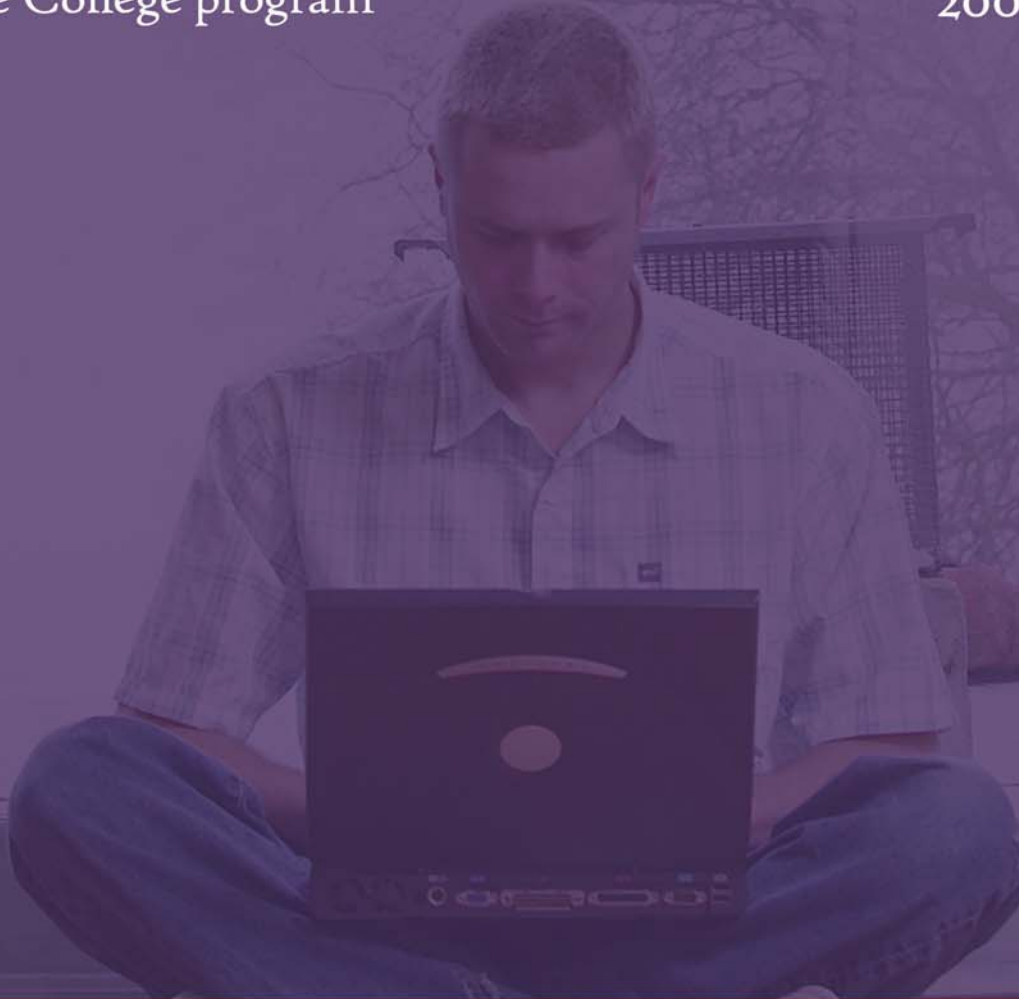


DESIGN for LEADERSHIP

A Defiance College program

2009-2010



CHRISTIAN EDUCATION



LOCAL CHURCH LEADERSHIP

YOUTH LEADERSHIP MINISTRY

Dear Friends,

It is our pleasure to offer this catalogue to you as you explore the next step in your educational and professional journey. In the catalogue you will find a description of Defiance College's Design for Leadership, the online learning program in Christian religious education designed to meet the needs of lay and professional educators and pastors working in local churches throughout the United States and Canada, serving in the Armed Forces, or working in mission fields around the world.



Now in its 4th decade, the Design for Leadership offers undergraduate courses that combine sound theory, proven practice and direct application. A core of courses taught by experts in the field of faith formation and local church ministry is available as an avenue for earning associate and bachelor degrees, for completion of a certificate program, or for continuing education and professional development. **What do you need to strengthen and augment your ministries?**

We invite you to explore the degree and certificate programs described in this catalogue and consider how the online instruction model might work for you.

Contact us, ask questions. As you give yourself to God's calling into a ministry of faith formation, whatever form that will take for you, we invite you to let us assist you toward that faith-filled and worthy goal.

Blessings,

A handwritten signature in cursive script that reads "Dr. Marian R. Plant". The ink is dark and the signature is fluid and legible.

Dr. Marian R. Plant
Coordinator
Design for Leadership

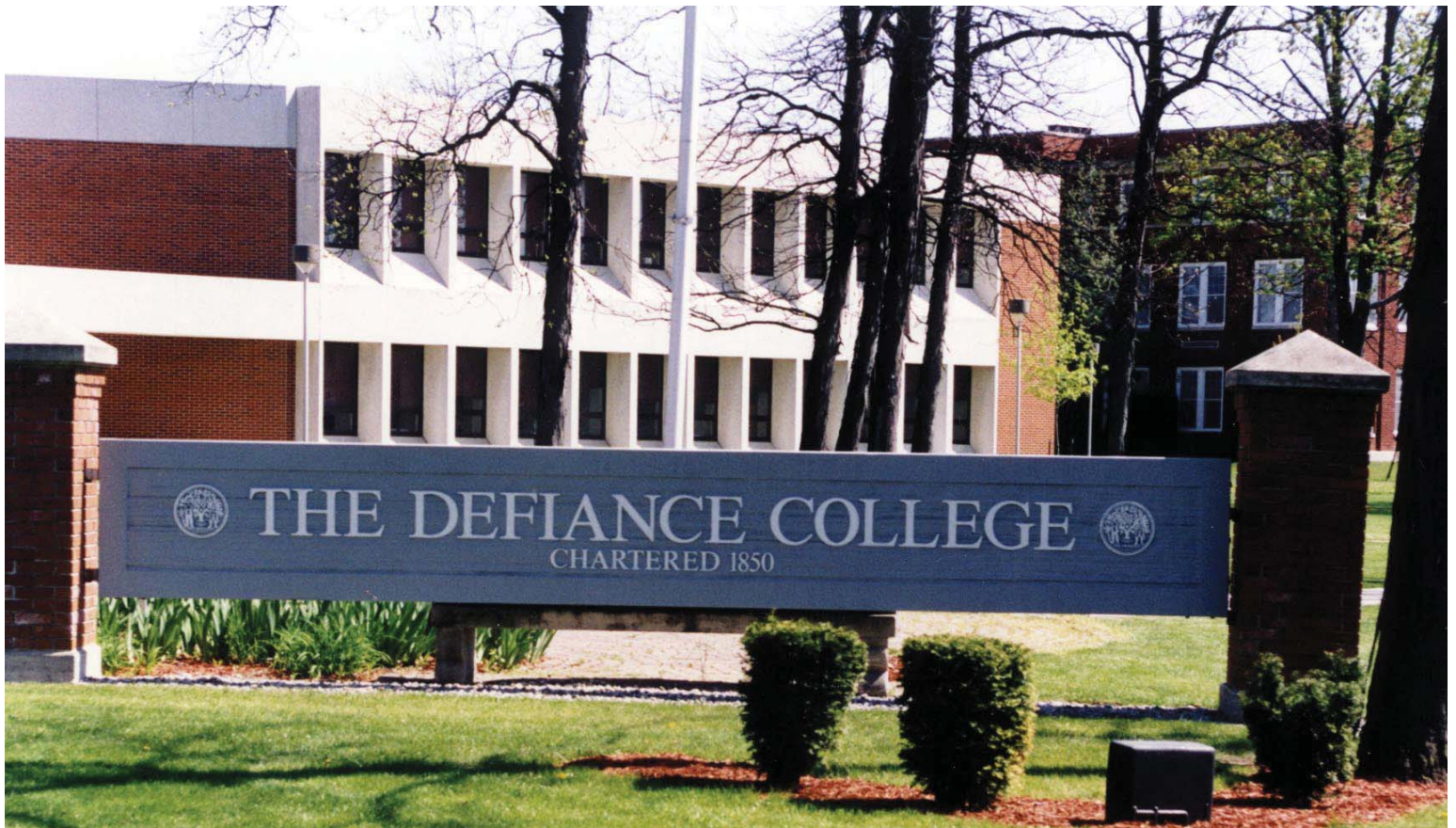


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Application materials, tuition and fees sheet, additional information and forms are available online at www.defiance.edu/pages/design_for_leadership.html

For other information contact the DESIGN for LEADERSHIP Office:

- ◆ Email: design@defiance.edu
- ◆ Phone: 419-783-2465
- ◆ Address: Coordinator, Design for Leadership
Defiance College
701 N. Clinton Street
Defiance, OH 43512

ABOUT DEFIANCE COLLEGE and DESIGN for LEADERSHIP

Defiance College is committed to the pastoral and teaching ministries. On-campus majors in religion include Religious Studies and Christian Education. The DESIGN for LEADERSHIP is the College's online distance learning program that offers a major in Christian Religious Education as well as condensed programs in Church Education, Youth Ministry Leadership and African American Ministry Leadership. Defiance College is related to the United Church of Christ and serves an ecumenical student body. The DESIGN for LEADERSHIP serves adult (non-traditional age) students seeking undergraduate level education and professional training in Christian education/faith formation and local church leadership.

DESIGN for LEADERSHIP provides relevant, practical, ministry-based online courses that meet the needs of church educators, youth leaders, church leaders, lay and ordained pastors in the 21st century.

DESIGN for LEADERSHIP provides learning relationships with experienced, talented professionals in faith formation and local church ministry from a variety of denominations and traditions.

DESIGN for LEADERSHIP provides a schedule of course work for a major in Christian Religious Education that may be completed in approximately 24 months. Required field experience/internship may be fulfilled simultaneously in the student's local setting.

DESIGN for LEADERSHIP provides a menu of courses strategic for the development of lay ministry and for the enhancement of professional continuing education of ordained clergy.

DESIGN for LEADERSHIP provides a "sense of community" — of being part of a growing online group of church educators and church leaders who share your hopes and frustrations, your dreams, your faith, your mission.

DESIGN for LEADERSHIP has been accepted by the **Chief of Chaplains Office of the Armed Forces for the preparation of Chaplain Assistants**. It has also been approved by **DANTES** (Defense Agency for Non-Traditional Education Services) for all members of the United States Armed Forces. DANTES provides scholarship aid for members of the Armed Forces in this and other programs.

DEFIANCE COLLEGE MISSION STATEMENT AND PURPOSES

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

TO KNOW

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

TO UNDERSTAND

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

TO LEAD

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

TO SERVE

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

ACCREDITATION

Defiance College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (800-621-7440).

UCC AFFILIATION

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

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

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

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

NON-DISCRIMINATION STATEMENT

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

CONFIDENTIALITY OF STUDENT RECORDS

In compliance with the Family Education Rights and Privacy Act (FERPA) of 1974 and its amendments, students may review their education records, seek correction of information contained in those records, and limit disclosure of information from the records. If the institution should fail to comply with these requirements, the student has the right to appeal to the federal government's Department of Education. Complete information about the policy and appeal procedures may be obtained from the Registrar.

Details regarding "Directory Information," that may be released to the public by Defiance College and the DESIGN for LEADERSHIP may be found in the College's Undergraduate Catalogue, as well as instructions for requesting the withholding of all or portions of directory information. A statement of students' FERPA rights is on the DESIGN for LEADERSHIP web pages, or may be requested from the Registrar.

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, Academic Dean, and 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 assigned by the complainant. Further information on this policy is available from the Office of the Academic Dean.

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.

ADMISSIONS POLICIES AND PROCEDURES

ADMISSION REQUIREMENTS

To be eligible for study in the Defiance College DESIGN for LEADERSHIP, applicants must be adult/non-traditional learners who are at least 23 years of age, per the adult learner guidelines of Defiance College Center for Adult and Graduate Programs. Applicants must also have completed high school or earned a GED certificate. See APPLICATION PROCESS below for complete application requirements.

As the DESIGN for LEADERSHIP uses an internet delivery system for all course work, applicants must have access to a computer with internet capabilities and be able to use internet and email technology. Orientation to Defiance College's learning management system through which online courses are delivered will be provided to applicants once they are accepted into the DESIGN for LEADERSHIP.

An individual may apply for admission anytime during the calendar year. Individuals are urged to submit applications at least one month prior to the expected date of enrollment. Applications are accepted for fall, spring, or summer cohorts; new students are expected to begin their coursework in the respective term.

The DESIGN for LEADERSHIP Program ("DESIGN" for short) processes applications to the Bachelor of Arts in Christian Education, Associate of Arts in Christian Education, Church Educator Certificate, Youth Ministry Leadership Certificate, African American Ministry Leadership Certificate, and Church Professional Continuing Education programs. The DESIGN staff will process all applications for admission. The Coordinator may place conditions on the applicant's admission. If such conditions are placed on the applicant's admission, those conditions will be communicated to the applicant. The Coordinator may consult with the Academic Dean to determine whether the student will be admitted and establish conditions that may apply to the student's admission.

The DESIGN for LEADERSHIP Program is available to clergy and laity wishing to engage in professional development and continuing education but not pursue a degree or certificate. The DESIGN staff will process applications for admission to the DESIGN for LEADERSHIP program for the purpose of professional development and continuing education as Non-Matriculated Student Admission. Course work is limited to a part-time basis, not to exceed 6 credit hours per semester. A participant may take a maximum of 30 credits under this status. Non-matriculated students seeking full admittance to one of the Defiance College DESIGN for LEADERSHIP degree or certificate programs must have a minimum of a 2.0 cumulative GPA after completing at least 12 credit hours.

APPLICATION PROCESS

APPLICATION FORM

Complete and submit an application form. Admission information and the electronic application form are available online from the DESIGN for LEADERSHIP web pages (<http://www.defiance.edu>, then scroll over Academics, and then click on DESIGN for LEADERSHIP).

REFERENCES

Arrange for three individuals who have supervised your work and know you well to complete DESIGN for LEADERSHIP reference forms. If you are active as a volunteer or staff member in a local church, church-related agency, missionary posting or chaplaincy program, at least one reference should be from your current supervisor. Provide a reference form for each of your references, with your name filled in at the beginning of the form. The reference forms are available from the DESIGN for LEADERSHIP web pages. The completed forms must be mailed directly from the individual completing the reference to the Coordinator (see address below). *Applications are not complete until all three reference forms are received in the DESIGN for LEADERSHIP office.*

TRANSCRIPTS

Arrange for an official copy of the following transcripts to be sent directly to the Coordinator:

- ◆ high school transcript or GED equivalent
- ◆ college or university transcripts for **all** previous college or university work

Applications are not complete until all transcripts are received in the DESIGN for LEADERSHIP office.

ADDRESS: Coordinator, DESIGN for LEADERSHIP, Defiance College, 701 N. Clinton St., Defiance, Ohio 43512. When you have any questions, please email design@defiance.edu or call the Coordinator at 419-783-2465.

TRANSFER CREDIT EVALUATION

Applicants will receive a transfer credit evaluation from the Defiance College Registrar that officially acknowledges credits previously earned and identifies what will be required to earn the certificate or degree sought.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) AND DANTES (DSST) TESTING OPPORTUNITIES

Current or prospective students of Defiance College's DESIGN for LEADERSHIP may want to take advantage of the College Level Examination Program (CLEP) or DANTES (DSST) testing opportunities to help manage their academic plan of study. These are national standardized exams that will help degree seeking students complete general education requirements. Further information about these testing programs may be found on the DESIGN for LEADERSHIP web pages under Downloadable Forms.

ADMISSION DECISION

The DESIGN for LEADERSHIP Coordinator reviews each applicant's admission file. Careful consideration is given to high school and college transcripts, completed reference forms, test scores if applicable (e.g. GED, CLEP), goal statements included in the completed application form, functional internet and computer proficiency, and the ability to benefit from and contribute to the opportunities offered through the DESIGN for LEADERSHIP.

Upon review of the admission file, one of the following decisions will be made:

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

FULL ADMISSION IN GOOD STANDING

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

Applicants who have no previous college work (completed courses) must supply:

1. Completed applications form.
2. A high school diploma, GED certificate, or equivalent.

3. 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 870.
4. Three completed reference forms (see REFERENCES above)

Applicants who have previous college work (completed courses), or earned an Associate or Bachelor degree must supply:

1. Completed application form.
2. A high school diploma, GED certificate, or equivalent.
3. A secondary school academic record indicating a minimum of a 2.25 cumulative grade point average (4.00 scale).
4. An official transcript from each college or university attended; applicants must have a minimum of a 2.0 cumulative grade point average (4.0 scale) from all colleges attended.
5. Three completed reference forms (see REFERENCES above)

Applicants have submitted all official documentation and met the minimum admission criteria.

CONDITIONAL ADMISSION

Applicants may be granted a one semester conditional acceptance based on review of their application materials. Before conditional admission will be granted the following must be submitted:

1. Completed application form
2. An official high school transcript or GED equivalent signifying high school level graduation OR official college transcripts signifying a baccalaureate degree.
3. At least two recommendations
4. Test scores if applicable
5. Declaration of functional internet and computer proficiency.

Applicants may be granted conditional status if no more than one of the following conditions exists:

- ◆ One recommendation is missing;
- ◆ Where there is no previous college work, the minimum secondary school cumulative GPA is lower than 2.25 (4.00 scale);
- ◆ Where there is a baccalaureate degree, the high school transcript is missing;
- ◆ Where there is previous college work from more than one college or university, one transcript is missing;
- ◆ The applicant's writing skills, as evidenced by the application, warrant intervention; or
- ◆ The applicant's internet and computer skills, as evidenced by the declaration of functional internet and computer proficiency, warrant intervention.

The Coordinator will communicate with the applicant who is given conditional admission to explain the conditions of that admission and to set up any required interventions. Students under this category may take no more than three semester hours of undergraduate credit per 8-week term. The student must receive a grade of C or greater in that course. No other course work may be taken until the student is removed from conditional status.

DENIED ADMISSION

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

PROFESSIONAL CONTINUING EDUCATION ADMISSION

Individuals who do not wish to enroll in a degree or certificate program but wish to take courses for credit as professional continuing education will be permitted to do so provided they hold a bachelor's degree or higher in Christian religious education or a Master of Divinity degree from an accredited institution, complete an application indicating non-degree and non-certificate seeking status, and submit copies of official college or theological seminary transcripts. A student who wishes to transfer professional continuing education status (i.e. from non-degree or non-certificate seeking status) to certificate or degree-seeking status will be allowed to apply all semester hours of undergraduate credit earned through the DESIGN for LEADERSHIP to that DESIGN program.

TUITION AND FEES

Defiance College reserves the right to change tuition, fees, and 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 the rate change becomes effective.

SCHEDULE OF FEES, Fall 2009-Summer 2010

DESIGN for LEADERSHIP Online Course Tuition	\$245 per credit hour
DESIGN for LEADERSHIP Field Experience/Internship	\$245 per credit hour
DESIGN for LEADERSHIP Portfolio Development Course	\$245 per credit hour
Portfolio Reader Fee	\$100 per portfolio assessed
Credit by Portfolio or examination (e.g. CLEP)	\$60 per credit hour (does not include cost of exam)
Withdrawal Processing Fee: students who withdraw from college after the first five days of fall or spring semesters or the first two days of a summer term	\$25 for part-time students
Transcripts: an official copy of the student's record, with the College seal and Registrar's signature	\$5 per official copy
Admission Application Fee	No charge due to completion online
Senior Citizens Tuition: 60 years of age by the first day of the term	\$95 per course

A detailed list of the above charges is included on and downloadable from the DESIGN for LEADERSHIP web page (<http://www.defiance.edu>, then scroll over Academics, and then click on DESIGN for LEADERSHIP). Changes in fees will be directly made to the DESIGN for LEADERSHIP web page. Billing takes place through the Defiance College Business Office.

LIBRARY FINES AND BILLING

A complete description of library fines and billing may be found in the Defiance College Undergraduate Catalogue available on the college's website (www.defiance.edu, then click on Academics, and then Catalogue and Schedules; scroll to the catalogue entry).

INTERLIBRARY BORROWING

A complete description of interlibrary services available through Defiance College's Pilgrim Library, including guidelines, fines and billing may be found in the Defiance College Undergraduate Catalogue available on the college's website (www.defiance.edu, then click on Academics, and then Catalogue and Schedules; scroll to the catalogue entry).

FINANCIAL AID

Students admitted to the DESIGN for LEADERSHIP may be eligible for grants and/or loans to assist with their college costs. Students must be degree seeking and meet any additional eligibility requirements to be considered for federal grant and loan assistance.

Students who would like to be considered for grants and loans must complete the 2009-10 Free Application for Federal Student Aid (FAFSA) form. The first step is to apply for a Personal Identification Number (called a PIN) at www.pin.ed.gov. The PIN serves as the student's electronic signature on the FAFSA. Secondly, students must complete the FAFSA by going to www.fafsa.ed.gov. On section 5 of the FAFSA, include Defiance College's Title IV number 003041.

To qualify for Federal Stafford Loans, students must be enrolled for at least 6 credit hours each semester. Federal Pell Grants are available to part-time students who meet the federal requirements. The exact amount of financial aid cannot be calculated until the FAFSA is processed and the student has selected a specific set of courses. The DESIGN for LEADERSHIP course schedule provides 6 credit hour options each semester for most students.

For further information regarding financial aid, contact the Financial Aid Office of Defiance College., available by calling 419-783-2376, 419-783-2364 or by email at financialaid@defiance.edu.

ACADEMIC LIFE IN THE DESIGN FOR LEADERSHIP

ACADEMIC PLAN

An initial academic plan will be developed in consultation with the DESIGN Coordinator. The academic plan will include required DESIGN for LEADERSHIP online courses, courses at a college or university in your area as needed to fulfill general education requirements, and a field experience schedule if the student is seeking an associate or bachelor degree. The academic plan may be adjusted if necessary for successful completion of the student's program goals.

COHORT SYSTEM and COHORT COMMUNITIES

DESIGN for LEADERSHIP makes use of a cohort system. In the DESIGN for LEADERSHIP a cohort is a group of new and/or re-entering students who will take their course work together, i.e. as classmates, from the first course through the completion of their programs of study. In this way each student becomes part of a community of learners rather than an isolated individual learner. Three new cohorts are formed each academic year, Fall, Spring, and Summer. Placement of a student into a cohort depends on the date of her or his admission.

Cohort communities provide DESIGN for LEADERSHIP students opportunities to develop relationships and mutual support with other DESIGN for LEADERSHIP participants. In this "safe" group students are able to test ideas and gain insights from the experience and responses of their peers as well as from the course instructors and field experience/internship supervisors. Cohort Communities are often ecumenical in make-up — a microcosm of our pluralistic culture. From this mix comes an enriched understanding of issues. Students may find a study partner, new colleagues, even friends. Student motivation for both academic work and field experience is enriched and sustained. Christianity always demands interaction with others, and a student's Cohort community can be one of the richest "congregations" of the student's learning and ministry journey.

ONE COURSE AT A TIME

The DESIGN for LEADERSHIP academic schedule is set up so that students take one eight-week intensive course at a time. The course offered for any particular 8-week session is predetermined. The advantage of taking one course at a time in a particular sequence is two-fold. First, students focus on a single course for that eight-week period, as do their classmates. They can go deep into the material and application because they are singularly focused. Second, students see where in their overall academic plan any particular course fits in relation to other courses, and when it will be offered. Students are able to do advance planning relative to course work and their other responsibilities such as jobs, families, and volunteer involvements. At the end of the catalogue are several sample programs of study, the 2009-2010 academic calendar, and the 2009-2010 DESIGN for LEADERSHIP course schedule.

CONTEXTUAL SETTING

DESIGN for LEADERSHIP courses are constructed to build both academic learning and practical skills necessary for professional work in a local church or church-related setting. Occasionally the contextual setting involves work in a human services institution, but generally it will be in a church (or a military chapel if you are in the Armed Forces).

If you are not currently working in such a setting, you will need to arrange for access to one in order to meet the requirements of some assignments and for field experience. Field experience typically involves 10-12 hours per week in the selected setting.

CERTIFICATE AND DEGREE COMPLETION

Theoretically, a DESIGN for LEADERSHIP student has an indefinite period of years to complete a DESIGN for LEADERSHIP certificate program or Defiance College degree in Christian Religious Education through the DESIGN for LEADERSHIP. However, in accordance with the policies of Defiance College:

A full-time student normally is subject to the requirements in the catalogue current at the time of entrance, provided a degree is completed within five calendar years of entrance. For part-time students, the time limit is eight calendar years. However, a student may elect to change to the requirements stated in a more recent catalogue.

-- Defiance College Undergraduate Catalog 2009-2010

A DESIGN for LEADERSHIP student who is not able to complete the required course work within the five- or eight-year period should be aware of the following:

- ◆ All academic credit hours remain on the student's transcript, and the student can continue to work toward his or her certificate or degree.

- ◆ Any changes made to general education and/or major requirements will have to be met in accordance with the DESIGN for LEADERSHIP and Defiance College Catalogues that are current after the initial five- or eight-year period.

In practical terms, this means a student may need to take additional courses that were not part of the requirements when she or he originally enrolled, or courses to replace those no longer accepted as requirements. For this reason, students are encouraged to keep track of their enrollment date and work toward completion of their degree requirements in as timely a fashion as possible.

FIELD EXPERIENCE/INTERNSHIP AND SUPERVISION

Students in a DESIGN for LEADERSHIP degree program should be in a contextual setting where a significant portion of their learning, including required field experience/internship, will take place (see above CONTEXTUAL SETTING). **Field Experience/Internship courses are a full semester in length – approximately 15 weeks.** Permission of the Coordinator is required if a student wishes to fulfill their Field Experience/Internship requirements concurrent with online CORE course work. (See Course Descriptions for a list of CORE Courses)

When a student registers for field experience/internship credit, a supervisor will be recruited to fulfill the observation and supervision role required by the DESIGN for LEADERSHIP program. Usually this supervisor is from outside the student's contextual setting (e.g. not the student's local church supervisor), and is a master Christian educator who can mentor and assess the student's field experience/internship experience. The DESIGN for LEADERSHIP Field Experience/Internship and Supervision Handbook provides detailed information needed by students and supervisors involved in field experience/internship courses.

PORTFOLIO FOR FIELD EXPERIENCE/INTERNSHIP COMPETENCIES

Degree students in the DESIGN for LEADERSHIP who have extensive experience as a Director of Christian Religious Education or in a similar position may complete a Portfolio demonstrating that they have already met the learning goals of one or more of the field experience courses (nine credit hours maximum). Students interested in completing a Portfolio must first discuss the feasibility of portfolio assessment for field experience/internship competencies with the Coordinator. If the Coordinator agrees that a portfolio assessment is appropriate, the student enrolls in the one credit hour course in Portfolio Development (DL 111). This course provides the occasion for assembling the required base of documentation for the DESIGN for LEADERSHIP staff to assess equitably the student's prior experience relative to specific areas of specialization developed in the field experience courses. Additional information is available upon request to the Coordinator.

SUMMARY SEMINAR

The concluding event for degree students, Summary Seminar, is designed as a day on campus for senior students to reflect on their experiences, review what they have learned, and develop future plans. If a student is unable to come to campus, this requirement may be completed by videotape or conference call, subject to the acceptance of the finished product by the DESIGN Coordinator(s).

The Summary Seminar is normally coupled with DL 4972 Field Experience: Administrative and Coordinating Skills to provide a capstone experience for DESIGN for LEADERSHIP degree students.

CAPSTONE EXPERIENCE

Defiance College requires that all majors include a Capstone that provides an occasion for the student to demonstrate the ability to integrate what she or he has learned in all of the coursework. In the DESIGN for LEADERSHIP, this is usually done as part of DL4972 and the Summary Seminar (see above). The present focus of interest for Capstones across the college is "engagement," and DESIGN students are well-placed to demonstrate and achieve this. Additional information on specific requirements for a Capstone is available from the Coordinator.

CLERGY/CHURCH PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION FOR LAITY

DESIGN for LEADERSHIP courses may be taken for personal or professional continuing education rather than with the goal of receiving a certificate or degree. Ordained and lay church professionals can take advantage of working with experienced instructors and practitioners to update both their knowledge and skills. Individuals who have enjoyed participation in denominational "lay schools" or "lay academies" may find the course offerings of DESIGN for LEADERSHIP a fruitful next step in their faith journey. Contact the DESIGN for LEADERSHIP office (design@defiance.edu) for more information. The Coordinator will help you design an individualized plan of study from the program curriculum.

MAJOR AND CERTIFICATE REQUIREMENTS

ASSOCIATE OF ARTS DEGREE PROGRAM IN CHRISTIAN RELIGIOUS EDUCATION

Degree Requirements: 68-72 semester hours with a 2.0 cumulative grade point average (equivalent to a “C”) in all work including major field; completion of at least 30 hours credit at Defiance College or through the DESIGN for LEADERSHIP. Numbers listed refer to semester hours.

General Education Requirements	23-27	Major in Christian Religious Ed. Requirements	45
		CORE COURSES	36
I. Arts and Humanities	15	DL 122 Found. of Christian Religious Education	3
AH 110 Writing the Self and Culture	3	DL 175 Beyond Volunteerism: Effective Involvement of the Laity	3
AH 120 Writing the World	3	DL 211 Introducing the Old Testament	3
or		DL 212 Introducing the New Testament	3
AH 220 Global Civilization	3	DL 250 Curriculum Theory and Resources	3
CA 111 Fundamentals of Oral Comm.	3		
200-level Religion, except RL 250	3	DL 226 Child Development and Faith Formation	3
Any Art Course (includes studio courses)	3	DL 227 Adolescent Dev. and Faith Formation	3
		DL 228 Adult Development and Faith Formation	3
II. Natural Sciences	4		
one course from the following		DL 356 Forming One’s Faith: Theological Found.	3
Biological Science	4	DL 353 Leadership and Group Work Theory	3
(Biology or NS 201 Development of Life on Earth)		DL 360 Women & Men through the History of Christianity	3
Physical Science		DL 475 Administrative Policies and Practices	3
(Chemistry, or NS 200 Earth and Cosmos, or Physics, Physical Science or Geology)	4		
<i>*See Defiance College catalog for science course details</i>			
III. Social Science	3	FIELD EXPERIENCE	9
SO 120 Life in Society	3	DL 4972 Field Experience: Administrative/Coordinating Skills (required)	3
		Two of the following:	6
IV. Exercise Science	1-4	DL 3971 Field Experience: Child Dev./Faith Formation	
ES 130 Fitness for Life	2	DL 3972 Field Experience: Youth Ministry/Faith Formation	
OR		DL 3973 Field Experience: Adult Faith Formation & Action	
One Personal Wellness Course <u>and</u> one Physical Activity Course from the lists below:		DL 4971 Field Experience: Developing Teachers and Leaders	
A. Personal Wellness Courses			
ES 125 Personal & Community Health	3		
ES 129 Recreation Theory & Leadership	3		
ES 234 Community First Aid & CPR	1		
ES 295 Special Topics in Exercise Science	1-2		
ES 340 Nutrition	2		
NR 475 Community Health Nursing	6		
RL 210 Spirituality & Wholeness	3		
SW 340 Health Care Issues	3		
WE 237 Recreation for Special Populations	3		
B. Physical Activity Courses			
ES 131 Individual Fitness and Conditioning	1		
ES 132 Racket Sport Activities	1		
ES 133 Lifetime Fitness Activities	0*		
ES 135 Group Recreational Activities	1		
ES 137 Intercollegiate Athletics completion of one traditional season	0		
ES 138 Strength and Conditioning	1		

NOTE: Field Experience/Internship courses are a full semester in length – approximately 15 weeks – and follow the DESIGN for LEADERSHIP Academic Calendar for semester begin and end dates. Permission of the Coordinator is required if a student wishes to fulfill their Field Experience/Internship requirements concurrent with online CORE course work.

*ED133 Lifetime Fitness is designed to allow students to complete an approved fitness activity course or program, offered outside of Defiance College. It must be approved by the Exercise Science Coordinator prior to registration and documentation of course or program completion must be provided to fulfill the physical activity requirement.

BACHELOR OF ARTS DEGREE PROGRAM WITH A MAJOR IN CHRISTIAN RELIGIOUS EDUCATION

Degree requirements: 120 semester hours with a 2.0 cumulative grade point average (equivalent to a “C”) in all work including major field; completion of at least 26 credits from courses numbered 300 or above; at least 30 credits must be earned at Defiance College or through the DESIGN for LEADERSHIP. Numbers in the lists below refer to semester hours.

General Education Requirements 39-48

I. Arts and Humanities 21

- AH 110 Writing the Self and Culture 3
- AH 120 Writing the World 3
- AH 220 Global Civilizations 3
- CA 111 Fundamentals of Oral Comm. 3
- 200-level Religion, except RL 250 3
- Any Art Course (includes studio courses) 3
- one course from the following list:** 3
- EN 220 Topics in Literature
- EN 325 Postcolonial Literature
- EN 335 Shakespeare
- EN 345 American Literature
- EN 355 British Literature

II. Natural Science 8

- Biological Science 4
(Biology or NS 201 Development of Life on Earth)
- Physical Science 4
(Chemistry, or NS 200 Earth and Cosmos, or Physics, Physical Science or Geology)
- *See Defiance College catalog for science course details*

III. Social Science 6

- SO 120 Life in Society 3
- one course from the following list:** 3
- PY 110 Introduction to Psychology
- EC 201 Microeconomics
- EC 205 Macroeconomics
- SO 265 Cultural Diversity

IV. Exercise Science 1-4

- ES 130 Fitness for Life 2
- OR
- One Personal Wellness Course and one Physical Activity Course from the lists below:
- A. Personal Wellness Courses
 - ES 125 Personal & Community Health 3
 - ES 129 Recreation Theory & Leadership 3
 - ES 234 Community First Aid & CPR 1
 - ES 295 Special Topics in Exercise Science 1-2
 - ES 340 Nutrition 2
 - NR 475 Community Health Nursing 6
 - RL 210 Spirituality & Wholeness 3
 - SW 340 Health Care Issues 3
 - WE 237 Recreation for Special Populations 3

- B. Physical Activity Courses
 - ES 131 Individual Fitness and Conditioning 1
 - ES 132 Racket Sport Activities 1
 - ES 133 Lifetime Fitness Activities 0*
 - ES 135 Group Recreational Activities 1
 - ES 137 Intercollegiate Athletics
completion of one traditional season 0
 - ES 138 Strength and Conditioning 1

V. Computer Proficiency 0-3

- IT 102 Document Production 1
- IT 103 Spreadsheet Skills 1
- IT 104 Presentation Skills 1
- or Demonstrate Proficiency

VI. Mathematics 3

one course from the following list: 3

- College-level math course
- PY or SW 230 Behavioral Statistics
- BA 212 Business Statistics

VII. Senior Assessment in the Major Field 0-3

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

Christian Religious Education Requirements 48

CORE COURSES 36

- DL 122 Found. of Christian Religious Education 3
- DL 175 Beyond Volunteerism: Effective Involvement of the Laity 3
- DL 211 Introducing the Old Testament 3
- DL 212 Introducing the New Testament 3
- DL 250 Curriculum Theory and Resources 3
- DL 226 Child Dev. and Faith Formation 3
- DL 227 Adolescent Dev. and Faith Formation 3
- DL 228 Adult Development and Faith Formation 3
- DL 356 Forming One’s Faith: Theological Found. 3
- DL 353 Leadership and Group Work Theory 3
- DL 360 Women & Men through the History of Christianity 3
- DL 475 Administrative Policies and Practices 3

continued next page...

FIELD EXPERIENCE

12

Two of the following:

6

- DL 3971 Field Experience: Child Dev./Faith Formation
- DL 3972 Field Experience: Youth Ministry/Faith Formation
- DL 3973 Field Experience: Adult Faith Formation & Action

Both of the following:

6

- DL 4971 Field Experience:
Developing Teachers and Leaders
- DL 4972 Field Experience: Coordinating/ Administrative

Plus Capstone Experience with Summary Seminar (See DESIGN for LEADERSHIP Handbook)

NOTE: Field Experience/Internship courses are a full semester in length – approximately 15 weeks – and follow the DESIGN for LEADERSHIP Academic Calendar for semester begin and end dates. Permission of the Coordinator is required if a student wishes to fulfill their Field Experience/Internship requirements concurrent with online CORE course work.

*ED133 Lifetime Fitness is designed to allow students to complete an approved fitness activity course or program, offered outside of Defiance College. It must be approved by the Exercise Science Coordinator prior to registration and documentation of course or program completion must be provided to fulfill the physical activity requirement.



“The Design for Leadership Program is a wonderful opportunity to enhance your theological understanding of the Bible. It equips you to work with faith formation through study, reflection, discussion and practical exercises. This program is for anyone from the seasoned Christian Educator to someone who is just beginning his or her journey as a Christian Educator or Youth Worker. The online courses make it easy for people, no matter where they are located, to take advantage of this opportunity.”

Lisa Hart
Coordinator for Youth Ministry
Wisconsin Conference UCC

CERTIFICATE PROGRAM IN CHURCH EDUCATION

The Certificate Program in Church Education is designed for church educators who are seeking to be certified or commissioned by their denominations, or who wish to upgrade their knowledge, skills and credentials. The Certificate Program in Church Education may also serve as part of a denominational lay ministry or alternative path to ministry training program.

Since each denomination has its own Christian Education certification or commissioning criteria as well as its own criteria for lay ministry or alternative paths to ministry, check with your denomination to determine which of these studies will help you reach your goal.

To receive the Certificate in Church Education you must complete the CORE COURSES (36 semester hours)

Certificate Program Curriculum

CORE COURSES

36

DL 122	Found. of Christian Religious Education	3	DL 226	Child Dev. and Faith Formation	3
DL 175	Beyond Volunteerism: Effective Involvement of the Laity	3	DL 227	Adolescent Dev. and Faith Formation	3
DL 211	Introducing the Old Testament	3	DL 228	Adult Development and Faith Formation	3
DL 212	Introducing the New Testament	3	DL 356	Forming One's Faith: Theological Found.	3
DL 250	Curriculum Theory and Resources	3	DL 353	Leadership and Group Work Theory	3
			DL 360	Women & Men through the History of Christianity	3
			DL 475	Administrative Policies and Practices	3

CERTIFICATE PROGRAM IN YOUTH MINISTRY LEADERSHIP

Today's youth are living in an environment filled with confused values, crowded schedules, personal communication and entertainment technologies, dysfunctional homes, and mixed signals from a powerful media. Whether part-time or full-time, the need for adult leaders to provide effective youth ministries in our churches and outdoor ministries remains undeniable. The Certificate Program in Youth Ministry Leadership is designed for youth leaders and local church pastors who wish to enhance their knowledge and skills for Youth Ministry.

To receive the Certificate in Youth Ministry Leadership you must complete the following five courses (15 hours).

Certificate in Youth Ministry Leadership Curriculum

DL 211	Introducing the Old Testament	3
DL 212	Introducing the New Testament	3
DL 227	Adolescent Development and Faith Formation	3
DL 356	Forming One's Faith: Theological Foundations	3
DL 395	Building Effective Youth Ministry	3

DEGREE COMPLETION OPTION

Courses taken in the Youth Ministry Leadership Certificate Program may be applied toward an Associate of Arts or Bachelor of Arts degree with a major in Christian Religious Education from Defiance College. *If moving into a degree completion program, the following requirements are met:*

DL 227	Adolescent Development and Environment
DL 395	Building Effective Youth Ministry
	<i>corresponds to</i>
DL 495	Special Topics as a degree elective requirement
	or
DL 3972	Field Experience: Youth Ministry.

CERTIFICATE PROGRAM IN AFRICAN AMERICAN MINISTRY LEADERSHIP

On hiatus for 2009-2011

COURSE DESCRIPTIONS

Below is a listing of all DESIGN for LEADERSHIP courses and their descriptions. Twelve of these courses (referred to as the CORE) comprise the basic requirements of three of the DESIGN for LEADERSHIP programs.

DL 122 Foundations of Christian Religious Education
DL 175 Beyond Volunteerism: Effective Involvement of the Laity
DL 211 Introducing the Old Testament
DL 212 Introducing the New Testament
DL 226 Child Development and Faith Formation
DL 227 Adolescent Development and Faith Formation
DL 228 Adult Development and Faith Formation
DL 250 Curriculum Theory and Resources
DL 353 Leadership and Group Work Theory
DL 356 Forming One's Faith: Theological Foundations
DL 360 Women & Men Through the History of Christianity
DL 475 Administrative Policies and Practice

Successful completion of the CORE earns a student the Certificate in Church Education. Successful completion of the CORE, plus the respective general education and field work requirements earns a student the Associate of Arts Degree in Christian Religious Education or Bachelor of Arts Degree with a major in Christian Religious Education.

Courses that are part of the CORE are so indicated in the list of DESIGN for LEADERSHIP course descriptions below.

Field Experience /Internship courses may be found near the end of the list of course descriptions.

DL 122 Foundations of Christian Religious Education (3) CORE

A philosophy of religious education is developed through a study of foundational elements: biblical, theological, psychological, sociological and historical. Having surveyed these elements and interrelated them with your previously acquired understanding and knowledge, you will then develop a statement which will serve as a guideline for educational strategy, methods, curriculum, relationships and evaluation.

DL 123 Christian Education in the African American Church (3) (on hiatus 2009-2011)

This course explores the role of educational ministry in the Black Church context. Emphasis will be placed upon the synthesis of African heritage, biblical faith, and educational approaches that are relevant to the needs and conditions of African American people. Consideration will be given to both the relevance of an African centered approach to Christian Education and a critical examination of educational practices in the past.

DL 175 Beyond Volunteerism: Effective Involvement of the Laity (3) CORE

One of the most critical issues in religious education is that of involving volunteer lay persons as teachers, leaders and administrators within the church. Theoretical and practical elements essential to effective involvement of laity are identified. Central to the study are biblical vs. secular concepts of laity and the potential contributions of laity within the congregation and society at large.

DL 211 Introducing the Old Testament (3) CORE

The focus is on history, personages, context, and meaning of the Hebrew scriptures from Genesis through the prophetic books. Significant elements such as covenant, creation, the fall, prophecy, and decisive events are included along with a description of how the Hebrew Bible was written, its make-up as a collection of books, and its influence on the Christian faith.

DL 212 Introducing the New Testament (3) CORE

In this New Testament study, you will discover the meaning of events in the life and ministry of Jesus, his approach to teaching and the essence of those teachings. The study continues into the life and key personalities of the early church, the issues they faced and the responses given.

DL 216 African American Biblical Hermeneutics (3) (on hiatus 2009-2011)

This course explores the presence of people of African descent in the pages of scripture. Biblical lands such as Africa and Egypt have played an integral role in shaping the content and the characters of the Bible. This course sets out to explore the various biblical clans whose beginnings can be traced to African and Egyptian origins, and how these ancient peoples are present both in the world of the Hebrew Scriptures and New Testament.

DL 226 Child Development and Faith Formation (3) CORE

This study is designed to acquaint you with the probable patterns of learning and development that children experience—generally within approximate periods of time—but with each child progressing at his or her own rate. This study also helps you apply these learnings in your relationships with children. In addition, it introduces ways the Christian faith may be shared with children and how developmental principles may be employed in the nurture of children within the church and family.

DL 227 Adolescent Development and Faith Formation (3) CORE

Through research and observation, interviewing and association with youth, you will develop an inside view of contemporary youth. Major research data on adolescent development and cultures is explored. You will apply your learnings in enabling youth to resolve childhood conflicts and misconceptions, assess cultures, clarify identity, develop values and participate in peer ministry. Issues of faith and faith communities are explored. Models for adult/youth mentoring are included.

DL 228 Adult Development and Faith Formation (3) CORE

This study explores the changing nature and capacities of adults as they mature in years and experience. It will give you new understandings from recent research in adult learning patterns, developmental tasks, and stages of morality and faith. Finally, this study will help you to encourage growth in the adults with whom you work and in their communities of faith.

DL 250 Curriculum Theory and Resources (3) CORE

This study is designed to acquaint you with tools and techniques to observe and evaluate curriculum. You will learn how to view learning environments and how those learning environments interact with written curricula. You will learn how to search for implicit and null curriculum and explore the implications of this curriculum in learning environments of preschool children through adults. You will develop an evaluation tool for use within your contextual setting, and will learn skills for comparing and evaluating the variety of curricula available.

DL 327 African American Youth Ministry (3) (on hiatus 2009-2011)

This course is designed to offer educational strategies for pastors, workers and volunteers in the Black Church who are looking for proactive means to address the challenges facing African American youth. These challenges include: 1) the onslaught of drugs, 2) violence and poverty, and 3) challenges facing families in these settings. Youth ministries that are contextually relevant to the needs of the Black Church will be a central focus of the course.

DL 329 African American Pastoral Care (3) (on hiatus 2009-2011)

This course makes a case for an African centered approach to pastoral care. It accepts three fundamental assumptions that are the underpinnings of African American pastoral care. First, a communal model of care must be provided, incorporating the village, family, and church. Secondly, pastoral care must look at people's stories or scripts to provide meaningful ministry. Finally, pastoral care must facilitate the intersecting of people's stories with the biblical story.

DL 337 World Religions (3)

In this study you will explore the historical development and themes of the world religions. These include concepts of the divine or ultimate value, views of personhood, salvation, life after death, scriptures, religious life and worship. The over-arching purpose is to enlarge your understanding and "world view." The principal emphasis is on appreciation and understanding from the perspective of each religion.

DL 353 Leadership and Group Work Theory (3) CORE

A balance of research techniques and experiential approaches is employed in this study to enable you to gain an understanding of leadership styles and their effects as well as group processes. Skills are developed in identifying needs, diagnosing and acting upon needs, receiving and giving feedback. Methodology involves a series of exercises with groups, including the use of videotape recordings. Theoretical and theological understandings of group behavior are identified and enhanced.

DL 356 Forming One's Faith: Theological Foundations (3) CORE

The focus of this study is 20th Century American theology: liberalism, conservatism, neo-orthodoxy, and secularism (existentialism), including process theology and theology of hope. In addition, several modes of liberation theology (African-American, South American, Feminist), are explored as are Evangelicalism and contemporary trends in Roman Catholic theology. This study will help you understand and evaluate these interacting schools of thought, as well as reflect upon your own theological beliefs.

DL 360 Women & Men Through the history of Christianity (3) CORE

This study will involve you in an exploration of the events and movements, and the work of significant men and women in the history of the church. It is focused on gaining an understanding of the whole church, the contributions and influence of your own Christian heritage, and on ways to share this history in educational settings.

DL 395 Building Effective Youth Ministry (3)

This study complements "Adolescent Development and Environment" by equipping the student with tools for planning, coordinating and evaluating Youth Ministries. It provides a solid foundation on which the relational educational life of youth may grow. While acknowledging the importance of fellowship, a larger vision and purpose is embraced. Undergirding this approach is a biblical and theological focus on commitment to the Christian faith and helping youth grow in their faith.

DL 422 Models of Religious Education (2) (on hiatus 2009-2011)

This study is a sequel to DL 122 Foundations of Religious Education. It builds upon the basic concepts of that study including the inter-relationships of theology, biblical studies, educational philosophy, sociology and psychology/human development. Its focus is on a variety of learning models including family, parenting and cross-generation education. Each model will be consistent with current research and the Christian heritage.

DL 475 Administrative Policies and Practice (3) CORE

Critical to the success of any educational program is the thoughtful blending of leadership, teaching skills, printed resources, adequate finances, and institutional relationships. In this study, you will be introduced to issues in leadership theory, motivation, human resources, planning and budgeting, institutional structures, and institutional relationships. You will develop your own theoretical approach to these issues through a combination of reading, reflection, and practical application of these reflections.

DL 476 Educational Planning and Design (2) (on hiatus 2009-2011)

Planning is a skill which enables church educators to focus their ministry. It is a process often associated with groups other than the church, for example, business and social agencies. From research in the behavioral sciences and congregational studies we have learned new ways of looking at churches, and developed new skills in planning. This study will enhance your knowledge and use of planning skills, giving a more effective approach to "equipping the saints for ministry" (Ephesians 4:12).

DL 495 Special Topics (1-3)

This course is offered to meet the interests of students on timely issues relevant to Christian religious education and faith formation.

FIELD EXPERIENCE/INTERNSHIP COURSES

Field Experience/Internship courses are a full semester in length – approximately 15 weeks – and follow the DESIGN for LEADERSHIP Academic Calendar for semester begin and end dates. Permission of the Coordinator is required if a student wishes to fulfill their Field Experience/Internship requirements concurrent with online CORE course work.

DL 111 Portfolio Development: Field Experience Competencies (1)

This course provides the occasion for assembling the required base of documentation for the DESIGN for LEADERSHIP staff to assess equitably the student's prior experience relative to specific areas of specialization developed in each of the field experience courses.

DL 3971 Field Experience: Child Development and Faith Formation (3)

This field experience involves practicing the principles and insights learned from DL 226 Child Development and Faith Formation, with emphasis on recognizing the limitations and capabilities of these age groups. Environments of community, home, school and media are evaluated. Also included are verbal and non-verbal communication, media skills, self images, teaching philosophy and expertise, and methods of relating to children and parents, peers and staff. The goal of this experience is to enable you to guide experiences of learning, to create a community of faith, and to enable faith development in a wholistic context.

DL 3972 Field Experience: Youth Ministry and Faith Formation (3)

Practicing one's role as a leader, teacher and counselor of youth is the focus of this critically important competency area. Key components include verbal and non-verbal communication, media skills, self-image, relating to adolescents, peer facilitation, music and recreation, and awareness of environmental and other influences on youth. The principal goals are planning with youth and their adult leaders, enabling moral and spiritual development, and creating a community of faith.

DL 3973 Field Experience: Adult Faith Formation and Action (3)

Learning to function effectively as a teacher, leader and facilitator of adults, individually and in groups, is the key focus of this field experience unit. Included are skills in verbal and non-verbal communication, media skills, self-image development, planning and resourcing various age groups and interests. An awareness of theological positions and moral and faith development enables adults to take more effective action individually and corporately.

DL 4971 Field Experience: Developing Teachers and Leaders (3)

Helping teachers and leaders develop their skills and understanding involves person-to-person relationships, communication, planning and evaluating skills, resourcing, the building of community and responding to special problems. A high level of competency in handling actual situations is developed, with all efforts directed toward individual faith development and enriching the congregation. This field experience is a demonstration of DL 175 Effective Involvement of the Laity.

DL 4972 Field Experience: Coordinating and Administrative Skills (3)

In a field experience setting where opportunities for supervision and coordination are available, you will put into day-to-day practice the understanding, knowledge and skills you have learned throughout your entire course of study and supervised field experience with special emphasis on DL 475 Administrative Policies and Practice. Working in close cooperation with both lay and professional staff, you will experience "real life" as a church or chapel educator, including observation and evaluation of the on-going teaching ministry. *This unit becomes a significant part of the capstone experience for the major in Christian Religious Education.*

DESIGN FOR LEADERSHIP FACULTY AND STAFF

Coordinator

Directs the DESIGN for LEADERSHIP Online Distance Learning Program

Marian R. Plant, Associate Professor of Christian Education, Schauffler Chair of Christian Education at Defiance College
Defiance College, B.A. 1973; The Methodist Theological School in Ohio, M. Div. 1977; Northern Illinois University, Ed. D. 1998

Faculty

The DESIGN for LEADERSHIP faculty/course instructors develop, teach and evaluate the online courses. These professionals are selected on the basis of their knowledge, credentials and experience and their ability to relate well with students at a distance through an online learning management system.

Thomas Bower, Instructor at DESIGN for LEADERSHIP

Florida Southern College, B.A. 1990; United Theological Seminary, M.A.R.E. 1994; United Theological Seminary, M.A.T.S. 1994; United Theological Seminary, M. Div. 1998; Union Theological Seminary and the Presbyterian School of Christian Education (Union-PSCE, now Union Presbyterian Seminary), Ed. D. 2003

DL 228 Adult Development and Faith Formation

DL 360 Women & Men Through the History of Christianity

Kenneth E. Christiansen, Defiance College Religion Faculty Emeritis. Instructor at DESIGN for LEADERSHIP

Valparaiso University, B.A. 1965; University of Chicago, M.Th. 1970; University of Chicago, D. Min. 1970

DL 356 Forming One's Faith: Theological Foundations

WebCT Technical Support for Design for Leadership students and faculty

Julie Fritz-Bergman, Instructor at DESIGN for LEADERSHIP

Adrian College, B.A. 1973; University of Dayton, M.A. 1996

DL 211 Introducing the Old Testament

DL 212 Introducing the New Testament

Debbie Gline Allen, Instructor at DESIGN for LEADERSHIP

Keene State College, B.M. 1981; Presbyterian School of Christian Education, M.A. 1985

DL 175 Beyond Volunteerism: Effective Involvement of the Laity

Carol (Sprite) Johnson, Instructor at DESIGN for LEADERSHIP

Defiance College, B.A. 1976; Eden Theological Seminary, M.Div. 1988

DL 122 Foundations of Religious Education

Dee Koza, Instructor at DESIGN for LEADERSHIP

Huntingdon College, B.S. 1971; Presbyterian School of Christian Education, M.A. 1976

DL 227 Adolescent Development and Faith Formation

DL 250 Curriculum and Resources

Norman Moxley, Instructor at DESIGN for LEADERSHIP

Louisville Seminary, M.A. 1999; United Theological Seminary, Min. D. 2002

DL 353 Leadership and Group Work Theory

Marian R. Plant, Associate Professor of Christian Education, Schauffler Chair of Christian Education at Defiance College
Defiance College, B.A. 1973; The Methodist Theological School in Ohio, M. Div. 1977; Northern Illinois University, Ed. D. 1998

DL 226 Child Development and Faith Formation

Field Experience/Internship Director

Instructional Design Training and Technical Support Faculty and Staff

Kenneth E. Christiansen (see above “Faculty”)

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

Instructional Design Training and Support for DESIGN for LEADERSHIP faculty
WebCT Technical Support for DESIGN for LEADERSHIP students and faculty

Field Experience Supervisors

Work on a one-to-one basis, conducting observations and conferences with students in their geographic area during students’ field experience/internship semesters. Typically are master Christian Educators, either ordained, commissioned, or lay professionals who are recruited by the Coordinator based on student location and supervision needs. Contact the Coordinator for details.

DESIGN for LEADERSHIP Student Assistant(s)

Defiance College on-campus student(s) recruited for their abilities to graciously handle the many interest inquiries, applications, student questions and weekly details of the DESIGN for LEADERSHIP office at Defiance College.

2009-2010 Student Assistant: Damaris (“Dee”) Morales

NOTE: Numerous Defiance College administrators, faculty and staff provide ongoing services and support for the DESIGN for LEADERSHIP faculty and students. Students are directed to specific offices and individuals throughout this catalogue, as well as on the comprehensive DESIGN for LEADERSHIP and Defiance College web pages.

SAMPLE PROGRAMS OF STUDY

The sequence in which required courses are taken varies depending upon student's entrance into the program. Consult the Coordinator for a specific schedule of courses for each academic year.

CHURCH EDUCATOR CERTIFICATE

YEAR ONE 18

DL 211 Introducing the Old Testament	3
DL 212 Introducing the New Testament	3
DL 122 Foundations of Christian Religious Education	3
DL 250 Curriculum Theory and Resources	3
DL 175 Beyond Volunteerism: Effective Involvement of the Laity	3
DL 226 Child Development and Faith Formation	3

YEAR TWO 18

DL 227 Adolescent Development and Faith Formation	3
DL 228 Adult Development and Faith Formation	3
DL 356 Forming One's Faith: Theological Foundations	3
DL 353 Leadership and Group Work Theory	3
DL 360 Women & Men Through the History of Christianity	3
DL475 Administrative Policies and Practices	3

ASSOCIATE DEGREE WITH MAJOR IN CHRISTIAN RELIGIOUS EDUCATION

YEAR ONE 18

DL 211 Introducing the Old Testament	3
DL 212 Introducing the New Testament	3
DL 122 Foundations of Christian Religious Education	3
DL 250 Curriculum Theory and Resources	3
DL 175 Beyond Volunteerism: Effective Involvement of the Laity	3
DL 226 Child Development and Faith Formation	3

YEAR TWO 18

DL 227 Adolescent Development and Faith Formation	3
DL 228 Adult Development and Faith Formation	3
DL 356 Forming One's Faith: Theological Foundations	3
DL 353 Leadership and Group Work Theory	3
DL 360 Women & Men Through the History of Christianity	3
DL475 Administrative Policies and Practice	3

FIELD EXPERIENCE 9

Field experience/internship may be taken concurrent with core courses or after the completion of the core courses. Up to six hours of field experience/internship may be earned through Portfolio Assessment. Refer to the DESIGN for LEADERSHIP catalogue for additional information on Portfolio Assessment.

DL 4972 Field Experience: Administrative/ Coordinating Skills	3
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Two of the following: 6

DL 3971 Field Experience: Child Dev./Faith Formation	3
DL 3972 Field Experience: Youth Ministry/Faith Formation	3
DL 3973 Field Experience: Adult Faith Formation & Action	3
DL 4971 Field Experience: Developing Teachers and Leaders	3

BACHELOR OF ARTS DEGREE WITH MAJOR IN CHRISTIAN RELIGIOUS EDUCATION

YEAR ONE 18

DL 211 Introducing the Old Testament	3
DL 212 Introducing the New Testament	3
DL 122 Foundations of Christian Religious Education	3
DL 250 Curriculum Theory and Resources	3
DL 175 Beyond Volunteerism: Effective Involvement of the Laity	3
DL 226 Child Development and Faith Formation	3

YEAR TWO 18

DL 227 Adolescent Development and Faith Formation	3
DL 228 Adult Development and Faith Formation	3
DL 356 Forming One's Faith: Theological Foundations	3
DL 353 Leadership and Group Work Theory	3
DL 360 Women & Men Through the History of Christianity	3
DL475 Administrative Policies and Practice	3

FIELD EXPERIENCE 12

Two of the following:

DL 3971 Field Experience: Child Dev./Faith Formation	3
DL 3972 Field Experience: Youth Ministry/Faith Formation	3
DL 3973 Field Experience: Adult Faith Formation & Action	3

Both of the following: 6

DL 4971 Field Experience: Developing of Teachers and Leaders	3
DL 4972 Field Experience: Coordinating /Administrative	3

Plus Capstone Experience with Summary Seminar (see above)

DESIGN FOR LEADERSHIP ACADEMIC CALENDAR 2009-2010

Subject to Change

<u>Term</u>	<u>Grades are Due at 12:00 Noon</u>	<u>Grade Processing for Design for Leadership</u>
Fall 2009		
Session I - Monday, Aug 24 – Wednesday, Oct 14	Monday, Oct 19	Monday, Oct 19
Session II - Thursday, Oct 15 – Friday, Dec 10	Monday, Dec 14	Monday, Dec 14
<i>(Grades may not be processed before Christmas break)</i>		
Administrative Offices Closed for Christmas break Monday, Dec 21, 2009 – Sunday Jan 3, 2010		
Spring 2010		
Session I - Monday, Jan 11 – Monday, Mar 1	Wednesday, Mar 10	Monday, Mar 15
Session II - Tuesday, Mar 2 – Tuesday, Apr 27	Wednesday, May 5	Wednesday, May 12
Summer 2010		
Session I - Monday, May 3 – Wednesday, June 23	Wednesday, June 30	Wednesday, June 30
No Session II		

DESIGN FOR LEADERSHIP SCHEDULE OF COURSES 2009-2010

NOTE course number and title changes from previous catalogue and DESIGN for LEADERSHIP materials

Fall 2009

Session I - DL 226 Child Development and Faith Formation
(formerly Child Development and Nurture) Marian R. Plant

Session II - DL 175 Beyond Volunteerism: Effective Involvement Of the Laity
(formerly Effective Involvement of the Laity) Debbie Gline Allen

Spring 2010

Session I- DL 211 Introducing the Old Testament
(formerly DL 214 Introduction to the Hebrew Bible) Julie Fritz-Bergman

Session II - DL 227 Adolescent Development and Faith Formation
(formerly Adolescent Development and Environment) Dee Koza

Summer 10

Session I - DL 360 Women & Men Through the History of Christianity**
(formerly DL 361 Church History) Thom Bower

DL 212 Introducing the New Testament**
(formerly DL 215 Teachings of Jesus) Julie Fritz-Bergman

**offered in the same 8-week session

At this time, only Session I is scheduled to be offered during Summer 2010

The Roots and Heritage of the DESIGN for LEADERSHIP

DESIGN for LEADERSHIP continues a spirit which began in 1886 with Dr. Henry A. Schaffler and Clara Hobart Schaffler, founders of the Schaffler Missionary Training School in Cleveland. They created the Training School to give assistance to Bohemian immigrants who were having difficulty adjusting to American religious life. The school evolved over the years into Schaffler College of Religion and Social Work, which at one time had students from more countries than any four-year U.S. institution.

When it became apparent that resources were insufficient and the changing neighborhood posed threats, the college was merged in 1954 with Oberlin College's Graduate School of Theology. When the Graduate School was terminated in 1967, the United Church of Christ exercised its legal right with respect to endowment funds, placing programs of religious education and social work with Defiance College, whose heritage paralleled the Schaffler tradition.

Recognizing that many individuals involved as lay persons in religious education had no formal training, Defiance College established the DESIGN for LEADERSHIP in 1971. Three years later, it became a degree program. In 1985, with a grant from the United Church Council for Higher Education, the program was extended beyond Ohio, and the Church Education Certificate Program was added. Early in 1992, the Toledo Diocese of the Roman Catholic Church officially acknowledged that a mutually beneficial working relationship had been established with DESIGN for LEADERSHIP and the college's on-campus programs. Also in 1992, the Chief of Chaplains Office of the U.S. Armed Forces accepted DESIGN for LEADERSHIP degree programs for the training of Chaplain Assistants. In 1998, a Certificate Program in Youth Ministry Leadership was implemented. In 1999, a Certificate Program in African American Ministry Leadership was instituted.

DESIGN for LEADERSHIP continues the ecumenical approach and practical service, the compassion for humankind, and the commitment to academic excellence of its Schaffler/Defiance College heritage. DESIGN for LEADERSHIP is also committed to reflecting a multicultural perspective on ministry that reflects the changing global population in the 21st Century.

CHANGE SERVICE REQUESTED

DESIGN for LEADERSHIP provides relevant, practical, ministry-based online courses that meet the needs of church educators, youth leaders, church leaders, lay and ordained pastors in the 21st century.

DESIGN for LEADERSHIP provides learning relationships with experienced, talented professionals in faith formation and local church ministry from a variety of denominations and traditions.

DESIGN for LEADERSHIP provides a schedule of course work for a major in Christian Religious Education that may be completed in approximately 24 months.

DESIGN for LEADERSHIP provides a menu of courses strategic for the development of lay ministry and for the enhancement of professional continuing education of ordained clergy.

DESIGN for LEADERSHIP provides a “sense of community” - of being part of a growing online group of church educators who share your hopes and frustrations, your dreams, your faith, your mission.

DESIGNED FOR THOSE WHO CAN'T LEAVE THEIR FAMILIES OF JOBS.