activities (1)

This course is designed to promote small and/or large group participation in a variety of fitness activities that include volleyball, basketball, soccer, and other court games. Students will learn about the rules and strategies involved within these games and will have the opportunity to play them twice weekly. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. (Graded Pass/Fail)

ESCI 138 Strength and Conditioning (1)

This course is designed to promote individual participation in strength training activities that will maintain or increase personal levels of muscular strength and power. The instructor will work with students to develop a sound strength-training regimen and will supervise biweekly exercise sessions. One credit ESCI 131, 132, 135 and 138 activity courses can be repeated up to a total of 3.0 credit hours. (Graded Pass/Fail)

ESCI 190 Medical Terminology (2)

Through the study of medical terminology the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. The student will be able to recognize, spell, pronounce and define medical words by combining prefixes, suffixes, and roots. In addition to medical terms, common abbreviations applicable to each system will be learned. *This course is double-listed with BIO 190 Medical Terminology. This is a pre-professional course for the Athletic Training major and must earn a minimum grade of B- for admission into the Athletic Training Program.*

ESCI 234 Community First Aid and CPR (1)

Students can meet the requirements for Red Cross certification in community first aid and CPR, including infant, child, and adult CPR. The course concentrates on the immediate, temporary care given to the victim(s) of an accident or sudden illness until professional help is secured. After satisfactorily completing the practical requirements and tests, students will receive community first aid and CPR cards. (Graded Pass/Fail). *This is a pre-professional course for the Athletic Training major and must earn a minimum grade of B- for admission into the Athletic Training Program. This is a pass/fail course.*

ESCI 237 Recreation for Special Populations (3)

Designed to provide the student with an understanding of activity analysis and selection for special populations. Students will present findings after evaluating the results from the screenings and appraisals.

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

Designed to develop philosophy and skills with measurement, evaluation, and testing in health, physical education, and sport. Students will have opportunities to collect and interpret data

using descriptive and inferential statistical methods. Most assignments will be tailored to fit settings within the student's area of study.

ESCI 290 Personal Training, Strength and Conditioning (3)

This course introduces students to fitness and conditioning guidelines for general exercise populations as well as specialized and athletic populations. Standards and guidelines set by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) are examined, discussed, and utilized for both individual and group training environments. Students are also expected to complete a self-reflection process regarding their individual fitness and wellness profile and behaviors.

ESCI 330 Pharmacology (2)

This course will instruct the student in the knowledge of medications used to treat injuries and illness. The course will also include the discussion of illicit drugs and how health care professionals can intervene on behalf of those individuals using illicit drugs. Offered in the spring semester in alternate years.

ESCI 340 Nutrition (2)

This course will instruct the student in the concepts of proper nutrition and how it can benefit physically active individuals. These concepts include the basic nutritional components (proteins, carbohydrates, fats, vitamins, minerals, and water), caloric intake, weight management, pre-game meals, and eating disorders. Offered in the spring semester in alternate years.

ESCI 355 Exercise Physiology (3)

Exercise physiology is the study of how the body adapts to the acute and chronic stress of physical activity. It develops a basic understanding of how the body works by incorporating anatomy, motor learning, kinesiology, biomechanics, and systematic physiology. *This is a pre-professional course for the Athletic Training major and must earn a minimum grade of B- for admission into the Athletic Training Program. Prerequisite: BIO 235 and BIO 236 or BIO 229*

ESCI 356 Kinesiology and Biomechanics (3)

The course is designed to investigate four components of physical activity: a) location, origin insertion, and action of the major muscles involved in physical activity; b) principles of motion and how they apply in the physical education/sport domain; c) analysis of various aspects of human movement for efficiency and effectiveness; d) improvement of movement style based on application of physics principles to analysis of movement. *Prerequisite: BIO 235 and BIO 236 or BIO 229*

ESCI 390 Fitness Testing and Leadership (3)

This course will provide students with experience in planning and implementing fitness testing within a variety of individual and group environments. Both laboratory and field testing will be addressed for fitness components to include cardiorespiratory endurance, body composition, muscular strength, muscular power, muscular endurance, muscular power, agility, and sport-specific skills. Additionally, students will explore, discuss, and utilize fitness leadership strategies and motivational strategies in a variety of settings. *Prerequisite: ESCI 290.*

ESCI 397 Field Experience

Field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. The program is designed to introduce students to a professional area before enrolling in professional courses and to enable the students who have completed some professional courses to apply the principles and techniques acquired to practical situations. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling. (Graded Pass/Fail).

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

Organization and administration of health, physical education, sports medicine, and wellness programs with an emphasis on facilities, equipment, budget, scheduling, community relationships, use of community resources, current issues, and ethical concerns. After the first five weeks, the course will involve team teaching. Students will be placed in groups according to their major area of study. *Prerequisite: juniors and seniors status only.*

ESCI 490 Fitness and Wellness Programming (3)

An in-depth look at current practices and procedures for the implementation of fitness and wellness programs in hospital, industrial, clinical, educational, and collegiate settings. Community-based scenarios will be addressed within group projects. A culmination of programming and management techniques will be implemented. *Prerequisite: ESCI 290.*

ESCI 491 Internship

An on-the-job learning experience related to the field of study. An internship is cooperatively supervised by a College faculty member and a qualified person in the field where the student is working. Each internship will culminate with a successful oral presentation (capstone experience) to the faculty of the Exercise Science Department. (Graded Pass/Fail)

FORENSIC SCIENCE (FNCS)**FNCS 343 Forensic Science I (3)**

A study of modern techniques used in forensic science. Topics include evidence collection, proper processing and analytical instrumentation. Offered in alternate odd years. *Prerequisite: CHEM 234 with a grade of "C" or higher.*

FNCS 353 Forensic Science II (3)

An in-depth study of modern techniques used in forensic science. Topics include evidence collection, proper processing and analytical instrumentation. Offered in alternate odd years. *Prerequisite: FNCS 343 with a grade of "C" or higher.*

GENERAL STUDIES (GEN)**GEN III Portfolio Development (1)**

Covering the basics of portfolio design and content, this course includes the study of skills, values, methods, and objectives of a variety of disciplines in relation to individual competencies gained through work and/or life experience. There is a primary focus on the development of an effective portfolio. Offered in spring semester. (Graded Pass/Fail)

GEN 200 Career Exploration (1)

This course is designed for first and second year students who wish to explore majors and careers. Students will gain an understanding of the process of career decision-making. They will learn how interests, skills, and values relate to career choices, and acquire information about educational and career options. Emphasis will be placed on self-evaluation, decision-making and goal setting. Offered each spring.

GEN 281 Undergraduate Teaching Assistant (1)

Students participating in this course serve as Undergraduate Teaching Assistants (UTAs) for an instructor of an undergraduate course. Responsibilities include assisting the instructor with course activities and facilitating small group and individualized study sessions. UTAs gain experience leading group discussions, which can improve communication skills, increase specific content knowledge, and gives insight into what is involved in college-level teaching. A qualified student must have a 3.0 cum GPA and be approved by the instructor. This course may be repeated for a total of 2 credits (Graded Pass/Fail). *Approval of the Director of Student Academic Support Services is required to schedule this course.*

GEN 299 Affiliated Program Year One (0):

Students participating in this course are students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar con-current programs. Students will be scheduled in this course during the first year while in an affiliated program in order to continue their relationship and access to services with Defiance College. Students enrolled in this course are expected to return to Defiance College with transfer credit applicable toward their Defiance College major. This course does not count toward the total number of hours required or earned for a degree. The course is not graded and will not appear on a student's transcript.

GEN 300 Preparing for Graduate and Professional School (1)

This course is designed to prepare students for the graduate and professional school application process. At the end of the course, students should be knowledgeable about the basic differences between Master's, Doctoral and Professional degrees, information to include in a personal statement, when and how to apply, how many schools to apply to, preparing for standardized tests, asking for faculty letters of recommendation, preparing a curriculum vita (CV) or resume, and how to make oneself a strong candidate for admission. Teaching methodologies will include lecture, group discussion, oral presentations, journal entries and readings. Offered each fall.

GEN 301 Professional Presentation (1)

This one-credit course is designed to prepare junior and senior students for their job search. Upon completion of the course, students should be able to: Prepare a professional resume for use in job search, prepare a professional cover letter for use in job search, give a professional interview with their new interviewing skills, identify sources of job information and best methods to look for a job, utilize networking tools such as LinkedIn. Offered each fall.

GEN 399 Affiliated Program Year Two (0)

Students participating in this course are students continuing their Defiance College education at other institutions, such as BSN 1-2-1 students and similar concurrent programs. Students will be scheduled in this course for the second year within an affiliated program in order to continue their relationship and access to services with Defiance College. This course does not count toward the total number of hours required or earned for a degree. The course is not graded and will not appear on a student's transcript.

GEOGRAPHY (GEOG)

GEOG 132 Physical Geography (3)

Landforms, weather and climate, soils and vegetation, and natural hazards. Nature and distribution of these environmental elements and their significance to man. Offered on demand.

GEOG 231 Geography of the Americas (3)

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

GEOG 232 World Geography (3)

The geography of Europe, Asia, Africa and Australia with emphasis on the natural resources, political conditions, economy, population and cultural patterns of each area. To a lesser extent the geography of the Americas will be studied.

HEALTH AND PHYSICAL EDUCATION (HPE)

HPE 117 Secondary School Activities (3)

This course is designed to give the prospective secondary physical education major or recreation specialist an understanding of fundamental sport skills, materials, and methods of presenting the various skills. Emphasis will be placed on skill-learning through maximum participation.

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

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

HPE 183 Human Growth and Motor Development (3)

Part I: Analysis of the sequential progression of fundamental motor skills. Environmental factors that influence the development of fundamental motor skills.

Part II: Study of physical growth patterns and biological maturity as related to motor performance. Presentation of variety of topics related to growth and motor development, such as self-concept, physical fitness, equity issues, and developmental issues related to children in sports.

HPE 222 Pre K-3 Field Experience (1)

This course is to be taken concurrently with HPE224. The students will be placed in a partnership school, where they will be working with a physical education teacher at the Pre K-3 level. Students will be expected to develop and organize physical activities for these age levels, and apply them through appropriate methodology. Students will be videotaped, and specific assessments will be carried out by the physical education teacher and the college professor. (Graded Pass/Fail). *Prerequisite: education major.*

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

Presentation of activities and methodology related to health and physical education Pre K-3. The methods and selected strategies will meet the growth and development needs of these children. Information included: basic health, safety, nutrition, communicable disease and abuse, basic rhythmic work, creative play-drama, body management, locomotor and non-locomotor and manipulative work, games of low organization. Must be taken concurrently with HPE 222. *Prerequisite: education major.*

HPE 248 Classroom Management and Curriculum, PreK-8 (3)

Students will develop pedagogical skills and strategies to effectively present information to students at a variety of developmental levels. Classroom routines, transitions, organization, and assessment will be developed in alignment with lesson objectives. The progression of classroom instruction over the Pre K-8 years will be identified and incorporated through classroom structure.

HPE 259 Adapted Physical Education, Recreation and Sport (2)

The study of challenged youth, identifying the characteristics of various groups and the challenges of meeting their needs through the selection of the appropriate activities. The students will learn about the importance of developing and working with the IEP, after working with a number of testing and screening devices. There is a field service component as part of the course requirements.

HPE 260 Physical Education in Grades 4-8 (3)

Presentation of skills and methodology in a variety of activities suitable to meet the needs and characteristics of youngsters in grades 4 through 8. The course will include tumbling, elementary gymnastics, rhythmic activities, team and individual sports, and wellness/fitness. Evaluation and testing procedures will be identified for the various activities. *Prerequisite: education major.*

HPE 271 History and Philosophy of Sport and Physical Education (2)

This course is designed to provide students with an understanding of the philosophical approach to sport, physical education, and leisure activity, from both historical and current perspectives. Responses to current mainstream ethical situations that may arise in a sport or exercise setting will be addressed and critically analyzed.

HPE 304 Psycho-Social Aspects of Sport and Physical Education (3)

This course examines psycho-social theories, practices, and research related to sport, exercise and physical education from a positive youth development perspective. The course is designed to introduce students to the field of sport and exercise psychology and sociology by providing a broad overview of the major topics in the areas, including sport in society, sport as a social structure, mental skills in sport and physical education, and the influence of psychological characteristics on sport participation.

HPE 317 Physical Education Methods (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in instructional planning and implementation. The source of best practice pedagogies in physical education will be the National Association of Sport and Physical Education. Additionally, the Ohio Academic Standards in Physical Education is used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. The course must be taken concurrently with EDUC 497. *Prerequisites: EDUC 202, 221, 228, 229, 370, HPE 260, PSY225 and 227 and admission to the Teacher Education Program.*

HPE 338 Instructional Methods of Movement Activities, Pre K-8 (2)

This course is designed to provide students with an understanding of a variety of movement skills and activities, specifically how to present activities and methodologies related to health and PE from grades Pre K-8. Skills included will be fundamental motor skills, tumbling, rhythmic gymnastics,

team and individual sports, and wellness/fitness. Emphasis will be placed on skill learning through participation and instruction. Students will demonstrate proficiency not only through instruction of skills but also the ability to perform skills themselves. Basic health and safety needs will also be included.

HPE 358 Motor Learning and Movement Education (3)

This course emphasizes movement and movement behavior as a basis for learning. Develop an understanding of the factors that affect motor learning, performance, and retention through the study of skill acquisition, practice settings, types of feedback, positive and bilateral transfer, speed and reaction time. Library research is required with each assigned laboratory.

HPE 361 Principles of Coaching (2)

The general coaching theory and practice course will provide students with information relative to coaching that concerns training, conditioning, communication, motivation, ethics and organization. The course is required before the student schedules one of the following: HPE 362 through HPE 367. Offered in alternate years.

HPE 362 Methods in Coaching Track (1)

Methods and techniques for coaching the various track and field events. Practice organization and administration is stressed, with specific strategies and conditioning. *Prerequisite: HPE 361*

HPE 363 Methods in Coaching Basketball (1)

Methods and techniques for coaching basketball. Practice organization and administration is stressed, along with the specific strategies and conditioning. *Prerequisite: HPE 361*

HPE 364 Methods in Coaching Softball (1)

Methods and techniques for coaching softball. Practice organization and administration is stressed, along with the specific strategies and conditioning. *Prerequisite: HPE 361*

HPE 365 Methods in Coaching Baseball (1)

Methods and techniques for coaching baseball. Practice organization and administration is stressed, along with the specific strategies and conditioning. *Prerequisite: HPE 361*

HPE 366 Methods in Coaching Football (1)

Methods and techniques for coaching football. Practice organization and administration is stressed, along with the specific strategies and conditioning. *Prerequisite: HPE 361*

HPE 367 Methods in Coaching Volleyball (1)

Methods and techniques for coaching volleyball. Practice organization and administration is stressed, along with the specific strategies and conditioning. *Prerequisite: HPE 361*

HPE 376 School Health Methods (3)

Senior level candidates will learn about and integrate best practice content based pedagogies in health into their instructional planning and implementation. The source of best practice pedagogies in health education is the American Association of Health Education. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. The course must be taken concurrently with EDUC 497. *Prerequisites: EDUC 202, 221, 228, 229, 370, PSY 225 and 227 and admission to the Teacher Education Program*

HISTORY (HIST)

HIST 201 US History to 1877 (3)

A survey of U.S history from European contact to 1877, covering the major themes and issues in this country's early history. Major themes include the Colonial and Revolutionary Eras, Jacksonian America, and the Civil War.

HIST 202 US History from 1877 (3)

A survey of US history from Reconstruction covering the major themes and issues in this country's post-Civil War period. Major themes include Populism, Westward Migration, Industrialization and America's involvement in the wars of the late 19th and 20th centuries.

HIST 204 Europe: The Italian Renaissance to the Present (3)

A survey of European history from the Renaissance to the French Revolution and industrial ages, followed by the study of nation states, ideologies Imperialism and World Wars One and Two. Special attention is paid to European religious, cultural, political, social, and economic transformations that shaped the modern world.

HIST 205 The 20th Century World (3)

This survey of the 20th world is designed to provide an overview of one of the most tumultuous periods in human history. The 20th century was an era of horror violent massacres and worldwide wars and unprecedented economic prosperity, technological and scientific innovation, and social justice. Looking at this age of extremes renders one sure verdict: the world is decidedly more interconnected than ever before. The responsibility for horror, prosperity, and justice belong to us all. This course takes that interconnectedness and that responsibility as the starting point, examining specific events for their global circumstances and ramifications.

HIST 207 Ages of Empires (3)

This course will survey world civilizations of the Ancient Near-East, India, China, Greece, Rome, Islam and Africa from prehistory to 1500 CE. It will examine how and why human civilizations arise, the differences and similarities between civilizations of the world, and why some civilizations succeeded and others failed. The course will examine the development of politics, religion, philosophy, economic and the variety of cultures present in these regions. Offered in fall of alternate odd years.

HIST 311 Colonial America (3)

An in-depth study of the Colonial Era, from European contact through the Revolutionary War. Themes that will be investigated will be Indian-white relations, the role of women and minorities in colonial America, and the social and cultural institutions, which helped shape American culture and history.

HIST 315 Era of the American Civil War (3)

This course is an intensive study of the political, social, military, and economic aspects of the American Civil War period. Particular attention will be paid to the causes, conduct, and consequences of the war.

HIST 328 Political Geography (3)

Political geography will examine diplomacy and international relations in the last two centuries. The course will examine geopolitics from the local, national, and global perspectives and discuss how the world has been fundamentally "reordered." A variety of themes will be discussed including, but not limited to, state building, the role of imperialism, colonial legacies, terrorism, and national self-interest. Offered in spring of odd alternate years.

HIST 336 History of the Constitution (3)

This course focuses on the historical ideas, events, and perceptions that led to the creation of the U.S. Constitution. Special emphasis will be placed on the motivations of the framers, the rationale of the Federalists and anti-Federalists, the Bill of Rights, the evolution of the government including the key concepts of liberty and freedom. Moreover, the course incorporates a degree of flexibility, which will allow for the accommodation of themes or issues in constitutional history that are of particular interest to the class participants. Offered in spring of even alternate years.

HIST 340 History of the Middle East (3)

A survey of the history of the Islamic Middle East and North Africa with special attention paid to the Arab expansion of the medieval period, the Ottoman Empire, and particularly the modern Middle East in crisis. Offered in alternate years. *Prerequisites: CORE125, CORE310 and a 200-level history course.*

HIST 345 The Ohio Area (3)

History of the Ohio area from prehistoric to post-Civil War times. A survey of regional geography and economic and social influences. Offered in alternate years.

HIST 350 History of Asia (3)

A survey of the early histories of China and India, followed by major developments in Asia before the modern period, and culminating with the emergence of modern Japan, India's struggle for independence, China's ongoing 20th century revolution, and the crisis in southeast Asia. Offered in alternate years. *Prerequisite: CORE125, CORE310 and a 200-level history course.*

HIST 395 Special Topics

Among others, the following courses may be offered periodically as special topic courses:

African-American History

The History of Women in America

Trans-Mississippi West

Social and Cultural History of the United States

Germany, from Bismarck to Hitler

HIST 398 Historical Methods and Public History (3)

This course introduces and reinforces the major skills and methods of the historical profession. Topics covered include historical writing and the proper documentation of that writing, advanced research skills, oral interview techniques, and basic archives and records management.

HIST 496 Readings

Through a readings program, students may explore the literature of a specific field in preparation for a later independent research project, can fill a void in their background, or read the literature of a subject for its own value. The program is directed toward some specific goal or purpose. The student is expected to submit application through a faculty supervisor.

HIST 498 Seminar: Senior Capstone Experience (3)

In a seminar for credit, the faculty leader selects a topic or theme which is published in the regular schedule. The student works independently to a greater degree than in a regular course. A seminar meets on a regular basis for discussion of materials relative to the topic.

HIST 199, 299, 399, 499 Independent Research

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

GLOBAL STUDIES (GLST)

GLST 110 Introduction to International Relations (3)

This course provides an overview of the basic concepts and ideas of international relations. Topics may include any of the significant areas of political thought and political philosophy.

GLST 211 Introduction to Global Studies (3)

This course provides an overview of the multidisciplinary aspects of International and Global Studies including the following areas: business, religion, political science, history, environmental management, geography, communication and literature.

GLST 300 International Peace and Conflict Resolution (3)

This course discusses from a philosophical, moral, diplomatic, and historical-political point of view international conflict resolution strategy, with some case studies (e.g. South Africa), war and peace, violence and terror, and especially, issues in international law and human rights.

GLST 350 Comparative Issues and Politics (3)

This course compares and contrasts different nation-states, political systems, institutions, populations, and ideologies in the world. It emphasizes the use of comparative research both as a subject and as a method in the major.

GLST 425 Seminar on Global Security, U.S. Foreign Policy and 9/11 (3)

This course examines foreign policy decision making processes. It specifically examines the social, political and economic forces that shape the U.S. foreign policy in the face of global security challenges in the post 9/11 era.

GLST 450 Seminar on Global Studies (3)

A topics and methods course that examines current hotspots and conflicts around the world. Topics might include any of the significant areas of study in the major. The emphasis is on understanding the methods of the various disciplines of the major.

GLST 499 Senior Capstone Project (3-6)

The senior capstone serves to fully integrate the educational experiences and disciplinary approaches and topics of the major. The capstone incorporates both a classroom component and independent research. Students design and execute a research project that employs sound methodology and results in a comprehensive paper. The capstone culminates in a presentation at one of the honors symposia or other similar event.

LANGUAGE (LANG)

LANG 101, 102 Conversational Spanish I, II (2,2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Spanish as well as explore the cultures of the Spanish speaking world. With active participation in class and adequate practice out of class, students will increase not only the knowledge of Spanish vocabulary, common expressions, grammar, improving listening and communication skills, but will also gain a better understanding of Spanish culture, using materials from Spain, Mexico, and Central and South America.

LANG 111, 112 Conversational Arabic I, II (2,2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Modern Standard Arabic as well as explore the cultures of the Arabic-speaking world. With active participation in class and adequate practice outside of class, students will increase not only the knowledge of Arabic vocabulary, common expressions, grammar, improving listening and communication skills, but will gain a better understanding of the culture of the Arabic people as well.

LANG 121, 122 Conversational Chinese I, II (2,2)

This course is designed to introduce students to phonics, vocabulary, and the ability to understand, read, write and speak simple Chinese as well as explore the cultures of the Chinese speaking world. The lectures will be highly interactive with skits and pair/group situational dialogues that reflect daily activities. With active participation in class and adequate practice out of class, students will increase not only the knowledge of Chinese vocabulary, common expressions, grammar, improving listening and communication skills, but will gain a better understanding of the culture of Chinese people as well.

MANAGEMENT (MGT)

MGT 331 Organizational Behavior (3)

Basic principles of management with an emphasis on the human relations approach. Includes studies of organizational development issues, practical applications of motivational theory, and leadership approaches all relative to both profit and not-for-profit organizations. *Prerequisite: junior standing*

MGT 340 Managing Teams in Organizations (3)

This course uses a collaborative learning environment to study team development and characteristics while also exploring interpersonal issues and personal feelings in group involvement. The course setting becomes a laboratory for group interaction where one's effectiveness as a team member increases. The course teaches management of conflict between and within groups and decision-making and problem-solving styles. *Prerequisite: MG331*

MGT 470 Leadership and Managing Change (3)

An analysis of various theories and approaches. The course includes skill development, experiential activities, theoretical constructs and guest speakers who are leaders in a variety of settings. *Prerequisite: MGT 331*

MGT 485 Small Business Management (3)

Practical problems in operations, marketing, and finance facing the small businessman or entrepreneur; readings, case studies, and consulting projects with local firms. *Prerequisite: junior standing.*

MARKETING (MKT)

MKT 240 Principles of Marketing (3)

An introductory survey of the marketing function: product design, distribution, pricing, and integrated marketing communication.

MKT 341 Advertising and Promotion (3)

Role of advertising in business and society; concepts and strategy in the administration of advertising programs; budgets and media selection; evaluation of advertising effectiveness. *Prerequisite: MKT 240*

MKT 344 Retail Management (3)

Principles of retailing as applied to the marketing of goods and services to ultimate consumers. Store location, consumer behavior, promotion, and personal selling skills are examined. Purchasing practices and price setting for retail managers. *Prerequisite: MKT 240*

MKT 348 Sales Management and Professional Selling (3)

A study of basic personal selling techniques: steps in the selling process, buyer behavior, obligations, and personality factors in the selling process and overall management of the sales function. *Prerequisite: MKT 240*

MKT 350 Sport Marketing (3)

This course examines the world of sport as a business and will focus on attracting the overall community to the sport event as well as marketing within the event itself. The course will discuss the management of sports at professional, collegiate and special event levels focusing on the role marketing plays in planning and decision making in attracting fans and sponsors. Other topical areas will include: sports branding, athlete management, globalization, event sponsorship and marketing, media involvement, fantasy sports, sports vendors, sports innovations and the value and ROI of investing in sports.

MKT 442 Marketing Management (3)

This course uses case studies to examine marketing problems faced by companies. Students will examine the marketing function in detail and how it interrelates with other functional areas of the organization. Students will also examine case studies

from a strategic management view and how marketing is a key component of a company's strategic plan. *Prerequisites: MKT 240 and junior standing.*

MKT 450 Consumer Behavior (3)

Study of business, consumer and non-profit organizational buying processes. Emphasis is placed upon understanding the internal and external determinants of buyer behavior, including its social, cultural, information processing and psychological aspects. *Prerequisite: MKT 240.*

MKT 460 Special Topics in Marketing (3)

In-depth study of selected topics and problems that confront the marketing decision-maker. Examples include problems in global marketing, social marketing, services marketing and industrial marketing. *Prerequisite: MKT 240.*

MATHEMATICS (MATH)

MATH 105 Quantitative Reasoning (3)

This course explores commonly used mathematical topics to develop reasoning skills. An interdisciplinary approach is used with examples from various academic fields. Topics include logical reasoning, introduction to statistical concepts, unit conversion, formulas and linear modeling, and probability.

MATH 106 Precalculus Mathematics (4)

Topics in algebra, trigonometry, and functions that are essential for success in calculus. Intended for majors in mathematics, computer science, natural science, and others who will go into the calculus sequence. Credit will apply to the mathematics major. *Prerequisite: MATH 105 with grade of "C-" or higher.*

MATH 110 College Algebra (3)

College algebra, including algebraic operations on polynomials and rational expressions, graphs and models, solutions of linear and quadratic equations, including the quadratic formula, inequalities, and systems of equations. Exponential and logarithmic functions and properties are included. Intended for students who need to improve their skills in algebra. Does not apply to the mathematics major or minor.

MATH 113 Trigonometry (2)

This is a pre-calculus course emphasizing the function concept. It includes a study of the properties and applications of trigonometric and inverse trigonometric functions. Other topics include identities, polar coordinates, and vectors. Technology will be used to make connections between concepts and demonstrate applications.

MATH 115 Principles of Geometry (3)

This course is designed to provide an in-depth understanding of the concepts of Euclidean geometry. The content topics include measurement in U.S. and metric units, conversion of units, formulas for perimeter, area, volume and surface area, similar triangles and proportions, transformations of area and volume, classification of geometric objects and shapes,

properties of angles, lines and geometric objects, coordinate geometry, congruence, symmetry and constructions. Process skills will include problem solving, conjecturing, reasoning, finding counterexamples, communications, connections and representation. Topics will include but not be restricted to those aligned with the Ohio Academic Content Standards for grades 4 – 9. Offered in alternate years. *Prerequisite: MATH 106.*

MATH 201, 202, 203 Analytical Geometry and Calculus I, II, III (4,4,4)

A three-course sequence covering limits, derivatives, anti-derivatives and the definite integral, elementary vector analysis, infinite series, related topics in analytic geometry, and selected relationships within mathematics and connect mathematics to scientific applications and to other disciplines in real world situations. *Prerequisite: MATH 106.*

MATH 300 The History of Mathematics (3)

Mathematics as it existed at various stages of history— Babylonian and Egyptian, Greek, Chinese, Hindu, Arabian, and Modern. Significant stages in the development of different branches of mathematics, such as geometry, algebra, and calculus. Ancient problem-solving techniques, as well as contributions from underrepresented groups and from diverse cultures will be explored. Offered in alternate years. *Prerequisite: MATH 201*

MATH 301 Linear Algebra (4)

Vectors and vector spaces, linear transformations, isomorphism, matrix algebra, matrix eigenvectors, and determinants. Offered alternate years. *Prerequisite: one semester of calculus.*

MATH 302 Modern Abstract Algebra (4)

A study of algebraic structures, this course includes and introduction to groups, rings, integral domains and fields, examining both concrete examples, and axiomatic structure. Offered alternate years. *Prerequisite: two semesters of calculus.*

MATH 304 Modern Geometry (4)

A re-examination of Euclidean geometry and an introduction to new geometries including classical non-Euclidean. Geometry is examined both as an axiomatic system and as a group of transformations. The understanding and application of the process of measurement is included. Offered in alternate years. *Prerequisite: one semester of calculus*

MATH 305 Discrete Mathematical Structures (3)

Topics from graph theory, combinatorics, logic and set theory. Includes making conjectures and an examination of the structure of proofs. *Offered in alternate years. Prerequisite: MATH 106*

MATH 306 Probability and Statistics (4)

An examination of probability both in theory and application, graphical and numerical analysis of data, random variables, probability distributions, estimation, hypothesis testing and linear regression. Emphasis on computer and handheld technology. Offered in alternate years. *Prerequisite: one semester of calculus*

TANZANIA IN THE 2014-15 ACADEMIC YEAR

MATH 401 Differential Equations (4)

Methods of solution of ordinary differential equations, numerical computation and estimation techniques extended to algebraic expressions, selected applications, Laplace transforms and power series solutions to equations, fundamental matrix solutions, and series solutions. *Prerequisite: MATH 203*

MATH 405 Operations Research (3)

Mathematical programming and models. Topics will include linear programming, integer programming, network models, game theory, and Markov chains. The main emphasis of the course will be to introduce students to the concepts of building models and applying these to a variety of situations. Students will be expected to build and implement models of their own using computer simulation for solutions. Offered in alternate years. *Prerequisite: MATH 301*

MATH 410 Topics in Applied Mathematics (3)

Applications of advanced mathematics to include Fourier series and Boundary-value problems, Green's functions, calculus of variations, Sturm-Liouville eigenvalue problems, and tensor analysis. *Prerequisite: MATH 203 (and MATH 401 is recommended)*

MATH 420 Real Analysis (4)

This course is designed as a theoretical sequel to the calculus series. The study of sets, sequences and functions becomes a foundation for advanced study. Topics included are convergence of sequences, continuity and uniform continuity, derivative and integral, and some introductory topology. Offered fall of odd alternate years. *Prerequisite: MATH 203*

MATH 490 Senior Capstone Project (3-4)

A senior project is required of all mathematics majors. Each student will complete an independent project under the supervision of a mathematics faculty member and present the results to the mathematics faculty and students. Seniors engaged in senior projects are expected to attend all presentations. Students investigate using a problem-solving approach to the investigation and demonstrate and understanding of mathematical content using every day mathematical language. They must be able to make and evaluate mathematical conjecture and arguments and validate their own mathematical thinking.

McMASTER SCHOOL FOR ADVANCING HUMANITY (MCC)

MCC 371, 372, 373, 374, 375 McMaster Learning Communities (1-3)

MC courses integrate community-based research conducted with international or national partners and an off-campus field experience. McMaster student Scholars will participate in a learning community to develop an in-depth understanding of the issues surrounding the location of study and investigate community-defined needs within a multidisciplinary framework that includes but is not limited to study of the culture, history, arts, economics, and politics relative to the geographic and

social environments. Each Scholar will participate in a series of 'constitutional conversations' to develop a macro perspective of issues that impact the human condition, both in their research location and globally. In addition each Scholar will complete a research project and produce a scholarly summary/product at the end of the academic term. Enrollment in this course is required by and is restricted to approved McMaster Scholars. **Course section MC 371 is the course number for the Belize learning community, MC372 is Cambodia, MC373 is Tanzania, in the 2014-15 academic year. (Graded Pass/Fail).**

MCC 299 Honors Study (2)

This class is intended to prepare students to travel abroad and to give them an interdisciplinary insight into the countries they will be exploring. Through this course and travel students will engage in the study of a region's culture, history, economics, geography, and societal and political systems. It is the goal of the class is to prepare students to be conscious observers within the areas explored while on the ground. The course, implemented through a learning community, works to prepare students to learn effectively and safely engage in a cross-cultural experience.

MUSIC (MUS)

MUS 110 Introduction to Music (3)

An introduction to the nature of musical sound and the rich heritage of Western and World music. Designed to create an informed listener, the course is a survey of the historic eras and musical personalities that have shaped our music.

MUS 123, MU 124 Musicianship I, II (4,4)

Musicianship is a two semester sequence of courses in music theory designed to help the student musician who wants to increase their understanding and enjoyment of music by developing musical skills and an understanding of how music is put together. These courses are called "theory" courses, but they deal as much with the practice of music as with its theory. Being able to sing a melody at sight and to harmonize a tune are examples of the kinds of practical skills developed in this course. Offered alternate years.

Private Applied Music (1)

Private applied music requires the approval of the instructor. Enrollment for one credit entitles the student to 12 one-half hour lessons on a weekly basis, and the student is required to practice three hours per week. This course cannot be taken as audit.

MUS 150	Piano
MUS 151	Voice
MUS 152	Guitar
MUS 153	Bass Guitar
MUS 155	Violin
MUS 156	Viola
MUS 159	String Bass
MUS 160	Cello
MUS 161	Woodwinds
MUS 162	High Brass
MUS 163	Low Brass
MUS 164	Percussion

Music Ensembles (1)

Music ensembles involve students in cooperative learning environments developing aural, communication, and leadership skills. Experience in music is not required in all ensembles, but some may require an audition and/or approval by the instructor. Half-credit hour ensembles typically meet once a week for a portion of the semester with required performances outside the weekly class meeting. One credit hour ensembles typically meet once or twice a week with required performances outside the weekly class meetings.

MUS 171	String Ensemble
MUS 172	Choral Union
MUS 173	Chamber Singers
MUS 174	Concert Band
MUS 175	Percussion Ensemble
MUS 176	Marching Band
MUS 179	Men's Chorus
MUS 180	Women's Chorus

MUS 230 History of Rock and Roll (3)

The History of Rock and Roll encompasses the powerful effect that popular music has on culture. Since the advent of the 20th century, popular music has become both definitive and at the same time expressive of the social, emotional, economical, spiritual, and political climate of people worldwide. The course will trace the roots of popular music from the 1920s to present day, focusing on the changes and expressions of global societies. Though "Rock and Roll" is often seen as an American invention, this course will dig deeply into the roots of human expression through music worldwide. The course will transcend both inter-continental influences and cross generational boundaries throughout human history in the discovery of a medium that remains core to the human experience.

MUS 231 History of Sacred Music (3)

The history of music series studies the development and literature of specific genres. History of Sacred Music is a survey style course, including topics from Gregorian chant and the early mass to modern day praise music. Includes attending services or performances including sacred music.

MUS 232 History of Musical Theatre (3)

The history of music series studies the development and literature of specific genres. History of Musical Theatre is a survey style course, ranging from the ancient Greeks to modern day, studying the art of story through song. Attending live performances is included.

MUS 371 Leadership in Music (3)

Leadership in Music develops the skills required to successfully prepare and direct a musical ensemble. Course content includes basic conducting, choosing repertoire, budgeting and planning programs, and using technology in music. Students may select the type of group to operate and may also have the opportunity to work with the Defiance College ensembles. Offered in alternate years.

THEATRE (THEA)

THEA 205 Introduction to Acting (3)

An introduction to the basic concepts of acting with an emphasis on developing vocal and physical skills in acting. Topics include characterization, focus, use of space, character and text analysis, and improvisation.

THEA 405 Theatre Directing and Design (3)

A practical course which involves all aspects of play production: directing, set design and construction, lighting, sound, costumes, stage management, props, make-up, publicity, box office, and house management. *Prerequisite: THEA 205 Introduction to Acting.*

NATURAL SCIENCE (NSCI)

NSCI 200 Earth in the Cosmos (4)

This course is designed to meet the life science requirement for non-science majors. This class allows for the exploration of the scientific method, the development of hypotheses, and an understanding of the physical universe through observation, investigation, and inference. The students will gain an appreciation for the physical mechanisms of the universe and the synergistic links between these processes, the natural sciences, and human culture. A laboratory component is required.

NSCI 201 The Development of Life on Earth (4)

This course is designed to meet the life science requirement for non-science majors. Areas of emphasis are the cell, inheritance, evolution, animal anatomy and physiology, and ecology. Particular attention will be given to the human species and how it fits in the environment. A laboratory component is required.

NSCI 199, 299, 399 Independent Research

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

NSCI 310 Geographic Information Systems (4)

This course serves as an introduction to Geographic Information Systems (GIS) focusing on both the theory behind and application of GIS to a variety of fields. Applications in education, business, social sciences, and natural sciences will be covered through training using ESRI's ArcGIS software. Two 50 minute lectures; One 3 hour and 50 minute laboratory per week. Offered spring of alternate years.

NSCI 392 Global Sustainability (3)

This interdisciplinary course explores those factors that are key indicators of global environmental conditions including food/ agriculture development, energy consumption/ production, atmospheric conditions and issues of hydrology, trends in biodiversity, and health, social and population concerns. Each of these concepts is observed not only from the perspective of current conditions but looking at the evolution of conditions from past to future. The course uses this knowledge base to support study of the shift from current condition to global sustainability and the roles of society, business and government in that cultural evolution. *Prerequisite: CORE 220.*

NSCI 394 Cooperative Education or NS 391 Internship

Natural Science faculty realize the value of a field-type experience in today's educational curriculum. Faculty also realize that enabling a student to have a valuable educational experience at the on-site location, the basic courses which will allow the work experience to be an enlightening and expandable part of education must have been taken. The following criteria have been established by the Natural Science faculty for students desiring science credit while enrolled in cooperative education or an internship; (1) Students must achieve junior standing. (2) Students must not be on academic probation. (3) Students will meet with appropriate staff members of the Division and present a rationale indicating how the work experience will enhance their science education. If the rationale for cooperative education or an internship is acceptable and meets the criteria above, the staff will approve the proposal. Upon completion of the educational experience, the student will present a seminar for the faculty and students as a part of a regularly scheduled Natural Science seminar. Following the completion of the seminar presentation, the student will be graded.

NSCI 496 Readings

Through a reading program, a student may explore the literature of a specific field in preparation for a later independent research project or can fill a void in his/her background. In all cases, the program is directed toward some specific goal or purpose. The student must apply through a faculty supervisor.

NSCI 499 Senior Capstone Project (2-4)

A senior capstone project is required of all Natural Science majors and can be completed by either completing an independent research project under the supervision of a Natural Science faculty member or by presenting the research during a Natural Science seminar during the senior year. If circumstances preclude a student from completing an independent research project, the following method can be used to fulfill the requirement. During the junior year a student prepares a literature analysis and review of a specific topic approved by two Natural Science faculty members. During the senior year the student will present a Natural Science seminar covering the topic.

NURSING (NRS)**NRS 101 Nurse Aide Certification (2)**

An introductory course in which students learn the basics of health care delivery and are able to work in a variety of health care settings. Upon completion students will be eligible to sit for the state certification exam. Lecture + Clinical: taken off-site. *(Graded Pass / Fail).*

NRS 365 Nursing in a Globalized World (3)

This course will focus on the global aspects of health care delivery. Country comparisons will be completed and students will provide an analysis of a selected country's health care system. The U.S. health care delivery system will be studied in relation to its increasing diverse population groups. Administrative, workforce, client, and funding issues will be addressed. *Prerequisite: NRS 400 may be taken concurrently depending on nursing experience and with permission by the Director of Nursing.*

NRS 380 Nursing Informatics (3)

This course will review the evolution of nursing informatics and beginning concepts used in the management and processing of data, including the information and knowledge to support nursing practice. Students will be introduced to the hardware, software, databases and communication systems. Concepts related to information literacy, computerized information systems, evaluation of online health resources, issues and trends in informatics and emerging technologies will be explored. *Prerequisite: NRS 400 may be taken concurrently depending on nursing experience and with permission by the Director of Nursing.*

NRS 400 Nursing Transitions (3)

This course is designed for the RN who is making the transition to baccalaureate nursing. The course focuses on gathering, analyzing and synthesizing information obtained in the delivery of health care and on looking beyond the medical field into other areas that may impact the health and well-being of clients.

NRS 415 Nursing Research (3)

This course focuses on nursing research in the context of evidence-based practice. Nursing theories and nursing literature will be examined in the relationship to nursing practice. Students will be expected to critically evaluate articles in the nursing literature. Ethical considerations will also be discussed. *Prerequisite: NRS 400 may be taken concurrently depending on nursing experience and with permission by the Director of Nursing.*

NRS 475 Community Health Nursing (6)

This course focuses on maintaining the health and well-being of individuals and groups of individuals. Topics for discussion include a collaborative approach to health care, transcultural nursing, health promotion activities, quality assurance and the evolution of community nursing. 3 hours lecture and 2 hours clinical (90 clock hours). *Prerequisite: NRS 400 may be taken concurrently depending on nursing experience and with permission by the Director of Nursing.*

NRS 480 Nursing Leadership and Management (6)

This course focuses on managerial and leadership principles in the health care setting. Topics for discussion include strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics and teambuilding. 4 hours lecture and 2 hours clinical (90 clock hours). *Prerequisite: This is meant to be the final capstone for the course and should be scheduled in a student's final term in the RN to BSN program.*

PHYSICAL SCIENCE (PHYS)**PHYS 100 Physical Science (4)**

An exploration of the physical universe (physics, chemistry and astronomy) with the purpose of helping the student develop an understanding and appreciation of physical phenomena. Mathematics used includes arithmetic and elementary algebra. Three class periods and one laboratory period per week. Offered in alternate years.

PHYS 195 Physical Science Concepts (4)

This class allows for the exploration of the development of modern scientific thought, specifically the development of physical science concepts. This students will gain an appreciation of how the scientific method facilitates an understanding of the physical universe through observation, investigation, and inference. The students will explore the physical mechanisms of the universe and the synergistic links between these processes, the human culture.

PHYS 202 Introduction to Geology (4)

This course explores the relationships between human beings and their geological environment. The earth is viewed as a dynamic planet affected by sudden, violent events such as volcanic eruptions, earthquakes, and floods, as well as by slower processes operating over long time spans that create, move, and destroy continents and oceans. Topics will include (1) geological hazards such as earthquakes, volcanoes, and flooding, (2) soil, water, and air pollution, and (3) the formation of minerals, rocks, soil fossil fuels, and other natural resources. Offered in alternate years.

PHYS 210 General Physics I (4)

Introductory course in physics covering the topics of mechanics, sound and heat. Three class periods and one laboratory period per week. Offered in alternate years. *Prerequisite: MATH 106*

PHYS 220 General Physics II (4)

Introductory course in physics covering the topics of electricity, magnetism, optics, atomic and nuclear physics. Three class periods and one laboratory period per week. Offered in alternate years. *Prerequisite: PHYS 210.*

POLITICAL SCIENCE (POL)**POL 237 American Government and Politics (3)**

This course will provide students with a basic understanding of the political institutions of the American Government as well as its strengths and weaknesses. Students will study the structure and purpose of the U.S. Constitution; the various levels and branches of government; the rights and responsibilities of citizens; the processes of government action; the social, economic, and geographic influences of government action; the roles of interest groups, elections, and the concepts of civil rights, liberty, freedom and equality. Offered fall of odd years.

POL 325 Public Opinion and Propaganda (3)

Formation of public opinion in a democracy and its role. Analysis of mass communication and the uses of propaganda in democratic and non-democratic states. Focus will be on intention, message and effects of uses of propaganda. Offered in alternate years.

POL 336 History of the Constitution (3)

This course focuses on the historical ideas, events, and perceptions that led to the creation of the U.S. Constitution. Special emphasis will be placed on the motivations of the framers, the rationale of the Federalists and anti-Federalists, the Bill of Rights, the evolution of the government including the key concepts of liberty and freedom. Moreover, the course incorporates a degree of flexibility, which will allow for the accommodation of themes or issues in constitutional history that are of particular interest to the class participants. Offered in spring of even alternate years.

POL 337 Comparative Social and Political Systems (1)

Serving as an overview of selected social and political systems worldwide, this course provides students with the opportunity to reflect upon macro-level policy issues that affect US and global populations. The students will use the experiences that they have had through the course pre-requisites to compare world and U.S. social and political systems. Insight and experiences from Defiance College faculty, community members, and students will be shared and discussed in order to relate "on-the-ground" learning experiences to current theories and models related to global political and social systems. Offered in spring semesters. *Prerequisites MCC 371, 372, 373, 374 or 375 and either HIST 336 or POL 237.*

POL 371 Constitutional Law (3)

A study of the U.S. constitution through analysis of major Supreme Court decisions and the impact of those decisions upon the American political process. Offered in alternate years.

POL 495 Special Topics: These courses may be taken in political science. See descriptions of these courses under the Criminal Justice section.

PSYCHOLOGY (PSY)

PSY 110 Introduction to Psychology (3)

The application of psychological principles to the understanding of human behavior (not open to conditionally accepted first semester freshmen).

PSY 225 Infancy and Childhood (3)

An introduction to normative physiological, social, cognitive, and emotional development as a continuous process from conception through late childhood. *Prerequisite: PSY 110*

PSY 227 Adolescence and Adulthood (3)

The course covers bio-psycho-social issues of development of the human being from puberty through advanced age. Key transitions in the family, interpersonal, educational and occupational realms of life are highlighted. *Prerequisite: PSY 110*

PSY 230 Behavioral Statistics (3)

Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is also emphasized. Knowledge of basic algebra is recommended.

PSY 260 Social Psychology (3)

Social psychology explores the impact of social variables on human behavior, attitudes, perceptions, and motives. Topics include attitude formation, persuasion, conformity, prejudice, and cultural variations in psychological functioning. *Prerequisite: PSY 110*

PSY 270 Human Sexuality (3)

This course is intended to provide a comprehensive overview of human sexuality, to include information about anatomy, the sexual response cycle, STIs, healthy reproductive decisions, sexual orientation, sexual problems, sexual variants, victimization, and social / legal issues regarding the sale of sex. *Prerequisite: PSY110, not open to freshmen*

PSY 290 Abnormal Psychology (3)

An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. *Prerequisite: PSY 110*

PSY 302 Psychology Research Methods (3)

The primary goals of this course are to teach students to design and conduct research projects, to use statistical software to analyze data, and to interpret statistical results. Students will learn to write a research report that conforms to the publication specifications of the American Psychological Association and will become familiar with the ethical issues related to the use of human subjects. *Prerequisites: SWK / PSY 230 Behavioral Statistics and junior class standing.*

PSY 305 History and Systems of Psychology (3)

A review of major historical and theoretical perspectives in psychology. Important figures in the history of psychology as a science and as a profession will be considered. *Prerequisite: PSY 110*

PSY 315 Theories of Personality (3)

A comparative study of classical and recent theories of normal personality structures and development with an examination of the supporting research. *Prerequisite: PSY 290 (not open to freshmen).*

PSY420 Industrial / Organizational Psychology (3)

This course is designed to examine the practices of industrial / organizational psychology. These include but are not limited to personal practices, performance assessment, job and workplace design, job satisfaction, behavior within organizations, systems of management, and safety in the workplace. *Prerequisites: PSY 110 or BUS 140 and class standing of sophomore or higher.*

PSY 430 Memory and Cognition (3)

The course explores the information processing approach to memory and thinking. Topics include memory processes, concept formation, and reasoning. *Prerequisites: PSY 110 and junior/senior standing.*

PSY 450 Neuroscience (3)

An examination of the biological and physiological basis of behavior and development with special emphasis on the neural substrates. Offered in alternate years. *Prerequisites: PSY 110, 4 hours of Natural Science and junior/senior standing.*

PSY 195, 395 Special Topics (3)

Advanced topics of a specific and narrow, but timely, nature and involving a faculty member's area of expertise selected for examination and discussion. Offered on demand. May be repeated. *Prerequisite: PSY 110*

PSY 497 Field Experience (1-6)

Students will apply the skills and knowledge they have learned as a psychology major in a company or agency in the community. This opportunity is typically available to students who are interested in mental health, but other work settings will be considered. Students may be required to investigate possible field experience locations. Eligibility for the field experience will be based on the student's completion of relevant coursework, GPA, and a recommendation from a faculty member. Final eligibility will be determined by the participating agency. Field placements are not always available: Students who are interested in a field experience should speak with a psychology professor 3 months prior to the semester in which they wish to enroll. Offered by request. (Graded Pass/Fail) *Prerequisites: 15 hours of psychology (or related) classes and junior or senior standing at time of enrollment.*

PSY 498 Senior Seminar (3)

The primary component of this class is the completion of a research project designed by the student. Students are expected to have a proposal for their research project before the first day of class. Students who did not complete a research design in a previous course must contact the professor before enrolling

in the course. Students will collect and analyze their data and then write a report that meets the publication specifications of the American Psychological Association. The second significant component of the course is the completion of psychology-related service learning project chosen by the student. In preparation for graduation from Defiance College, students will research career options and graduate school programs. *Prerequisites: PSY230, PSY302 and junior/senior standing*

PSY 499 Advanced Independent Research (1-4)

The student will design and conduct an independent research project. This will include a literature review, the development of a research design, data collection and analysis, and the preparation of a report that meets the publication specifications of the American Psychological Association. Prior to enrolling in the course, the student must obtain a faculty advisor for the research project. *Prerequisites: PSY 230 and 302*

RELIGION (REL)

REL 122 Foundations of Christian Religious Education (3)

A foundational survey of biblical, theological, psychological, sociological, legal and historical elements of Christian religious education. Students will learn to inter-relate and apply these foundational elements in practical settings, and develop a statement setting forth their philosophy of Christian religious education. Offered in alternate years.

REL 150 Worship, Liturgy and Prayer (3)

The course is an introductory exploration of (1) the meaning, role and practices of worship, sacrament, liturgy and prayer in religion with particular attention to Christianity, (2) changes in practice in response to changes in culture and society, and (3) creating fresh or refreshed worship and rituals for specific settings and populations.

REL 370 Issues in 21st Century Religion (3)

A study of key issues challenging religions from a variety of directions and forces, e.g. internal critique, global economics, dominant or minority position within societies, militant-ism and nationalism, making peace more than war, gender, entitlement and power. Topics will change with instructor.

REL 201 Approaches to Religion (3)

A study of the nature of religious ideas, values, and experiences focusing on Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Insights about religion gained from psychology, anthropology, and philosophy will also be examined. *Prerequisites: CORE125 and CORE225.*

REL 210 Spirituality and Wholeness (3)

In a 21st Century world that seems to demand that everyone do more and more at a faster and faster pace, this course explores approaches to spiritual wholeness for lives that often feel fragmented and overloaded. Students explore topics such as: spiritual and physical disciplines of meditation and prayer;

holistic moral decision making; natural and religious dimensions of healing; community integrity through service to others; and an evaluation of religious beliefs about diet and exercise.

Prerequisites: CORE125 and CORE225.

REL 211 Introducing the Old Testament: Chaos, Calamity and Covenant (3)

Through the rich literature of the Hebrew Bible and the history of ancient Israel, students will be introduced to some of the foundational beliefs, values, and practices of Western cultural heritage. The course acquaints students with critical literary and historical methods of understanding the Bible in its context as well as its meaning for people of faith today. *Prerequisites:*

Prerequisites: CORE125 and CORE225.

REL 212 Introducing the New Testament: Teachings of Jesus and the Early Church (3)

Through the Gospels, the letters of Paul, and other New Testament writings students will explore the world of Jesus and his compelling message. The course introduces critical methods for understanding the distinctive themes of the Gospels and invites possible ways for people of faith today to grasp the meaning of Jesus' message and ministry. *Prerequisites: CORE125 and CORE225.*

REL 250 Program Development and Resource Theory (3)

This course examines curriculum theory and practice from philosophical, theological, historical, and methodological perspectives. The course equips students with tools and techniques to observe and evaluate curricula, and to assess learning environments (including the reality of implicit and null curricula), and how those learning environments interact with written curricula. Students are required to apply concepts from this course in constructing programs for use within local church or church-related settings that include appropriate evaluation tools. Offered in alternate years.

REL 267 Islam (3)

A survey of Islam including its early religious history, and beliefs and practices; contemporary socio-cultural issues in the Islamic world; and major schools of thought and Islamic art, literature, and spirituality. Offered in alternate years. *Prerequisites: CORE125 and CORE225.*

REL 310 Mediation and Conciliation (3)

Mediation and Conciliation focuses on the third party role of the mediator. The class explores the theories and practices of mediation and conciliation in the North American context. The class will develop the skills needed for mediation in formal and informal settings. Students will spend the first part of the semester learning theory and the development of basic skills. The second part of the class will be spent in mediation role plays.

REL 321 Ethics and Morals (3)

A survey of philosophical and theological resources available for the consideration of ethical questions, combined with case studies drawn from current moral issues and dilemmas. Students can focus on ethical issues in their major fields in the context of a research assignment. *Prerequisites: CORE125 and CORE225.*

REL 353 Leadership and Group Work Theory (3)

Through a balance of research techniques and experiential approaches, students gain social-psychological and theological understanding of leadership styles and their effects as well as group processes. Skills are developed in identifying, diagnosing, and acting upon group and individual needs in varied situations including intra- and inter-group conflict. Students are introduced to the Meyers-Briggs Type Indicator as a tool for their leadership development. Project may include exercises with groups, including the use of videotaped recordings and receiving and giving feedback, and creation of professional and personal leadership development plans. Excellent elective for students already in campus or community leadership roles as well as those in majors that lead toward work environments requiring participation and coordination of teams or working groups such as health and wellness. Offered in alternate years. *Prerequisites: CORE125, CORE225, CORE310.*

REL 356 Readings in Theology (3)

A study of the nature of religious faith from a Christian perspective. Components of the course include: readings in Christian theology; study of great religious leaders; and an investigation of specific religious issues chosen by the student. Designed for junior and senior students with a major or minor in religion. Offered in alternate years. *Prerequisites: CORE125, CORE225, CORE310, REL211 and REL212 or REL360.*

REL 360 Church History (3)

Important themes in the history of Christian faith and practice are traced from Jesus and the early church to the 21st century. Students will explore lives of outstanding women and men who have made significant contributions to Christian life. Particular attention will be given to the shifting leadership roles of women and men in church history. Offered in alternate years. *Prerequisites: CORE125, CORE225, CORE310.*

REL 395 Special Topics (3)

At least one course will be offered in alternate years in order to meet the interests of students on timely issues about religious studies. Course titles may include:

- American Religious Experience
- Christian Ethics
- Death and Dying
- Homiletics
- Issues of Justice and Peace
- Principles of Biblical Interpretation
- Women and Religion

REL 397 Field Experience (3+3)

A junior-level field placement for students majoring in Christian education. (Graded Pass/Fail)

REL 475 Administrative Policies and Practices (3)

Thoughtful leadership, teaching skills, printed resources, adequate finances and institutional relationships are critical to the success of any educational program. In this course students will be introduced to issues in leadership theory, motivation, human resources, planning and budgeting, institutional structures, and institutional relationships. Students will develop their own theoretical approach to each of these issues through reading, class discussion, written reflection, and field-based practical application. Open to junior and senior level students. Recommended that Ministry Studies majors take the course with junior or senior level field work. Offered in alternate years.

REL 497 Field Experience (3+3)

A senior-level field placement for students majoring in Ministry Studies or Religious Studies and will complete their capstone as part of this sequence. (Graded Pass/Fail)

REL 499 Senior Capstone (3)

Religious Studies majors choose an independent project related to their coursework in the major. The capstone integrates the students' learning in religious studies and/or related disciplines with practical experience or with specialized research. A presentation of the results of student work is required and a component of community service is strongly encouraged.

SOCIOLOGY (SOC)

SOC 120 Life in Society (3)

Designed as an introductory course in the social sciences for the general student, as well as, preparing social science majors for advanced work in their respective majors, this course content will examine the diversity of human societies by understanding the nature of culture and its impact on social life. Variation in the structure and dynamics of organizations, communities, and societies will also be addressed in the course. Additionally, major theoretical perspectives from the social science disciplines will be introduced, as well as, substantial attention given to issues of globalization and cross-cultural comparisons.

SOC 496 Readings

Through a readings program, students may explore the literature of a specific field in preparation for a later independent research project, can fill a void in their background, or can read the literature of a subject for its own value. In all cases, the program is directed toward some specific goal or purpose. The student is expected to submit application through a faculty supervisor.

SOCIAL WORK (SWK)

SWK 121 Introduction to Social Work (3)

An introduction to the understanding of the concept of the social work profession, its significance in society, its history, and its place among the helping professions. The study of the goals, values, knowledge base, methods, and settings of social work. The beginning of the professionalization process.

SWK 230 Behavioral Statistics (3)

Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is additionally emphasized. Knowledge of basic algebra is recommended.

SWK 235 Social Problems (3)

The purpose of this course is to facilitate increased awareness and understanding of social problems in the United States and throughout the world. Sociological theories, research and movements will be addressed in recognizing social problems and generating possible strategies for action. Problems of well-being, human diversity, inequality and modernization will be examined. The course will encourage value clarification and critical thinking in resolving current social problems. *Prerequisites: SOC 120 and PSY 110*

SWK 239 Marriage and Family Life (3)

An exploration of American family life from its historical structure and functions to variations in contemporary society. Issues of gender roles, parenting, communication, sexuality and economics as impacting family functioning are discussed along with the effects of domestic violence, divorce and separation, remarriage and blended families.

SWK 265 Cultural Diversity (3)

The goal of the course is to expand one's knowledge and understanding of living, working and relating in a culturally diverse society. Diversity will be examined on local, national and global fronts including the forms and mechanisms of oppression and discrimination as well as strategies for change that advance social and economic justice. Issues such as ethnicity, race, religion, gender, sexual orientation, age, mental/physical ability, and social class will be explored.

SWK 278 Interviewing and Interpersonal Communication (3)

This course examines the basic principles of oral communication and their application to social work practice. The principal techniques of interviewing individuals, couples, and families are explored. This is a laboratory based course with many opportunities for skill development. *Prerequisites: SWK 121, SOC 120, SWK 239, and PSY 110*

SWK 301 Research Methods (3)

An introduction to the principles and methods of organizing, conducting and interpreting behavioral, and social research. Examination of survey, experimental, single case design, evaluation, and observational techniques as well as issues of measurement are addressed. *Recommendation: PSY 230 / SWK 230.*

SWK 355 Practice I: Generalist Practice (3)

An introduction to the generalist model of social work and its application. The course presents the generalist Intervention Model and the planned change process as a framework for addressing client issues and problems. Emphasis will be on micro skills as a foundation for mezzo and macro skill development. *Prerequisites: Social Work Major, SWK 121, 278, and the professional sequence courses.*

SWK 356 Practice II: Groups and Family Generalist Practice (3)

An introduction to the understanding of group and family dynamics, group process and group treatment, and their relationship to the planned change process. Emphasis will be the development, management and utilization of groups by generalist social workers. *Prerequisites: Social Work Major and SWK 355*

SWK 379 Applied Behavioral Science (3)

The purpose of this course is to integrate the required courses in the human behavior and social environment sequence. The emphasis will be on enabling the student to see the impact of the client's growth, development, and present environment on social functioning. This course will add understanding of life cycles, social systems, what constitutes healthy functioning, planned change, and theories of treatment. *Prerequisite: professional sequence courses.*

SWK 457 Social Work Practice III – Macro Systems Generalist Practice (3)

The course is to provide a generalist perspective to working within the macro context of Social Work. Frameworks for planning and implementing change in organizations and communities will be discussed. Coursework will offer an emphasis on macro-level skills, with integration of micro and mezzo practice. *Prerequisites: SWK 355, 356, and admission to Social Work Major.*

SWK 476 Social Welfare and Policy Development (3)

An examination of the programs and policies of the social welfare system in the United States. It will explore the historical roots and developments of present-day programs and policy, as well as methods and models of policy formation and analysis. *Prerequisites: SWK 121, 235 and 301.*

SWK 488 Senior Seminar (3)

Senior Capstone Experience. Emphasis is given to integration of all previous course content in social work with concurrent field instruction. Requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of social work theory, policy, research and values to the field. To be taken concurrently with SW486. *Prerequisites: SWK 355, 356, 379 and 397.*

SWK 199, 299, 399, 499

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

SWK 397 Junior Field Experience (3)

The course serves as the first required level of field placement. The student is placed for 10 hours per week, or a total of 140 hours within a social work setting. The student begins to utilize social work knowledge, values, and skills through observation and participation in supervised activities of the assigned agency. To be taken concurrently with SW355. (Graded Pass/Fail)
Prerequisite: admission to Social Work Major

SWK 486 Senior Field Instruction (9)

Senior Capstone Experience. An experiential learning opportunity geared toward integration of academic content with practice skills. The student is placed for 30 hours per week or a total of 450 hours. The student begins to work independently as a generalist social worker under supervision within an agency setting. This is a graded course. To be taken concurrently with SWK 488. *Prerequisites: SWK 397 and Senior Social Work Major status*

SPORT MANAGEMENT (SPMT)

SPMT 130 Introduction to Sport Management (3)

The course is designed for the individual interested in pursuing a career in the sport management field and introduces the theoretical foundations and applied areas of sports management. Offered each fall.

SPMT 220 Economics of Sport (3)

This course will provide students with an opportunity to apply principles of economic theory to various aspects of the sport and leisure fields. Additionally, students will analyze the relationship between supply and demand for services related to sport and leisure. Finally, students will examine the evolution of economic factors in sport to include: professional specialization in sport, gender issues in sport, and the evaluation of individual and team performance in sport settings. *Prerequisite: ACCT 221 (can be taken concurrently).*

SPMT 230 Event and Facility Management (3)

This course will focus on providing an understanding of the steps and guidelines that are necessary to successfully manage various sporting events. In addition to gaining a basic understanding of necessary sporting event management skills,

fundamental promotional principles used in marketing sport and event services and products will be taught as well as designing, planning, managing public and private sport and other public assembly facilities.

SPMT 270 History of Sports in the United States (3)

This course will examine the development and modernization of sports in the United States from colonial times to the present and the socio-cultural factors which have affected their growth. Offered in alternate years.

SPMT 320 Sociology of Sport (3)

This course serves as an overview of contemporary sport from a sociological perspective. Topics will include the discussion of the relationship of sport to social institutions, the individual's socialization into sport, and stratification factors within sports. Offered in alternate years.

SPMT 340 Sport Law (3)

The purpose of this course is to provide the student with an understanding of the legal issues involved in the supervision, management, and business operations of sport. Such as contracts, negligence liability, product liability, and risk management. *Prerequisites: SPMT 130 and SPMT 230*

SPMT 491 Internship (6)

This Senior Capstone is an on-the-job learning experience related to the field of sport management which provides an experiential learning opportunity geared toward fully integrating academic content with practical skills. It is cooperatively supervised by a college faculty member and a qualified person in the field where the student is working. This internship will culminate with a successful oral presentation to the faculty and students of the Exercise Science Department. Students must make arrangements with a faculty supervisor prior to enrolling. (Graded Pass/Fail) *Prerequisite: SPMT 397 and Senior Standing with a 2.5 GPA.*

SPMT 397 Field Experience

Field experience affords students an opportunity to engage in non-classroom learning under the supervision of a qualified person. The program is designed to introduce students to a professional area before enrolling in professional courses and to enable the student who has completed some professional courses to apply the principles and techniques acquired to a practical situation. Students are expected to analyze critically the situation and to evaluate the experience in light of their course work and career plans. Students must make arrangements with a faculty supervisor prior to enrolling. (Graded Pass/Fail).

OFFICE OF THE PRESIDENT

Edward Buhl, Interim President (2015) – Defiance College, B.A.
Judith Lymanstall, Executive Administrative Assistant (2003)

HUMAN RESOURCES

Mary Burkholder, Director of Human Resources (2005) – Defiance College, A.A.; B.A.
Lori Shafer, Mail and Copy Services Coordinator (2002) – Defiance College, B.A.
Cindy Shong, Receptionist Clerk (2009)

McMASTER SCHOOL FOR ADVANCING HUMANITY

Mary Ann Studer, Dean of the McMaster School for Advancing Humanity; Director of the Carolyn M. Small Honors Program (1999) – University of Toledo, B.S.; University of North Dakota, M.S.
Jordan Heiliger, Service and Leadership Program Coordinator (2014) – Defiance College, B.A.
Rena K. Rager, Administrative Assistant McMaster School (2010)
Kristen M. Stelzer, Secretary, McMaster School (2014) – Wright State University, B.A.

OFFICE OF ACADEMIC AFFAIRS

Timothy E. Rickabaugh, Interim Vice President for Academic Affairs (1997) – Ohio Wesleyan University, B.A.; Miami University, M.A.; Syracuse University, Ph.D.
Michelle Call, Administrative Assistant for Academic Affairs and Human Resources (2004)
Lisa Crumit-Hancock, Director of Student Academic Support Services (2011) – Defiance College, B.S.; Bowling Green State University, M.A.
Carolyn M. Gilgenbach, Administrative Assistant for Arts and Humanities (1995)
Lucinda M. Knight, Administrative Assistant for Business and Social Work (1997)
Ian D. MacGregor, Director of Education Partnerships (2011) – Colgate University, B.A.; Indiana University, M.A.
Laura Matyas, Administrative Assistant Student Academic Support Services (2012)
Catherine A. Mikula, Coordinator of Nontraditional Student Support (2006) – Defiance College, B.A.
Brandon Ripke, Academic Support Coordinator (2015) – Northwest State Community College, A.A.; Defiance College, B.A.; M.A.E.
Mindi Roughton, Administrative Assistant Natural and Applied Science and Mathematics (2014) – Northwest State Community College, A.A.B.
Jeannie Von Deylen, Coordinator of CAEP and Clinical Experience (2013) – Defiance College, B.A.; M.B.A.
Teresa Watkins, Administrative Assistant for Education (2014) – Danville Area Community College, A.A.
Rebecca Zebrowski, Coordinator of the ASD Affinity Program (2014) – Defiance College, B.A.; M.A.E.

OFFICE OF THE REGISTRAR

Mariah V. Orzolek, Registrar (2005) – Defiance College, B.A.; Bowling Green State University, M.A.
Alyce M. Long, Assistant Registrar (2005) – Defiance College, A.A.
Carrie E. Relyea, Registration Coordinator and Veteran Liaison (2007)

LIBRARY AND INFORMATION SERVICES

Michelle Blank, Director of Library and Informational Resources (2013) – Goshen College, B.A.; University of Alabama M.L.I.S.
Alexandra Hauser, Instruction Librarian (2013) – Michigan State University, B.A.; Indiana University Bloomington, M.L.S.
Collette E. Knight, Library Circulation Coordinator (2007) – Defiance College, B.S.
Ryan Mays, Library and Learning Services Coordinator (2012) – Columbus State University, B.F.A.
Barbara J. Sedlock, Metadata and Archives Librarian (1982) – Hiram College, B.A.; University of Kentucky, M.L.S.
Matthew Slawinski, Audio Visual Coordinator (2003) – Bowling Green State University, B.A.

OFFICE OF STUDENT AFFAIRS

Lisa Marsalek, Vice President for Student Engagement and Dean of Students (2007) – Ohio State University, B.S.; M.A./M.L.H.R.
Tracy Arme y, Assistant Director of Career Development (2002) – Northwest State Community College, A.A.
Janice L. Bechtel, Director of Church Relations and Campus Chaplain (1986) – Bowling Green State University, B.F.A.; Earlham School of Religion, M.Div.
Nicole Buccalo, Director of Student Activities and Leadership (2013) – Owens Community College, A.S.; Bowling Green State University, B.A.; M.A.
Lynn A. Braun, Director of Counseling Services (2012) – West Virginia Wesleyan College, B.A.; Ball State University, M.A.
Mercedes Clay, Director of Intercultural Relations (2003) – Ashland University, B.A.; Defiance College, M.B.O.L.; M.B.A.
Kimberly L. Esquivel, Administrative Assistant, Office of Student Life (2013) – Taylor University, B.A.
Kris Knight, Accessibility Services Coordinator (2015) – Tiffin University, B.S.; Bowling Green State University, M.S.
Bridget Olenik, Director of Bands (2013) – Iowa State University, B.M.; M.M.E.
Andrew Schultz, Director of Music Programs (2009) – Ohio Northern University, B.S.B.A.; B.M.; Bowling Green State University, M.B.A.; M.M.
Judith Thrasher, Director of Health and Wellness Services (2010) – Northwest State Community College, A.A.S.; Defiance College, B.S.N.
Jennifer Walton, Director of Residence Life (2014) – Defiance College, B.A.; M.A.E.

ATHLETICS

Rudy Yovich, Athletic Director (2014) – Edinboro University of Pennsylvania, B.A.; Columbia Southern University, M.B.A.

Tyler Ault, Head Men’s and Women’s Tennis Coach (2013) – Defiance College, B.S.; University of Toledo, M.B.A.

Andrew Bacon, Assistant Athletic Trainer (2013) – Ohio State University, B.S.; Michigan State University, M.A.T.

Brie E. Brenner, Head Volleyball Coach (2012)

Kaycee Butt, Assistant Softball Coach (2014) - Defiance College, B.S.; M.A.E.

Cameron Castro, Assistant Baseball Coach (2014) – Lake Erie College, B.S.; Defiance College, M.B.A.

Scott Cutter – Head Men’s Basketball Coach (2015) – Wilmington College, B.S.; Defiance College, M.A.E.

Casey Goff, Assistant Football Coach (2015) – Susquehanna University, B.A.

James Hanson, Head Men’s Lacrosse Coach (2015) – Hendrix College, B.A.

Jeffrey Hoedt, Sports Information Director (2014) – Capital University, B.A.

Jodie Holava, Head Softball Coach/Assistant Athletic Director (2005) – Mount Union College, B.S.; Cleveland State University, M.Ed.

Donald Lappe, Assistant Football Coach/Recruiting Coordinator (2015) – Hobart and William Smith Colleges, B.A.

Marcus Matyas, Assistant Cross Country and Track and Field Coach (2012) – State University of New York at Courtland, B.S.; Jacksonville State University, M.A.

D. Craig McCord, Assistant Football Coach (2004) – Ashland College, B.S.; Bowling Green State University, M.Ed.

Aaron Mershman, Assistant Football Coach/Offensive Coordinator (2015) – Ball State University, B.A.

Frederick J. Moore, Head Men’s Golf Coach (2007)

Jessica Morris, Head Women’s Basketball Coach (2012) – University of Dubuque, B.S.

Terry Ranes, Athletic Facilities Manager (2003)

Craig Rutter, Student Athlete Engagement Coordinator, Associate Professor of Exercise Science (1983) – Bowling Green State University, B.S.; M.Ed.

Brian Sheehan, Head Football Coach (2011) – Marietta College, B.A.; Heidelberg College, M.A.E.

Kevin Tong, Head Athletic Trainer (1997) – Ohio University, B.S.; Wagner College, M.S.Ed.

Michelle Trubey, Administrative Assistant Athletics (2007)

Jordan Valentine, Head Men’s Soccer Coach (2015) – Ohio Valley University, B.S.

Jennison Vincent, Head Women’s Soccer Coach (2014) – Ohio Northern University, B.A.; Boston University, M.Ed.

Kathleen Westfall, Associate Athletic Trainer (2002) – Ohio University, B.S.; University of Pittsburgh, M.S.

Derek Woodley, Head Baseball Coach/Field House Manager (2007) – Bethany Lutheran College, A.A.; Minnesota State University-Mankato, B.S.

ENROLLMENT MANAGEMENT

Michael Suzo, Vice President for Enrollment Management (2006) – Kent State University, B.A.; Bethel Theological Seminary, M.Div.

Julie Ault, Admissions Counselor (2013) – Adrian College, B.A.

Brenda L. Aversch, Transfer Admissions Counselor (2012) – Defiance College, B.A.; M.B.A.

Alex A. Bonilla, Admissions Counselor/Multicultural Recruitment Coordinator (2011) – Defiance College, B.A.; M.B.A.

Brad M. Harsha, Director of Admissions (1999) – Defiance College, B.S.; M.B.O.L.

Laura Katterheinrich, Admissions Counselor (2015) – The University of Tennessee, B.S.

Corina Kempe, Admissions Counselor (2015) – Defiance College, B.S.

Joyce Nelson, Admissions Office Coordinator (2000)

Jennifer L. Stark, Associate Director of Admissions (1998) – Bowling Green State University, B.A.; Defiance College, M.Ed.

Debra A. Stevens, Associate Director of Admissions (1985) – Defiance College, A.A.

FINANCIAL AID

Amy A. Francis, Director of Financial Aid (2008) – Defiance College, B.S.

Rebecca J. Follett, Financial Aid Office Associate (2008) – The Art Institute of Pittsburg, A.A.

Janelle Rubio, Assistant Director of Financial Aid (2004) – Defiance College, B.A.

Abby E. Vetter, Assistant Director of Financial Aid (2008) – Defiance College, B.S.; M.A.E.

MARKETING AND COMMUNICATIONS

Kathleen M. Panches, Director of Public Relations and Marketing (1995) – Defiance College, B.S.; University of Toledo, M.L.S.

Adam Cassi, Director of Event Management and Marketing (2015) – Defiance College, B.S.

Jennifer D. Gruenhagen, Web Communications Coordinator (2006) – Defiance College, B.A.

Ryan Imbrock, Associate Director of Marketing and Brand Quality (1999) - Bowling Green State University, B.S.J.

Kristi Jo Leaders, Assistant Director of Marketing (2015) – Defiance College, B.A.

FINANCE AND MANAGEMENT

Lois N. McCullough, CPA, Vice President for Finance and Management (1996) – Defiance College, B.S.; M.B.O.L.
 Kristine M. Boland, Controller (2000) - University of Toledo, B.S.
 Kristina R. Mohring, Director of Student Accounts (2009) – Wilmington College, B.A.; Defiance College, M.A.E.
 Vickie R. Rhodes, Assistant Director of Student Accounts (2004) – Defiance College, B.A.
 Kerry L. Rosebrook, Accounting Clerk (2011) – Northwest State Community College, A.A.B.
 Lindsey C. Stehulak, Accountant (2010) - Defiance College, B.A.

PHYSICAL PLANT

James R. Coressel, Director of Physical Plant (2007) - ITT Technical Institute, A.E.E.T.
 David R. Ciccotelli, Maintenance Technician (2010)
 Ted J. Czartoski, Maintenance Technician (1987)
 Stephen W. Elchinger, Maintenance Technician (1987)
 Julie M. Godfrey, Groundskeeper (2006)
 Brent Greear, Maintenance Technician (2012)
 Carson Kosier, Maintenance Technician (2002)
 Anita Lloyd, Administrative Assistant Physical Plant (2006)
 Phillip J. Stelzer, Maintenance Technician (2011) – University of Northwestern Ohio, A.A.S.
 Tom L. Stevens, Maintenance Technician (1989)
 Ronald A. Vorlicky, Maintenance Technician (2008)

INSTITUTIONAL ADVANCEMENT

Ken Wetstein, Vice President for Institutional Advancement (2006) – Eastern Illinois University, B.A.; M.Ed.; University of Missouri – St. Louis, Ph.D.
 Sue Dumire, Advancement Services Administrative Assistant (2002)
 Eva English, Grants Officer (2014) – Defiance College, B.A.; University of Toledo, M.A.
 Caci Hyman, Assistant Director of Alumni Affairs & Advancement (2014) – Defiance College, B.A.
 Sheri J. McCoy, Advancement Services Coordinator (1993)
 Lorie S. Rath, Director of Alumni Affairs (2006)
 Kelly Repka, Major Gifts Officer (2015) – Bowling Green State University, B.A.C.
 Michele Tinker, Director of Annual Giving (2004) – Ohio University, B.S.

EMERITI ADMINISTRATION

Gerald Mallott, Administrator Emeritus (1954-1991)
 Marvin J. Ludwig, President Emeritus (1975-1994)
 Raymond J. Derricotte, Controller Emeritus (1960-1995)
 Beverly Harrington, Registrar Emeritus (1970-2010)

EMERITI FACULTY

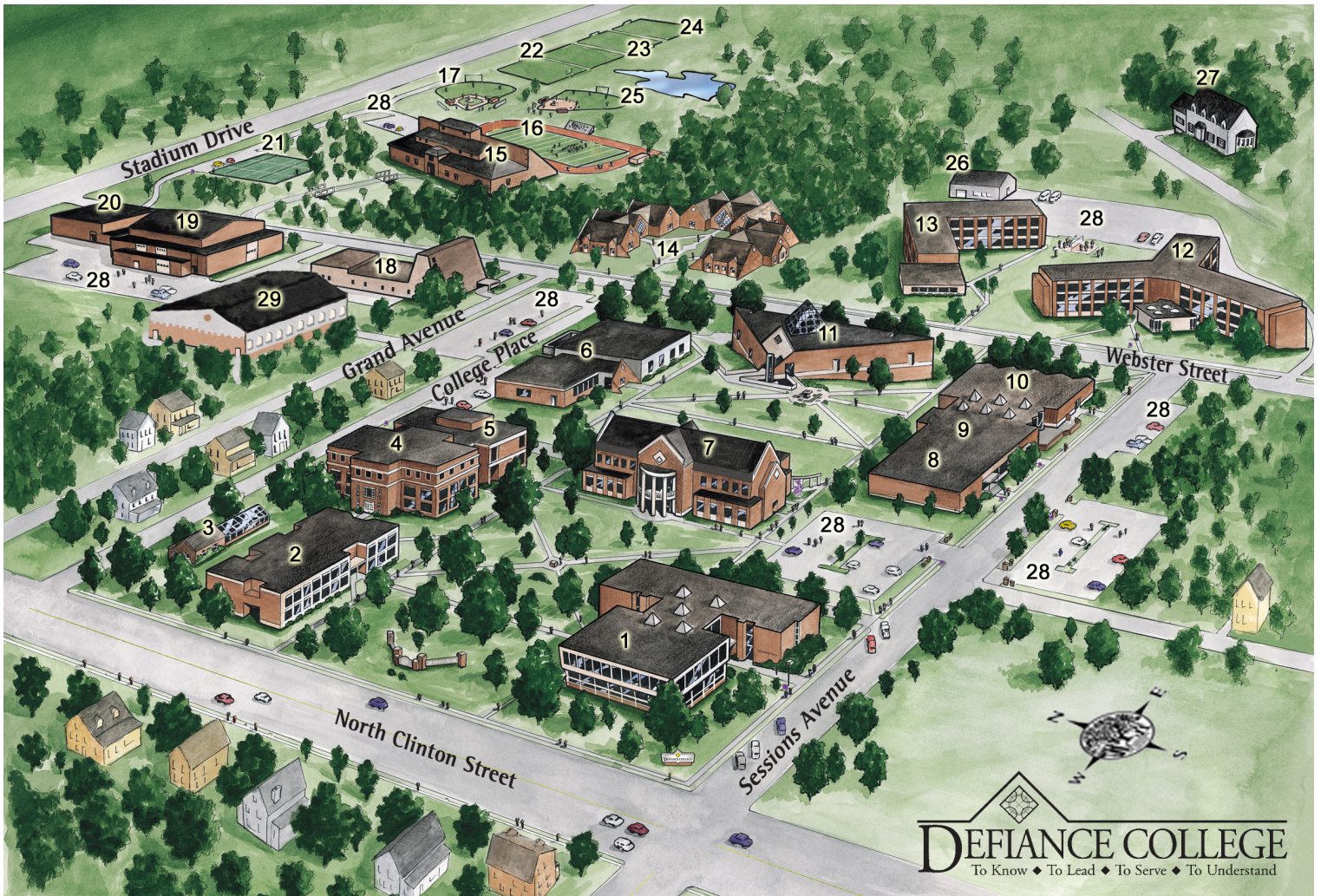
Garnett M. Smith, M.S. (1963-1987), Business Education
 Maxie J. Lambright, J.L.S. (1967-1989), Education
 Bernard Mikula, Ph.D. (1960-1989), Biology
 Richard Small, M.Ed. (1954-1989), Physical Education
 Randall L. Buchman, M.A. (1964-1995), History
 Carolyn M. Small, B.S. (1964-1995), Music
 Harry G. Miller, Ph.D. (1963-1997), Physics
 Richard W. Thiede, Ph.D. (1978-1997), Communication
 Robert M. Gaffga, Ed.D. (1970-2000), Education
 Duane C. Hocking, M.A. (1969-2002), Sport Science
 Margaret Noble Mikula, Ph.D. (1971-2003), English
 James A. Bray, M.A. (1967-2004), Education
 Charles S. Hobgood, M.S.W. (1974-2006), Social Work
 Michael T. Soper, Ph.D. (1986-2006), History
 Robert A. Kohl, Ph.D. (1987-2007), Economics
 David L. Reed, M.A. (1987-2007), Natural Sciences
 Kenneth E. Christiansen, Ph.D. (1974-2008), Religion
 Frank Sanders, M.S.W. (1980-2008), Psychology
 William A. O’Toole, C.M.A. (1977-2009), Business
 Steven J. Smith, M.F.A. (1981-2011), Art
 Donald S. Kneuve, Ph.D. (1978-2014), Criminal Justice
 Doug Fiely, B.A. (2002-2014), Art

FACULTY

Clarissa Barnes, Assistant Professor of Special Education and Director of Hench Autism Studies Program – (2013) – Western Michigan University, B.S.; Southern Illinois University at Carbondale, M.S., Ph.D.
 Donald H. Buerk, Associate Professor of History (2002) – Bowling Green State University, B.S.; M.A.; University of Toledo, Ph.D.
 Jo Ann Burkhardt, Professor of Education (2002) – Bowling Green State University, B.S.; M.A.; University of Toledo, Ph.D.
 Mia Cinelli, Assistant Professor of Art and Design and Director of the Women’s Commission Art Gallery (2014) – Northern Michigan University, B.F.A.; University of Michigan, M.F.A.
 Todd A. Comer, Professor of English (2005) – Taylor University, B.A.; Michigan State University, M.A.; Ph.D.
 Fred Coulter, Associate Professor of Education (2002) – University of Rhode Island, B.A.; Andover Newton Theological School, M.Div.; University of Tennessee, Ph.D.
 Deborah E. Dalke, Professor of Psychology (1997) – University of California, B.A.; Pennsylvania State University, M.S.; Ph.D.
 Amy K. Drees, Assistant Professor of Arts and Humanities (2000) – Case Western Reserve University, B.A.; M.A.
 Somnath Dutta, Professor of Chemistry (2005) – University of Calcutta, India, B.S.; M.S.; State University of New York at Binghamton, Ph.D.
 Rachel Eicher, Assistant Professor of Practice of Early Childhood Education (2013) – Defiance College, B.S.; Bowling Green State University, M.A.Ed.

- Patricia Galdeen**, Assistant Professor of Business and Director of Business (2014) – Lourdes College, B.S.; University of Phoenix, D.M.O.L
- Sheldon Goodrum**, Assistant Professor of Criminal Justice (2014) – University of Toledo, B.A.; Tiffin University, M.S.
- Katherine Griffes**, Assistant Professor of Health and Physical Education and Exercise Science (2013) – Olivet College, B.A.
- Nathan Griggs**, Associate Professor of Biology (2004) – Purdue University, B.S.; B.S.C.; Wright State University, Ph.D.
- Mary Catherine Harper**, Professor of English (1999) – Montana State University, B.A.; Bowling Green State University, Ph.D.
- Elçin Haskollar**, Assistant Professor and Coordinator of Global Studies (2013) – Loyola University, B.A.; Arcadia University, M.A.; Rutgers University, M.A., M.S., Ph.D.
- Carla S. Higgins**, Assistant Professor of Education and Director of Education (2015) – Ohio State University, B.S.; M.Ed.; Ph.D.
- Cheryl Hinojosa**, Assistant Professor of Practice of Nursing and Director of Nursing (2015) – Bowling Green State University, B.S.; Case Western Reserve University, MSN
- Douglas D. Kane**, Associate Professor of Biology (2007) – Ohio State University, B.S.; M.S.; Ph.D.
- Alyson J. Laframboise**, Assistant Professor of Biology (2012) – Nipissing University, B.S.; University of Windsor, Ph.D.
- Matthew Lundin**, Assistant Professor of Athletic Training, Director of Athletic Training Education Program and Chair of Natural Science, Applied Science, and Mathematics Division (2013) – Rocky Mountain College, B.S.; California State University, M.A., Nova Southeastern University, Ed.D.
- Christopher A. Medjesky**, Assistant Professor of Communication Studies and Chair of Arts & Humanities Division (2012) – Westminster College, B.S.; Indiana State University, M.A.; Bowling Green State University, Ph.D.
- Edwina Phillips**, Assistant Professor of Practice of Business and Accounting (2014) – Northwest State Community College, A.A.; Bluffton University, B.A.; M.A.
- Marian Plant**, Professor of Religious and Ministry Studies (2002) – Defiance College, B.A.; The Methodist Theological School in Ohio, M.Div.; Northern Illinois University, Ed.D.
- Isabell Rhenwick**, Assistant Professor of Sport Management (2013) – University of Indianapolis, B.S.; Indiana University, M.S.
- Timothy E. Rickabaugh**, Professor of Exercise Science and Interim Vice President for Academic Affairs (1997) – Ohio Wesleyan University, B.A.; Miami University, M.A.; Syracuse University, Ph.D.
- Craig A. Rutter**, Associate Professor of Exercise Science and Student Athlete Engagement Coordinator (1983) – Bowling Green State University, B.S.; M.Ed.
- Barbara J. Sedlock**, Associate Professor and Metadata and Archives Librarian (1982) – Hiram College, B.A.; University of Kentucky, M.L.S.
- William Sholl**, Assistant Professor of Practice of Marketing (2015) – Bowling Green State University, B.S.; University of Toledo, M.B.A.
- Steven J. Sondergaard**, Professor of Criminal Justice (1993) – Terra Technical College, A.A.S.; Pfeiffer College, A.B.; University of Dayton, J.D.
- Kristin L. Sorensen**, Associate Professor of Psychology (2008) – Seattle University, B.A.; Saybrook Graduate School and Research Center, M.A.; Ph.D.
- Tess Sullivan**, Assistant Professor of Practice of Social Work (2014) – Bluffton University, B.A.; Ohio State University, M.S.W.
- Jeffrey St. Onge**, Assistant Professor of Communication Arts (2013) – Rhode Island College, B.A.; San Diego State University, M.A.; Indiana University, Ph.D.
- David Stuckey**, Assistant Professor of Mathematics (2000) – Defiance College, B.S.; Miami University, M.A.
- Arif A. Sultan**, Assistant Professor of Economics (2014) – Punjab University, Pakistan, B.A.; International Islamic University, Pakistan, M.Sc.; University of Ottawa, Canada, M.A.; Wayne State University, Ph.D.
- Jeremy Taylor**, Associate Professor of History (2012) – University of Texas-Pan American, B.A.; M.A.; University of Arkansas, Ph.D.
- Kevin M. Tong**, Assistant Professor of Exercise Science and Head Athletic Trainer (1997) – Ohio University, B.S.; Wagner College, M.S.Ed.
- Jeffrey S. Weaner**, Professor of Social Work and Sociology, Social Work Program Director, and Chair of Business, Education, and Social Work Division (1977) – Defiance College, B.S.; West Virginia University, M.S.W.
- Timothy D. Wedge**, Assistant Professor of Practice of Digital Forensic Science (2011) – National University, B.S.; American Public University, M.A.
- Alesia Yakos-Brown**, Associate Professor of Practice of Social Work (2002) – Defiance College, B.S.; Ohio State University, M.S.W.

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- 3. Kettering Genetics Center
- 4. Tenzer Hall
- 5. Carma J. Rowe Science Hall
- 6. Hubbard Hall/McCann Center
- 7. Serrick Campus Center
- 8. Dana Hall
- 9. Schomburg Auditorium
- 10. Art Center/Women's Commission Art Gallery

- 11. Pilgrim Library
- 12. McReynolds Hall
- 13. Whitney Hall
- 14. Jacket Suites
- 15. Justin F. Coressel Stadium
- 16. Alumni Football Field
- 17. Craig A. Rutter Field
- 18. St. John United Church of Christ
- 19. Karl H. Weaner Community Center
- 20. McMaster Center

- 21. E. Stevens Dix Tennis Facility
- 22. Football Practice Fields
- 23. Matthew Winsper Knobel Memorial Soccer Field
- 24. Soccer Practice Field
- 25. Sal Hench Softball Field
- 26. Maintenance Department
- 27. President's Home
- 28. Parking
- 29. George M. Smart Athletic Center