

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Mark C. Gordon". The signature is written in black ink and is positioned above the printed name.

Mark C. Gordon, President

CAMPUS RESOURCES

Office of Graduate Studies and Professional Development.....30

Office of Non-Traditional Student Support30

Registrar’s Office30

Financial Aid Office.....30

Office of Student Accounts30

Career Development31

Accommodations for Students with Disabilities.....31

Library Resources32

Computer Guidelines.....32

Access to Web Interface/OneStop.....33

Email33

Commencement33

MASTER OF ARTS IN EDUCATION PROGRAM

Program Overviews34

Program Goals34

Sport Coaching Concentration.....34

Teaching Education Licensure Programs.....34

Course Scheduling and Registration.....34

Graduation Requirements35

Program Curriculum35-37

Professional Development37

Master of Arts in Education Course Descriptions.....41-48

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Program Description38

Program Goals38

Prerequisite Courses.....39

Course Scheduling.....39

Graduation Requirements39

Program Curriculum39-40

Master of Business Administration Course Descriptions49-53

ADMINISTRATION

Faculty Listing54

Important Offices Contact Information.....55





FALL SEMESTER 2013

New Faculty Orientation.....	Tuesday, August 20
Faculty Workshop	Wednesday, August 21 until Friday, August 23
All Monday Evening Classes Begin (Undergraduate & Graduate)	Monday, August 26
All Day Classes and Labs Begin (Undergraduate & Graduate).....	Tuesday, August 27
Late Registration Ends at 4:30 p.m.....	Friday, August 30
Last Day to Drop/Add Courses.....	Friday, August 30
Labor Day Holiday (Offices Closed - No Classes).....	Monday, September 2
2nd 5-week classes begin.....	Week of September 30
2nd 8-week classes begin.....	Week of October 21
Midterm.....	Wednesday, October 16
Fall Midterm Break (No Day Classes) Thursday night classes meet	Friday, October 18
Midterm Grades Due by 12 NOON.....	Tuesday, October 22
Last Day to Withdraw with an Automatic "W" Grade	Monday, October 28
3rd 5-week classes begin	Monday, November 4
Reading Day (No Classes)	Wednesday, November 27
Thanksgiving Vacation	Thursday, November 28 and Friday, November 29
Classes Resume.....	Monday, December 2
Last Day of Classes (Undergraduate & Graduate).....	Friday, December 6
Final Examinations	Monday, December 9 through Thursday, December 12
Final Grades Due by NOON.....	Tuesday, December 17
Offices Closed for Holiday Break	Tuesday, December 24 through Wednesday, January 1

SPRING SEMESTER 2014

Offices Reopen.....	Thursday, January 2
All Classes Begin (Undergraduate & Graduate).....	Monday, January 6
Late Registration Ends at 4:30 p.m.....	Thursday, January 9
Last Day to Drop/Add Courses.....	Thursday, January 9
Martin Luther King Holiday (No Classes – Offices Closed).....	Monday, January 20
2nd 5-week classes begin.....	Week of February 10
Midterm.....	Monday, February 24
Midterm Grades Due by 12 NOON.....	Tuesday, March 4
2nd 8-week classes begin.....	Week of March 3
Spring Break Begins at Close of Classes.....	Friday, March 7
Last Day to Withdraw from Class with Automatic "W" grade.....	Friday, March 7
Classes Resume.....	Monday, March 17
3rd 5-week classes begin	Monday, March 24
Good Friday Holiday (Office Closed - No Classes) *Thursday night classes meet*.....	Friday, April 18
Last Day of Classes (Undergraduate & Graduate).....	Tuesday, April 22
Reading Day (No Classes)	Wednesday, April 23
Final Examinations	Thursday, April 24 through Wednesday, April 30
(Graduating Students) Grades Due at 12 NOON.....	Thursday, May 1
Commencement	Sunday, May 4
Final Grades Due at 12 NOON for all non-graduates.....	Wednesday, May 7

SUMMER SCHEDULE 2014

Summer Session A and All Summer Courses Begin	May 12 - June 20
Memorial Day Holiday (Offices Closed-No Classes).....	Monday, May 26
Summer Session B	June 23-August 1
Summer Session A grades due at 12 Noon	Wednesday, June 25
Summer Session II and Bi-Weekly grades due at Noon.....	Wednesday, August 6

TO UNDERSTAND

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

TO LEAD

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

TO SERVE

We encourage our students to be of service to their fellow students, their chosen fields of study, their communities and the world. We provide opportunities for students to transform society through civic engagement along with application of their knowledge and understanding to service.

VISION STATEMENT

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

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

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

UCC AFFILIATION

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

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

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

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

NON-DISCRIMINATION STATEMENT

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

the Affirmative Action Officer. Defiance College is authorized under federal law to enroll nonimmigrant alien students.

RIGHT TO MODIFY

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

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

GRADUATE PROGRAMS

Defiance College offers Master of Arts in Education and Master of Business Administration graduate programs. Below is a list of the programs and their concentration areas. This information is also available at <http://www.defiance.edu/pages/catalog.html>.

Master of Arts in Education

- ◆ Master of Arts in Education (with 9 credit elective concentration)
- ◆ Concentration in Adolescent to Young Adult 7-12 License
Integrated Math, Integrated Social Studies, Integrated Language Arts, Life Science, and Life Science and Chemistry
- ◆ Concentration in Intervention Specialist (mild/moderate) K-12
- ◆ Concentration in Sport Coaching
- ◆ Concentration in Visual Arts K-12 License
- ◆ Reading and Literacy Development Program [P-12]

Professional Education Licensure and Endorsement Programs:

- ◆ Adolescent to Young Adult 7-12: Life Science and Life Science and Chemistry
- ◆ Multi-Age K-12: Visual Arts and Intervention Specialist (mild/moderate)
- ◆ Reading and Literacy Development Program [P-12]

Master of Business Administration

- ◆ Criminal Justice Concentration (*not accepting new students for 2013-2014*)
- ◆ Leadership Concentration
- ◆ Sport Management Concentration

ADMISSIONS POLICIES AND PROCEDURES

The Office of Graduate Studies and Professional Development processes applications for graduate level programs. A candidate may apply for admission anytime during the calendar year. The respective Graduate Program Directors will review all materials and make the admission decision. Careful consideration is given to college transcripts signifying a baccalaureate degree, letters of recommendation, test scores (if applicable), and professional goal statements. Candidates are urged to submit applications at least one month prior to the expected date of enrollment. Below are the procedures and requirements for admission in the Master of Arts in Education (MAE) and Master of Business Administration (MBA) programs.

ADMISSION PROCEEDURES

- Please complete the entire application form and submit on-line. By applying on-line, the \$25.00 application fee is waived.
- Submit an official college transcript(s). If you are a Defiance College graduate, a transcript will be obtained by the Office of Graduate Studies & Professional Development.
- Submit a copy of valid teaching credentials/licenses, if applicable.
- Submit two letters of recommendation, including one from your immediate supervisor. The letters must attest to academic competence and to your ability to work with people and demonstrate appropriate interpersonal and social skill.
- Submit a Goal Statement outlining the purpose for pursuing a Graduate degree. The statement should be at least two typed, double-spaced pages, and represent the applicant's best writing skills.
- If applying for the MBA program, please submit GMAT test scores taken within the last five years of your undergraduate GPA is less than 2.75 on a 4.0 scale during your junior and senior years. Candidates who score less than the 50th percentile on the GMAT may be admitted under the criteria for conditional admission. Candidates whose undergraduate degree was earned more than 8 years prior to applying to the MBA Program are eligible for academic amnesty. Granting of academic amnesty requires the approval of both the MBA program director and the Associate Provost of Graduate Studies.
- If applying for the Reading Endorsement only:
 - Submit a copy of teaching credentials/licenses.
 - Submit official college transcripts (if you are a Defiance College graduate, a transcript will be obtained by the Office of Graduate Studies & Professional Development).

ADMISSION REQUIREMENTS:

1. Fulfillment of the above admissions procedures
2. A bachelor degree from a regionally accredited college or university
3. An overall undergraduate GPA of 2.75 – full admission is granted
4. An overall undergraduate GPA of 2.50 – conditional admission is granted

ADMISSION DECISION

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

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

NON-DEGREE ADMISSION

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

Only complete applications by the stated dates 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.

To be eligible for graduate study as an international graduate student, 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 of 2.75 or above on a 4.0 scale or submit scores (no older than five years) on the Graduate Management Admission Test (GMAT), at or above the 50th percentile. Students who score less than the 50th percentile on the GRE may be admitted conditionally.
4. Demonstrate proficiency in English. If English is not a student's primary 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.

International Student Application Process:

- ◆ Complete an application on-line at www.defiance.edu or complete and mail application to Graduate Studies and Professional Development, 701 North Clinton St., Defiance, OH 43512 USA.
- ◆ \$25 application fee (waived if applying online).
- ◆ Provide evidence of English language proficiency TOEFL (www.toefl.org) if applicable.
- ◆ Submit all academic records – certified copies of official documents plus English translations, if applicable (this includes secondary school records).
- ◆ Submit a goal statement outlining the purpose for pursuing the Master of Business Administration degree or the Master of Arts in Education degree. This statement should be at least two typed, double-spaced pages, and represent the applicant's best writing skills.
- ◆ Submit two letters of recommendation including one from an immediate supervisor:

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. Defiance College offers flexible courses in both the Master of Art in Education and Master of Business Administration programs during evenings and weekends.

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

CONFIDENTIALITY OF STUDENT RECORDS

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

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

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

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

Students may request that all directory information, or certain categories, be withheld by notifying the Registrar’s Office in writing within the first week of a term. Additional information about the college policy or to complete the Request to Prevent Disclosure of Directory Information may be found online at: http://www.defiance.edu/pages/RC_FERPA.html.



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

Examples of plagiarism (a non-exclusive list):

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

REMEDIATION AND PENALTIES

When a faculty member or other instructor believes that an incidence of plagiarism or other academic dishonesty has occurred, he or she should discuss the matter with the student(s) involved as soon as possible.

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 Chief Academic Officer 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.

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.

APA (American Psychological Association) FORMAT

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

USE OF HUMAN SUBJECTS FOR RESEARCH

Graduate students shall work with the supervising professor in developing protocols for research involving human subjects. Protocols must be submitted to the Institutional Review Board to ensure compliance with federal regulations.

INDEPENDENT STUDY COURSES

Independent study may be either project or research-oriented. Topics for independent study are not usually part of the curriculum but reflect a student's special interest; or they take a student further into a subject than regular course work allows. Students must work closely with the appropriate program director in planning, executing, and evaluating if an independent study course is appropriate in their plan of study.

All Graduate Independent Study Courses must be approved by the Program Director and Chief Academic Officer. Approved independent study forms must be submitted to the Registrar's Office within two weeks after the beginning of the semester. Independent Study forms are available online at www.defiance.edu/pages/RC_download_forms.html.

Master of Art in Education

Independent Studies may only be used for elective courses in the MAE program. Such a course will be designed to allow a student to extend their knowledge or skill in an area of interest in the field of education.

Master of Business Administration

Only one required course in the MBA core may be taken through independent study. A course may not be taken as an independent study during the academic term in which the course is being offered.

UNDERGRADUATE STUDENTS ENROLLED IN GRADUATE COURSES

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 cumulative GPA of 2.75. Graduate courses taken by undergraduate students above the 120 credit hours required for the baccalaureate degree may count for graduate credit.

Students must get the approval of both their academic advisor and the appropriate program director to schedule for graduate classes.

GRADING SYSTEM

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

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

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

A (4.00)	A- (3.67)	
B+ (3.33)	B (3.00)	B- (2.67)
C+ (2.33)	C (2.00)	
F (0)	WF (0)	AW (0)

GRADUATION REQUIREMENTS

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

SCHEDULE CHANGES AND WITHDRAWAL FROM COURSES

Candidates may change a class schedule during the first four days of classes in a regular term or the first four days of a summer session. A student who withdraws from a 16-week course after the first week but before the end of the ninth week will automatically receive a grade of “W.” The deadline for an eight-week course is the

end of the fifth week; for a seven-week course, the end of the fourth week and for a five-week course, the end of the third week. After these deadlines, the grade will be “WF” unless the instructor views the circumstances as extenuating and gives written permission for the grade to be “W.” Final determination of whether a grade will be “W” or “WF” will be made by the Registrar and Chief Academic Officer.

ACADEMIC PROBATION AND SUSPENSION

Candidates whose cumulative grade point average falls below 3.0 are placed on academic probation and granted one year from the date of the initial probation to achieve the required 3.0 average. Candidates on academic probation may not enroll in CJ590, ED510, and ED590, submit or present the master’s project. If a student is on academic probation, he/she must develop a plan of action to raise his/her GPA with the appropriate program director. A plan of action may result in a student taking additional credit hours beyond the programs credit hour requirement. The candidate is encouraged to use the “academic second chance” option to improve the cumulative grade point average. If the student’s GPA remains under a 3.00 after one year of academic probation, the student may be suspended for one semester. Any student who fails to meet the above criteria may be dismissed from the program. Students whose cumulative grade point average falls below a 2.00 are subject to dismissal without probationary status.

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

ACADEMIC SECOND CHANCE

Students who have received a grade of F in a graduate course taken at Defiance College may have the grade removed from the student’s academic record if the same course is repeated at Defiance College. This option may be exercised for two graduate courses during the student’s graduate career at the College. The Academic Second Chance form must be completed with the Registrar’s Office prior to enrolling in the course for second chance. The Academic Second Chance form is available in the Registrar’s Office or online at: www.defiance.edu/pages/RC_download_forms.html. An Academic Second Chance petition must be filed in the Registrar’s Office in order to have the original grade removed from the record. It may not be used to change academic history after a student has received a degree.

RE-ENROLLMENT

Students who have withdrawn from the College or have failed to maintain continuous enrollment for more than one semester must complete a re-enrollment application with the Registrar’s Office. Upon approval of re-enrollment, an updated degree audit and faculty advisor information will be provided to assist in successfully setting up class schedules. Students who have completed an official leave of absence from Defiance College are exempted from these requirements.

TRANSFER CREDIT

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

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

Student Fee: A non-refundable student fee is charged to students each semester of enrollment. This fee is distributed to support services to students, including technology and use of the George Smart Athletic Center. The fee is \$95 for students enrolled in eleven or less credit hours and \$150 for students in enrolled in twelve or more credit hours.

Technology Fee: A \$170 non-refundable fee is charged to all students enrolled in twelve or more credit hours each semester of enrollment. This fee is used to improve all campus technology.

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

Late Registration Fee: A \$100 non-refundable fee may be assessed to students who do not complete the registration payment process by the payment due dates as published on student billing statements.

Late Payment Fee: \$30 per month may be assessed to students whose semester charges are not paid in full by the due date unless the student has entered into a Defiance College Monthly Payment Plan.

Return Check/Dishonored Electronic Transaction Fee: \$30 per occurrence. Fee assessed as a result of the check or electronic transaction not being honored.

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

Withdrawal Processing Fee: A \$50 fee is charged for students who withdraw from college after the first four days of fall or spring semesters or the first four days of the summer term.

Transcripts: An official copy of a student's record, with the College seal and Registrar's signature, \$5. On demand transcript processing is an additional \$10.00. An official college transcript can be requested from the Registrar's Office. An unofficial copy of a current student's transcript can be accessed on a student's Onestop account. A transcript may be denied if a student has a financial or other hold on their account.

Vehicle Registration Fees and Fines: All motorized vehicles on campus must be properly registered with the Office of Student Life. Registration is \$50 per academic year (\$25 if enrolling after fall semester). The Student Handbook has additional information regarding the parking policy.

Research Project binding fee for ED590 Master's Project: One bound hard copy of the project will be printed, bound and placed in the College archives free of charge, one electronic copy will be placed on Ohio Link and one additional bound copies are optional and available upon request – fee will be current rate priced by external binding company.

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

FINANCIAL STATUS

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

To be considered in good financial standing, students must complete financial arrangements on or before open registration day, which for returning students includes any unpaid balances due. Failure to do so may deny the student the right to attend classes and other college services may be withheld.

To continue in good financial standing, students must complete all required financial aid procedures, meet all deferred payment deadlines, and make other arrangements for any student loans which might be denied. Failure to do so will result in the account being delinquent (in default) and may result in one or more of the following actions: a \$30 late payment fee per month, transcripts of student records will not be released, diplomas of graduating seniors will be held, credit for courses currently being taken will be denied, board will be denied, vacating campus housing will be required, and the student may be administratively withdrawn from the College.

Non-current accounts may be referred to outside collection agencies. The student shall pay all the College's cost of collection. This includes, but is not limited to, a collection agency fee and/or reasonable attorney's fees. Collection agency costs, along with penalties and interest incurred to collect accounts, may be added to the balance due from the student.

FINANCIAL AID OFFICE

Students accepted as degree-seeking in the graduate program and who enroll in a minimum of six credit hours each semester may apply for a Federal Direct Unsubsidized Loan. Students are required to complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov each year to be considered for federal financial aid assistance.

The Federal Direct Unsubsidized Loan is funded by the federal government. Interest accrues on an unsubsidized loan beginning from the first disbursement. Students may pay the interest while in school and during grace periods and deferment or forbearance periods, or can allow the interest to accrue and be capitalized (that is, added to the principal amount of the loan). If students choose not to pay the interest as it accrues, it will increase the total principle amount of the loan. Interest rates are

The refund of meal plan charges will be prorated plus one week based on the official date of withdrawal from campus housing. When the withdrawal is involuntary for disciplinary reasons, the full institutional charges will apply.

All financial aid, other than aid regulated by an outside source such as the federal aid described above or veteran benefits, will be refunded according to the tuition, fees, housing, and meal refund schedule as indicated. Defiance College financial aid and private financial aid will be refunded according to the 100 percent, 75 percent, 50 percent and 25 percent determination during the first four weeks. After four weeks, there are no refunds for such aid.

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

The following items are non-refundable:

- Activity fee
- Audit fee
- Course related fees
- Deferred payment plan fees
- Finance charges
- Late fees (payment plan or registration)
- Parking fee
- Returned check/dishonored electronic transaction fee
- Residential charges damages or fines
- Technology fee
- Transient student registration fee
- Withdrawal fee
- All other institutional fees

Withdraw from course:

Students who withdraw from a course shall receive a tuition credit based on the official withdraw date as determined by the Registrar's Office. Courses dropped prior to the drop date of the semester receive full tuition credit. After the drop date, the tuition credit is based on the 100 percent, 75 percent, 50 percent and 25 percent schedule listed above. After the first four weeks, there is no tuition credit.

Students enrolled in classes that begin *after* the four-week refund period, for example the second summer session or the second 8-week fall or spring session, will not be eligible for a refund unless the Registrar's office determines that the student is a pre-term drop, meaning they never attended the course. Students determined to be a pre-term drop will be eligible for full tuition credit for the course.

CAREER DEVELOPMENT

Location: Hubbard Hall

Hours: M-F 8:00 am to 4:30 pm

Phone: extension 2349

The Office of Career Development located in Hubbard Hall, provides help to those students who are undecided about a career. By focusing on interests and abilities and through career counseling, students are assisted with making career choices. Through workshops, classroom presentations and individual counseling, students receive information on all aspects of career planning and the job search process. Assistance with resume preparation, interview techniques, and job referral information is provided by the Office. Among other functions, the Office assists students in preparing for graduate and professional school and administers the Cooperative Education program.

ACCOMMODATIONS POLICY FOR STUDENTS WITH DISABILITIES

Contact the Office of Career Development

Phone: extension 2349

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of students to request necessary accommodations and they should do so as early as possible, as some accommodations may require time to implement.

Students with a documented physical, psychological, or learning disability must submit appropriate documentation to Defiance College's Accessibility Services Coordinator, Lisa Marsalek, Assistant Dean of Students/Director of Career Development at Extension 2366 or lmarsalek@defiance.edu. For additional information please view the undergraduate catalog for additional information on documentation, reasonable accommodations, and grievance procedures for students with disabilities.

ONESTOP ACCESS

The DC Onestop account is an essential College tool used for administrative and academic correspondence. Students will be required to use this tool to access one or more administrative and academic services at the College. Such services include grade report card, unofficial academic transcript, degree audit, course schedules, current-term billing statement, student directory, enrollment verification and network handbook.

EMAIL

Students will receive official college correspondence by email. Students are expected to check their email on a frequent and continuous basis in order to stay current with Defiance College communications. Students can view email from any computer that has Internet access. Students must enter their DC email address to gain access.

COMMENCEMENT

Defiance College holds one annual commencement ceremony in May. All graduates are strongly encouraged to participate. The college confers degrees at the end of the fall semester, spring semester and summer session after completion of all graduation requirements by the student, as certified by the Registrar's Office. Students who complete degree requirements in the summer may participate in the annual spring commencement and will receive their diploma when requirements are completed. Graduate students who have an approved plan of study with an expected completion date of August 31st may, upon demonstration of adequate progress, participate in commencement in May of that calendar year as a summer graduate.

The licensure programs prepares in- and pre-service teachers with critical and creative thinking skills for developing innovative instructional methods to use in the classroom and strategies to create safe and respectful learning environments. In addition, candidates will develop skills for quality and effective teaching of every child and competencies for using and interpreting assessment data that enhances and improves instruction. The Reading and Literacy Development program which leads to a P-12 reading endorsement will engage candidates in current and seminal research in reading and literacy instruction and research-based strategies and methods for teaching children how to read especially the struggling reader.

COURSE SCHEDULING AND REGISTRATION

The Master of Arts in Education offers courses fall, spring and summer semesters. It is required that graduate candidates meet with the Director of the Graduate Education Program for guidance in scheduling and development of a plan of study. 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 Master’s project.

MASTER OF ARTS IN EDUCATION 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 Master’s project with a minimum cumulative GPA of 3.0.
- ◆ Submit and successfully complete the master’s project.
- ◆ File an application for graduation with the Registrar’s

PROGRAM CURRICULUM

Master of Arts in Education Foundation Core:

- ED 501 Philosophy of Education and Educational Ethics (3)
- ED 502 Advanced Educational Psychology (3)
- ED 503 Teacher Leadership (3)
- ED 504 Contemporary Instructional Perspectives (3)
- ED 505 Instructional Strategies for Engaged Learning (3)
- ED 506 Multicultural Education (3)
- ED 510 Inquiry Methodology (3)
- ED 590 Master’s Project (3)
- Electives (9 credit hours)

Total credit hours: 33

Candidates pursuing the Sport Coaching concentration will take ED 602 Principles of Sport Coaching and Leadership as the substitute for ED 503 Teacher Leadership

Candidates pursuing the Intervention Special (Mild/Moderate) K-12 license will



take ED 605 Instructional Strategies M/M Disabilities K-12 as the substitute for ED 505 Instructional Strategies for Engaged Learning

Sport Coaching Courses

- ED 630 Sport Psychology (3)
- ED 631 Critical Issues in Schooling and Sport (3)
- ED 632 Research on Coaching (3)

Total credit hours: 33

Adolescent to Young Adult Licensure (Grades 7-12)

Professional Education Courses

- ED 511 Educational Technology (3)
- ED 512 Reading & Writing in Content Area (3)
- ED 570 Teaching Secondary Students (3)
- ED 558 Education of Diverse & Exceptional Learners (3)
- ED 551-554 Content Methods for Teaching (3)
- ED 578 Student Teaching/Seminar 7-12 (6)

Total credit hours: 21

Academic Content Requirement:

- Integrated Math
- Life Science
- Life Science and Chemistry
- Integrated Social Studies
- Integrated Language Arts
- Visual Arts (K-12)

Total credit hours: varies

Intervention Specialist (Mild/Moderate) K-12

- ED 601 History and Philosophy of Special Education (3)
- ED 558 Education of Exceptional and Diverse Learners (3)
- ED 605 Instructional Strategies M/M Disabilities K-12 (3)
(fulfills ED 505 in the MAE Foundation Core)
- ED 606 Learning Environments and Social Interactions (3)
- ED 607 Educational Assessment and Planning (3)
- ED 633 Family and Community (3)
- ED 658 Practicum **Individuals with a valid Ohio Teaching License* (3)
- ED 578 Practicum **Individuals without a valid Ohio Teaching License* (6)

Reading Core:

- ED 508 Phonics (3)
- ED 512 Reading and Writing in the Content Areas (3)
- ED 546 Reading Diagnosis and Remediation (3)
- ED 612 Communication, Reading, Language (3)

Total credit hours: 33-36

Reading and Literacy Development (Reading Endorsement (P-12))

- ED 520 Theory and Research in Reading and Literacy (3)
- ED 512 Reading and Writing in the Content Areas (3)
- ED 546 Reading Diagnosis and Remediation (3)
- ED 521 Using Multicultural Literature in Pre-K-12 Classrooms (3)
- ED 522 Clinical Practicum in Reading (3)
- Total credit hours: 15

Professional Education Licensure and Endorsement Programs

Licensure Only

- Adolescent and Young Adult (grades 7-12)
 - Life Science
 - Life Science and Chemistry

- Multi-Age License (grades K-12)
 - Intervention Specialist (Mild/Moderate) K-12
 - Visual Arts (K-12)

Endorsement

Reading and Literacy Development (Endorsement (P-12))

- ED 520 Theory and Research in Reading and Literacy (3)
- ED 512 Reading and Writing in the Content Areas (3)
- ED 546 Reading Diagnosis and Remediation (3)
- ED 521 Using Multicultural Literature in Pre-K-12 Classrooms
- ED 522 Clinical Practicum in Reading (3)
- Total Credit Hours: 15

PROFESSIONAL DEVELOPMENT

The Professional Development series is a set of workshops that offer community members an efficient way to stay abreast of current trends and topics in various areas. Most of these workshops are scheduled as Friday night and all day Saturday events. Students can earn one graduate credit for each workshop.



Please note that these are alternatives. Even if a student needs all of the prerequisites, they can be completed in just five courses. Prerequisites must precede the affiliated graduate courses, so that the base of knowledge is available for use in the graduate course.

The following is a list of specific undergraduate prerequisite courses for the MBA program:

- AC221 Financial Accounting (3)
- BA350 Business Finance (3)
- EC201 Microeconomics (3)
- MA105 Quantitative Reasoning (3)*
- MK340 Principles of Marketing (3)
- IT102 Word Processing (1)*
- IT103 Spreadsheet Skills (1)*
- IT104 Presentation Skills (1)*

* This course must be taken at the first available offering.

COURSE SCHEDULING

The MBA program offers courses that are flexible and offered during evenings. Most classes meet in an alternate week format. Some courses are presented on line and some in a hybrid manner. Schedules individually tailored by the program director in the MBA program.

GRADUATION REQUIREMENTS

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

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

Master of Business Administration Core Curriculum

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

- BA503 Organizational Management and Leadership (3)
- BA504 Statistics and Research Methods for Managerial Decision Making (3)
- BA512 Organizational Communication and Interpersonal Development (3)
- BA520 Managerial Economics (3)
- BA530 Organizational Marketing (3)
- BA540 Accounting Issues (3)
- BA550 Issues in Financial Management (3)
- BA560 Global Issues (3)
- BA580 Political, Social, and Ethical Issues in Business (3)

MASTER OF ARTS IN EDUCATION COURSE DESCRIPTIONS

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. Offered: Fall.

ED502 Advanced Educational Psychology (3)

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

ED503 Teacher Leadership (3)

Students will learn methods and procedures of teacher leadership. Students will learn about the contemporary context of teacher leadership and will become familiar with designing professional development activities and events for teachers. Students will learn to use data collection, analysis, and interpretation techniques to understand concepts such as group dynamics, individual skills, organizational development, and school leadership dynamics. Offered: Spring, Summer.

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, teacher effectiveness, research findings, and reflective practices will be emphasized. Offered: Fall, Summer

ED 505 Instructional Strategies for Engaged Learning (3)

The focus of this course is identifying and exploring research-based strategies and methods to enhance and engage learning. Students will design developmentally appropriate instructional materials and lesson applying various strategies and methods to differentiate instruction, activities, and assessments. Offered: Spring, Summer.

ED 510 Inquiry Methodology (3)

This course is the study of inquiry methods appropriate to the development of understanding education research and theory. It is designed to engage graduate candidates in the process of developing a research topic and questions, literature review, problem and purpose statements, and research design for the Master's

Project. Students will also be introduced to data analysis and interpretation, and the Human Subjects process through the Institutional Research Board (IRB). This is the last course of the MAE foundation courses to complete before enrolling in ED 590 Master's Project. Offered: Fall, Summer.

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

Using the Common Core Standards in Reading/English as a focus, the course highlights the principles, techniques, strategies and the resources which aid teachers in developing and strengthening students' reading and writing ability within school content areas. Focus on comprehension through attention to textbooks and their organizations, readability, student interests, schema theory and cultural factors. The five components of the language arts will also be addressed. 10 clinical field hours to be completed with children in grades Pk-3, or 4-9, or 7-12. Offered: Fall, Summer.

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

This course examines seminal research of reading, writing, and literacy development. Various approaches to the foundation of reading and writing will be examined and explored. Pre-requisite: completion of the 12 hour reading core which includes a three-hour course in Phonics. Offered: Fall, Summer.

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

This course is designed to engage students in the use of quality multicultural literature books across the grade levels and the content areas based on the Common Core Standards. Offered: Spring, Summer.

ED 522 Clinical Practicum in Reading (3)

The candidates will work with primary, middle or high school students diagnosing, prescribing, and implementing a reading plan for improvement to all learners (culturally diverse, English Language Learners, the exceptional student (dyslexia, gifted, learning disabilities, etc). The candidates will demonstrate competency in teaching reading and writing, assessment and intervention, examining and evaluating the school's reading plan, developing partnerships with parents, administrators, teachers, and identifying and designing professional development in support of the school's reading initiative. Pre-requisites: ED 520, ED 521, ED 546, and ED 521. 80 clinical field hours. Offered: Fall, Spring, & Summer.

ED 546 Reading Diagnosis and Remediation (3)

The study of appropriate reading and writing diagnostic and remedial procedures for assessing strengths and weaknesses in young learners are included. The use of the results of these procedures to create appropriate teaching strategies is address. Students will have the opportunity to develop and implement diagnostic and remedial strategies for students with dyslexia. This course is part of the required 12 hours reading core. 10 clinical field hours. Offered: Spring.

ED 551 Content Methods for Teaching Visual Arts (3)

Graduate level candidates will learn about and integrate best practice content-based pedagogies in instructional planning and implementation. The Fine Arts Ohio Academic Standards are used as the source of content and organization for the course. In addition, candidates will become familiar with the Ohio Standards for the Teaching Profession and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. The candidates will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. Prerequisite ED 570 Teaching Secondary Students. 60 Field Hours Required. Offered: Fall, Spring.

ED 552 Content Methods for Teaching Math in Grades 7-12 (3)

Graduate level candidates will learn about and integrate best practice content-based pedagogies in instructional planning and implementation. The source of best practice pedagogies in math is the National Council of Teachers of Mathematics and research literature related to best practices in math teaching. The Common Core Standards in Math and Math Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. Prerequisite ED 570 Teaching Secondary Students. 60 Field Hours Required. Offered: Fall, Spring.

ED 553 Content Methods for Teaching Science in Grades 7 to 12 (3)

Graduate level candidates will learn about and integrate best practice content-based pedagogies in instructional planning and implementation. The source of best practice pedagogies in science is the National Science Teachers Association and research literature related to best practices in science teaching. The Ohio Academic Standards in Science (revised edition) and Model Curriculum in Science are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning,

instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. Prerequisite ED 570 Teaching Secondary Students. 60 Field Hours Required. Offered: Fall, Spring

ED 554 Content Methods for Teaching Social Studies in Grades 7 to 12 (3)

Graduate level candidates will learn about and integrate best practice content-based pedagogies in instructional planning and implementation. The source of best practice pedagogies in social studies is the National Council of Social Studies and research literature related to best practices in social studies teaching. The Ohio Academic Standards in Social Studies (revised edition) and the Social Studies Model Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. Prerequisite ED 570 Teaching Secondary Students. 60 Field Hours Required. Offered: Fall, Spring.

ED 555 Content Methods for Teaching English & Language Arts in Grades 7-12 (3)

Graduate level candidates will learn about and integrate best practice content-based pedagogies in instructional planning and implementation. The source of best practice pedagogies in language arts is the National Council of Teachers of English and research on best practices in English Language Arts teaching. The English Language Arts Core State Standards and the English Language Arts Core Curriculum are used as the source of content and organization for the course. In addition, student will become familiar with the Standards for Ohio Educators and the Continuum of Teacher Development. Candidates will continue to learn, understand and use the rubrics associated with the Ohio Teacher Performance Assessment program and how that will be used to assess their practice in the internship and during the Ohio Teacher Residency program. Pre-service teachers will continue to develop competency in instructional planning, instructional implementation including the use of academic language, assessment, developmentally appropriate practice, differentiated instruction, and professionalism including reflection. Prerequisite ED 570 Teaching Secondary Students. 60 Field Hours Required. Offered: Fall, Spring.

ED 590 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. Offered: Fall, Spring, Summer.

ED 511 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. Offered: Summer.

ED558 Education of Diverse and Exceptional Learners (3)

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

ED570 Teaching Secondary Students (3)

This is the initial methods course designed for individuals seeking AYA licensure within the Master of Arts in Education graduate program or in the Post Baccalaureate Graduate Licensure Only Program. It is an introduction to best practices in instruction, assessment, and management of secondary classrooms. Class topics include Ohio Teaching Standards and diversity in the secondary classroom, engaging instructional strategies, lesson planning and unit development, and the Ohio Academic Content Standards or Common Core Content Standards. Prerequisite: ED 502 Advanced Educational Psychology. This course requires 40 hours in field experience. Offered: Fall, Spring.

ED578 Internship in Adolescent and Young Adult (6)

An intensive 15 weeks, clinical experience for licensure. Offered: Fall, Spring.

ED598 Internship Seminar

A weekly seminar designed to support the activities of interns during the internship. Interns meet each week with their college supervisors and then participate in whole group activities including but not limited to service learning, technology in the classroom, 21st Century Skills for P-12 students, and Value Added information as well as information about securing a teaching license and beginning the job search. Must be taken concurrently with ED578. Offered: Fall, Spring

ED508 Phonics and Structure of Language (3)

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

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

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

ED 602 Principles of Sport Coaching and Leadership (3)

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

ED605 Instructional Strategies: K-12 Mild/Moderate Educational Needs (3)

The focus of this course is meeting the instructional needs of learners in grades K-12 with mild to moderate disabilities. Skills will focus on the design, implementation, and assessment of educational interventions in the areas of language, math, science, social studies, art, and movement that are age and ability appropriate. A 40-hour field experience in a K-12 setting is required. Prerequisites: ED 502, ED558 and ED601. Offered: Fall, Spring.

ED606 Learning Environments and Social Interactions (3)

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

ED607 Educational Assessment and Planning (3)

The focus of this advanced methods course is assessment and the development of academic and social planning for the learning of students with mild/moderate disabilities. 60 hours of field experience required. Prerequisites: ED502 and ED605. Offered: Fall, Spring.

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

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

ED 630 Sports Psychology (3)

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

ED631 Critical Issues in Schooling and Sport (3)

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

ED632 Research on Coaching (3)

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

ED633 Family and Community Partnerships (3)

The focus of this course is the understanding of the family and community as partners with the schools in the education of students with mild and moderate disabilities. Prerequisites: ED601. Offered: Fall, Summer

MASTER OF BUSINESS ADMINISTRATION **COURSE DESCRIPTIONS**

Undergraduate Pre-Required Courses

AC 221 Financial Accounting (3)

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

BA 350 Business Finance (3)

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

EC 201 Microeconomics (3)

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

MA105 Quantitative Reasoning (3)

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

MK 340 Principles of Marketing (3)

An introductory survey of the marketing function: product design, distribution, pricing, and integrated marketing communication.

IT 102 Document Production (1)

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

IT 103 Spreadsheet Skills (1)

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

IT 104 Presentation Skills (1)

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

Professional Courses**BA 503 Organizational Management and Leadership (3)**

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

BA 504 Statistics and Research Methods for Managerial Decision Making (3)

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

BA 512 Organizational Communication and Interpersonal Development (3)

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

BA 520 Managerial Economics (3)

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

BA 530 Organizational Marketing (3)

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

BA 540 Accounting Issues (3)

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

BA 550 Issues in Financial Management (3)

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

BA 560 Global Issues (3)

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

BA565 Sport Law (3)

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

BA566 International Sport (3)

This course will be an in-depth study of the nature and scope of sport from a global perspective. Content focuses on the rise and impact of sport not only in the United States but around the world.

BA567 Governance in Sport (3)

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

BA575 Organizational Systems and Strategy Development (3)

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

BA576 Readings in Leadership (3)

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

BA577 Case Studies in Leadership (3)

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

BA 580 Political, Social, and Ethical Issues in Business (3)

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

BA591 Internship

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

BA599 Independent Study (3)

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

Criminal Justice Concentration

CJ502 Criminal Justice Processes and Institutions (3)

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

CJ585 Criminal Justice Public Policy Seminar (3)

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

CJ590 Leadership Applications Project (3)

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

CONTACT INFORMATION

Associate Provost for Graduate Studies and Professional Development

Dr. Sandra Golden
701 North Clinton Street
Defiance OH 43512
419.783.2412 – Office
419.784.0426 – FAX
sgolden@defiance.edu

Provost and Vice President for Academic Affairs

Dr. Barbara R. Schirmer
701 North Clinton Street
Defiance OH 43512
419.783.2586 – Office
419.784.0426 – FAX
bschirmer@defiance.edu

Registrar

Mariah V. Orzolek
701 North Clinton Street
Defiance OH 43512
419.783.2551 – Office
registrar@defiance.edu

Director of Student Accounts

Kristina Mohring
701 North Clinton Street
Defiance, OH 43512
419.783.2550 – Office
bursar@defiance.edu

Director of Financial Aid

Amy A. Francis
701 North Clinton Street
Defiance OH 43512
419.783.2458 – Office
finaid@defiance.edu



