

Your graduate degree from Defiance College will give you the knowledge and understanding necessary to meet your professional goals and to provide leadership within your chosen profession and your community.

Graduate education at Defiance College provides you with opportunities to study critical questions in your field, to conduct research, and to develop the problem solving skills that will empower you to take your place as a leader within your chosen field.

At Defiance College you are actively involved in the learning environment. Fundamental to the Defiance College educational philosophy is the fact that superior learning is a natural outcome of learning that connects the classroom to the real world.

You matter at Defiance College as a graduate scholar. We believe in your possibilities to contribute meaningfully in your work environment, your community, and the world. We are pleased that you have chosen Defiance College for your graduate education, and we stand ready to help you achieve your goals. If I can be of assistance, do not hesitate to call on me.

Sincerely,

A handwritten signature in black ink that reads "Gerald E. Wood". The signature is written in a cursive, flowing style with a large initial 'G'.

Gerald E. Wood, D.Ed.  
President

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## **HISTORY**

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

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

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

## **MISSION STATEMENT**

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

### **To Know**

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

### **To Understand**

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

### **To Lead**

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

## **TO SERVE**

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

## **ACCREDITATION**

Defiance College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (800-621-7440). All programs leading to teacher licensure are approved by the Ohio Department of Education.

## **NON-DISCRIMINATION STATEMENT**

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

## **STUDENT RESPONSIBILITY**

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

## **ADMISSIONS POLICIES**

### **APPLICATION PROCESS**

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

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

Admission to the Master of Arts in Education, the Master of Arts in Education/Sport Science Track, the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure, the Master of Business and Organizational Leadership, and the Master of Business and Organizational Leadership/Criminal Justice Track programs is determined on the basis of demonstrated professionalism, intellectual capability for successful completion of the program, and potential for leadership. Applicants must meet additional requirements for the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure Program. See page 44 for more information.

The College reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students in order to be effective whenever determined by the College. These changes will govern all current and formerly enrolled students.

The College also reserves the right to require the withdrawal of any student at any time, for reasons deemed sufficient, that will most effectively protect the welfare of its students and the interests of the College.

## **ADMISSION DECISION**

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

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

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

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

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

### **CONDITIONAL ADMISSION**

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

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

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

### **DENIED ADMISSION**

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

### **NON-DEGREE ADMISSION**

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

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

### **TRANSIENT STUDENT ADMISSION**

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

### **TIME LIMITATIONS**

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

## **INTERNATIONAL GRADUATE STUDENTS**

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

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

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

### **GRADUATE ADMISSION REQUIREMENTS**

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

1. Have earned a degree that is equivalent to the American bachelor's degree. For example, some bachelor's degrees are based on three-year programs and are not considered equivalent to the U.S. bachelor's degree. Completion of upper secondary or high school education is not equivalent to a U.S. bachelor's degree.
2. Have earned a minimum of a 3.0 GPA (on a U.S. 4.0 scale) or comparable grade point average in upper division (junior and senior level) work and in any graduate work already completed.
3. Have an undergraduate GPA during the junior and senior years of 2.75 or above on a 4.0 scale or take or submit scores no older than five years on the Graduate Record Exam (GRE), Graduate Management Admission Test (GMAT), Miller Analogies Test (MAT) and at or above the 50th percentile. Students who score less than the 50th percentile on the GRE may be admitted under the criteria for conditional admission.
4. Have completed adequate subject preparation and all prerequisites for your proposed graduate major.
5. Demonstrate proficiency in English. If English is not a student's first language, or if English is not the official language spoken in his/her country, the student must submit results of the Test of English as a Foreign Language (TOEFL). The minimum score on the TOEFL is 550 on the paper based test or 213 on the computer based test.

## APPLYING FOR ADMISSION

### Required:

- ◆ Complete application on-line at [www.defiance.edu](http://www.defiance.edu) or complete and mail to Center for Adult and Graduate Programs, 701 N. Clinton St., Defiance, OH 43512 USA.
- ◆ \$25 application fee (waived if applying online).
- ◆ Provide evidence of English language proficiency TOEFL ([www.toefl.org](http://www.toefl.org)) if applicable.
- ◆ Submit all academic records – certified copies of official documents plus English translations, if applicable (this includes secondary school records).
- ◆ Submit a goal statement outlining the purpose for pursuing the Master of Business and Organizational Leadership degree or the Master of Arts in Education degree. This statement should be at least two typed, double-spaced pages, and represent the applicant's best writing skills.
- ◆ Submit two letters of recommendation including one from an immediate supervisor:
  - One letter must attest to academic competence.
  - One letter must attest to a student's ability to work with others and demonstrate appropriate interpersonal and social skills.
- ◆ Submit GMAT, GRE, or Miller Analogies scores taken within the last five years if undergraduate GPA is less than 2.75 (on a 4.0 scale) during junior and senior years.
- ◆ Submit documentation that sufficient financial resources are available from family or outside sources for the period of study at Defiance College.
- ◆ A \$500 deposit is required after acceptance is granted. The deposit is applied to tuition and fees and is due prior to sending the I-20.

## FINANCIAL RESPONSIBILITY

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

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

(Fall 2007 – Summer 2008)

Tuition	\$13,140 per year (for 36 hours)
Fees	\$ 390 per year
Room and Board	\$10,290 per year
Student Health Insurance (required)	\$ 545 per year
<b>TOTAL</b>	<b>\$24,365 per year</b>

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

Books and Supplies (estimated)	\$ 1,500 per year
Personal and transportation:	Amount will vary depending on personal need and home country.

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

## **ACADEMIC POLICIES**

### **GRADUATE PROCESS SKILLS**

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

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

### **ACADEMIC YEAR**

Defiance College operates on a semester calendar consisting of two 16-week semesters. The fall semester runs from late August to mid-December; the spring semester runs from early January to early May.

During the fall and spring semesters, the Master of Arts in Education and Master of Arts in Education/Sport Science Track graduate courses are primarily offered evenings. The Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure Programs content courses are offered primarily during the day and some evenings. The Master of Business and Organizational

Leadership, MBOL/CJ Track, and the PERC (Professional Enrichment and Renewal Courses) programs have course offerings that coincide with the Weekend College program as well as some evenings. The courses are offered in an every-other-weekend format, eight class sessions per term. Classes are held on Thursday, 6:00 – 10:00 pm, Friday, 6:00 – 10:00 pm, and Saturday, 8:00 am – 12:00 pm and 1:00 – 5:00 pm. The Master of Arts in Education program occasionally offers a Saturday morning course through the Weekend College program.

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

### **CONFIDENTIALITY OF STUDENT RECORDS**

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

A student's academic record is considered confidential information. Without the student's expressed written permission, it is accessible only to college personnel who keep the records or need to have information to help the student.

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

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

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

## **ACADEMIC ADVISOR ASSIGNMENT**

All Master of Arts in Education, Master of Arts in Education/Sport Science Track, Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure, Master of Business and Organizational Leadership, and Master of Business and Organizational Leadership/CJ Track program students accepted will be assigned an academic advisor. This advisor will assist them in completing their degree planning. Students may choose a faculty member different from their academic advisor as their project advisor.

## **ACADEMIC INTEGRITY POLICY**

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

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

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

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

## **ACADEMIC DISHONESTY**

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

## THE SPECIAL PROBLEM OF PLAGIARISM

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

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

Examples of Plagiarism (a non-exclusive list):

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

## **REMEDICATION AND PENALTIES**

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

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

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

## **REPORTING OF INFRACTIONS**

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

## **APPEALS PROCESS**

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

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

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

#### **CONCLUSION**

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

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

Form for reporting graduate academic dishonesty

Date \_\_\_\_\_

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

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

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

Course \_\_\_\_\_

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

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

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

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

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

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

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

## **USE OF HUMAN SUBJECTS FOR RESEARCH**

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

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

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

## **GRADUATE CAPSTONE HANDBOOK**

Each student enrolled in a graduate program will receive the appropriate graduate capstone handbook. This handbook will be available to the Master of Arts in Education, the Master of Arts in Education/Sport Science Track, and the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure students while enrolled in ED510 Inquiry Methodology. The Master of Business and Organizational Leadership and the Master of Business and Organizational Leadership/CJ Track students will receive the handbook while enrolled in BA 503 Organizational Management and Leadership.

## **INDEPENDENT STUDY GUIDELINES**

Independent studies for required core courses in the Master of Business and Organizational Leadership Program only:

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

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

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

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

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

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

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

## GRADING SYSTEM

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

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

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

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

## **WITHDRAWING FROM COURSES**

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

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

Withdrawal from a course after the withdrawal deadline is permitted only under extraordinary circumstances (medical, personal, or employment exigencies). The withdrawal form must explain the nature of the exigency and be accompanied by a letter from the course instructor verifying that the student is passing the class. The withdrawal form and signed letter must be submitted to the respective program coordinators for final approval and determination of grade.

There is a withdrawal fee of \$25 assessed for withdrawing at any time from the institution.

## **ACADEMIC PROBATION AND SUSPENSION**

Students whose cumulative grade point average falls below 3.0 are placed on academic probation and granted one year from the date of the initial probation to achieve the required 3.0 average. Students on academic probation may not enroll in the Master of Business and Organizational Leadership Application Project course (BA590/CJ590), the Master of Arts in Education Inquiry Methodology course (ED510) or the Master of Arts in Education Project (ED590), submit or present the master's project, or take the comprehensive examination. If a student is on academic probation, he/she must develop a plan of action to raise his/her GPA with the appropriate program coordinator. A plan of action may result in a student taking additional credit hours beyond the 33 credit hour requirement. The student is encouraged to use the "academic second chance" option to improve the cumulative grade point average. If the student's GPA remains under a 3.00 after one year of academic probation, the student will be suspended for one semester.

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

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

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

## **ACADEMIC SECOND CHANCE**

Students who have received a grade of a “C-” or lower in a course taken at Defiance College may have the grade removed from the student’s academic record if the same course is repeated at Defiance College. Academic second chance does not apply to courses taken at other colleges. This option may be exercised with a total of two courses during the student’s academic career at the college. An academic second chance petition must be completed and approved by the appropriate graduate program coordinator prior to the student’s enrollment in the course that is repeated. An academic second chance petition must be filed in the Registration Center in order to have the original grade removed from the record.

## **ACADEMIC APPEALS AND GRIEVANCES**

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

- Step 1: The student will talk to the professor to resolve the grievance or concern within two weeks after the semester ends.
- Step 2: If the grievance or concern has not been resolved, the student may appeal to the respective graduate program coordinator within four weeks after the semester ends.
- Step 3: If the grievance or concern remains unresolved, the student must submit a formal letter of appeal to the Academic Dean within six weeks after the semester ends.
- Step 4: If the Academic Dean is unable to resolve the grievance or concern, the issue will be taken to the Graduate Studies Committee for consideration and action at the next regularly scheduled meeting.

## **TRANSFER OF CREDIT**

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

- ◆ No more than nine semester hour credits may be transferred.
- ◆ The credits transferred must not have been used to fulfill requirements for an undergraduate degree.
- ◆ The graduate institution granting the credit must be regionally accredited for graduate study.

- ◆ The credits must have been earned within six years from the time of application for graduation. Only the Graduate Studies Committee through written petition to the appropriate graduate program coordinator considers exceptions.
- ◆ Only grades of “B” and above are considered for transfer. Transfer grades are not used to determine a student’s GPA at Defiance College.
- ◆ The credits must be compatible with the student’s educational program, either as required foundational Defiance College courses or as appropriate electives. Enrolled graduate students must have approval from the appropriate graduate program coordinator before enrolling in another institution’s course with the intent of transferring credit to Defiance College. The appropriate graduate program coordinator must sign a transfer credit application form. Upon completion of the course, the student must request the institution granting credit to forward an official transcript to Defiance College, Registration Center, 701 North Clinton Street, Defiance, OH 43512.

## **TUITION AND FEES**

### Tuition and Fees (2007-2008 Academic Year)

- ◆ Tuition for all graduate courses per credit hour - \$365
- ◆ Tuition for Master of Arts in Education Graduate Adolescent and Young Adult Licensure program (includes undergraduate and graduate courses) - \$365
- ◆ Tuition for Master of Business and Organizational Leadership prerequisite courses- \$365
- ◆ PERC (Professional Enrichment and Renewal Courses)
  - o Tuition for one credit hour pass/fail grade - \$365
  - o Tuition for one credit hour as a letter grade (with academic product produced) - \$365
- ◆ Technology fees
  - o Fall and spring semester - \$25
  - o Summer - \$15 per term or workshop
- ◆ Student teaching fee - \$200
- ◆ Late registration fee - \$100
- ◆ Transcript fee - \$5
- ◆ Withdrawal fee (from all courses for semester) - \$25 for part-time students (1-11 credit hours)
- ◆ Graduation fee (academic regalia rental) - to be announced

- ◆ Research Project binding fee for two required copies - \$25 (Additional copies \$18 each)

The College reserves the right to change tuition and fees, rates for room and board, or any other charges when necessary because of economic or other conditions.

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

### **PAYMENT OF ACCOUNT**

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

- ◆ One copy of the billing statement signed by the student, along with payment in full or approved payment arrangement (e.g. DC Monthly Payment Plan),
- ◆ Financial aid verification documents, if requested by the Financial Aid office.

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

### **DC MONTHLY PAYMENT PLAN**

The College offers a monthly payment plan. Students may choose to pay their college expenses through monthly installments. There is a \$30 non-refundable participation fee per term. Payments are due by the first of each month. If payment is not received by the due date, a \$10 per month late fee may be assessed. It is the student’s responsibility to inform the Registration Center of any adjustments to their account that would alter their payments. It is the student’s responsibility to know the payment due dates and to make the payments on time. Students may not pay the following through the plan: library fines, bookstore charges, or miscellaneous charges.

### **TUITION REIMBURSEMENT**

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

### **DEFERRED PAYMENT OPTION**

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

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

### **WITHDRAWAL REFUND**

Upon completion of the withdrawal procedure, a refund will be calculated based on the number of days in attendance, which includes classroom time and study time. The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays (except Thanksgiving break and spring break).

The following items are non-refundable:

- ◆ Application fee
- ◆ Technology fee
- ◆ Returned check fee
- ◆ Late fees

In the case of an unofficial withdrawal, an unapproved leave of absence, or a student's failure to return at the end of an approved leave of absence, the withdrawal date is the last recorded date of class attendance as documented by the College.

### **TRANSCRIPT REQUESTS**

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

## **FINANCIAL AID INFORMATION**

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

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

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

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

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

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

### **DEFIANCE COLLEGE GRANT**

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

### **RENEWAL OF FINANCIAL AID**

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

## **GRADUATE COMMITTEES**

### **GRADUATE ADMISSION COMMITTEE**

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

### **GRADUATE STUDIES COMMITTEE**

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

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

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

### **MASTER OF ARTS IN EDUCATION ADVISORY COMMITTEE**

The Master of Arts in Education Advisory Committee consists of the Master of Arts in Education Coordinator, the Academic Dean, the Assistant Academic Dean of the Center for Adult and Graduate Programs, and current students and alumni as well as members of the local educational community. The Master of Arts in Education Advisory Committee's purpose is as follows:

- ◆ To communicate to the college proposed changes, additions, or concerns about the programs;
- ◆ To provide feedback regarding specific topics (i.e. curriculum); and
- ◆ To act as a “sounding board” for ideas and potential changes and growth.

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

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

- ◆ To act as a “sounding board” for ideas regarding potential program changes and growth;
- ◆ To provide feedback to the College regarding CAP programs and services; and
- ◆ To communicate information about the trends, directions, and technologies of the workplace.

## **STUDENT LIFE AND SERVICES**

### **CAREER AND STUDENT ASSISTANCE**

The Office of Career and Student Assistance provides assistance with résumé preparation, interview techniques, and job-referral information. The office maintains a current listing of specific job openings and works with area businesses in providing students opportunities to interview for both full-time and part-time employment. Career services are available to Defiance College graduates as well as to currently enrolled students. Among other functions, the office sends information on job openings to registered alumni, offers career counseling, keeps alumni abreast of the latest trends in their fields, and forwards references to prospective employers. This office is located in Hubbard Hall.

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

The Center for Adult and Graduate Programs provides services to adult and graduate students on campus. This includes students in the Master of Business and Organizational Leadership, the Master of Business and Organizational Leadership/CJ Track, the Master of Arts in Education, the Master of Arts in Education/Sport Science Track, and the Master of Arts in Education with the intent to pursue Graduate Adolescent and Young Adult Licensure programs. The Center for Adult and Graduate Programs is located in Defiance Hall, Room 104.

Services that are provided include:

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

## **TUTORING AND OTHER ACADEMIC SUPPORT SERVICES**

Tutoring and other academic support services, such as assistance with media/technology related assignments and textbooks on tape, are available through the Academic Resource Center (ARC). These services, in addition to others, are provided free of charge to students. The ARC is located in the Pilgrim Library lower level.

## **LIBRARY RESOURCES**

The Pilgrim Library contains significant resources to help with graduate work. For library privileges and use of resources, students are encouraged to obtain a college ID. A member of the staff is available whenever the library is open to help students become acquainted with the library's collections and services.

The library catalog and a great many research databases, including full-text journal articles, are available from off-campus using the library web page at <http://www.defiance.edu/library.html>.

Because Defiance College is part of the OhioLINK consortium, students can directly request books that are owned by other academic libraries, using the online catalog either on campus or from home or work. These materials will be delivered to the Pilgrim Library circulation desk for pick-up within 3-5 days. For journal articles and resources not owned within the OhioLINK system, the library will send a traditional Interlibrary Loan request. These requests usually require 7-10 days to fill.

## **COMPUTER POLICY AND LABS**

Information systems at Defiance College (including computers, computer accounts, printers, networks, software, electronic mail, and internet access) are provided for the use of Defiance College students, faculty, and staff in support of the College's academic and administrative programs. All students, faculty, and staff are responsible for seeing that these systems are used in an effective, efficient, ethical, and lawful manner. The use of information systems is a privilege, not a right, and may be revoked at any time for misuse. All access to the College's computer resources, including the issuing of accounts, must be approved through the Computer Services Office.

Computer labs are available for students. The computer laboratories are located in Defiance Hall Room 11, Serrick Campus Center Rooms 216 and 208, the Pilgrim Library, and Hubbard Hall. Students must obtain network access before using these facilities. Please contact the Registration Center or the Center for Adult and Graduate Programs to obtain access.

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

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

## **WIRELESS NETWORK LOCATIONS**

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

## **COMMENCEMENT**

Graduate students may participate in commencement if they have an approved plan of study to finish their program by August 31st. The plan of study must be approved by the student's advisor and coordinator of the program.

## **SEXUAL HARASSMENT STATEMENT**

The college seeks to create and maintain an academic environment in which all members of the community are free of harassment based on gender or sexual orientation. Attitudes of condescension, hostility, role-stereotyping, and sexual innuendo weaken the health of the community. Furthermore, harassment based on sex or gender compromises the integrity of a liberal arts education because it makes the learning and working environment hostile, intimidating, and offensive; it destroys opportunities for students to develop strong, positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no unlawful form of sexual or gender harassment can be tolerated.

Sexual harassment is defined as unwelcome sexual advances or as coercive behavior which threatens employment or academic reprisal or promises rewards contingent upon obtainment of sexual favors, or as spreading false stories about a person's sexual harassment. Gender discrimination is defined as derogatory references to gender and/or unequal treatment based on gender or sexual orientation.

Students who believe they have been the object of gender discrimination or gender or sexual harassment may inform the Academic Dean, 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 may be instituted consistent with the degree of seriousness of the sexual harassment or gender discrimination.

# **MASTER OF ARTS IN EDUCATION PROGRAM**

## **GOALS**

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

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

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

These goals are defined by the following five teacher dispositions:

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

## ADMISSION PROCEDURES

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

- ◆ Completion of the entire admission application form.
- ◆ Hold a baccalaureate degree from an accredited institution.
- ◆ Have a minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale.
- ◆ Hold or have held a valid teaching certificate/license or have requirement waived by the Graduate Admission Committee. Applicants who do not have teaching certificates/licenses or a background in education must interview with the Coordinator of the Master of Arts in Education program and one faculty member.
- ◆ Submit official transcripts of all college level work. For Defiance College graduates, a transcript will be obtained by the Center for Adult and Graduate Programs.
- ◆ Provide two letters of recommendation as follows (preferably one letter from the immediate supervisor):
  1. Must attest to the applicant's academic competence.
  2. Must attest to the applicant's ability to work with people and demonstrate appropriate interpersonal and social skills.
- ◆ Submit a goal statement outlining the purpose for pursuing the Master of Arts in Education Degree, the Sport Science track and/or the intent to pursue Graduate Adolescent and Young Adult Licensure program. These statements should be at least two typed, double spaced pages, and represent the applicant's best writing skills. Based on the assessment of the writing sample, the applicant may be asked to complete interventions as prescribed by the admission committee.
- ◆ Have an undergraduate GPA during the junior and senior years of 2.75 or above on a 4.0 scale or take or submit scores no older than five years on the Graduate Record Exam or Miller Analogies Test at or above the 50th percentile. Students who score less than the 50th percentile on the GRE or MAT may be admitted under the criteria for conditional admission.
- ◆ Submit a \$25 application fee. (Fee is waived for DC alumni or submitting an online application.)

## GUIDELINES OF WRITING GOAL STATEMENT

Drawing on your past educational and life experiences, explain your professional goals and how a Master of Arts in Education from Defiance College can help you achieve your goals. As you do so, indicate any past professional work experiences that are related to your future career goals.

### GOAL STATEMENT SCORING RUBRIC

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

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

### ORIENTATION

All new students in the Master of Arts in Education program are required to attend Orientation. If you are unable to attend, you must request permission from the coordinator of the program to be excused.

## **COURSE SCHEDULING AND REGISTRATION**

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

## **PLAN OF STUDY**

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

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

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

Within the electives are liberal arts studies, special topics, and independent study. The liberal arts courses are designed to explore current thinking in science/mathematics, humanities, and social sciences. These courses encourage teachers to add breadth as well as depth to a content area. All students must elect one liberal arts studies course. Examples of special topics may include courses in testing and evaluation, reading, foundations, diagnosis and remediation, educational technology, etc.

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

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

Capstone Option A:	Master's Project (a minimum of 30 semester hours of coursework plus three semester hours of project work)
Capstone Option B:	Master's Comprehensive Examination (a minimum of 33 semester hours credit of course work including ED560 Foundation Seminar, plus successful completion of the examination)

## **CAPSTONE OPTION A – PROJECT**

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

### **PROJECT COMMITTEE**

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

### **APPROVAL OF PROJECT TOPIC**

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

### **PROJECT DRAFTS AND ABSTRACT**

A preliminary draft of the completed project should be submitted to the project advisor/committee by the time a student files the application for graduation. The final draft of the manuscript should be re-submitted to the advisor/committee sufficiently prior to the date set for the final presentation to allow for a rigorous and careful reading of the manuscript by the advisor/committee and the Coordinator of the Master of Arts in Education Program. The Coordinator of the Master of Arts in Education Program should be consulted for this deadline.

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

### **PROJECT FINAL PRESENTATION**

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

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

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

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

- ◆ A length of not less than 20 double spaced pages
- ◆ A bibliography using APA standards for formatting
- ◆ Adequate and credible professional literature
- ◆ Inclusion of the following sections:
  - Summary of the article or the literature if problem based
  - Contrary or opposing opinions as found in professional literature
  - Action Research Plan
  - Student's response to and opinion of professional literature and/or article
  - Implications for the student's practice
  - Summary

### **EXAMINATION ELIGIBILITY**

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

### **EXAMINATION PROCESS**

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

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

## GRADUATION REQUIREMENTS

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

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

# MASTER OF ARTS IN EDUCATION CURRICULUM

## Foundations Core for All Students

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

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

## Electives\*\*\*

Option A = 9 Hours                      Option B = 9 Hours

Course Name	Credit Hours
ED511 Educational Technology	(3)
- -513 Liberal Arts Studies Course*	varies
ED545 Special Topics	varies
ED549 Independent Study	varies
ED588 PERC Classes (must receive a letter grade)	(1)

*\* One liberal arts studies course is required for both options.*

*\*\* Students with the intent to pursue Graduate Adolescent and Young Adult Licensure through graduate study must use their elective hours to fulfill program requirements.*

## Capstone Experience

Option A

ED590 Master's Project*	(3)
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Option B

ED560 Foundations Seminar	(3)
Comprehensive Exam	

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

## MASTER OF ARTS IN EDUCATION/SPORT SCIENCE TRACK

The Sport Science Track is designed to provide those graduate students who coach or work in the sports science field, coursework with emphasis on coaching, teaching, and/or administration within a sport setting. Two of the courses (ED 506 and ED 512) fulfill core course requirements and the other two courses (ED 516 and ED 517) can be used to fulfill six credit hours of electives. The courses below are presented in the order that they should be taken.

### Foundations Core for All Students

Course Name	Credit Hours
ED501 Philosophy of Education and Educational Ethics	(3)
ED502 Advanced Educational Psychology	(3)
ED503 Teacher Leadership	(3)
ED504 Contemporary Instructional Perspectives	(3)
ED506 Introduction to Sport Science Track	(3)
ED510 Inquiry Methodology *	(3)
ED515 Directed Readings in Sport Science	(3)

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

### Electives - 9 Hours Required

Course Name	Credit Hours
ED516 Exercise Physiology and Sports Medicine	(3)
ED517 Sport Administration Theory	(3)

### And one course from the following:

-- 513 Liberal Arts Studies Course	varies
ED545 Special Topics	varies
ED549 Independent Study	varies
ED511 Educational Technology	(3)

### Capstone Experience

#### Option A

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

#### Option B

ED560 Foundations Seminar	(3)
Comprehensive Exam	

**Total Hours: 33**

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

### **INTRODUCTION**

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

### **PROGRAM STRUCTURE**

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

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

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

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

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

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

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

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

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

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

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

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



# **MASTER OF BUSINESS AND ORGANIZATIONAL LEADERSHIP**

## **PROGRAM DESCRIPTION**

The MBOL curriculum is designed to provide leadership skills and training for students and the community by utilizing the strength of the established liberal arts base of the college in an innovative and interdisciplinary manner within the context of a business program.

Success in the program requires a basic knowledge of economics and quantitative reasoning as well as computer literacy. Along with a sound base in accounting, finance, and marketing, emphasis will be placed on a practical and working knowledge of a wide variety of leadership approaches, an ethical philosophy of leadership, and an appreciation of social, legal, and global issues. The need to utilize knowledge from many academic disciplines and sources, the acquisition of skills that will be of immediate use in the student's working environment, concern with the human aspect of organizational effectiveness, and every opportunity to utilize computer technology will be the underlying themes of the MBOL program.

The ultimate goal of the MBOL program is to graduate students who have, through the practical application of course work, learned the value of current leadership theory and practice and have developed an ethical context in which this theory and practice may be applied. The process of utilizing the students' actual job sites or internships as laboratories in making the transfer of classroom knowledge to the workplace is a unique but important feature of the program.

## **GOALS**

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

1. To acquire a knowledge base consisting of the basic business core areas (accounting, finance, management, economics, and marketing) coupled with broader course content more appropriate to today's leadership requirements (communications, ethics, and social issues).
2. For application experiences to reinforce classroom instruction and improve the student's work performance and career prospects. Graduates will have combined theory with practice by applying course content to their individual work experience.

3. Since communication skills and teamwork are of great importance in today's organizational climate, graduates will have the ability to communicate effectively orally both individually and as a member of a functioning team. Graduates will also have demonstrated the ability to communicate effectively in writing and through the use of modern technology.

## **MASTER OF BUSINESS AND ORGANIZATIONAL LEADERSHIP/ CRIMINAL JUSTICE TRACK**

### **PROGRAM DESCRIPTION**

The Criminal Justice Track of the MBOL Program is designed to provide the above-mentioned strengths to criminal justice professionals in or moving toward management positions within criminal justice agencies. The strengths of the MBOL program and the professional background in criminal justice prepare students for criminal justice management. The three criminal justice courses will focus upon theory, processes, research, and criminal justice public policy. The Leadership Applications Project will draw upon the business and criminal justice coursework, theory, and its practical application. This experience will help the student demonstrate a mastery of these concepts and skills in a criminal justice agency project.

### **GOALS**

The Master of Business and Organizational Leadership/Criminal Justice Track (MBOL/CJ) degree seeks to provide graduates with a set of skills and abilities with broad applicability to the workplace. The entire program has been developed to create a curriculum where business and business-related subjects as well as criminal justice theory and processes, and public policy are taught under the assumption that the student's own workplace would become the laboratory where theory converts to practice. With this in mind, the overall objectives of the program are as follows:

- ◆ To acquire a knowledge base consisting of the basic business core areas (accounting, management, and economics) coupled with broader course content more appropriate to today's leadership requirements (communications, ethics, and social issues).
- ◆ To enhance the knowledge of criminal justice theory, processes, and criminal justice policy, and to become more familiar with the criminal justice literature that will assist graduates in policy decisions.
- ◆ For these application experiences to not only reinforce classroom instruction but to improve the student's work performance and career prospects. Graduates will have combined theory with practice by applying course content to their individual work experience.

- ◆ For graduates to have the ability to communicate effectively orally both individually and as a member of a functioning team since communication skills and teamwork are of great importance in today's organizational climate. For graduates to also demonstrate the ability to communicate effectively in writing and through the use of modern technology.
- ◆ To apply the knowledge gained in this program to supervisory and management responsibilities in a criminal justice agency.

#### **ADMISSION PROCEDURES**

Full Admission candidates for the Master of Business and Organizational Leadership and MBOL/CJ Track must meet the following criteria:

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

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

## **PREREQUISITES, RATIONALE, AND GUIDELINES**

It should be understood that prerequisites for the graduate degree, Master of Business and Organizational Leadership (MBOL) and MBOL/CJ Track, are intended to provide a minimal common base of knowledge concerning topics that permeate and are critical to the pedagogy, graduate course content, and outcomes of this graduate program. Prerequisites are really enhancements to one's educational experience.

Defiance College believes this common base should include: basic computer skills, quantitative reasoning skills, microeconomics, basic accounting, and a rudimentary understanding of concepts in finance and marketing. This should be accomplished as efficiently and quickly as possible. The program attempts to do that with several alternative processes designed to provide flexibility and convenience for students.

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

1. Successful completion of basic computer skills in word processing, spreadsheet, and presentation skills or demonstrated proficiency in the college-designed examination.
2. Successful completion of three semester hours of microeconomics.
3. Successful completion of the DC accounting course that meets both the accounting and finance requirement.
4. Successful completion of the DC courses specifically designed to meet the requirements for quantitative reasoning and marketing.
5. Individual undergraduate equivalent courses are available for all prerequisite topics: basic computer skills, accounting, microeconomics, quantitative reasoning, finance, and marketing.
6. National CLEP and DANTES tests are available for most topics. This is useful if one has some knowledge of the topic and time and discipline to prepare with some guidance.

7. College-prepared proficiency tests are available for some prerequisites.

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

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

- ◆ Accounting & Financial Management (AC400)  
BA540 Accounting Issues  
BA550 Issues in Financial Management
- ◆ Marketing (BA495A)  
BA530 Organizational Marketing  
\*CJ track students are exempt from this prerequisite.
- ◆ Quantitative Reasoning (MA 105) - All BA500 level courses  
This course must be taken at the first available offering.
- ◆ Microeconomics (EC201)  
BA520 Managerial Economics
- ◆ Computer Skills (IT102, IT103, and IT 104) - All BA500 level courses

These courses must be taken at the first available offering or test out.

### **COURSE SCHEDULING**

The MBOL and MBOL/CJ Track programs are offered in conjunction with the Defiance College Weekend College program. Courses are only offered Thursday evenings from 6:00 – 10:00 pm, Friday evenings from 6:00 – 10:00 pm, Saturday mornings from 8:00 am – 12:00 pm, and Saturday afternoon from 1:00 – 5:00 pm during each Weekend College term (one meeting every other week for a total of eight meetings per semester).

Other options in course scheduling include the use of WebCT software which allows professors the option of completing a portion of the coursework over the Internet. Students are notified of these courses at the first class meeting.

## **GRADUATION REQUIREMENTS**

Candidates for the MBOL and MBOL/CJ Track degrees must meet the following requirements for graduation:

1. Complete the 33 semester-hour program including the BA590/CJ590 Leadership Applications Project with a minimum GPA of 3.0.
2. Meet degree requirements within a six-year period unless a petition for extension is approved and on file with the MBOL Coordinator.
3. File an application for graduation with the Registration Center or Center for Adult and Graduate Programs.

## **APPLICATIONS PROJECT**

The capstone project for the Master of Business and Organizational Leadership and MBOL/CJ Track program is the oral and written presentation of significant work relevant to the student's employment (BA590/CJ590). The project will be written in traditional thesis format and will be available for reference in the Pilgrim Library. Enhancements may be made to the project for purposes of the oral presentation. The subject of the project will be discussed with the course instructor and approved prior to beginning work. Projects may cover a wide variety of topics but will be developed with a view toward applicability and usefulness in the workplace. Students should refer to the Graduate Capstone Handbook (received in BA503) as a reference for completing the project.

Students should have completed 15 hours or more prior to enrolling in BA590/CJ590. Students on academic probation cannot enroll in BA590/CJ590. Students may not present their project if placed on academic probation while enrolled in BA590/CJ590.

The Leadership Application Project course will consist of at least one session devoted entirely to the project process. Elements of this process may provide subject material for the development of individual projects. The course is designed to allow students the time necessary to complete the project during the progress of the course. The Project Advisor meets with each student and reviews student progress as needed.

Upon completion of the project and approval by the course instructor/academic advisor, students will present the project orally in a classroom setting to graduate faculty and/or students followed by questions from the course instructor and/or audience. Presentations should be approximately 30 minutes in length.

## MASTER OF BUSINESS AND ORGANIZATIONAL LEADERSHIP CURRICULUM

BA501	Ethics for Leadership
BA503	Organizational Management and Leadership
BA512	Communication for Today's Leaders
BA520	Managerial Economics
BA530	Organizational Marketing
BA540	Accounting Issues
BA550	Issues in Financial Management
BA560	Global Issues
BA575	Organizational Systems and Strategy Development
BA580	Political and Social Issues
BA590	Leadership Applications Project*
	<i>*Capstone course: not to be taken prior to the completion of 15 graduate credit hours unless approved by the Coordinator of the MBOL program</i>
BA591	Internship

### **Prerequisites:**

AC400	Accounting and Financial Management
BA495A	Marketing
MA105	Quantitative Reasoning
EC201	Microeconomics
IT102	Word Processing
IT103	Spreadsheet Skills
IT104	Presentation Skills

## **MBOL/CRIMINAL JUSTICE TRACK CURRICULUM**

BA501	Ethics for Leadership
CJ502	Criminal Justice Processes and Institutions
BA503	Organizational Management and Leadership
CJ504	Statistics and Research Methods in Criminal Justice
BA512	Communication for Today's Leaders
BA520	Managerial Economics
BA540	Accounting Issues
BA580	Political and Social Issues
CJ585	Criminal Justice Public Policy Seminar
CJ590	Leadership Application Project*

\*Capstone course: not to be taken prior to the completion of 15 graduate credit hours unless approved by the Coordinator of the MBOL program

### **And one of the following:**

BA560	Global Issues
BA575	Organizational Systems and Strategy Development

### **Electives:**

BA591	Internship
BA599	Independent Study

### **Prerequisites:**

AC400	Accounting and Financial Management
MA105	Quantitative Reasoning
EC201	Microeconomics
IT102	Word Processing
IT103	Spreadsheet Skills
IT104	Presentation Skills

## **UNDERGRADUATE MBOL-CJ PREREQUISITE COURSE DESCRIPTIONS**

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

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

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

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

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

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

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

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

### **IT102 Document Production (1)**

This module introduces the concepts for creating and enhancing word processing documents on microcomputers. Students create reports, résumé and cover letter, and flyers with clipart. Students learn how to gather information from the Internet, insert the information into a document, and properly cite information. Students will learn and discuss ways to avoid plagiarism in documents.

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

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

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

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

## **MBOL/MBOL-CJ GRADUATE COURSE DESCRIPTIONS**

### **BA501 Ethics for Leadership (3)**

A study of the role of ethics in business and non-profit organizations with intensive case study and group interaction to develop a sense of ethical behavior appropriate to the modern organizational leader.

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

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

### **BA512 Communication for Today's Leaders (3)**

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

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

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

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

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

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

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

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

A study of finance including budgeting and capital structures. Interpretation of financial data used to make financial decisions will be emphasized. Financial theory will be applied to profit and not-for-profit organizations in areas such as bond financing and asset management. Prerequisite BA540 Accounting Issues.

**BA560 Global Issues (3)**

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

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

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

**BA580 Political and Social Issues (3)**

A broad knowledge of current political and social issues is critically important to leaders in all fields. This course will explore the most important of these in order to develop an appropriate sensitivity among potential organizational leaders. Information will be provided concerning legal, legislative, and social issues of importance to business and other organizations.

**BA590/CJ590 Leadership Applications Project (3)**

\*This course requires completion of at least 15 hours of coursework prior to enrollment.

As the capstone project of the MBOL program, the applications project draws together coursework, theory, and practical application into one integrated experience. Through a combination of class meetings and field experience, students will select and analyze a significant real case preferably from their own work experience. Results, findings, and recommendations will be developed in a structured class environment.

**BA591 Internship**

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

## **MBOL/CJ GRADUATE COURSE DESCRIPTIONS**

### **CJ502 Criminal Justice Process and Institutions (3)**

This course focuses on the processes throughout the criminal justice system and reviews theories and strategies to improve these same processes.

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

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

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

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

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

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

An intensive, 10-week, full-day teaching experience in the high school classroom(s). Students will work in partnership with a master teacher(s) to practice the art and craft of teaching and develop skills of planning and facilitating learning that is transferable to other contexts. Students will be assessed using the Pathwise Criteria and develop their own assessment portfolios using Pathwise Criteria. The student must meet the requirements for Student Teaching as described in the Graduate Teacher Education Handbook including passage of the appropriate Praxis II content test(s).

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

### **ED498 Internship Seminar (2)**

A weekly seminar designed to support the activities of the interns during the internship. Interns meet each week with their college supervisors and then participate in whole group activities including but not limited to teacher/principal panels, instruction in journaling, using the Pathwise Criteria for self assessment, and making application for licensure. Must be taken with ED478. Prerequisites: See prerequisites for the respective internships.

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

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

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

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

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

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

### **ED504 Contemporary Instructional Perspectives (3)**

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

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

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

### **ED506 Introduction to the Sport Science Track (3)**

This seminar will explore academic and professional issues within the area of sport science and familiarize graduate students with the processes involved in both the Master of Arts in Education program and Sport Science Track. The national accrediting standards for the major areas of sport science (physical education, health education, athletic training, wellness and corporate fitness, and sport management) will be presented and curriculum development strategies will be explored.

Within this seminar, each student will set a two-year individual plan of study and will identify outcomes to be met within coursework, independent study, and learning experiences. Each student will select one or more specific professional areas of interest from which future coursework and assignments can be directed. The independent study process to explore these interest areas will begin in this course. (To be taken in the fall semester of the first year)

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

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

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

A study of the association of speech sounds (phonemes) with printed symbols (graphemes) as a major word identification strategy with emphasis on the role of phonics in emergent literacy. The nature of the English language and its orthography will be explored. The positive impact of cultural, linguistic, and ethnic diversity of language and its interrelationship to literacy acquisition is addressed. Literacy acquisition and development from linguistic, cognitive, psychological, and curricular perspectives are explored.

### **ED510 Inquiry Methodology (3)**

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

### **ED511 Educational Technology (3)**

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

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

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

### **- -513 Liberal Arts Studies Electives**

This course may carry a content code, rather than an education code. For example, NS513, EN513, etc. designates that the course is in Natural Systems (science), English, or some content field. One course (3 hours) so designated is required.

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

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

### **ED515 Directed Readings in Sport Science (3)**

This course will provide students with the opportunity to read, analyze, and discuss current sport science topics in each of five major areas. The focus will be determined by the professional interest areas of the students along with general topics selected by the instructor that are related to coaching and teaching. (Offered Summer Session II)

### **ED516 Exercise Physiology and Sports Medicine (3)**

This course will provide a comprehensive overview of exercise physiology and sports medicine with a focus on the physiological demands of athletic training and competition. The sports medicine component will address athletic injury prevention, ergogenic and ergolytic substances, and pharmacology. In addition to general course requirements, each student will select a specific topic within sport physiology/sport medicine on which to conduct independent research which will culminate in a multi-media class presentation. (Offered in even years, spring semester)

### **ED517 Sport Administration Theory (3)**

This course will provide a comprehensive overview of Sport Administration. In addition to general course requirements, each student will select a specific topic within sport administration on which to conduct independent research, which will culminate in a multi-media class presentation. (Offered in odd years, spring semester)

### **ED545 Special Topics**

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

### **ED549 Independent Study**

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

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

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

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

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

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

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

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

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

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

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

**ED560 Foundations Seminar (3)**

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

**ED570 Teaching Secondary Students (3)**

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

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

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



## 2007-2009 ACADEMIC CALENDARS

### FALL SEMESTER 2007

New Faculty Orientation	Tuesday, August 21
Faculty Workshop	Wednesday – Friday, August 22-24
Adult New Student Orientation	Saturday, August 25
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, August 27
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 28
Late Registration Ends at 6:30 p.m.	Thursday, August 30
Last Day to Drop/Add Courses	Thursday, August 30
Labor Day Holiday (No Classes)	Monday, September 3
Weekend College Courses Begin	Friday September 7
Midterm	Thursday, October 18
Midterm Break (No Classes) (Thursday Night Classes Meet)	Friday, October 19
Last Day to Withdraw with an Automatic “W”	Monday, October 29
Faculty Development Day (No Classes) (Tuesday Night Classes Meet)	Wednesday, Nov. 21
Thanksgiving Vacation	Thursday & Friday, November 22 & 23
Classes Resume at 8:00 a.m.	Monday, November 26
Last Day of Classes (Undergraduate & Graduate)	Friday, December 7
Final Examinations	Monday - Thursday, December 10-13
Last Day of Classes for Weekend College Courses	Saturday, December 15
Offices Closed for Holiday Break	Monday, December 24 – Tuesday, January 1

### SPRING SEMESTER 2008

Offices Reopen	Wednesday, January 2
Adult New Student Orientation	Thursday, January 3 and Saturday, January 5
Registration and Evening Classes Begin (Undergraduate & Graduate)	Tuesday, January 8
Day Classes and Labs Begin (Undergraduate & Graduate)	Wednesday, January 9
Late Registration Ends at 6:30 p.m.	Friday, January 11
Last Day to Drop/Add Courses	Monday, January 14
Weekend College Courses Begin	Friday, January 18
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 21
Midterm	Wednesday, February 27
Spring Vacation Begins at Close of Classes	Friday, March 7
Classes Resume at 8:00 a.m.	Monday, March 17
Last Day to Withdraw from Class with Automatic “W”	Thursday, March 20
Good Friday Holiday (No Classes) (Thursday Night Classes Meet)	Friday, March 21
Honors Convocation	Sunday, April 13
Last Day of Classes for Weekend College Courses	Saturday, April 19
Last Day of Classes (Undergraduate & Graduate)	Wednesday, April 23
Reading Day	Thursday, April 24
Final Examinations	Friday-Wednesday, April 25-30
(Graduating Students) Grades Due at 5:00 p.m.	Thursday, May 1
Commencement	Sunday, May 4

### SUMMER SCHEDULE 2008

Adult New Student Orientation	Saturday, May 3
Summer Session I	May 5-June 20

*continued next page...*

Weekend College Courses Begin	Friday, May 9
Memorial Day Holiday (No Classes)	Monday, May 26
Summer Session II	June 23-August 8
Independence Day	Friday, July 4
Last Day of Classes for Weekend College Courses	Saturday, August 9

### FALL SEMESTER 2008

New Faculty Orientation	Tuesday, August 19
Faculty Workshop	Wednesday – Friday, August 20-22
Adult New Student Orientation	Saturday, August 23
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, August 25
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, August 26
Late Registration Ends at 6:30 p.m.	Thursday, August 28
Last Day to Drop/Add Courses	Thursday, August 28
Labor Day Holiday (No Classes)	Monday, September 1
Weekend College Courses Begin	Friday September 5
Midterm	Thursday, October 16
Midterm Break (No Classes) (Thursday Night Classes Meet)	Friday, October 17
Last Day to Withdraw with an Automatic “W”	Monday, October 27
Faculty Development Day (No Classes) (Tuesday Night Classes Meet)	Wednesday, Nov. 26
Thanksgiving Vacation	Thursday & Friday, November 27 & 28
Classes Resume at 8:00 a.m.	Monday, December 1
Last Day of Classes (Undergraduate & Graduate)	Friday, December 5
Final Examinations	Monday - Thursday, December 8-11
Last Day of Classes for Weekend College Courses	Saturday, December 6
Offices Closed for Holiday Break	Wednesday, December 24 – Sunday, January 4

### SPRING SEMESTER 2009

Offices Reopen	Monday, January 5
Adult New Student Orientation	Saturday, January 10
Registration and Evening Classes Begin (Undergraduate & Graduate)	Monday, January 12
Day Classes and Labs Begin (Undergraduate & Graduate)	Tuesday, January 13
Late Registration Ends at 6:30 p.m.	Thursday, January 15
Last Day to Drop/Add Courses	Thursday, January 15
Weekend College Courses Begin	Friday, January 16
Martin Luther King Holiday (No Classes – Offices Closed)	Monday, January 19
Midterm	Wednesday, March 4
Spring Vacation Begins at Close of Classes	Friday, March 6
Classes Resume at 8:00 a.m.	Monday, March 16
Last Day to Withdraw from Class with Automatic “W”	Thursday, March 23
Good Friday Holiday (No Classes) (Thursday Night Classes Meet)	Friday, April 10
Last Day of Classes for Weekend College Courses	Saturday, April 18
Honors Convocation	Sunday, April 19
Last Day of Classes (Undergraduate & Graduate)	Wednesday, April 29
Reading Day	Thursday, April 30
Final Examinations	Friday-Wednesday, May 1-6
(Graduating Students) Grades Due at 5:00 p.m.	Thursday, May 7
Commencement (Mother’s Day)	Sunday, May 10

## GRADUATE FACULTY

### MASTER OF BUSINESS AND ORGANIZATIONAL LEADERSHIP

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

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

**Kenneth E. Christianson**, Professor of Religion and Sociology (1974) – Valparaiso University, B.A. 1965; University of Chicago, M. Th. 1970, D. Mn. 1970

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

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

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

**Edward Timmons**, Assistant Professor of Economics (2007) – Lebanon Valley College, B.A. 2001; LeHigh University, M.S. 2003, Ph.D. 2007

**William O’Toole**, Associate Professor, Business Administration (1977) – Indiana University, B.S. 1965; Bowling Green State University, M.B.A. 1976, C.M.A. 1980

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

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

## GRADUATE FACULTY

### MASTER OF ARTS IN EDUCATION

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

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

**Stacey Elsasser**, Assistant Professor of Education (2007) – North Central University, B.S. 1991; Oklahoma State University, M.S. 1999, Ph.D. 2002

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

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

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

**Timothy E. Rickabaugh**, Associate Professor, Sport Science, and Coordinator of Sport Science (1997) – Ohio Wesleyan University, B.A. 1983; Miami University, M.A. 1987; Syracuse University, Ph.D. 1998

## CONTACT INFORMATION

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